Promoting partnership

Ivor Lloyd outlines his priorities as new President of CILIPS.

A year is not a long time to be President – I've known a few and they all agree on that! It looks like it will be a bit like being a President of a University's Student Association, you've no sooner mastered the black arts and you're welcoming your successor. Nevertheless, as your President of 2006, I am determined at least to making myself available to as many members as possible by visiting your libraries and Branches, and at best to make some impact despite the limited term of the presidential office.

My immediate predecessors – Moira Methven and Alastair Johnston – managed to do both, demonstrating what an able President can do within these constraints, but they have also spent time fully advising me on my new role. So no excuses.

For those of you who do not know me, I'm Depute Principal at the University of Abertay Dundee, where I've worked for over 20 years, first as Depute Librarian, then Librarian, and then Head of Information Services. Before that I was an Academic Librarian at Duncan of Jordanstone College of Art, Assistant Librarian at Kirkcaldy Technical College and in the long and distant past as a trainee in Hawick Public Library (perhaps worth highlighting that Alastair Johnston also started off in the Borders – but that, of course, was only in Galashiels!). I was Honorary Treasurer for the Information Services Group for many years, was on the old SLA Council, and have served on the Scottish Library and Information Council Management Committee. I have also been a Trustee of the National Library of Scotland for over five years, a fascinating experience given the enormous organisational change in the NLS over that period.

Although most of my professional career has been spent in academic libraries, I feel a strong affinity to public libraries, from early days as an avid young reader using Blackhall Library in Edinburgh, to an excellent grounding in the profession in Hawick to my close contact with colleagues working in public libraries throughout my career, especially in the Tayside & Fife Library and Information Network. And this brings me to one of the issues I would like to promote as best I can in my Presidential year – the value of partnerships in libraries and information services, especially those of a cross-sectoral nature.

I firmly believe that librarians are among the most collaborative of all the professional groupings and the environment is now such that we should be

exploiting this strength to the full. There were two fascinating articles in December's edition of Information Scotland – one by Jill Evans on SCURL as a 'community of practice' and the other by Wendy Ball on how ELISA is 'fostering a community of practice'. They were both focusing on the profession's ability to collaborate at all levels and I believe this is a real strength which we can exploit for the benefit of both our users and the profession.

There are three other issues which you will see me promoting over the year. The first is that of Information Literacy, and again this comes from a long standing involvement in delivery of information skills throughout my career. The second is an old chestnut – how do we ensure we're recruiting the appropriate people into the profession to enable us to face the challenges ahead? And the third is the opportunities for library and information services to diversify into the area of corporate information management, consolidating our involvement in Freedom of Information and Records Management developments. No doubt there will be others as the year progresses.

I have been fortunate to have been closely involved with three major library institutions during my career – CILIPS, SLIC and the NLS. Their health and vitality is essential if the profession is to prosper. We are in a very strong position here in Scotland, but ultimately it is the professional librarians 'on the ground' – CILIPS members – that will make the difference. I see the profession in Scotland in very good heart, with many able, committed professionals adding significant value to the organisations they work for.

Of concern to us all then is that with our subscription renewal notice from CILIP is the report on the serious financial position which Ridgmount Street finds itself in. This should cause a collective sharp intake of breath. Many of you may wonder how this will affect CILIPS. For those of you who were not aware of it, a legal agreement has been in place between the Scottish Library Association and the Library Association since 1995. This gives Scotland policy and fiscal autonomy, with CILIP providing financial support to deliver CILIP services in a Scottish context – apart from membership and qualifications.

From the start of the process of addressing the financial position at Ridgmount Street, it was made clear that Scotland would not be affected. CILIPS has always been canny about its finances with priorities and business planning closely aligned to our resources. As a consequence CILIPS is in good order and looking forward to developing a range of membership services which meet Scottish needs, so it's business as usual.

Finally, I see only one flaw in the greatly improved Information Scotland – a lack of letters from members. Can I encourage you all to post in your views (the more provocative the better!) to make this journal an even more interesting read. My predecessor, Alastair Johnston, wrote a particularly provocative piece in the December issue of IS about performance of CILIP London on the vexatious issue of delays in chartership development. It was the recurring concern he was getting from members and as President he raised the issue in IS. Feathers flew, it appears to have had the desired effect, but how many letters did it generate? No prizes! Let's have the number of letters sent to IS as a performance indicator for the health and vitality of the profession in Scotland.

Information Scotland is delivered online by the SAPIENS electronic publishing service based at the Centre for Digital Library Research. SLAINTE (Scottish libraries across the Internet) offers further information about librarianship and information management in Scotland.

Hotspots

On the move

Hazel Lauder reports on the initiative to introduce Wi-Fi hotspots in public libraries.

Five local authorities in Scotland are testing the technology and the impact that Wi-Fi has on library services. The Scottish Library and Information Council (SLIC), with support from the Scottish Executive's 21st Century Government Unit, is working with public library services in Glasgow, Highland, Midlothian, Fife and East Ayrshire.

Wi-Fi is the popular term for a high speed wireless local area network. Wireless hotspots allow Wi-Fi enabled laptop and Personal Digital Assistant (PDA) users to connect to the internet at broadband speeds. It is very much a growing phenomenon as laptop users are able to use the Web at many locations and at times convenient to them. Hotspots are appearing in airports, hotels, coffee shops and pubs.
Wi-Fi connectivity also offers libraries the opportunity to provide access to their services 24/7. It can be seen as an extension of the People's Network, allowing members of the public to tap in to broadband connectivity and access services using the convenience of their own equipment. However,

some users may be excluded from Wi-Fi as they may not have access to portal devices such as laptops and PDAs. The 21st Century Government project provides funding to make this equipment available either within the library or for loan outside library opening hours.

It is possible to utilise existing infrastructure to provide Wi-Fi services although security concerns have meant that many libraries have chosen to provide their Wi-Fi connectivity independently from their corporate networks or People's Network. Wi-Fi can be offered with a low initial outlay using an ADSL line and hardware to manage access.

Filtering and virus protection issues can be addressed by the hardware used. A gateway can be configured to manage the service and provide information including when the hotspot is being used, the length of sessions and the number of sessions. SLIC is recommending implementing Acceptable Use Policies to manage use and provide the ability to audit use. To encourage uptake of online services SLIC also recommends the development of a portal to direct users to e-resources. Libraries can therefore capitalise on Wi-Fi to promote their quality information services and resources.

[Glasgow City Libraries](#) launched Wi-Fi at Hillhead Library, the Library at the Gallery of Modern Art and the Mitchell Library in December. Glasgow is working in partnership with broadband wireless company [RegenerateIT](#). Users are authenticated via the library management system and can access the service 24/7. They are directed to a library portal that provides access to online resources available in Glasgow and the library catalogue.

RegenerateIT offer a 'managed' service that will set up the Wi-Fi hotspot and provide the equipment. The equipment provided includes an ADSL router, the hotspot controller and the wireless antennae. The library service is required to provide connectivity either by connecting to existing infrastructure or by installing an ADSL line. The service includes a branded portal, monthly activity reports and helpline support for staff and users.

[Highland Libraries](#) introduced their Wi-Fi service at Inverness Library in November. Highland Libraries are connected to the Internet via the UHI Millennium Institute (UHI) connection. The UHI connection provides the backbone for the Wi-Fi service. Although UHI already offer Wi-Fi connectivity to students in their learning resource centres, the public library service is currently limited to Council owned equipment. The Wi-Fi connection is used during classes and for taster sessions.

[Fife Libraries](#) are planning a pilot project at Dalgety Bay Library, starting in March. The project aims to deliver broadband equivalent internet access

and guided learning, cultural and information services to customers who wish to use their own laptop PCs in the library. This will be delivered by providing remote authenticated access via the ICT booking software, Netloan. In this way potential users will have to become members of the library service with membership providing the individual with a user number and PIN. The laptop connected to the hotspot will then present the user with the same login screen and Acceptable Use Policy as is used on the Peoples Network PCs.

Midlothian Libraries originally planned developing a basic system consisting of a wireless router and an ADSL broadband line. However, in order to provide a robust evaluation a Bluesocket Wireless Gateway controlling access to the hotspot by username and password was added. For security reasons it was decided not to use the Council network for provision of the Wi-Fi Internet service. Content is therefore unfiltered and in line with the Acceptable Use Policy, the service is only available to people aged over 16 years.

East Ayrshire libraries have been working to introduce Wi-Fi hotspots at the Dick Institute in Kilmarnock and intend to use Netloan to authenticate access.

Wi-Fi connectivity offers an exciting opportunity for public libraries to support citizens in the digital age. This project will develop an understanding of the issues surrounding Wi-Fi technology in the public library environment. It will identify solutions and ensure that SLIC is able to offer advice and support to the library community.

Hazel Lauder is Service Development Manager, SLIC.

Taking a stand against the Bill

Major library organisations have united over their concerns about the implications for libraries of the Government's new Terrorism Bill. Gordon Hunt clarifies the issues.

"We are not seeking comfort; we are seeking a major protection for the freedom of speech and expression in this country."
Baroness Williams of Crosby.

In response to the terrorist attacks on London on 7 July 2005, the UK government introduced a new Terrorism Bill. The Bill seeks to increase the ability of the Government to fight terrorism. It includes new offences of encouraging terrorism and disseminating terrorist publications. It also proposes the highly controversial extension of the period during which terrorist suspects can be detained without trial.

The key concern for libraries is within Clause 2 of the Bill, which makes it an offence to provide for loan any item that could be defined as a terrorist publication. The Bill's explanatory notes confirm that libraries are included in this. In fact, the possession of such a publication could in itself be an offence under the act. The definition of a terrorist publication also causes concern as the Bill defines it as being "likely to be understood" by someone reading it as "direct or indirect encouragement" to commit a terrorist act.

This means that it would be very difficult for a librarian to judge whether a particular publication would have the effect on a reader of encouraging them to commit a terrorist act, since a book will have a different impact on different readers.

The Bill does contain what are called "statutory defences" for anyone prosecuted under the legislation. These include the defence that the library had not examined the content of the publication or had "no reasonable grounds" for suspecting the publication might be a terrorist publication or that the library had not "endorsed" the publication.

However, the fundamental problem with the Bill as drafted is that the burden of proof is on the accused. In other words, if a library or librarian is prosecuted under this law they would be deemed guilty unless they could prove their innocence by using the defences in the Bill. This reverses the traditional burden of proof in UK law.

The British Library, the National Library of Scotland, SLIC and CILIPS took independent legal advice on the potential impact of the Bill on libraries and librarians. This advice confirmed their concerns that the legitimate activities of a library could constitute a criminal offence under the Bill, that it would create uncertainty on what material a library could safely hold, that judgements on what is a terrorist publication would be very difficult to make and that it would be very difficult for an accused librarian to prove the statutory defences applied to them.
In an unprecedented collaborative effort, the major library organisations of

the UK, including the National Library of Scotland, CILIP and CILIPS, SLIC and the academic library collaborative groups, led by the British Library, came together to lobby for changes to the Bill. This ad hoc group has been meeting almost weekly since late October last year to co-ordinate the sector's response and attempt to influence the passage of the Bill.

In the Commons stages there was support for our case from a number of MPs, however the debate was dominated by the high profile proposal to increase the period of detention without trial which resulted in a defeat for the Government. This defeat raised hopes that amendments to the Bill were possible.

The stages in the House of Lords have been more fruitful. Many Peers have been supportive of the libraries' position, led by the Liberal Democrat group, who have tabled a number of amendments. Significant contributions have been made in debate by the British Library Chair Lord Eatwell and Baroness Williams (Shirley Williams) who has been a vocal supporter of the library case.

The Report Stage of the Bill was held on 17 January. The Government had conceded after the earlier Lords debates that some strengthening of the defences in Clause 2 would be appropriate. The Liberal Democrat group tabled amendments to introduce a test of intent into Clause 2, and at the last minute the Government also tabled an amendment to that effect. The Liberal Democrat amendment was passed together with the Government amendment to strengthen defences in Clause 2. A week later, the Government proposed an amendment to be introduced in the Commons that would "tidy up" the Bill and maintain these changes, giving the library community the comfort it requires. There is no doubt that the lobbying of both the library and academic communities has had a significant effect on government thinking in this area and has played a significant part in securing these amendments.

The library community has been at pains to point out that it supports the need to combat terrorism. However there was a danger that the Bill will have a serious though unintended impact on us. Libraries have a key role as trusted information providers and the information we hold will be vitally important to those studying and fighting terrorism. It is important that we work to prevent that role being compromised by the poor drafting of a Bill. It is to the credit of librarians as a profession that we are able to act together and at short notice to make our voice heard.

Gordon Hunt is Director of Customer Services, National Library of Scotland.

Aiming Higher

Quality and eQuality

Jill Evans rounds up examples of co-operation and sharing of expertise in the quality field amongst her colleagues.

SCURL member institutions strive to deliver quality information services and e-quality of access to their users. Quality is defined by [Universities Scotland](#) as "The measure of the experience of the student during their Higher Education career." A recent event organised by the SCURL Special Needs Group attracted representation from across the library sectors in Scotland, whose responsibility is to ensure that their users have equal access to resources and buildings regardless of the users' impairments of physical, sensory, reading, writing or other difficulties.

A presentation from the UK charity [AbilityNet](#) focused on adaptive technologies which could assist users to make more comprehensive use of keyboards and monitors. AbilityNet's aim "...is to bring the benefits of computer technology to adults and children with disabilities", and it was demonstrated that, with little investment by the library, it was possible to make pcs more accessible (see [Successful Computing On A Low Budget](#)). Their website has many fact sheets and skills sheets available to download. If you wish, for example, to [adapt your mouse for left-handed users](#).

Equality of access to libraries by users of other institutions was a subject discussed by the SCURL Access Group and this followed the introduction of both the [SCONUL Research Extra scheme](#), which was designed as a passport to the libraries of higher education institutions, and UK Libraries Plus, which is a co-operative venture between most of the UK's higher education libraries.

The SCURL Research Extra service was primarily aimed at those SCURL member libraries which were not eligible for membership of the SCONUL

Research Extra scheme. The SCURL Research Extra card and guidelines enable users to visit and use the collections in other SCURL libraries, such as the Glasgow School of Art and the Edinburgh College of Art. The initiative is receiving favourable responses: a number of other SCURL members are interested in establishing quality of access to other libraries for their users. The table of access is being updated to reflect the members' current affiliations to various access schemes. Interestingly, there is a positive side to geographically distant campuses, as the Scottish Agricultural College has campuses in Craibstone Estate near Aberdeen, Auchincruive Estate near Ayr, and Edinburgh both at the Kings' Buildings and at the Bush Estate, south of Edinburgh. The college therefore benefits from membership of the local groups such as Grampian Information, TAFLIN (Tayside Library and Information Network), ALF (Ayrshire Libraries Forum) and ELISA (Edinburgh Libraries and Information Services Agency).

An Affiliated Group of SCURL is the Rare Books in Scotland Group, which seeks to share information and best practice among staff with responsibility for rare books in any type of library or other organisation. Their aim is to improve services for users and maximise resources through collaborative activities such as workshops. For the third January in succession, the National Library of Scotland Rare Books staff offered practical workshops on the basics of rare book cataloguing and on bibliographical format. As in previous years, there was demand for this training but it could be considered a testament to the quality of the information being conveyed that the workshop was fully subscribed within a few days of advertising.

Another SCURL member institution, Bell College in Hamilton, has as its Mission Statement: "To provide high quality education, training and advice at Higher Education level..." In support of this, Bectis, a subscription-based business information service was established in 1976 to serve the information needs of local industry. Enquiries are answered using the stock and expertise of staff in the Bell College Library but the academic staff with their wide range of expertise in practical and theoretical information also contribute. Access to a complete and maintained reference set of British Standards is advertised which compliments subject areas such as Quality Management, Environmental Management and Government Publications.

The Scottish Further Education Unit (SFEU) recently hosted a Community of Practice Chair of Chairs meeting with the remit of exchanging information on the training events and conferences organised during 2005 and 2006. The members were Chairs of the various areas of Further Education and Colleges such as Business Development, Guidance, Human Resources, ICT, Marketing, Librarians, and Quality. It became apparent during the meeting that the network of activity, partnerships, and cross-

sectoral working with which Librarians have become accustomed was regarded with respect, and a little awe, by the other areas represented. A further meeting has been scheduled with the Head of Centre of College Development to share the various networks, groups, and associations with which Libraries and Librarians are involved as the College Development wishes to learn from our experience.

The quality and variety of partnership working within the library sector is vital if we wish to continue learning from our colleagues to improve our services – and to share that experience with other business sectors.

Jill Evans is Scottish Confederation of University and Research Libraries (SCURL) Service Development Manager.

Quality: e-learning

Certain about standards

Hazel Lauder and Cathy Kearney explain the importance of standards compliance in systems and software, in the context of e-learning.

Many libraries act as learning centres and from time to time have to assess their needs in terms of e-content and perhaps learner management systems if they have an active role in course or learner tracking.

A SLIC-hosted E-learning Showcase Event in December demonstrated the growth of highly sophisticated learning platforms and content and highlighted the diverse needs of communities.

The People's Network project brought free internet access to all 545 public libraries in Scotland and enabled them to widen access to, and increase awareness of, ICT and online information. Libraries have since realised the potential of ICT for transformational change and are embracing the learning centre concept. Broadband access and the possibilities offered for high

speed media-rich content has encouraged the growth of web-based learning in public libraries.

Libraries are ideally placed to support novice users of ICT; the informal and relaxed atmosphere helps put people at ease and the availability of trained staff assists people in taking their first steps.

Learning centres in public libraries attract people who have acquired basic skills and who want to move on to an accredited ICT qualification. Many libraries have developed their role in this area by offering open learning facilities and becoming learndirect scotland branded learning centres.

Learndirect Scotland aims to support learning, at a time, place, pace and style that suits individual needs and brings advantages such as strong branding, access to an extensive catalogue of online learning materials and support for learners.

Libraries which act as learndirect Centres may use the Skillnet learning management system for accessing and managing learning. Skillnet allows learners to access e-learning, self-register and launch courses and produce tracking reports which can be accessed by learning centre staff. However, some libraries may prefer to consider different learning platforms or none at all depending on the level of learner, course and management tracking they employ.

What is a learning platform? A 'learning platform' or learning management system combines a range of functions such as learning delivery, learner and course tracking, collaborative communication and learner support. Skillnet is one example of a 'learning platform' and other examples are Blackboard and the increasingly popular open source Moodle. Information on vendor and open source learning platform products in use is available at the JISC Regional Support Centre Eastern [learning platform page](#).

Central to any decision-making process on purchase is 'standards'. Standards compliance means that your systems and software are interoperable, but just as important, deciding on standards compliance can be a future-proofing, cost-effective decision.

Management of e-learning software and learners in libraries represents a significant investment of time, money and resources. High quality services require thought, planning, skilful decision making and above all, informed choices based on future proofing principles.

Libraries will use other factors when selecting a learning platform such as the level of IT and product support available to them, the range of functions

libraries are likely to use, the degree of staff involvement with course management and learner tracking. But first and foremost, the question potential purchasers must ask is, is it interoperable and standards compliant?

Librarians are familiar with the concept of interoperability and standards and learning technology standards and specifications follow similar principles. Bodies such as the IMS Global Learning Consortium, whose membership includes almost all the learning technology systems suppliers as well as publishers active in e-learning, are developing learning technology interoperability specifications. One such specification is SCORM (Shareable Content Object Reference Model). SCORM is a specification that aims to describe how learning content and the systems that manage that content can interoperate in a standard way. SLIC advises that libraries ensure that e-learning material and learning platforms are SCORM Compliant.

Further information on standards and interoperability can be obtained from CETIS.

Many librarians are building strong and trusted reputations as informal learning centres with supportive staff. Libraries offer a varied range of learning experiences for users. The showcase event highlighted the need for SLIC to ensure that guidance and advice on these developments is easily available to the community and we are working in partnership with relevant bodies to take this forward.

Cathy Kearney is Assistant Director, Scottish Library and Information Council. Hazel Lauder is Service Development Manager, Scottish Library and Information Council.

Quality: public libraries

Improving outcomes

The Scottish Executive has announced funding for two years for public library quality improvement in Scotland, writes Rhona Arthur.

Announcing the [Scottish Executive's response](#) to the Cultural Commission report, Patricia Ferguson, Minister for Tourism, Culture and Sport also earmarked new funding of £500,000 per annum for the next two years to develop quality standards for public libraries.

These quality standards, in the form of the Public Library Quality Improvement Matrix, have been in development by SLIC since early 2004 by request of the Minister, but progress was held up during the Cultural Commission's review. The Matrix is a guide to self-evaluation for public library services in Scotland, which takes a different approach to the COSLA Public Library Standards, published in 1986 and 1995. These standards were heavily focused on inputs, whilst the self-evaluation approach encourages local services to demonstrate outcomes and impact.

Current library legislation places a duty on local authorities to deliver "adequate" and free public library services. However, the legislation does not clearly define the term "adequate". Although COSLA developed two sets of public library standards, there is still variation in equitable provision across Scotland. SLIC and heads of public library services agreed it was time to review the approach and to use self-evaluation to provide evidence of best practice and create benchmarks which will help to define the term "adequate" in practice.

The Public Library Quality Improvement Matrix is linked to the frameworks of How Good is Our School (revised edition 2002) and How Good is Our Community Learning and Development. Almost all of Scotland's public library services sit within Education or Community Services directorates. Libraries have become involved, to some degree, in self-evaluation processes. This means that libraries are being evaluated in the context of their role within education, community learning or ICT in support of learning. All public libraries are involved in Best Value reviews, with which this new process will link.

The intention of the Matrix is to enable libraries to evidence their value in a way that can be aligned with other local government approaches, and that relevant evidence can be linked across strands, minimising duplication of effort.

The development of the Matrix was also influenced by the work of the Cultural Commission, during which SLIC worked with a range of groups to define the role of the public library, which is to:
>> Provide universal access to resources, which is free, consistent and

customer focussed

>> Help to build vibrant communities by encouraging community involvement and community/based activity and assisting in the creation of social capital

>> Promote social justice, civic engagement and democracy

>> Help minimise exclusion be it social, digital or due to functional illiteracy

>> Support learning in the information society

>> Promote access to Scotland's cultural heritage

>> Support cultural activities through the provision of information and venues.

>> Encourage the public to pursue individual cultural interests through access to resources

>> Work in partnership with others to offer value added services.

Other influences on the development of the Matrix are Best Value, Efficient Government and the quality agenda. On its own, self-evaluation is a useful management tool but its impact is limited without external review and a strategy to encourage improvement. This is still being worked through but the Local Government (Scotland) Act 2003 which charges local authorities with responsibility for "community well being" might provide a way in which public library legislation can be reinforced.

A self-evaluation approach starts by asking three simple questions: How are we doing?; How do we know?; What are we going to do now? Using the How Good is Our School (revised edition 2002) model, seven quality indicators were agreed - four service areas and three management. They are:

>> Access to information

>> Personal and Community Participation

>> Meeting readers' needs

>> Learners' experiences

>> Ethos and Values

>> Organisation and use of resources and space

>> Leadership.

Library services are invited to identify a range of evidence, which can vary from the library service plan, statistical information to feedback from users and photographs of events. Using the HMI's six-point performance scale, services can assess whether their provision is: Excellent; Very Good; Good; Adequate; Weak; or Unsatisfactory.

Nine authorities are currently involved in piloting the draft framework: West Dunbartonshire, Scottish Borders, East Renfrewshire, Inverclyde, Highland, Perth and Kinross, Stirling, Dundee and Fife. SLIC is currently working with these authorities to introduce the process and to identify evidence of

outcomes and impact. A report of the outcomes will be prepared for the Scottish Executive by the end of April.

[Rhona Arthur](#) is Assistant Director, Scottish Library and Information Council (SLIC).

Publishing

Pamphlet power, poet power

Poetry pamphlets are a thriving area of Scottish publishing. Hazel Cameron describes their revival and how libraries can help promote them.

Poets have published their work in pamphlet form for centuries but the millennium has seen a revival in poetry pamphlets in Scotland. Publishers such as Akros and Mariscat had long produced pamphlets but James Robertson took a new initiative in 1999 by setting up the small press Kettillonia, when he realised how long you had to wait to be published in a magazine and how precarious the magazine scene had become for poets. New technology helped, and poets use their creativity and ingenuity to reach their readers, gaining independence from commerce and subsidy. The poetry pamphlet is now flourishing; some poets are collaborating with other artists to produce pamphlets which could be considered works of art (see pictures). New readers are discovering poetry via independent bookshops, library shops, pamphlet fairs and the internet, which all help poets reach their audience.

As a tentative experiment in 2001, Tessa Ransford set up the Callum Macdonald Memorial Award in memory of her late husband Callum Macdonald, founder of Macdonald Publishers and Printers. The award recognises publishing skill and effort and validates the practice of poetry publication in pamphlet form. It is supported by the Michael Marks

Charitable Trust and many individuals and is administered by the National Library of Scotland. The experiment was a success, and it has not only grown in itself, but has encouraged the confidence and development of pamphlet poetry in Scotland. Each year the standard of the poetry and of the pamphlet production has risen, surprising and delighting the judges.

Tessa, founder of the Scottish Poetry Library, also set up the [Pamphlet website](). The website allows poets and publishers of pamphlets to list and sell their pamphlets on the web. It helps pamphlet poetry to reach a wider audience and many of the buyers are from abroad. It is a good reference area for libraries looking for information on contemporary Scottish poets. The award also produced a video about poetry pamphlet publishing which gives advice on various publishing and printing options (available from the website).

In 2004 the Edinburgh International Book Festival began taking a stand of our pamphlets for sale. In 2005 the sales increased from 80 to 109 with over 30 different poets being represented. This is a surprising achievement, which shows the public enjoy the opportunity to discover and decide for themselves what they want to read in terms of poetry. If libraries have a suitable area, they may like to organise a display of publications from local poets – and perhaps in the process unearth a few more.

In December of each year, with the help of the National Library of Scotland, the organisation holds a pamphlet party and fair in Edinburgh. This gives publishers and poets a chance to display and sell their work. The fair is open to the public, and poets are given a chance to give a short reading. December's fair had over 30 stalls and a large variety of pamphlets on display with the added bonus of music provided by Mariscat publisher and poet, Hamish Whyte.

In 2005 pamphlet publishers were further encouraged by the launch of Sphinx magazine, a magazine set up to specifically review poetry pamphlets by the small press, Happenstance.

In March we will attend the [StAnza International Poetry Festival]() at St Andrews. This will be the first year that StAnza will focus on the category of pamphlet poetry among its other international attractions. The fair will be held on Sunday 19 March between 12 noon and 5pm in the Parliament Building and all visitors are welcome to browse, buy and ask questions.

Whether wisdom, romance, narrative, politics or humour, there is a poetry pamphlet subject to interest most people.

If libraries or individuals are interested to find out more, they can browse the website or contact Tessa or Hazel directly.

[Hazel Cameron](#) is a poet who was shortlisted for the CMMA in 2002 and a member of the Lippy Bissoms poetry performance group based at the AK Bell Library in Perth, t: 01765 689682.

Training

Sharing and learning

New CILIPS President Ivor Lloyd has pinpointed partnership as his priority for the year. Frances Scott outlines the training activities of one regional partnership, the Tayside and Fife Library and Information Network (TAFLIN).

The [TAFLIN](#) training programme has been running successfully now for six years. Throughout this period very positive evaluations have been received from staff who have attended the various training courses. Feedback indicates that the cross-sectoral aspect of the training courses is of particular appeal and benefit to the participants. It presents a marvellous opportunity for exchange of ideas and discussion of practice in the various organisations involved.

Beginnings
TAFLIN's origins date from a meeting which in 1988 called by the then Director of Library Services of Angus Council, Gavin Drummond. He invited Chief Librarians in the area to discuss ways of collaborating to develop a Library and Information Plan (LIP) for Tayside. As a result, the Tayside Chief Librarians' Group was formed, comprising chief librarians from the area's further and higher education institutions and public library services, plus representatives from school and specialist libraries. Tayside comprised the separate areas of Angus, Dundee City, and Perth and Kinross.

Fife was included in the group in the mid-1990s, at which point the group was renamed TAFLIN.

The major organisations involved in TAFLIN are the local authorities (including schools) of Angus, Dundee, Fife and Perth and Kinross, the Universities of Abertay, Dundee and St Andrews and all six FE colleges in the area – Adam Smith (formerly Glenrothes and Kirkcaldy Colleges), Angus, Dundee, Elmwood, Lauder and Perth.

Training platform
The LIP was published in 1992, closely followed by a Directory of Services, but as TAFLIN evolved, it became clear that it would be an ideal platform for providing cross-sectoral training for library staff. To pursue this aim, a training co-ordinator was appointed to organise the programme on a yearly basis. Much of the success of this initiative is due to Mary Lakie, who was the training co-ordinator from 1999 until her retirement in 2004. Mary established the initial structure of the training programme and organised many successful courses over the years. On Mary's retirement, I took over the job of training co-ordinator.

Training programme outlined
The training programme runs from January to May each year. Training topics are identified at the yearly meeting (usually held in August or September) between the training co-ordinator and the nominated training managers from each organisation. The training managers consult their staff prior to the meeting for ideas for training topics.

On average, nine to twelve topics are pursued for the following year's programme, which are aimed at a range of target participants such as frontline staff, supervisors or senior management staff. Topics are often tied in to current initiatives and new developments (particularly in the area of ICT) which have an impact on training needs, such as the introduction of the People's Network.

Some of the topics over the years have included internet search skills, copyright issues, frontline communication, teaching skills, ICT troubleshooting, digitisation, customer service, supervisory skills and equality and diversity issues.

Tutors for the courses are often sourced from staff from the various member organisations. In this way, the TAFLIN courses can be offered at very competitive prices compared to standard commercial rates.

Information
You can find details of the current training programme on the TAFLIN

website. Priority is given to staff from the member organisations, but others are very welcome to attend when spaces permit. Please contact the training co-ordinator for availability.

Frances Scott is TAFLIN Training Co-ordinator.
She may be contacted at: Arthurstone Community Library, Dundee, t: 01382 438891.

Endpiece

Achievements through consensus.

Colin Will on recent literary highlights; and getting things done by committee.

I totally agree with Brian Osborne's comments about Kathleen Jamie's Findings in the last issue – I reviewed it on the Poetry Scotland website. Another of my literary highlights from last year was the publication of the revised edition of The Poems of Norman MacCaig, by Polygon. I'd heard about the discovery by Norman's son Ewen McCaig of many previously uncollected poems, and I was keen to read them. Norman was a teacher at my old Primary School in Edinburgh (Craiglockhart, 1948-1955), and I remember him coming in to our classroom from time to time. I think I knew at the time that he was a poet, but I didn't know I would become one too.

Reading poetry at secondary school was, I must confess, a bit of a chore. The only poet in our Higher English anthology who wasn't dead was T.S. Eliot, and although he wasn't part of the curriculum, I enjoyed reading his poetry (still do). It wasn't until I had left school and dropped out of a chemistry course that I discovered Norman's work, along with Hugh MacDiarmid, Robert Garioch, Alan Bold and the other literary worthies who inhabited the Edinburgh of my 'beat' period.

I love the seemingly effortless lyricism of Norman's work, although I know that he didn't achieve the effect without considerable struggle. He wrote on

many subjects – mountains, frogs, dogs, frosty city parks – the things he encountered on his walks and in his memories. Yet when you'd finished reading a short ("one fag," as he used to say) poem about Suilven, you realised he'd slipped in a profound thought about the human condition that would live with you for years.

I have his earlier Collected Poems, and my initial intention here was to read the 99 poems not previously included, and to see how good they are in relation to his other work. Was it worth including them? Yes, most definitely. They're not startlingly different in quality, theme or insights from his other work, and in many cases it's hard to work out why they didn't appear in his earlier Collected. They represent extensions to these editions; like finding additional rooms in a house you thought you knew. Having read these poems, I then decided to re-read all the other poems in the book. This reading doesn't disappoint – it's a marvellous book, whole, rounded, varied. I must also draw attention to Ewen's careful commentary, to Alan Taylor's witty and judicious introduction, and to selections from Norman's own quotations.

He became wickedly mischievous in his later years, and I was privileged (if that's the right word) to overhear some of his scurrilously enjoyable flytings. It's my ambition, if I live as long as he did, to become equally cantankerous. Youse have been warned!

As people progress socially and professionally, sooner or later they find themselves dragged into committees, and eventually into chairing committees. It's a facet of human nature, I believe, that we prefer to achieve things in concert with others. There are training courses in chairmanship, but I'm not sure how many of my librarian friends and colleagues have ever availed themselves of such training. I received formal training only in chairing appointment panels, and yet during my career and after I have chaired more boards, panels and committees than I care to remember. So what's involved in effective chairmanship?

Above all else, I suggest, is a commitment to the organisation, group or effort that one supports. You want it to succeed; you believe that you can contribute to its success, and you have the energy and time needed to commit to it.

There are many different types of group, but if you want to chair a public body, you should recognise that it's not your job to manage the organisation. The primary role of a Board Chair is to support the paid staff of the organisation, especially its Director. I recall one body (no names, no pack drill) whose Chair felt he should micro-manage the outfit. It led to conflict between himself and the Director, and enormous stresses at all

levels of management. Policy changes were frequent, as we tried to satisfy two 'bosses' who weren't in tune with each other.

Chairs need to be comfortable with their committee colleagues, and to respect their diversity of opinion. If there are clashes of personality (and there often are), a good Chair will work to resolve them. A Chair should listen first, and then speak – not the other way round.

Meetings have their own rhythm, but with a well-set agenda (another job for the Chair), it should be clear that some items will deserve more time than others. Some will try to discuss the easy things first, and leave the difficult items to last. Others will do the opposite, tackling big issues at the outset, and rushing through the 'lesser' items. Both of these approaches are wrong. Work through the whole agenda, but with a flexibility which allows longer discussion where necessary. Be prepared to set time limits if you have to.

After discussion, it's the job of the Chair to summarise, concisely and incisively, the main points of the arguments, and to draw conclusions. The group will then be in a good position to achieve decisions through consensus.
Colin Will, website

Iain MacRae, 1946-2006

Iain MacRae, who retired from the post of Principal Librarian with Perth and Kinross Libraries last August, died suddenly on 25 January, 2006.

Iain was born in Dingwall and brought up in Wester Ross and attended school at Dingwall Academy. Librarianship was not his first career, as he spent a year with the Edinburgh Police, based in Leith, and then started his local government career in the Treasurer's Department of Ross and Cromarty County Council. He attended Robert Gordon's for his course in librarianship, and became Branch Librarian at Blairgowrie in 1971. Iain

moved to the County Library Headquarters of Perth and Kinross at the old Academy building in Rose Terrace, as Cataloguer, before becoming the head of the Sandeman Library in 1982. He was an integral part of the team that created the plan for the new A. K. Bell Library and was responsible for the move of the Sandeman to its new building in 1995. The new building became part of his responsibilities and it was a task that Iain undertook with relish and enthusiasm, quickly understanding that all is not plain sailing in a new building!

This only gives a very brief view of the career of Iain MacRae. He was the most straightforward, honest and upright person that I ever met, and had the good fortune to work with for over 30 years. As a colleague of mine said to me recently "You always felt better after having a chat with Iain because of his outlook on life and his understanding way."

Apart from his work, Iain had many outside interests. Gardening was one of his main hobbies and his greenhouses (two) were always a joy to behold. He enjoyed a game of golf and there was no better partner to be with in a tough situation on the golf course – witness a remarkable seven down with nine to play turnaround at Dunning against two librarians from West Lothian! Iain was seldom seen in any situation without his camera and he was well noted for always insisting on taking two photographs of every subject. Being originally from the west coast, Iain always had a strong link with the Gaelic language and culture and was a regular contributor to Gaelic radio. He had only recently started leading a Gaelic language class in Blairgowrie which was very successful. Iain always had a very strong faith and was one of the mainstays of the Knox Free Church in Perth. Of course, the other main part of his life was his family to whom Iain was devoted, and there were always photographs of his family in his office

I referred earlier to the start of his career in the Finance Department of Ross and Cromarty and despite this early exposure to the complexity of figures, Iain never quite got a handle on finance – and he and I had many a laugh over his counting ability. But, of course, Iain had a remarkable memory for detail and would remember quite obscure details about things and people, especially people. He would say to me "Don't you remember so and so?", with a smile on his face, knowing very well that it was long gone.

Iain was a very determined man, who knew what he wanted and would pursue that to the end. This inevitably meant that we did not always agree, but you could be sure that his input to any aspect of work was genuine, wholehearted and without any hidden agenda. He was very good at dealing with people. He could spot very early on in a conversation how to respond to an individual, either in giving encouragement or in taking down a peg or

two. Iain was very self-deprecating and told many stories against himself, often about his golf. However he is the only golfer of whom I would believe that he achieved a hole in one, with no one else on the course.

Iain MacRae will be remembered by countless people for his kindness, his untold generosity, his genuine friendship, his unfailing and infectious good humour and his approach to living his life for the benefit of others. He was an irreplaceable friend who will be missed for many years to come.

At this time, we think of Anne and his three sons, Andrew, Ewen and Martin, to whom we offer our deepest sympathy and condolences.

Mike Moir
(Retired ex-Head of Libraries and Archives, Perth and Kinross)

Heather F.C. Tait, ALA

It was with great sadness that the death of Heather Tait, ALA, was announced on Sunday, 29 January 2006, after a brief illness.

Heather was appointed as Assistant Librarian (part-time) in the Cataloguing Department of the Andersonian Library, University of Strathclyde, on 22 March 1968, where she remained until her retirement on 30 September 1994, latterly in the promoted post of Sub-Librarian (part-time).

During her 26 years of service, Heather saw the evolution of cataloguing from a minimal-content, manual operation to a sophisticated, MARC-based, online system, meeting the highest international standards. She witnessed the change from UDC to Dewey classification, the move of the entire library to a different building, and the growth of the collections to more than 1 million items, with a growing portfolio of electronic databases.

Heather coped with the changes and stresses of the working environment with an indefatigable cheerfulness and right good will that was a blessing to students and colleagues alike. She was always genuinely interested in

people, and uniformly supportive of them. Professionally, she served as auditor for the Scottish Group of UC&R, she was joint editor (with her late husband, James A. Tait) of "Library Resources in Scotland", and she was an enthusiastic member of the Cataloguing and Indexing Group in Scotland.

During her retirement, Heather maintained her interest in librarianship through voluntary work in the Library of the Scottish Police College at Tulliallan and at the Chaplaincy Centre of the University of Strathclyde.

Heather's passing is mourned by her many friends in the University and beyond.

Duncan T.D. Irvine
Senior Librarian, Andersonian Library, University of Strathclyde

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President's perspective

Time to make an impact

Ivor Lloyd says librarians risk losing profile if they don't see the big picture.

Can we, as a group of professionals, make an impact? Our success in influencing the Terrorism Bill demonstrates to me that we can effect change, particularly in the organisations in which we operate, although, as the Bill shows, it need not be limited to our immediate environment.

As a profession we've got a well earned reputation as effective communicators and facilitators. We are highly adept at liaison and team working. Generally we have excellent customer facing skills, we are approachable, flexible and keen to help. All positive and worthy attributes.

But in terms of marketing ourselves, has the emphasis on the soft skills diminished our reputation as experts in the organisation of knowledge and

the management of information? Or indeed, do we still have proficiency in the hard skills associated with information management? Because it is these hard skills, I believe, which are increasingly in demand, and which give us a pivotal role within our organisations, securing and enhancing our professional status.

Are we up for it as a profession? The library service at the [University of Abertay Dundee](#), for example, has been able to punch above its weight for sometime. The development of library & information skills teaching, a new library building and the development of an Information Strategy helped maintain the impact, profile and contribution of library services with our customers and senior management. However, today this level of service is viewed as a commodity, is taken for granted, and is expected to be of high quality. In other words, it no longer has any impact.

We've realised we have to redefine our role. In my opinion the future must involve us taking a lead role in all aspects of corporate information. At Abertay Dundee we are slowly getting over the message that if the University is to effectively manage Freedom of Information, if it is to have a portal which actually enhances users' access information, and if it is to meet the Funding Council's very detailed requirements for potential students' access to information about the University, it will need to have a high quality information architecture.

This involves utilising our hard professional skills through, for example, developing robust information taxonomies to support the development of internet and intranet services. Increasingly people are looking to the librarianship profession to help provide solutions to information overload. How can information be organised, presented and indexed to support effective retrieval? Librarians are providing many of these answers.

And to do this you really have to see the bigger picture, the strategic drivers, and develop a deep understanding, of your organisation, how it works and where it's going. This is really challenging, but true in all our sectors – whether it be school, public, special or higher and further education. It's also very exciting and rewarding, re-affirming our role as professionals. A good example is the [Freedom of Information (Scotland) Act 2002](#). This has created many opportunities for the profession. It has heightened the requirement to manage corporate information more effectively.

However it also created a threat. Many organisations now employ records managers, who are making an impression in the management of corporate information. Are we in danger here of losing the professional voice? Are we as a profession equipped to transfer the skills and knowledge established

to organise and manage library collections in the corporate sphere? Colleagues working in industry and special libraries are already exposed to this environment and many are making a telling contribution. Perhaps we should be looking to them to take more of a leading role in advising and influencing the profession. I'm sure we could all learn from their experience at the corporate coal face

The importance for us all to engage in a creative way with professional issues and the future of CILIPS has become obvious in my short period in office. Already I'm starting to appreciate the positive of being President. I'm meeting so many professionals and para professionals from around the country. I've given a presentation at an event led by the Scottish Further Education Unit on the value of partnership, welcomed a SCURL group which had organised a seminar on designing library buildings for the disabled, and met with the SCURL Business Committee. The most enjoyable event, however, was a special meeting of the CILIPS Policy and Resources Committee to brainstorm the challenges which lie ahead.

The common theme throughout this stimulating event was the need for all CILIPS members to engage with the profession. What does that mean? We all have our own interpretations, but perhaps the simplest way to put it is to ask ourselves: are we just waiting for our professional body to come up with ideas for us? Or are we trying to come up with the ideas ourselves? The greatest strength of any professional body is the opportunity it gives to network with colleagues. It is the easiest and most enjoyable way to learn by far! There's a proliferation of opportunities for CILIPS members in Scotland to engage in this way and most of us do, but the health and vibrancy of our professional body needs us all to contribute in a creative way.

Our own individual worlds and Scotland itself would have been a poorer place if library and information professionals had not mobilised to influence the Terrorism Bill. This mobilisation does not happen out of the blue, it emerges through a professional body, made vigorous and confident through its members engaging over many years with its professional body, the issues facing the profession, and each other. We can all play our part. Ivor Lloyd

Aiming Higher

Students wanted

Jill Evans reports on how universities in Scotland are working to widen access to higher education.

Universities Scotland and their member institutions consider that the achievement of a more socially inclusive higher education sector is a priority. As it stated recently in Action for Inclusion: 'The Scottish higher education sector is built on the belief that everyone should have the opportunity to achieve their full academic potential, irrespective of their background or circumstances.'

One of every two young people in Scotland is now entering higher education (HE) but the increased participation is not evenly distributed across social groups: 17 per cent of students in Scotland are from communities with low levels of HE participation compared to a UK average of 12 per cent. Four types of barriers were identified as inhibiting individuals from considering HE: academic, cultural, institutional and practical.

The first, a lack of academic qualifications required for entry to HE, has been addressed by access courses, now offered from 67 per cent of Scotland's HE institutions. Examples among SCURL member institutions include:
>> Dundee University. An Introduction to Arts and Social Sciences where successful completion of a year-long programme ensures a place on the MA degree. Approximately 20 students per year complete the course and progress to study at Dundee University.
>> Edinburgh University. A 'Credit For Entry' course for mature students, or for students on low incomes, in the disciplines of arts and social sciences. 40 students per year are accepted to the course which prepares them for full-time undergraduate study.
>> The University of Strathclyde. A summer school in the Science and Engineering Faculty gives potential students the opportunity to study on a university campus prior to the start of the academic year. This summer school is targeted at young people from schools with low participation rates.
>> The University of St Andrews. Unique in Scotland, it offers the Sutton Trust Summer School with 60 places for students from state schools with little or no previous experience of sending pupils to university, and to pupils from non-professional backgrounds. All pupils selected are considered to

be academically able and are about to enter their final year of secondary school.
>> The University of Paisley. The 'Preparing For Success' credit-rated modular course is designed to facilitate entry to the university for students new to HE. No previous qualifications are required.

In each case university libraries have supported these students by offering library tours, supplying library cards to enable the students to access and borrow material, and giving help and guidance with the learning experience.

The FE-HE Transition report from Universities Scotland stated: 'There are currently over 2,000 formal articulation routes between higher education institutions and further education colleges which support Higher National (HN) diplomats to transfer directly to the second or third year of a degree course.'

A recent circular from the Scottish Funding Council, FE-HE Articulation, endorses the programmes and projects available. Within the science discipline, it was evident that close liaison between college and university staff did provide progression for many students. Lectures and tutorials offered in larger class sizes was one area which students recognised their need to adjust as they were used to smaller, more intimate learning styles at college. Examples from the SCURL membership include:

>>Abertay University Library and Information Services works closely with local Dundee secondary schools to ensure their pupils gain information literacy skills prior to studying at university.
>>The Royal Scottish Academy of Music and Drama in Glasgow offers a Junior Academy of Drama for P4 to S6 pupils where workshops, musical theatre and acting are taught on Saturdays.
>>Glasgow School of Art offer the Clydesdale Bank 'Art For All' project which provides one-day workshops for second year school pupils to continue studying art in their third year at school and ultimately to progress to further and higher education.
>>Lauder College, Dunfermline, actively supports articulation with a wide range of subjects. A quick look at their website reveals assistance for students who require Higher qualifications to progress to HE or for university entrance. Courses include biology, chemistry, languages, mathematics, psychology, and sociology. The College Library/Learning Resource Service provides information and resources to support the learning needs of their users in two library sites with access to e-book , e-journals, plus a print collection.

The SCURL Service Development Manager's remit also includes liaising with JISC, Joint Information Systems Committee, Regional Support Centres in Scotland and to receive their informative electronic information bulletin, Newsfeed. The RSC in Scotland recently announced a new course on e-gardening. This heralds possibilities for housebound potential gardeners, regardless of ability, or age, to learn in their own environment and cultivate new skills in, perhaps, a new discipline or subject.

The Herald newspaper on 10 March reported on a socially inclusive opportunity to study an M.Litt in Islamic Studies and an M.Litt in Islamic Jerusalem Studies attached to a SCURL member institution, the University of Abertay, within the School of Social and Health Sciences. The literature says that these courses will contribute to an "area of humanities with crucial relevance to today's world" and that "the next generation of scholars will set the agenda to face the challenges and opportunities of a diverse and multicultural world in the 21st century". IS

Jill Evans is Scottish Confederation of University and Research Libraries (SCURL) Service Development Manager.

New learning centre

Learning comes of age

The Saltire Centre, the new Learning Centre at Glasgow Caledonian University, has light filled spaces, areas suited to students' varying needs and people ready to listen. Jan Howden describes the culmination of three years of planning.

The Saltire Centre opened in February at the very heart of Glasgow Caledonian University campus. Response from the students has been very positive. The Centre's four-storey atrium spaces are flooded with sunlight or alive with light graphics after dark.

Douglas Fir beams, wooden walkways, high ceilings and north and south facing glass walls are the main immediate features of the building. All the main routes through the building have stunning views of these attributes but they are also very discreet from the study areas.

Almost every aspect of service delivery was considered when planning of the building started three years ago. At this stage, some radical ideas emerged. These are based on:

>>the development of the learning café concept and extending the review of technology and environment to other learning styles;
>>current ideas on paper and e-resource balance of provision; and
>>grouping a range of student services in the one very accessible area to provide services that are focused on the student.

Environment
The Saltire Centre builds on the success of the Learning café which already existed in the university's previous library and information centre. In the Saltire Centre the learning café has 600 learner places. Students can use the area to study alone or in a group and vary their activity throughout the day depending on their needs. Desk top and laptop computers are available to use whenever students need them with plenty of desk space. Around 40 per cent of the furniture is lounge seating with coffee tables.

Most furniture has network and power connections built in so that people can use their own laptop or borrow one from the Saltire Centre. Group activity and individual study is enhanced by the ability to eat and drink in the study area and to stop for a quick chat – for example, on a mobile phone.

The first floor provides very easy access from teaching blocks to an assistive technology area with special height desks and high specification computers and technology. A mix of furniture is also available in this area, which has the feel of a sophisticated office environment. The same quality of furniture and integration of technology continues progressively up the building.

Some informal group spaces are retained; the bean bag areas are very popular. The further you go up the building , the furniture starts to encourage more individual learning, with more space and desktop lighting. In the silent fourth floor, computers remain an important part of what the student brings in to support them; again either by using the desktop machines with lots of space around them or plugging a laptop into a study table.

Access to learning resources
Glasgow Caledonian is amongst the biggest users of CASS, the joint storage facility for SCURL libraries. CASS offered the opportunity to review what would be retained on campus. Extensive use is made of compact storage; eight kilometres of it. This enables the Saltire Centre, which is a similar size to the previous library, to not only have 1000 more places to study but to feel more like a bright 'people building' than a book repository.

The most frequently used books are on open shelves. As more book contents become browsable in the catalogue, the efficiency of the compact storage will improve. The University has always spent a high proportion of its budget on online resources. Digitisation of offprints will increase access further.

Student access to services
Along with the planning and design of the building, a range of web-based services have been developed for students. These include: disability services; careers; funding; the effective learning service; registry; and the international student advisory service.

The web is a now a major access point for such services via the student home page on any of the Saltire Centre's 600 computers – or indeed from anywhere else. This information is also used to support people working at 'the Base', the information and advice desk which acts as the first point of contact for most services. The people here are trained to answer a range of questions including basic library subject enquiries. If they can't help they will phone a specialist, offer drop-in times in a semi-private pod or appointments in the consultation rooms in the building.

This desk is also the issue and return desk for books. It is situated away from all of the five entrances and exits which prevents it being crowded with people wanting to issue or return books. Self issue and return machines are at points near to the five entrances and exits which link the teaching blocks at different levels.

Queues are rare at the Base, helping to make students feel that they are in a friendly environment with people ready to listen, rather than being in queue for book processing.

Jan Howden is Associate Director and Senior Librarian, Learner Support, Glasgow Caledonian University t:0141 273 1204.

The Saltire Centre is open to the public.

Art at the Saltire:
Toby Paterson, one of Glasgow's most successful young artists, is shown below painting directly onto the walls of the Saltire building. Toby developed art, which covers three walls of the Ground Floor Services Mall at the centre, as a response to its dynamic design and innovative approach to learning. Toby Paterson is known for his signature architectural images. He has exhibited throughout the world and won the 2002 Beck's Futures Prize.
Gary Breeze, an artist in lettercutting, has also created a work for the Centre. Gary's commission is a dissembled archway engraved with Horace's Ode 3.9. The text is in its original Latin form and an old form of Doric Scots dialect. Gary has used the reflection of Latin in its translation to demonstrate learning through conversation and language: a principal theme in the Saltire Centre.

Digital assets

Mandate for the future

A new toolkit on digital preservation and asset management for the education and LIS communities offers practical support and real life examples. Craig Green reports.

Increasingly, the intellectual assets of organisations are being held in digital format, and the preservation and access to these digital resources has become a pressing issue.

Such assets are dependent on a rapidly changing technological infrastructure. This makes them significantly less permanent than their paper-based equivalents.

The recent EU consultation document i2010 Digital Libraries has brought the issue of digital assets and their preservation into sharp focus for the library and information sector. Managing digital assets has also received

some attention in the education sector recently with JISC ([Joint Information Systems Committee](#)) funding a call for proposals on this topic.

Glasgow's John Wheatley College, with support from SLIC and CILIPS, was successful in submitting one of these proposals. The aim was to produce a toolkit to enable further education colleges to apply a coherent approach to the management and preservation of digital assets.

Partnering the college in the Mandate Project (Managing Digital Assets in Tertiary Education) was the Centre for Digital Library Research (CDLR), based at the University of Strathclyde. CDLR staff were able to contribute their considerable expertise on metadata and workflows.

The project gained further support from a steering group including SLIC, CDLR and Glasgow City Council, the Scottish Funding Council and the JISC Regional Support Centre South and West. Although Mandate case study work continues until June, the toolkit is available now.

The toolkit is available as a [website](#) or pdf document. Based on tested practice, it focuses on curricular documents in the college and offers a model strategy for adoption and use by other colleges.

The Mandate project included an examination of the roles of various members of the college staff – including teachers, librarians, administrators and technicians – in the creation of metadata, workflow models, and templates suitable for supporting managed information lifecycles. To illustrate a workflow model the toolkit drew on an example provided by CILIPS using Council minutes.

The asset management system is based on Dublin Core metadata and MARC 21 to enable browsing for materials by curricular area and course. This also enables seamless searching of the library catalogue to give information about physical assets and links to digital assets in the same 'search results' window.

[John Wheatley](#) sees its library catalogue as key to supporting flexible learning. A unified search for physical and digital learning materials was therefore crucial, and output to MARC 21 format became a main system requirement.
The system design takes a holistic view of digital assets. The finished system will manage college documents associated with its governance, such as minutes of meetings for public access, teaching materials for staff access and learning materials for student access.

The Mandate Toolkit comprises:
>>A database structure for web-based information storage including specifications. The current technical base at the College is based on Microsoft servers, so Active Directory, SQL Server and Internet Information Server lie at the heart of the system

>>Templates to support the creation of metadata suitable for storage and retrieval processes and also suitable for supporting managed information lifecycles in the context of metadata and workflows.

>>A case study, which demonstrates its application in John Wheatley College and discusses some of the main issues included in such developments. Information professionals can use the case study to see the issues demonstrated in the context of real decisions taken by a small organisation as it develops its approach to the management of digital assets.

>>A training programme. While recognising that librarians in colleges will already be trained in information handling skills, the project anticipates a key role for them in supporting the training of others. The toolkit outlines aspects of training related to developing a digital asset management system including:

For staff:
>>Understanding the strategy and its purpose;
>>Awareness and familiarity with Workflow models and the various roles of staff within these;
>> Use of specific software; and
>>Information handling skills

For students:
>>Information literacy skills

The Mandate toolkit offers valuable practical support to the education community and the wider LIS sector, and it is available now. A presentation on Mandate will be offered at the annual SLIC FE event, 'Sharing Vision, Planning Practice' due to take place on 23 November.

Craig Green is Information and Learning Services Manager at John Wheatley College, Glasgow.

Career development

An Excel adventure

Teaching computer skills to Gambian students taught *Jan Crosthwaite* some valuable lessons about herself. Here she reports on a life-changing experience.

It all began with a problem. A consignment of computers had to be delivered from Scotland to the Skills Centre in Bakau in the Gambia by Christmas.

The centre helps equip young Gambians with the skills necessary to improve their job prospects. All lessons – in automotive mechanics, carpentry, computing, home economics and more – are in English.

Anne Ross, a teacher who worked with me at the Educational Resources and Information Service (ERIS) in Stirling, is involved with the President's Award Scheme based at the Bakau centre, and she and her husband have supported its development for the last 20 years.

Through some contacts, I was able to help Anne find space on a container to take the computers to Bakau. The problem was solved. Anne then suggested that my computer skills would be useful in training the students and tutors at the Centre.

It didn't take me long to decide to make a two-week trip. As part of my remit at ERIS is managing the network and supporting schools with automated library systems, I was confident in my ability to teach computer skills. I was also in the middle of writing my chartership submission and felt that this opportunity for professional development was just too good to miss. Margaret Innes, a part-time Stirling Grid for Learning assistant, accompanied me.

Before I left for the Gambia, Abdoulie Bah, the Chief Executive of the Skills Centre, visited Anne and I was able to meet him. We decided that additional useful work would be indexing the paper-based filing system and computerising student record cards and attendance sheets that had

traditionally been printed. He also wanted me to help the administration assistants to increase their knowledge of using Excel.

My first impression of the Bakau Centre was the overwhelming need for up-to-date textbooks and manuals. Getting down to work, my mornings were spent working with the students on exercises using mainly Word and Excel. The level of ability within the class was varied with some students requiring quite a high level of support. But after only one week there was a noticeable improvement in some of the students' ability, according to Festus Edet, who heads up the computer department.

Afternoons were spent working with the tutors. The first lesson was a brief talk about the history of the computer followed by a practical session. More than 30 tutors turned up. Most had very limited experience of computers and some none at all.

By the end of the first week tutors were coming to work on the computers before the lesson started and each could see positive uses for their department. A lesson on tables which had not been in the original programme was introduced as a direct result of discussions with the tutors. Further needs will be identified as computers are put into each department. Currently only administrative and executive staff, and the computing suite have computers.

The Skills Centre, like the rest of the Gambia, suffers from an erratic power supply. Students and admin staff have to save their work every few minutes because of the frequent power failures.

When the power fails they have to go to a local supplier and buy fuel – a time-consuming task. There are no Uninterruptible Power Supply (UPS) units fitted to the networks, and all the computers are in danger of being damaged by power surges, one of which made one of the admin PC's central processing units fail while we there. During the power failures we helped students with English language exercises. Although the Gambian people speak very good English, the levels of written English are variable.

Computerising the centre's administrative forms and records cards was tackled during my second week. Festus had been manually filling in forms for each department, sometimes staying up until 3am. By loading forms onto the admin system, the workload was shifted to the admin assistants who had much more time to enter data and print records.

The paper-based filing system was indexed over two days during power failures – level of light permitting. I often had to take batches of files to the nearest window to read them.

A master list was created and an indexed list printed for each drawer. A simple alphabetical sequence followed by a number was thought to be the most appropriate method. Current records were "A", with "B" and "C" being preceding years.

I only had time to work with two admin assistants. Ashmou already used Excel for some financial records but wanted to extend her knowledge of it. Omi had not used Excel before but picked it up very quickly. Both girls completed a number of exercises under my supervision and then went on to do more themselves. They found Excel a very powerful tool. The chief executive agreed to allow the girls to build on these skills by continuing with computer lessons.

I had the opportunity to visit nearby school libraries at Tujering, about an hour away. Both lower and upper basic schools have good libraries with full-time librarians. The librarians had received training and were using DDC 20 for cataloguing. I was very impressed with both of them. A computer room at the upper school gave students the opportunity to use both book-based and computer-based information. Although students were not allowed to borrow books, they were encouraged to use the library as much as possible in their free time.
Library rules and instructions about how to care for books were clearly posted around the library. I promised to send them posters and book covers to brighten the library walls.

The visit to Tujering Medical Centre was a sobering experience. One male nurse had hundreds of people to look after. AIDS was becoming a big problem with one in four estimated to be carrying the HIV virus. I had hoped to look at the health information provided in the Centre, but there was none. Health messages are displayed on the outside of the buildings as a cost-effective method of disseminating information. I did find some AIDS-related government information leaflets – in my hotel foyer.

In Kerewan, four hours away, an outreach Skills Centre is being built. Kerewan has no electricity: a solar panel appeal has been launched and a generator is being sourced in Scotland. However, the upper basic school had a well stocked library.

Going to the Gambia was a life-changing experience. Despite their hardships, the people have a genuine belief in the value of education to better the prospects of their country and themselves.

As for professional development, I feel that I have become more confident, patient and understanding in my work. My IT and verbal communication

skills have improved. Learning is a two-way process and I have discovered which approaches work better than others.

My horizons have widened and I am determined to carry on working with and for the Gambian people. I would thoroughly recommend visiting and working in another country as a worthwhile professional development activity.

[Jan Crosthwaite](#) is Senior Library Assistant at Educational Resources and Information Service, Stirling.

Online resources

Targeting the users

Background
The People's Network in Scotland initiative provided funding for a range of online information resources for a two-year period to January 2005. This project ensured the same level of up-to-date quality information was available at every library, no matter how small or rural.
After the funding ended the Scottish Library and Information Council (SLIC) managed a tender for online resources for a further two year period from April 2005 covering three areas of information provision: general information, newspapers and business information. All public library services chose to subscribe to at least one aspect of this tender, which is funded from Council budgets. Many libraries are now developing a business case for continuing this service.

Free access to online resources is an excellent service for Scottish public library users and something they should all be aware of. But are they? Hazel Lauder gives some practical advice on how to promote this valuable service.

This is an exciting time for public libraries as the provision of access to high quality online information becomes an integral part of the services they can offer.

The value of these online services, their accessibility at all times, and their accuracy compared to internet search engines such as Google, is something that public libraries should work hard to promote.

To encourage use of these services libraries need to follow an action plan that utilises promotional material and targets likely user groups.

Developing an action plan
Promotion of online resources doesn't just happen. It has to be planned. It is important that services develop an action plan to ensure that customers, and staff, are aware of the range of resources available. Each library service should have a manager with responsibility for promoting online resources. A staff forum can be an additional way of sharing information.

Experience shows that blanket promotion doesn't always work and that information disappears in the masses of material both in printed format and in mailboxes. It is therefore important to promote particular online resources at different times. This can be done in a variety of ways:
l by 'spotlighting' resources on the library web pages
l using promotional material in libraries
l arranging quizzes for library staff and the public

A number of libraries encourage staff to become 'champions' for particular resources. A 'champion' develops in-depth knowledge of the service and is responsible for promoting it to other library staff and users. This approach has worked successfully in Fife and Glasgow City Libraries.

Promotional material
Many library services distribute promotional material to libraries on a planned basis as part of their action plan. Service providers offer a range of promotional material including posters, bookmarks, pens, and notepads and libraries should take advantage of these offers by developing their relationship with service providers.
Several library services have developed material specific to their local authority such as East Dunbartonshire where the 'Yellow Button' logo is used on desktops and printed material. Service providers will support developments by providing artwork including advertisements for plasma screens.

Many library services have user guides that introduce customers to the services available and these can spotlight individual online resources.

The Council intranet can provide access to online resources for Council staff as long as they are members of the library service and this is permitted under the terms of the licence.

Libraries often submit articles and features to local newspapers, council magazines and community newsletters and this can be an excellent way to raise awareness of the resources available among individuals, businesses and learners.

Staff development
Staff are the most effective way to promote any service therefore it is crucial that they have a strong awareness of the online services available, what they offer and are competent in their use.

The usual model for staff training is trainer-led sessions with an expectation that libraries will organise cascade training to extend this expertise to other library staff.

Cascade training can be difficult to manage in public libraries where staffing resources are often limited and alternative means of training need to be considered. Service providers are aware of these difficulties and online training and electronic delivery have been developed as a solution to this problem.

To enable signposting to relevant information it is important for staff to develop product awareness. Particular groups can benefit from using specific resources, for
example, the NewsUK newspaper archive and Issues, providing information on social topics, are valuable resources for discursive essay writing, and Oxford Reference offers foreign language dictionaries.

The KnowUK library staff quiz has been an excellent way to encourage staff to use this online resource. The quiz asks staff to answer a series of questions by using KnowUK.

Aberdeenshire Libraries have developed the Go@l brand – Go Online at Libraries – and have produced a staff training manual for online resources. Internet tutors have produced a guide for members of the public.

Libraries in Renfrewshire have been working to promote electronic resources to young people as part of the Electronic Resources Learning Information (ERLI) initiative. The project encourages young people to join the public library to access quality information from home or in the library.

As part of their action plan library managers attended the Renfrewshire Youth Conference for fifth and sixth year pupils taking the opportunity to promote online resources, making good use of the promotional material supplied.

Many opportunities are available for promoting online resources including:
l Students at freshers fairs and open events
l School pupils through the school library service
l Young people through Young Scot activities
l IT Buddies in training sessions
l Adult literacy workers
l Community learning workers
l Other council departments and staff

Using online resources should be as seamless as possible for the public, which means that access within libraries should be authenticated by IIP address. To ensure that online resources are available to members anywhere remote access should be offered through the library web pages, authenticated by the library barcode. It is important that resources are easily found on the council website and that an explanation of the service provided is available.

The ability to offer online services to the public is an exciting opportunity. Following an action plan will help promotion of these services to users. However, as ever, the critical factor for success will be the enthusiasm and expertise of library staff.

Hazel Lauder is Service Development Manager, Scottish Library and Information Council.

Information literacy

New handle on information handling

Kirsty McEachern reports on how a new course is improving research skills and raising the library profile in her school.

Background
The Scottish Library and Information Council (SLIC) has been working with a number of libraries to improve the skills that underpin information literacy in pupils, students and learners.
An Information Handling Skills course was developed by the Scottish Further Education Unit and eCom Scotland on behalf of partners including SLIC, learndirect Scotland and Scottish Enterprise Glasgow.
The learning material consists of 23 generic learning bites to help post-16 year olds and lifelong learners develop skills in using and retrieving information, including planning, searching the web and evaluation. The course examines three types of information resources: printed, electronic and people.It consists of five themed scenarios – Shopping, Travel, Research, Leisure and Employment – which put information needs into context.
The Intermediate II unit assessment was approved in March 2005 by the Scottish Qualification Authority (Unit number DF9J 11) and the course is available to all partner organisations.
Learners are asked to demonstrate their practical ability along with their knowledge and understanding using a series of skills logs in planning an information task, identifying information resources, evaluating information resources, and reviewing the strategies and techniques.
Learners are also required to answer a series of multiple choice questions.
SLIC received funding from the Scottish Executive Digital Inclusion Unit to promote a project which helps learners gain skills and the SQA qualification. Applications have been received from a variety of organisations including: public libraries, schools, and colleges.
Information: Hazel Lauder, Scottish Library & Information Council.

As School Librarian at Mearns Castle High School, I worked in partnership with teachers from the biology department to introduce the information handling course to pupils undertaking Intermediate I Biology.

I worked with the class to develop their skills in planning and researching an information task using the pupils' investigation on the topic of the lungs to help them use this information to produce an information poster or leaflet.

Working with the teachers I conducted library sessions for each class covering the following areas:
>>Brainstorming & Mind Mapping.
>>Sources of Information (Printed, Electronic and People).
>>Evaluating Information Resources.

These sessions asked pupils to evaluate a range of non-fiction books and reference resources, to look at a variety of different newspapers, journals and leaflets, examine different search engines and websites and refine searches using Boolean terms. The pupils found the idea of Boolean Searching interesting. For many, this was their first introduction to Boolean logic.

They enjoyed developing the skills to determine whether different terms would narrow or broaden the resulting search and as a result have a much better understanding of how to plan an information task and go about identifying and using appropriate information sources. Using examples of tabloid and broadsheet newspaper articles, I explained concepts such as bias, currency of information, accuracy, reliability and suitability when evaluating resources and information.

After this introduction, pupils had two further information gathering sessions using resources including books and the Internet. The school health co-ordinator visited the class to talk about the topic and this proved a valuable "people" source of information.

The nature of the Health and Technology Unit of Intermediate I Biology lends itself to developing information skills. The course offered the flexibility to allow pupils time to plan their information tasks, undertake research, review information sources and evaluate what they did. Margaret Dempster, Biology teacher, said: "The project has been a worthwhile exercise, in particular developing planning skills will prove a core skill for the pupil's future learning."

The project gave an opportunity to reinforce the information skills developed in S1 and S2 and to contextualize them within the curriculum.

There are plans to repeat the science course next year and to build upon the initial experience. This will include longer sessions in the library with more periods devoted to the introduction, discussion and resulting research. There are also plans to extend the course to include other subject departments, including social subjects. Elements of the course will be incorporated into the S1 Information Skills programme next year.

Participation in the project has raised the profile of the school library within the school. The teachers involved report an increased awareness of information sources that they use and development in their information skills.

Coatbridge High School and St Ambrose High School in North Lanarkshire are also participating in the project and are working with S4 pupils.

Kirsty McEachern is School Librarian, Mearns Castle High School, East Renfrewshire Council.

Endpiece

Anybody out there?

Brian Osborne is happy to have touched somebody with something he has written, and calls for more interaction – but please be gentle.

I know that the idea of us all living in a global village with the internet as the parish magazine is hardly original, but just occasionally something comes across this particular villager's computer screen which underlines the message.

A number of years ago I was working on a book The Clyde at War (now available in paperback at only £9.99... hurry on down) and I came across a very strange photograph. It was said by its owner to show German prisoners of war at the grave of their comrades in Greenock cemetery in 1940. The dead sailors had been part of the crew of the German submarine U-33 which was sunk in the Clyde in February 1940. For a variety of reasons the photograph seemed strange and after considerable research I discovered that it was actually a photograph from March 1946, and yes indeed it showed German POWs, who were then working on a housing project in Greenock, and who had been given permission to hold a memorial service for the dead of the U-33.

I did quite a lot of work on the U-33 story, far more than was needed for the book, and was able to use much of the research for a magazine article about the U-33's mission. Among the research was an interview I had with a man who, according to Greenock cemetery records, had been buried in Greenock cemetery, exhumed from there after the war and re-buried in the German Military Cemetery at Cannock Chase, Staffordshire. Despite this

rather grisly official history he was alive and well and living in Annan – but that's another story.

Another part of my research was to put a request for information on a U-boat website – this produced absolutely no information and I thought no more about it until out of the blue in February came an email from a woman in Poland whose great-grandfather, Paul Anders, had died on the U-33. She had found my information request on the website and wrote to ask if I had any information about the fate of the submarine and her great-grandfather.

It was the work of moments to dig out the files and send off a copy of the article, photocopies of Greenock cemetery records, a crew list I had assembled from various official documents in the Public Record Office and a copy of the photograph showing Paul Anders' grave marker. A training in librarianship and information management has occasionally got its advantages!

I have since had an exchange of emails with my Polish correspondent and it is extremely touching to read that her grandfather; who must have been a very young child when his father, the coxswain on the U-33, sailed on his final mission; was in tears reading this bit of his re-discovered family history.

Most of my email is spam, offering me instant wealth or various forms of dubious gratification, so it makes a pleasant change to know that what I have written had actually touched someone or even been useful.

Which made me think about how rarely anyone seems to respond to things I write and how welcome such a response is. Of course, when I thought about it a little more and considered how seldom I have written to another author thanking them or expressing enthusiasm, I realised that this passivity is pretty widespread. Seldom in the previous sentence is, I have to admit, a euphemism for never.

Which ties in neatly with Ivor Lloyd's plea in his first Presidential Column for more letters to Information Scotland. I am sure that the contributors to the magazine and the editor would welcome some reaction to the contents, even if it is only a demand to get rid of Osborne's column! Although I must preen myself on the fact that my last column produced a letter to the editor.

I have had a private letter about one of my columns – the one in which I suggested, light-heartedly, that my diminutive stature had prevented me gaining employment with Glasgow Libraries. My correspondent claimed to be no taller than I was and to have been employed by Glasgow. This was

very unsettling news as I naturally prefer the idea that my lack of inches had counted against me rather than my other shortcomings. However as my correspondent was female I cling, tenuously, to the thought that perhaps the then City Librarian had different height standards for males and females.

So, gentle reader, if you want to write to authors, do remember that we are tender plants who respond best to praise. Benjamin Disraeli said "Everyone likes flattery: and when you come to Royalty you should lay it on with a trowel." I have to tell you that authors are like Royalty, only worse, so if you wish to write to me or to the editor about this column, please use a very large sized trowel to apply the flattery.

[Brian D Osborne](#)

Skills for the future

Ivor Lloyd pinpoints Information Literacy as the key role for today's profession.

What's impressed me most in my first five months of being President is the calibre of staff we have across all sectors in the profession. I've given presentations to Further Education librarians, the University, College and Research Group, the Information Services Group, East Branch, and even met a few at Celtic Connections in Cardiff. It's heartening to see so many young, enthusiastic and committed librarians and it brings home to me very powerfully the importance of engagement for us all in these events and the extensive variety of opportunities we have through the Groups and Branches structure.

But we should not take this structure for granted, given the financial situation in which CILIP in London finds itself. A favourite buzzword in the university sector at the moment is 'financial sustainability' – in other words, are we living within our means? CILIP is not currently, and CILIPS is not going to be able to avoid the turbulence when CILIP takes the necessary

steps to rationalise. And this turbulence may be severe so it's even more vital that we engage with these groups and branches here in Scotland to ensure CILIPS continues to be a thriving, vigorous organisation.

At the Celtic Connections in May – Demonstrating Value – Lorcan Dempsey (Chief Strategist at OCLC) gave us an insight into research confirming how users behaviour in managing information retrieval was changing in response to internet-based technology. He demonstrated how users interaction with libraries – and librarians – was changing rapidly and posed some very interesting questions as to how we respond to these trends.

I considered it appropriate in my Presidential address that I concentrate on how the profession itself can demonstrate value in this fast changing environment, picking up on themes I've raised over the last few months.

There is a common strand to all of these themes – how to ensure we use our core professional skills so that we continue to have relevance and impact in an information-rich environment. In Cardiff I talked about how we apply these skills to add value to the wider organisation in which we work, for example in the corporate information area, but also made reference to another example where we've 'demonstrated value' – information literacy.

Especially in the new universities sector, Information Literacy delivery has been critical in ensuring that librarians are seen as contributing to the core business of teaching. Through it, librarians have enhanced their profile among academic colleagues and have hit all the right buttons – enhancing the student experience, helping students 'learn how to learn' and producing 'employment ready' graduates.

But it is not only graduates who need to have these skills. The emergence of an information society and knowledge economy requires new methods of working, particularly the necessity to innovate, develop new products and/or services. Taking these to market faster than your competitors, getting them right first time. The world economy has evolved from a manufacturing base to a knowledge base. In many quarters the emerging knowledge economy is fuelling the drive to create an information literate workforce. Based on anticipated workforce trends and characteristics a number of countries including the USA and Australia have now made information literacy skills implicit in national educational goals, as a core element in producing future generations of knowledge workers. The drive to produce information literate populations is strongly advocated by Unesco and leading economists, such as Alan Greenspan, the former Chair of the US National Federal Reserve Board.

Taking a lead role in developing an information literate society is a significant, probably the fundamental, priority facing the profession. Every librarian and information professional, irrespective of sector, is in a position to support this goal of developing an information literate populace. If the librarianship and information profession cannot successfully drive this agenda, we will have missed a golden opportunity to establish and reinforce our relevance and impact. This is vital to counteract the perception that in the presence of the information super highway, the role of the librarian is in decline.

There can be no doubt as to the challenges and difficulties to be addressed in developing society's information literacy skills. To successfully meet and address these challenges requires a coordinated effort, building on the strengths of the impressive array of activity clearly demonstrable throughout the sectors in which we operate.

At the last CILIPS Council, it was agreed that a Scottish-wide information literacy group be established to help coordinate efforts and to share information and best practice. At the conference, Rhona Arthur discussed in depth the imperative of "integrating literacy," developing professional partnerships, raising our game, and addressing issues and seizing opportunities in this area. We need to do these things and more if we are to emulate the successes of the librarianship profession in the US and Australia, where information literacy is embedded in the national agenda, particularly within educational curricula.

If we are to survive and thrive as a profession moving into the knowledge economy we must make information literacy successful at local, regional, national and international levels. To achieve this we must come together and work as a cohesive unit. If we fail, not only is it likely that we will suffer as a profession, the communities and clients we serve are likely to become disadvantaged, especially where others are successful in producing future generations of knowledge workers.

Aiming Higher

From a distance

Jill Evans reports on how SCURL members are supporting new residents and developing the knowledge economy.

Scotland, and representatives of the SCURL member institutions, have demonstrated quality services by both assisting new communities in Scotland and sharing Scotland's knowledge with overseas countries.

A recent newspaper article identified the local library supporting a community of European workers new to the Highlands. Polish workers are visiting their local public library, initially to use email to establish communication with their families and friends in Poland, but now the trend is changing. The new library users are requesting material to read in their native language and the response in the national newspaper stated that the library would provide daily newspapers to meet this demand.

This demand for material in languages other than English was replicated in a recent CILIPS Council meeting when it was revealed that Dundee too was addressing this new issue of a migrant community making use of the local library services. Another SCURL member institution, Glasgow City Libraries, revealed that the Gorbals Library and Learning Centre has 50 PCs available which were in use by the new residents from Russia and Poland. It is heartening to note that this issue is being addressed by CILIPS Council and its members.

The Open University in Scotland, a SCURL member institution, recently announced an initiative aimed at encouraging more refugees and asylum seekers in Scotland to attend university. 'Diverse Routes to Higher Education' aims to improve access to higher education for ethnic minorities who have chosen to settle in Scotland. The project pack contains information, in 14 languages, on accessing higher education, financial support, credit transfer facilities, English language courses and local resources tailored to the specific needs of people in different areas in Scotland. The pack was developed in collaboration with Scotland's education institutions and organisations within the Wider Access Regional Forums. The initiative is funded by the Scottish Funding Council, which has observer status on SCURL.

The Inter Library Loan services of the National Library of Scotland has collated information on languages other than English held in libraries and this could prove invaluable to support libraries borrowing material for their new users. The University of Glasgow Language Centre has a collection of

10,000 items in more than 60 languages available for their members to access. Their website provides more information on the Centre.

Turning the tables, Scotland in general, and SCURL member institutions in particular, have demonstrated their business acumen to the knowledge economy abroad. The School of Science and Technology at Bell College in Hamilton has received specific interest in one of their science courses from China, and a new cohort of Chinese students will arrive for the 2006-2007 academic term.

Paisley University Business School has received media interest for their Executive MBA course, delivered one Saturday per month, which has been developed as a flexible learning programme and specifically designed for those students already engaged in employment.

Similarly, the Graduate School of Business at Strathclyde University has developed a course which has accreditation with a kitemark indicating the international nature of the degree. This course will attract students from overseas thus bringing an international dimension to the School. In both examples, library provision and access to e-resources are sought to underpin the needs of the students.

The www2006 international symposium, held in Edinburgh in May, revealed that Scotland was a "world leader" in delivering distance and e-education. This area was perceived as an expanding market as distance and online learning has benefited from a growth rate of 21% over the past decade. Frost and Sullivan, a global growth consulting company, estimated this growth to have a value of £1.54bn in 2005.3 Jose Marie Griffiths spoke at the Celtic Connections Conference in Cardiff in May on demonstrating the economic value of providing library services to local business, and of the time saved to industry by using the local public library. The speaker reflected on the "halo effect" where members of the public visit the local library and then purchase goods in local retailers adjacent to the library.

An initiative called Institute for System Level Integration is a collaboration between SCURL members Edinburgh, Glasgow, Heriot-Watt and Strathclyde Universities, created in 1998. It is a centre of excellence in postgraduate education and research, into system level collaboration and has links with both the Scottish research community and the Eastern entrepreneurs in Shanghai and Singapore. Training for Japanese systems designers has been developed and delivered from these central Scotland universities.

Scotland's e-learning and distance learning opportunities and the welcome extended to new European residents and asylum seekers ensure that our

library services must have financial resources to support our new users with diverse learning opportunities. Financial resources must be assured.

Jill Evans is Scottish Confederation of University and Research Libraries (SCURL) Service Development Manager.

Information & society

Special focus on 'information and society', we take a look at some of the projects funded by the the Scottish Library and Information Council (SLIC) 2005/6 Innovation and Development Fund.

Dundee Central Library Drug and Alcohol Project

It all began during the course of discussions with former Police Inspector and Tayside Drugs Officer, Chris White, who now chairs the Board of the Wishart Centre, one of Dundee's leading drug and alcohol treatment centres. I had got to know Chris well through our mutual interest in matters maritime and I asked him if he thought there was a role for libraries in assisting the rehabilitation process. The conclusion we jointly reached was that "it's what libraries should be doing anyway".

The planning process had already begun when the SLIC Innovation and Development round was announced. This was seen as the perfect opportunity for kick-starting the process and bringing in some expertise to ensure a high level of quality in methodology and assessment. Shonagh Morrison, who has worked as a volunteer with rehabilitation programmes and is former Librarian of Dundee High School, was recruited. Amina Shah, Central Library's Senior Library and Information Worker with extensive diversity experience, was a valuable addition to the Team.

Then disaster struck. First of all the principal partner, the Wishart Centre, was effectively obliged to close down and restructure. As a result, anyone associated with the Wishart was viewed, quite unjustifiably, with a certain level of distrust by some of the other agencies we had hoped to work with.

We made contact with the Axis Dundee, but this project decided to decamp from the Wishart Centre premises and became virtually uncontactable.

Fortunately Shonagh managed to strike up a very good relationship with the staff at [Tayside Council on Alcohol.](#) As a result we have provided tailored support for this organisation:
>>Advice on expansion and exploitation of library and information collections
>>Provision of additional materials
>>Provision of a mirror collection in the Central Library (for when TCA and other agencies are closed)
>>Provision of a professionally produced database of materials (ongoing)
>>Publicly available version on DCC website (forthcoming)
>>Training for TCA staff in use of ICT and retrieval of materials (planning stage)

Shonagh and I met with the [Dundee Drug and Alcohol Action Team](#) earlier this year and were gratified to learn that our proposals were "just the sort of thing they were looking for" (a recurring theme). We were then referred to one of the DDAAT's client organisations for which a programme of support and training is currently being planned. In the meantime, we had finally managed to make contact with the elusive Axis Project and we are now embarked on a very favourably received programme for an average of eight rehabilitating drug users. This comprises:
>>1:1 training on computers in the library learning centres
this core activity sometimes combined with other elements below
>>demonstration and use of local history resources
>>opportunity to trace family tree
>>possible opportunities for volunteering
>>introduction to a range of library resources
>>introduction to reading groups (based on Prison Service experience)
>>formation of a reading group
>>group diary detailing history of abuse and routes to rehabilitation
>>library membership encouraged
>>independent use of the library encouraged
>>old fines cancelled
>>return of old overdue materials without penalty established
>>new fines and penalties not waived!

Much of this depended on the wholehearted co-operation and enthusiasm demonstrated by certain members of the library's staff, who are all volunteers. A wide range of staff was canvassed initially. Some didn't turn a hair and immediately embraced the concept, whilst others were obviously quite uneasy about the prospect and politely but firmly turned down the

opportunity. There has been no adverse comment whatsoever and the staff generally appears to view the experiment with much goodwill.

Since Chris White and I are leading members of the [Maritime Volunteer Service](#), we saw this as a golden opportunity to provide the project with an extra dimension by offering the DCLDAP clients a boating experience on the Tay. There are a number of possible themes emerging, including an hour long trip round the Dundee stretch of the river and dolphin watching. There is also the chance of further training where there is a desire to do so, and progression to Royal Yachting Association qualifications for those with aptitude – plus possible progression to yachtmaster and/or employment prospects. In addition, there is also scope for voluntary work onboard the North Carr lightship, and then integrating the strands – studying for qualifications and skills through library resources.

This is a model which has already been employed with NHS Tayside's Strathmartine Hospital whereby two institutionalised patients have been undergoing a similar process over the past year. The view of the supervising consultant psychiatrist is that the patients have benefited greatly from the opportunity, an achievement we hope to improve further on during the course of DCLDAP.

What have we learned so far?
>>the agencies in the field are initially difficult to pin down
>>they are very receptive to ideas of this nature
>>it's all about welcoming people back into mainstream life
>>AND – enhancing their opportunities
>>libraries should be providing these services
>>it can be done
>>it's only a small part of a wide-ranging process
>>it's far from easy
>>the results are very difficult to assess
>>BUT – probably far outweigh the time and effort invested.

David Kett, Team Leader: Reference Services, Central Library, Dundee

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Information & society

Special focus on 'information and society', we take a look at some of the projects funded by the the Scottish Library and Information Council (SLIC) 2005/6 Innovation and Development Fund.

Falkirk Homebound Users Online Access

[Falkirk's Homebound Service](#) is very well used, with more than 400 individual clients plus a number of homes and sheltered housing complexes. The Service runs every afternoon with two vans, one staffed by a dedicated lone Homebound Assistant and one staffed by a driver and an assistant from one of the libraries.

Following a Best Value Review in 2004 to address manual handling issues for the staff and improvements in the service, it was decided to change the system of delivery from one where a selection of books was taken to each user, from which they could choose. This involved the assistant carrying two heavy wire baskets, which was cumbersome and time consuming as time had to be allowed for the user to look through the selection. After a great deal of research and consultation, it was decided to switch to a pre-selected bag of books which is delivered and left with the user until the next visit. Where the client is a heavy reader more than one bag can be provided. The service is also being devolved to the library in each area in order to provide a closer link with the local library for the users. The clients are all visited to produce an up to date profile of their wants.

We also looked at ways in which we could enhance the service to the Homebound users in an attempt to provide a more inclusive service with at least some of the choice that is available in the libraries themselves. Bidding for funding from the Innovation and Development Fund offered the possibility of providing that enhancement.
We bid for funding to buy six laptops and software. Matched funding purchased six mobile phones with a Bluetooth connection which gives us good coverage in this area and covers the running costs for the internet connection. The laptops were configured by [DS](#), our LMS supplier, to run the public access software. The Homebound assistant can use the laptop to access the library catalogue, search for particular titles and request them for the borrower. We have added useful websites including [Ulverscroft](#) and [BBC Books](#) in order to check for large print and spoken word material that we may not have in stock, [Whichbook.net](#) for the reader who doesn't know what they want, the [RNIB](#) website for information and various bibliographic sites. Books are now issued to the reader's ticket in the library before delivery so that the assistant can also check what books they currently have for them.

The borrower history has been turned on for this category of user which means that if a title is issued a second time staff are alerted.

As the provision of the laptops is an add-on to major changes within the service, the roll-out has been slower than we had hoped. Providing the service from individual libraries has meant changes in their way of working, provision of space to make up and store the bags and some staff training. The libraries have put in a great deal of work in providing leaflets and book lists in order to ensure that users get the best choice possible in the limited circumstances. As the laptops are brought into use, this can only enhance the choice we can offer and bring our Homebound users closer to the level of service provided in the libraries.
We hope that possible future developments in the enhancement of the catalogue with jacket images and audio clips will improve the service – although we did have to disappoint the lady who wanted to keep the laptop!

Gil Vick, Principal Librarian (Support Services)

Information & society

Special focus on 'information and society', we take a look at some of the projects funded by the the Scottish Library and Information Council (SLIC) 2005/6 Innovation and Development Fund.

Help Yourself to Learning – Scottish Borders

In 2003, the Scottish Borders Adult Literacies Partnership and Library and Information Services (LIS) agreed to participate in a joint literacies initiative and each commit £1,500 annually to provide literacy collections in libraries. By December 2005 Help Yourself collections, identified by the local Learning for ALL and the Big Plus logos, were in all 12 public libraries and on two of the six mobiles which serve the Scottish Borders.

In February 2005, a successful application was made to the SLIC Innovation and Development Fund, to build on the success of these library

collections. The Help Yourself to Learning project would employ a qualified tutor for 10 hours per week to introduce the People's Network as a learning tool for literacy skills. The tutor would undertake a range of activities, including developing a programme of workshops and short courses in two libraries, encouraging self-help access to learning, and raising libraries' staff awareness of those who might have literacy or numeracy needs. Community Learning and Development partners would provide training, guidance and information, and promote the project to learners.

The pilot libraries were located in Hawick (population 15,000), a priority regeneration area, and Peebles (population 8,500), a more affluent area where latent learning needs are harder to admit.
Difficulty in recruiting a tutor created an immediate challenge, but Community Learning colleagues promoted the project internally, resulting in the ideal candidate. Alison Watson started in August. Faced with a nine-month timescale for a 12 month project, Alison worked double the planned 10 hours per week until classes were running in October.

Interviews and advertising from local media and websites to leaflets and posters, along with awareness training to libraries' staff, helped to promote the project.

Three types of classes were offered: E-citizen, teaching how to use the internet for everyday tasks; Literacies workshops, offering 1:1 tuition; and Online learning, illustrating free courses on the Internet.
Evaluation forms were completed at the end of the course. Participants said: "The course has opened up the world of computers to me. I never thought I would be able to send an email. There is so much more I would like to learn, but the course has given me courage to explore," and "I had limited knowledge of computers and after the course I gained much needed experience and this improved my confidence greatly."

Outcomes
TARGET ACHIEVED
36 learners 46 learners (inc 6 literacies)
3 /4 x 6 week classes 6 x 8/9 week classes
+5% Help Yourself issues Yes

The project has also provided some valuable lessons. Each partner must know what their role will be and exactly what is expected of them. The project brief should be clear, with aims, objectives, criteria and timescale specified in an understandable and unambiguous fashion. Otherwise, grey areas can develop, leading to misunderstandings, incorrect decisions and time wasted. Administration and planning take time in a project like this –

make sure that the necessary time is allocated!

Although libraries' funding has reduced for 2006-7, Help Yourself to Learning is continuing to develop: waiting lists in Hawick and Peebles are being fast tracked, and the project is extending to Galashiels library. Partnership working between library staff and adult education workers is increasing. Library and Information Services are accepted as an important element of the informal learning scene in the Borders, as members of the Adult Literacies Partnership and Rural Adult Learning Project Board, and are participating in the Community based Adult Guidance Group, supporting delivery of its Action Plan.
Gillian McNay

W3C WAI-A WCAG 1.0

Information & society

Special focus on 'information and society', we take a look at some of the projects funded by the the Scottish Library and Information Council (SLIC) 2005/6 Innovation and Development Fund.

Solo and from scratch

Newly qualified, Shayna Gerber has taken on the daunting task of setting up an information resource in the voluntary sector single handed – serving professionals as well as the local community in Barrhead.

Having graduated with my MSc only days before starting at Voluntary Action, I was excited to be given the opportunity to establish their new resource library and information service. However, I was slightly unsure where to begin this mammoth task. Unlike a number of other sectors within LIS, the Voluntary sector was never really discussed in my course.

Voluntary Action is an umbrella organisation which exists to empower East Renfrewshire's communities through volunteering and voluntary action. It serves two functions, as a Council for the Voluntary Sector (CVS) and as a Volunteer Centre (VC). As a CVS, Voluntary Action is part of a network of

58 independent organisations which provide support to the voluntary sector at a local level on such matters such as how to develop a project, how to find and manage funding or how to become a charity.

As the VC, Voluntary Action supports participation in volunteering. It aims to provide information and support for people to come together around common issues and removes barriers to participation through inclusion. Information services are an integral part of Voluntary Action. Voluntary Action has always provided some form of information dissemination whether it be in the form of an e-bulletin, a quarterly magazine, leaflet bank or a small information resource collection. Until recently the information services were restricted by small staff numbers and even smaller premises. Since April, however, the project has moved to new premises in Barrhead, within the underCOVER project, which houses and represents a number of community organisations.

The new library will build on the existing services: the community-based leaflet bank, updating and broadening the poster display areas, continuing to offer monthly e-bulletins, distributing the quarterly magazine as well as re-modeling the Voluntary Action website.
UnderCOVER will also house the Voluntary Action resource library for the voluntary community. This will be a reference library with an area to read current local, national and voluntary sector publications as well as reports, surveys, etc. Users will include VA staff, VA volunteers, local community groups, charities, individuals, local authority workers and students. Other tenants of underCOVER and their client-base may also use it

My initial task was an informal information audit. I would also seek help from literature and from current professionals and sector knowledge. I consulted the Information Worker at the Volunteer Centre in Edinburgh,who is implementing a national online resource database. Having already made a resource catalogue and classification system for their paper-based materials, he helped me to understand the range of information used within the sector.

Another important source of advice was the Library + information Show, which I attended in April. It provided a wealth of information and ideas which I had never considered, such as creating a MARC 21 catalogue in order to eventually link-up with academic or public catalogues; purchasing a cataloguing system rather than creating a new SQL database, thus facilitating easier movement of information; innovative display methods and shelving units; as well as being re-introduced to the services available from CILIP. It also gave me the chance to meet people.

Many of the existing services such as the monthly e-bulletin and the

quarterly magazine are still high priorities and excellent methods of passing information to our users. They could do with an updated look, or perhaps a more sophisticated push-pull service, but for the time being they are sufficient.

The project however, is still in its infancy. In the early days, I devised a broad classification scheme specifically relevant to Voluntary Action while maintaining key sector terms and groupings. However, due to time constraints and the severe lack of information staff – I am the only member of staff involved in this project – I have been unable to implement the classification scheme. Furthermore, while many aspects of the underCOVER project have been completed, the project as a whole – which includes the Resource Library – has not been completely funded. Therefore one of my most important current tasks is to seek funding for shelving, seating, ICT equipment for an OPAC, a dual function enquiry and OPAC desk, software for the catalogue, display units for the leaflet-bank and poster areas.

Being early in my career in LIS and my isolation as the only LIS professional engaged in such a large task have been challenging for me. Due to our dual roles as CVS and VC, Voluntary Action has a wide target audience. Every person in our community is potentially a user, either in a professional or in a casual manner. I sometimes find it difficult therefore to pin down what information and in what format would best suit the majority of users. The most challenging aspect will remain making information and its dissemination appropriate for all or the majority of our users, within a restricted budget.

I would like to raise the voice of the voluntary sector within LIS and the community in general and vice versa. I would hope that Voluntary Action could lead the way with its Information Services and demonstrate to the voluntary sector the importance of professionalism in its information staff and the important role they play in empowering and maintaining strong communities.

Shayner Gerber is Information & Resource Worker at Voluntary Action.

Derek Law looked at developing the global society at Celtic Connections, introducing the work being done by 'Making Wonders', an impressive and carefully focused project in Malawi.

At library school one was always taught that classification went from the general to the particular, and that is the structure used here. First of all our politicians and their response to the global information society is briefly considered; then Malawi and its problems are described as an example of one of the poorest countries in the world; and finally, the 'Making Wonders' project is used as a very specific example of how best we can help in developing that global society to the benefit of all. As Malawi shows, not only is the global information society a myth, it is barely relevant as a concept to countries with endemic and virulent disease, low literacy and fragile infrastructure. However, if we in the developed countries choose to use our skills to help those struggling to survive, we can not just make a difference, but help to build that global information society into a reality.

The reputation of our politicians continues to plumb new depths, where even estate agents and used car salesmen are seen to have greater integrity than what the current Deputy Prime Minister, called "the most desperate, despicable, seedy, grubby, hopeless, lying, hideously incompetent bunch of third-rate, double-dealing disasters this great nation has ever seen" (Prescott, 1996). [1] What we can now see as a generic description of the political class demonstrates all too clearly the tiny step from hubris to nemesis.

It may then seem extraordinary to talk of Members of the Scottish Parliament in general and First Minister Jack McConnell in particular, for their selfless actions in the global village. Doubly extraordinary in that foreign policy is quite clearly not a devolved power, but obeying silly rules was never a great Scottish characteristic. Scots are at least metaphorically brought up on the milk of an international Burnsian, egalitarian socialism encapsulated in Burns verse

For a' that and a' that,
It's comin' yet for a' that
That man tae man the world ower
Will brothers be for a' that

Perhaps the most famous graduate of my own university is David Livingstone, who worked in Central Africa and forged links in Nyasaland, now known as Malawi. That link was strengthened through the long

presidency of Dr Hastings Banda, probably the only head of state anywhere, ever to have been an elder of the Church of Scotland.

Reciprocal visits between heads of state led to Jack McConnell and several groups of MSPs visiting Malawi and, as with so many of us, falling in love with the place. This in turn led to the government-funded Scotland-Malawi partnership and his acceptance of three crucial principles, which might be said to form the McConnell Doctrine. Firstly, the support which the Scottish government offers is limited – only a few millions – and so it should be targeted to make a difference, not spread thin to make us feel better. Secondly, it should be aimed at sustainable projects and not disaster relief. Thirdly, it should be disbursed through a competitive tender process to Scottish groups already working in country. McConnell suffered all sorts of press criticism for this initiative, but it was a decent humane gesture.

Malawi sits landlocked in south central Africa, calling itself "the warm heart of Africa". It has a population of 12 million, and what seem intractable problems. It is one of the world's ten poorest countries, with 65% of the population living below the poverty line, set at income of USD 1.00 per day – in fact average national income is about USD 30.00. It has middling levels of corruption, being 97th out of 158 countries, a fact being actively tackled by government, and has 42% illiteracy. There is one qualified teacher for every 118 primary school pupils and 90% unemployment. Even global warming has affected them. The country is bordered by a huge lake, teeming with fish and a source of food for all, sometimes the only source of food when the crops failed. But global warming has raised the temperature of the lake and driven the fish into deeper cooler waters which the general population cannot now reach.

It has huge health issues, which mean that life expectancy is dropping by a year every eighteen months, from 45 to 36 in just over a decade. Maternal mortality is 18 per 1000 births; infant mortality (before 12 months) 115 per 1000 (the UK's is 5.4); child mortality (between age 1 and 5) 189 per 1000. Most of this is due to treatable illness – malaria, pneumonia and diarrhoea. It also has one of the world's worst AIDS infection rates. More than 1 million people are infected. One in four pregnant women are HIV positive and there are 500,000 AIDS orphans. Doctors are few – one for every 120,000 people and one of the most striking sights in the country is roadside coffin workshops.

Even for the fit, life is no joyride. In the villages which cover most of the country there is no running water and no sewerage system. There is no electricity (4% nationally) and by extension no television (1% nationally) and telephones are rare (85,000 nationally). But fear not, the global information society has arrived. Thanks to the generosity of western

publishers, higher education has almost unlimited access to e-journals. Shame about the 18-hour power cuts.

Where can one begin in a country which is so manifestly failing at all levels? One of the reasons we have our links is because of shared values and one of those shared values is education. Malawi has introduced compulsory primary education. It has a high quality technical and university system, although students pay. There is little postgraduate teaching – it is almost impossible to keep the well qualified in country.

As a result, when we are involved we much prefer training in country. We can train 100 teachers or engineers for the cost of sending one abroad, and they are more inclined to stay once qualified. In Strathclyde, working with Bell College we offer bursaries for engineering students and nurses. We have also sent numbers of our own postgraduate students to do fieldwork in Malawi where they do research in country on topics as varied as water treatment; sustainable energy; designing the $10 House. The Making Wonders project grew out of a British Council-funded project to survey needs and availability of IT skills instruction.

The importance of information in education is almost self evident, but even here there are problems. There is no indigenous library school – although the redoubtable Joe Uta has set up diploma courses based on the personal library of the equally doughty Joe Hendry, past president of the Library Association. Many donated books lie uncatalogued and shelves lie empty, through lack of cat and class skills. One of the commonest donor problems is to send books we don't want, rather than books the libraries need. Parinthetically I'd like to put in a plug for Harcourt Educational who has donated 300,000 (sic) primary school level books to help attack literacy. We have sent over 50,000 books and journal volumes requested by libraries, all with catalogue records enclosed, so that they are immediately useful.

Internet access is poor and limited in many ways so we also send PCs which are not just refurbished but are also upgraded at very low cost and we have negotiated very cheap licensing arrangements with software suppliers, so that the PCs are valuable rather than just usable. As part of our first study of IT skills training needs we discovered a large issue to do with blind and visually impaired children. Although there are one or two special schools, most children are taught within general classes, this being a country with a significantly higher than average rate of eye disease. Montfort College specialises in training teachers to teach the disabled. A major issue is the general unavailability of relevant training materials. Unrepairable braille machines are a common sight. It quickly became obvious that if we could provide access to appropriate training materials

through computers and the internet, the children would not only have a better education, but would have IT skills which gave them an important role in a society which can only grow again if it can develop a basic industrial capacity based on an information society which lets it do such prosaic things as sell tropical fish over the internet.

And so with huge local enthusiasm we were encouraged to develop the Making Wonders project. Its mission is straightforward: To enhance the education of the blind and visually impaired in Malawi through the use of appropriate assistive technology. The project does some fairly obvious things which allow staff from Strathclyde to share their skills locally. The initial focus was on Montfort College, where we wanted to Train the Trainers, test the delivery model, determine the suitability and most importantly sustainability of equipment and establish resource rooms. Working with the College we prepared things at Montfort, selected dates for training and planned arrangements for teachers covering travel, accommodation and catering as well as training schedules.

The results were piloted in a handful of schools. Each had to be visited to collect a range of information, to clarify the use of equipment, to identify staff for training, to explain what will be provided, to assess that the room proposed to site the equipment was water-tight, suitably furnished and safe. Phase two is extending the programme to all schools teaching blind and visually impaired children. Phase three will pass control of the project to sustainability partners.

So, is it worth it? Worth those millions of taxpayers money? Our concern is sustainability not charity, but we believe we CAN make a difference, with literally hundreds of reading books in every primary school to tackle literacy issues and every visually impaired student turned into an important resource for society. Some of the answer lies in the other half of the equation. Competitions in Scottish schools focused on Malawi as part of a plan to raise awareness of global issues; a modern maternity hospital paid for by the Lord Provost's Burns Supper in Glasgow and built by off-duty Scottish firemen; Malawians addressing the General Assembly and the Scottish Parliament. All of those involved humbled by the way in which the smallest of actions really does make a difference to the poorest of our fellow men.

1 Prescott, John. Closing Speech at the 1996 Labour Party Conference.

Branching out

Norma McDermott spoke at this year's Celtic Connections conference. Here she outlines how Irish libraries have been given a great chance to present to a national forum their case for combating social exclusion.

Public notices in the Irish press announced in February that the National Economic and Social Forum (NESF) invited the public to make submissions on the role of the Irish state in promoting cultural inclusion. A public plenary session in November at which government ministers and the opposition parties may attend will have an impressive international line-up and the major findings will be presented. NESF will publish a report in 2007. Librarians are taking stock. Why?

NESF is a state agency which focuses on the achievement of equality and social inclusion in Ireland and is considering for the first time how culture could combat exclusion.
NESF comprises representatives from four strands:
>>the Oireachtas, the Irish houses of Parliament;
>>employer, trade unions and farm organisations;
>>the voluntary and community sector and
>>central government, local government and independent representatives.
The chair and vice chair are appointed by government.

A 15 member project team representative of all the strands is reviewing all types of cultural activity but concentrating on drama, visual arts and libraries. NESF has received 80 submissions including a strong library dimension. The policy analyst consulted individuals and groups including the Library Association of Ireland. The Donegal County Librarian and I addressed the project team and NESF members.

Irish libraries believe the NESF will focus on their collective value. Areas of particular concern which the marginalised could and do benefit from include policies and measures contributing to strengthening civility and cultural citizenship, raising learning aspirations and improving educational attainment. NESF has recognised libraries as agents of cultural inclusion through this intervention and is concentrating on the instruments used and their effectiveness.

What happened at the forum? We told our story and NESF listened, made comments and asked questions.

A culturally inclusive library service provides, through its staff, stock, buildings and facilities, the necessary conditions to welcome all users. Library services are inclusive when they respond and attend to the sensibilities of their users, when they discern and are thoughtful about their users' requirements, and alert to developing further engagement as and when appropriate. We submitted a detailed overview of policy instruments and evaluated developments, outlined the barriers and proposed solutions and further areas for research. A flavour of the interchanges follows.
We proposed that inclusion in the library context can be participation in a cultural experience/activity (personal or collective), the production of creative works, enabling creativity in the cultural domain, decision making or a combination of these elements. Cultural inclusion in and through the library service matters because library resources, including staff, contribute to these elements as a means of realising the potential of all their users. We gave examples from both a national and a local perspective.
The Taobh Tire project illustrated the issues and challenges of delivering a culturally inclusive library service to rural and island populations in Donegal, on the sparsely populated northwestern seaboard of Ireland.

The public library service, we contend, has further collective unrealised potential. Particular target groups are, and should continue to be, the focus of intensive cultural inclusion measures. We gave examples of those that are hard to reach, among them, the new Irish, the disabled, the unemployed, the homeless, rural and isolated populations and the newly literate.

Progress in relation to participation and access is measured and assessed through a range of instruments: user and non-user surveys, consultation, focus groups, submissions, statistical analyses, partnership arrangements, reviews of interventions including the public library government programme, our eight year Branching Out agenda. All of these are in place and show growing engagement. We gave the figures and made recommendations for further progress. We demonstrated the intention to be inclusive as outlined in national and local policies and strategies that form the context in which library services operate.

Library services are engaging in cultural processes, developing products and services. We share the concern of NESF in broadening access. The public library is growing at a time when we are experiencing shrinkage in the civic space in local communities. The library as a long serving symbol of free access, as a space to be as well as to do, has to be valued all the more. With ever more churches closed in the evening, police stations in

rural Ireland disappearing, the loss of a local post office in our neighbourhoods, the marginalised will otherwise have less local resources to enhance identity, to encourage engagement and to value them, either collectively or as individuals. How is one otherwise a part of civic life? A beautiful, open, civic and cultural space serves to reflect our sense of what we are and aspire to be. NESF would like to have an exhibition at the Plenary Session showcasing some 40 libraries that have opened their doors since Branching Out was launched in 1998.

We argued that reading is one of the most enduring, popular, habitual, enjoyable and enriching means of accessing culture. The commonplace nature of reading in a generally literate society might lead us to overlook its importance as a cultural experience. Reading has a value for the individual and benefits communities, society, and the collective cultural life of the nation through the contributions of 'well-read' individuals.

Through access to cultural resources, library personnel help to equip users with the tools and confidence to enjoy and participate in culture, 'to dwell in possibility' (from the Emily Dickinson poem of the same name) as well as make sense of the world. 68% of adults are or have been members of a public library, with 36% having visited recently. More people visit each year than attend all the Gaelic Athletic Association of Ireland senior championship football and hurling matches in Ireland. Many come to borrow, of course. They also seek information, attend a reading or other event; learn a language, use the internet, read the paper, browse through the resources. or simply sit and reflect. The value of the space to be and the purchasing power for the range of stock were noted.

In Ireland, as in Scotland, reading groups are prospering. Like you, we have a strong sense of place. In collecting and making available resources for the history and culture of communities, people and places, we have the primary function in cherishing the collective community memory for present and future generations. Making parts of these collections available over the internet has connected us to a wider world. We deliver a credible service while preserving and enhancing understanding of who we are through targeted products based on needs identified by users and those who serve them. Could we show examples at the Plenary Session?

Providing materials in foreign languages is a new and exciting challenge in Ireland. Would you imagine that reading Roddy Doyle in Italian is popular? We provide books in translation of the literature of Ireland in order to help our newest clienteles to come to know us. The non-Irish nationals are the most enthusiastic newcomers to using the internet. Of course, they want material in their own languages. We are renting and buying and pushing for larger bookfunds to keep up with demands. The need to contact home,

learn about their rights and how to prosper in Ireland are pressing concerns. Of course, it is the quality of the welcome in the library that really matters. We have been used to emigration and now we must open up the world through libraries to those who come to our shores. Could we highlight work to new emigrants and asylum seekers at the Plenary Session?

NESF is, we feel, noting the impact that libraries are having in raising aspirations, in broadening participation and access to culture. The social capital of libraries can grow and we can play our part in meeting the challenges set by developing further the cultural inclusion agenda. The chair said that the NESF needs to tell our story.

Issues needing further intervention include adult learner support and improving the size and quality of some of our spaces for cultural activities. Opening hours have grown by 20% since 1999. Access to libraries after 5pm, on Saturdays and in the evening has grown to a quarter of the national total for all branches. This is in response to public demand. We want to provide more. This may well have implications for staffing levels. All of these issues are being addressed in Branching Out and more besides. We are moving in the right direction. The chair of NESF was impressed with the commitment of library staff to providing a service outside the nine to five, Monday to Friday hours, and the footfall.

Marketing and reaching the 'hard to reach' is a particular challenge when you consider geographical and social isolation in both urban and rural areas. We still need to enhance the levels of literacy. Strengthening the concept of a space for all is a continuing focus. Projects are underway addressing these issues and the stage is set to combat cultural exclusion through targeted niches. We are changing libraries through ICT services in order to extend availability and simplify access to cultural services and collections. Partnerships with other national institutions cultural players and information providers are in hand.

We need to create more synergies with schools and the education authorities to improve lifelong learning. The list goes on. NESF can endorse these challenges and influence the capacity to deliver results through appropriate mechanisms. At the forum, members voiced support for the school service, the mobile service, local study resources and reader support.

NESF will hold its Plenary Session in November to present its major findings. All parties to submissions will be invited to attend. Watch this space.

Norma McDermott is Director of An Chomhairle Leabharlanna (The Library Council, Ireland).

Employability skills

The School Libraries Group (Scotland) ran a Training Day on Information Literacy recently Susan Appleby reports on how it updated librarians about current issues.

School librarians are at the forefront of teaching and reinforcing information skills across the curriculum, and in helping pupils to evaluate and use information effectively. However, we all know that knowledge is sometimes assumed, and that pupils' skills sometimes stretch no further than cutting and pasting from Google into Word.

With this in mind, the aim for the Training Day was both to inform school librarians about current Information Literacy issues, and to provide some practical ideas for reinforcing information skills – a role which we think school librarians do well, but for which we are not always given credit.

As one delegate said, the day provided us with a lot of information to digest in a very short space of time. John Crawford (Library Research Officer, Glasgow Caledonian University) introduced research carried out to determine the link between secondary and tertiary information skills – or lack of them. Young people should be leaving school with the basic skills to find employment or further their studies. There seems, however, to be a huge discrepancy, especially at university level, between what is assumed and what students can actually do, particularly in terms of evaluative and critical thinking skills.

The emphasis at the end of the day is on employability – the latest buzzword. John has called for a strategy to link schools and colleges, and is at present in the process of lobbying the Scottish Parliament for Information Literacy to become a core element in Secondary School education.

Next came a session led by two North Lanarkshire school librarians, Katie McGivern and Catriona Wright, on co-operative learning. Some schools already operate this approach, but to others it was completely new. This session was very practical; everyone threw away any lurking inhibitions, had a bit of fun, and was determined to give it a go back at school. This comment summed up the feedback: "Fantastically well done – I must find out more, and I'm already planning ways I could use this type of learning activity." Some delegates requested more information on the theory behind cooperative learning, as well as wanting details about further training.

A treat was in store from Amanda Minns, Literacy Development Officer, LTS, and former school librarian. She talked about the new Curriculum for Excellence. This presentation hit the spot. The general feeling was that it was "good to hear about Curriculum for Excellence from someone in the know" – especially when that person has a background in school librarianship. "Librarians need to get in on the ground floor", but we can only do that if we know what is being planned, and if we are included in the planning from the beginning. Amanda promised to feed back our comments directly to the ACE team, and to advocate that the key role of the school librarian be clearly acknowledged, and written into the final document.

The fourth session generated much positive feedback. We had invited Sarah Pavey from Epsom College, and she spoke to us about some of the issues surrounding teachers trying to operate in the unfamiliar environment of the library, and of not always recognising the role that the librarian can play as an educator. Much of their emphasis tends to be on searching for information rather than how to use that information effectively. Sarah provided us with a range of "simple, practical and achievable ideas" for enquiry-based research projects, as well as a library computer game. These are designed to allow us as professional colleagues to work collaboratively with teaching staff, as well as pupils

We included time for evaluation at the end of the day. Rather than requesting a dry assessment of the day's events, we instead gave our delegates some time out to reflect on what had been most relevant to them personally, bearing in mind that we often come away from conferences buzzing with ideas and enthusiasm but then have little time back at the ranch to assimilate properly what has been learnt. This in itself is an example of Information Literacy – taking notes, assessing what information is most relevant, and synthesizing how you are going to use it. We also invited feedback for the day, and were inundated with fluorescent post-it notes on posters specific to each part of the day.

As a Committee, we were pleased with how the day unfolded. Feedback indicates that, in general, the day was well organised, well-balanced and well received. Comments included: "Good mix of items – all very relevant" and "a very enjoyable and useful day".

Susan Appleby is School Librarian at Nairn Academy. She is a member of the SLG committee.

Endpiece

Sushi, chips and poetry pamphlets

Colin Will says libraries should do more to support their local poets.

Hazel Cameron wrote a very enjoyable article about the Scottish Pamphlet Poetry initiative in February's issue, in which she mentioned the Callum Macdonald Memorial Award for poetry pamphlets. I'm delighted to report that the 2006 Award was won by Pauline Prior-Pitt for her collection North Uist Sea Poems. Whether writing on the Great Storm, or on the sea's calmer moods, Pauline's work has clarity, human interest and depth.

Hazel mentioned that pamphlets can be bought through the Scottish Pamphlet Poetry website, and it occurs to me to wonder how many of the works of these local writers have been purchased by Scotland's public libraries? I'm certain that the authors are based in all, or almost all, of Scotland's local authority areas. I know bookfunds are ludicrously low, but these pamphlets are very cheap.

More importantly, it's a very effective way of supporting the work of writers, who almost always want to be associated with their local areas. I'm sure you would want to help them, while furthering your local cultural strategy, and all for a very modest outlay.

I'm happy to say that Midlothian and East Lothian library authorities actively help local authors in many ways, not least through their support for Tyne &

Esk Writers, an umbrella body for local writing groups. Tyne & Esk, like [Tessa Ransford](#) and others in the pamphlet movement, believe that pamphlet publishing's time has arrived. The decline in the number of dedicated poetry publishers, magazine closures, and the reduction in the poetry lists of mainstream publishers, give us fewer outlets. At the same time technical advances make it easier for writers to publish their own work. We could see that the quality of writing within the groups was rising, thanks in large part to the enthusiasm and hard work of our last Writing Fellow, Drew Campbell. We knew that some writers were starting to think about publishing, but didn't know how to go about it. How could we help?

Drew and I put together a funding application to [Awards For All](#) which emphasised the value of taking authors through the publishing process. The money will enable us to help local authors publish six or seven pamphlets later this year.

While literary worth is the primary consideration, publishability comes second. We see no point in helping an author to print several hundred pamphlets to moulder for years in a garage. We want the authors to promote and sell their work, and we'll help them to develop strategies for doing this, through marketing, readings, and a splash launch. It's all about joining up writers with readers.

Putting my own new full-length poetry collection together has been a challenging but rewarding task. My first full collection was published in 1996, the second in 2000, and I felt that it was about time to produce a third, bringing together poems, some of which have disgraced the pages of magazines, anthologies and web-zines, others previously unpublished. How to select though? I started off with a year-by-year list, plus a separate Japanese sequence for haiku and poems from my 2004 trip. I prioritised the lists – first, second and third preferences – then I handed the manuscript over to my editor and publisher, Sally Evans, of [diehard publishers](#) in Callander. She asked me if I had a title in mind, and I said Sushi & Chips. "Good title," said her partner Ian King, and the project started to develop wings.

I have a strong belief that poetry collections should have some kind of order, but I couldn't for the life of me think how to order my own collection. Thankfully Sally is very good at this, and she came back with her own preferences, arranged in five sections which made a lot of sense to both of us. How to characterise the sections had us both scratching our heads, however. Categories like 'people', 'places', 'events' just didn't work. Then one evening, sad and lonely and ill at ease in front of my computer screen, it came to me. I went back to the title and got the section headings right away: Tatties, Hot Fat, Salt, Vinegar, Sushi. (Sushi means 'vinegared rice',

by the way, so it connects, even!) Anticipating future critics, I'm sure that some will see these headings as arbitrary, whimsical, facetious even, and who am I to disagree with literary critics? I can justify them to myself, and I'm a harder critic than most.

Choice of cover was the next thing – cover and title must work together. Ian told me he had acquired some 19th century Japanese woodblock prints, and he was sure one of them would be perfect as the basis for the cover design. My son translated the print series title as "36 views of Kyoto", and after a bit of detective work in the Fine Art Room of Edinburgh City Libraries I identified the signature (well, it's a reasonable guess) as that of Hiroshige II (Shigenobu, 1829-1869), former pupil and son-in-law of the great Hiroshige.

All done and dusted? Well, not quite. We've still got printing, storage, distribution, promotion and marketing to come. All the stuff that will bring in the money to pay the printer, and to give publisher and author their widow's mite of profit. Possibly.
Colin Will
http://www.colinwill.co.uk

President's perspective

Use it or lose it

Our parent professional body is going through hard times, but Ivor Lloyd says it is now even more important to value its qualifications framework.

I think we can all be guilty of taking our professional body for granted to some extent – CILIPS and CILIP are just there, doing the job of providing us with a priceless professional umbrella for a small direct debit each month. But the financial situation in which CILIP in London now finds itself – explained by the Chief Executive, Bob McKee, in last month's Update – should leave none of us unaware that our professional body will have to

change radically if it is to survive, and it will need the engagement of many more of us if it is to survive and prosper.

The current situation, which includes a 'review' of CILIP in Scotland, should make us all reflect on the importance and value of being an information professional. One of the distinguishing features of being a professional is a commitment to continuing professional development. This is primarily a personal responsibility but one in which our employers and managers also have an enabling part to play. And it is where a professional body such as CILIP can play such a critical role.

It's particularly unfortunate that our professional body is going through such trauma at a financial level when it is starting to add so much value with the work on the revalidation process. Unless retired – technically or in spirit! - we should all be thinking about actively engaging in the re-validation process.

We must make the revalidation process work not only for ourselves, but also for the profession. The profession will die if we cannot continue to add value, and demonstrate how we add value. Periodic review and development of our professional skills is central to this process.
As a profession we should be actively demonstrating to the wider world that we have a high quality process/infrastructure for qualification and skills development. If we do not participate in the revalidation process, and do not encourage and support others to do so, one of the central pillars of our professional life will be significantly undermined.

Recently, I gave a talk to the [Career Development Group](#) and it struck me just how important the activities of this Group are and how important it is that we take a strategic view of professional development.

When assessing and reflecting on our individual training requirements it is important not only to consider 'technical' areas of skills development allied to the work of the librarian / information professional. I believe that we must also consider developing other skills sets that will help us to be more effective and influential within our own organisations and take on the challenging and emerging roles that will develop in the future.

I see the relevance in developing formal managerial qualifications becoming more important for able and ambitious professionals, especially but not only, if we are seeking advancement into middle and higher-level management positions. How many of us have applied for posts with significant managerial responsibility with only the underpinning of rudimentary management theory as an element of our library course,

supplemented by the odd seminar that we managed to get to over the last couple of years?

Our development must be far more structured to be effective and to be convincing. It must prepare us for emerging issues. For example, given the importance of developing people in the workplace and managing other aspects of human resources, there is much merit in considering qualifications in HR such as those offered by the Chartered Institute of Personnel and Development as well as developing coaching and other people/motivation skills. Financial and legal skills are also becoming more valuable for the information professional.

Increasingly, the future for many of us will be to move away from the traditional library environment, using our skills in related areas. We've seen this happening for many years in the higher education sector with convergence with IT and media services and in the public library sector with cultural and recreational services. In a previous column I've talked about using our technical expertise in the corporate information area within our organisations. If librarians are to lead rather than contribute in these areas when the inevitable restructuring takes place, they must be able to demonstrate management capability. A record of relevant continuing professional development is critical in this context.

Service managers also have a role here – serious thought must be given to succession planning, encouraging and facilitating our ambitious and able staff to undertake professional development to equip them to compete for managerial roles. Arguably, this is the most important legacy any successful professional can leave – a cadre of younger professionals ready to take the profession forward. Certainly, I have been particularly fortunate in this respect – Jean Hubbard at Kirkcaldy Technical College and Neil Craven here at Abertay both acting as mentors to me.

So, if we are to develop a pool of suitably qualified professionals capable of competing for senior posts to ensure the profession has a lead role in the future, continuing professional development is a must. It's down to the individual in the first place to make and take the opportunities on offer, but for maximum effect it has to be supported by the individual's manager.

The value of our professional qualification and associated set of standards should never be taken for granted in giving this professional development the underpinning it requires. And that's a very good reason for not taking our professional organisation for granted.
Ivor Lloyd

Information Scotland is delivered online by the SAPIENS electronic publishing service based at the Centre for Digital Library Research. SLAINTE (Scottish libraries across the Internet) offers further information about librarianship and information management in Scotland.

Skills sharing

Speed dating & chat shows

Mary Greenshields reports that the Reading Partners skills sharing project for librarians and publishers has been a fantastic success – and great for readers.

As coordinator of reader development for Glasgow, I was invited to represent Scotland in the skills sharing strand of Reading Partners. This is the scheme from The Reading Agency, coordinated by Tom Palmer, which aimed to unite publishers and librarians in a unique, fruitful partnership for both. It paired 12 librarians with 12 publishers, to learn more about each other's work.

It's a date
We met in London and were paired up using "speed dating". In just five-minute slots with each publisher, we explored potential ways of working together. In the end, my partnership was more of an arranged marriage as Penguin had specifically asked to work with the Scottish representative and I was happy to partner Louisa Symington. Our project was to create links between Penguin and Scotland, gathering feedback from reading groups and setting up events.

Louisa visited Glasgow and met the librarians who facilitate our reading groups, followed by a visit to the lunchtime group at Library at GoMA. A tour of the Mitchell Library allowed Louisa to see the rooms available for events, including the splendid Burns and Jeffrey Rooms.

Louisa was interested in finding out from our reading groups:
>>Who chooses the books and how
>>Which books have been successful recently – these included Penguin titles A Short History of Tractors in Ukrainian and Any Human Heart
>>Members' book-buying habits – she particularly liked the pitch we use in

libraries: "Try before you buy."
>>How the groups were involved with Aye Write: Glasgow's Book Festival

Next, I visited Penguin and met marketing and publicity people and learned about the process of marketing books – from buying at auction to getting copies into retailers. We discussed various issues around reading groups, author events and promotions. Penguin supplied us with jacket images for our "Books They Tried To Ban" promotion.
Louisa introduced me to Judy Moir of Penguin Scotland and, as we were planning an author event at Glasgow's West End Festival with Penguin author Alison Miller, Louisa advertised it on their Readers' Group web page, a new advertising medium for us.

Our link with Penguin continues: we are in touch about new books and authors. I am sent proofs and gather feedback from staff and book groups; and we are planning more author visits. In July Whiteinch Book Group was Group of the Month on the Readers' Group website, reading copies of In the Country of Men supplied by Louisa.

From Reading Partners I have learnt that there is huge scope for libraries and publishers to work together to promote the joys of reading. I learnt how to pitch to a publisher for an author and also the value of networking – deliver on one project and more offers will come your way. I also learned that libraries have as much to offer publishers as the other way round; they have the books and the authors, we have readers and reading groups. This knowledge has hugely boosted my confidence in approaching publishers.

These new skills were put to good use in a successful project with Faber. Keen to work with reading groups in Scotland during the publication of The Observations by Jane Harris, they supplied proof copies for our book groups with a view to bringing the author to Scotland for a reading. I successfully pitched to host the reading in the Mitchell Library. By the time of publication the book had received such extensive coverage and been so well reviewed that we found ourselves in the vanguard of something of a publishing sensation and extremely fortunate to be hosting Jane's only Glasgow reading. This event sums up what Reading Partners is all about.

Chat show
May saw me back at Penguin, this time in the impressive boardroom on the tenth floor, for the grand finale of the project. Tom Palmer had devised a chat show format and I was one of the guest interviewees.

The day also saw the launch of More Readers Reading More, a handbook of ideas for library-publisher collaboration. It covers how to pitch to

publishers and access the Reading Partners databases. Every local authority received two copies of the book.

The project delivered beyond my expectations in terms of personal development, benefits to the service and to our readers.

[Mary Greenshields](#) is Adult Services Coordinator, Cultural and Leisure Services, the Mitchell Library
t: 0141 287 2865.

Community

Midlothian Libraries achieved great results with its Fathers Matter sessions in which fathers teamed up with offspring to raise awareness of their roles in their children's development, says Agnès Guyon.

Top scores
There is now a well-established link between fathers' involvement in their children's learning with better exam results, better behaviour and improved relationships in adult life. Although this is recognised by fathers in certain areas of society, tackling traditional gender roles is particularly challenging in areas where literacy levels are lower than average. Midlothian Libraries worked in partnership with Community Learning & Development and [MALANI](#) (Midlothian Adult Literacy and Numeracy Initiative) to implement a project designed to raise awareness of the role fathers have as educators and its importance in the development of their children.

The intention was to deliver a series of stand-alone "dads and kids learning together" sessions. Our first priority was to hold a first session that could be advertised independently and would attract interest in the whole series of workshops. We also decided on a theme that would appeal to fathers.

So, for the first session, storytelling duo 'Next Goal's the Winner' were recruited. They promote literacy using a football theme and came highly

recommended.

The "nagging factor" was used as the prime promotional tool. This consisted of addressing the children directly at school assemblies where "Pleeeease Dad!" leaflets were distributed. This was backed up by posters and press coverage.

The kick-off session was well attended with around 30 participants. It successfully engaged children and their fathers in the activities. In addition to the storytelling, we also took photographs of each family group to display in the library and gave a copy to the fathers as a memento. From feedback forms, all the adults rated the speaker/entertainer as "excellent" and all the other aspects of the day were judged either excellent or good.

The following three sessions were tutor-led workshops, which, through the football analogy, explored issues of fatherhood such as looking at why fathers are important, identifying what is important in a role model, as well as discussing different styles of play and learning. The sessions were relaxed and informal with the emphasis on having fun together and bonding with the children. Positive values were highlighted and reinforced throughout the sessions. The activities were varied enough to suit a wide age range, and all enjoyed a game of football at half-time. One of the lasting memories of the project will be watching one of the dads playing football with a toddler bouncing on his shoulders.

The first of these three sessions established some ground rules and explored the theme of 'Heroes.' This involved looking at the qualities heroes possess and then moving on to the qualities we like and the qualities important for a role model. One father remarked that one reason why our children are so special is that they are reflections of themselves. This naturally led to the importance of positive role models. This was a good session which helped fathers to be open about their values.

The second session looked at the idea of teams. The participants were divided into two groups which competed to locate Scottish Premier League clubs on a map using library facilities. The whole group then produced a poster with the theme Together Everyone Accomplishes More.

The awful weather on the day of the last tutor-led session probably deterred families, as only a few people turned up - football at half-time was going to be highly unlikely. The theme of 'the great game' was used to sum up the ideas raised over the previous three weeks.

An author's visit was the grand finale. This event was open to the general

public. Despite a difficult start, the session evolved with the author and the public making up a story together.

So, what was the score? On feedback forms for the whole programme, all the fathers rated every aspect as either excellent or good. The tutor also had an evaluation form which yielded similarly positive responses. When asked how much they felt they had learned, fathers ticked either 4 or 5 on 1-5 scale.

The written comments emphasised both the fun aspect and bonding with their children. For example, 'The thing I enjoyed most today was' elicited the responses: "Playing football with kids"; "Having fun with the children"; and "Good old fun". 'Today's session helped me think differently about…' got the responses: "Bonding with kids" (twice); and also: "The way authors work". 'I surprised myself by…' got the comments: "Taking in what the author was saying"; "Sitting for so long"; and "How everyone got on with everyone".

At the end of the five weeks, all participants become members of the library service, and the project helped familiarise reluctant users with the library environment. It also helped change peoples' perception of libraries within the community.
Anyone who has completed an obstacle course using a football in a library cannot see libraries merely as "quiet places full of books"!

Agnès Guyon is Children's Mobile Librarian, Midlothian Council Libraries.

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Aiming Higher

Results through mutual support

Jill Evans rounds up some recent collaborative activity from SCURL.

A visit to fellow SCURL member the Open University Library, in Milton Keynes, on 6 June, provided an opportunity to see its new building. We learned of their strategies for development which have been driven by the

information needs of their many distance learners. Library stock reflected this with access to 5,000 e-books and 250 databases.

The skills demanded of the Open University Librarians included negotiation, knowledge of e-resources, business initiatives, and also the ability to sell the Library. 8,000 tutors deliver courses to over 208,000 students worldwide.

A new development is a 10-week course entitled 'Beyond Google: working with information online' which will be launched in October. The course content, aimed at staff, focuses on systematic searching, organising the information efficiently, and presenting it clearly. You can find more information on the Open University website.

'Lead, Change, Develop: future-proofing your skills', the recent UC&R/CofHE conference at the University of East Anglia, provided an opportunity to engage with SCURL colleagues in the workshop and lecture environment. Practical workshops such as 'How to Plan (and Recover from) a Rainy Day: disaster planning planned' and 'How to Follow in Your Bosses Footsteps: succession planning revisited' were delivered by Jon Purcell of St. Andrews University Library. The former session provided thoughtful and illuminating but extremely practical guidance on procedures to follow in the light of a disaster, such as: identify the key holder to unlock the Library building; use wind-up torches as they provide four hours of light; list key phone numbers on cards as power to access the intranet or pcs may have been extinguished; and arrange reciprocal borrowing arrangements for your users to other nearby libraries in the event of a disaster.

The session on succession planning focused on the needs of your library in the next year, the second year, and the third year. We were invited to consider inventing the future and also to investigate the outcome of the HIMSS Project – Hybrid Information Management: Skills for Senior Staff2 at Birmingham University which considered the information management skills required for senior staff aspiring to positions in Higher Education.

Jon Purcell is leading a training seminar on Succession Planning for SCURL members in the National Library of Scotland on 8 November (details on the SCURL website).

Jan Wilkinson, Head of Higher Education at the British Library, was invited to give a presentation to the SCURL Away Day, held in Edinburgh Zoo, in June. Jan spoke on 'British Library Support for the HE Researcher'.

The British Library is also supporting a leadership initiative. A headline in the May issue of Information World Review announced 'Higher Education foresees a lack of visionary leaders'. The skills gap has been recognised by SCONUL (Society of College, National and University Libraries)

and UCISA (Universities and Colleges Information Systems Association). These two organisations, with the British Library, have announced a Future Leaders Programme offered by the Leadership Foundation for Higher Education. Jan Wilkinson said: "The British Library has a leadership position within the profession," and this has ensured its involvement with the
programme.

Cementing future-proofing skills is the focus of a project by Scotland's colleges designed to improve the flow of work-ready entrants to the creative industries sector. The partnership, between Adam Smith College, Aberdeen College, Reid Kerr College and led by Dundee College, has received three-year funding for a Project Manager from the Scottish Funding Council (SFC), which is a SCURL member. The project will engage with Scottish Screen, the Sector Skills Council, the SQA, and the Scottish Media Industries Skills Panel. The project aims to ensure that the quality of students entering the labour market is of a high calibre.

Another example of encouraging staff and students to work with industry is Napier University, a SCURL member institution. The University's Centre of Timber Engineering and Building Performance Centre is working in partnership with a Scottish building company to produce a metal restraint device to support joints in timber construction. Again, the Library will have supported and made available the resources to assist the Centre in its industrial research.

Similarly, the Interface service based at Edinburgh University has benefited from funding from the SFC. Interface matches firms with research, equipment or talent available in 20 Scottish HE and research institutions thus fostering collaboration. The service particularly wishes to build on the reputation of Scottish science, a discipline which is the subject of much discussion among the SCURL members with regard to Research Pooling, the Collaborative Academic Store for Scotland, the IRIScotland project, Open Access initiative, and Collaborative Collection Management.

Jill Evans is Scottish Confederation of University and Research Libraries (SCURL) Service Development Manager.

Special collections: focus

Moving history

Wendy Kirk explains how Glasgow Women's Library is entering a new phase of development with its move to decant premises, on the way to a new permanent home at the Mitchell Library next year.

Glasgow Women's Library is a unique resource in Scotland and has been delivering services and projects to women since 1991, when it developed from a grassroots, arts-based project called Women in Profile. Since the library started, thousands of women have contributed to its growth and success by offering their time and skills, donating items to the collection, and supporting its fund-raising efforts.

Now is a particularly exciting period in the library's history. After 12 years at 109 Trongate, the library is moving to temporary, decant premises in Parnie Street, and in 2007 will be relocating to its new permanent home at the Mitchell library.

More than just books

The library has a great collection of resources that are of both local and national significance. As well as books and journals on a broad range of issues of relevance to women, we also hold newspaper cuttings, photographs and ephemera such as badges, banners, postcards and flyers. However, there's a lot more to the library than just books and materials! We also offer an array of diverse and exciting learning opportunities that are open to all women, free of charge.

The innovative lifelong learning programme is developed by Adele Patrick, the library's Lifelong Learning Coordinator, who is also one of the founding members of the library. Recently the lifelong learning programme has included Mandarin Chinese, 'Between the leaves' bookmaking course, recycling and gardening at the library's garden, and the ever-popular Stitch 'n' Bitch knitting group.

The library recently held an exhibition of work by learners at the RaPal (Research and Practice in Adult Literacies) conference, which took place at the University of Glasgow. The exhibition included work by video-makers and photographers from the Women! Camera! Action! programme, a video testimony of one learner's personal journey, and a beautiful 'security

blanket' knitted by the Stitch n' Bitch group. The exhibition was very well received and it was great for our learners to see their hard work and achievements on display.

Since 2003, the library has also been running an accessible and learner-centred Adult Literacy and Numeracy (ALN) programme. We are also lucky to have Raman Mundair, a Cultural Diversity Writing Fellow, based at the library. She is able to offer learners the chance to develop their creative writing skills in a supportive environment. The library is also home to the national Lesbian Archive and Information Centre, which has grown its own programmes including the pioneering LiPS (Lesbians in Peer Support) project.

Relocation, relocation, relocation
When I started my post as librarian at Glasgow Women's Library, I knew I was coming on board at a transitional time, but I don't think I really appreciated how much work a major relocation would involve for all the staff. There have been so many things to think about, besides the huge task of packing up all the thousands of items that have been lovingly donated to the library.

One of the main things I did in preparation for the packing up stage was to weed out all the library's unwanted stock. This turned out to be a huge job, particularly since the library doesn't have a library management system or a catalogue of any kind, so I was unable to check if an item was already in stock, when it was last borrowed, or if it was superseded by a newer edition. In addition, much of the library's stock was boxed up and not actually on the library shelves due to space restrictions, so this was a further complication. However, weeding did prove to be a really valuable exercise. As well as giving the library a real 'spring clean' and providing lots of stock for a huge book sale which raised over £700, it's really helped me to get to know the library's stock better.

Working out a logical packing system for the huge amount of stock we have (which is spread over three floors) took a real team effort. A large part of the library collection will remain boxed up during our time in the decant space, but I'm hoping to get at least part of the collection classified and catalogued.

We're been really lucky and had lots of volunteers helping us with the move, which has made the whole thing much more manageable. Volunteers have also been helping us to capture the move and all that it entails on film as it's happening. The move from Trongate is a major part of the library's history, and we want to make sure we have photographs and video footage to look back on in the future.

A new home at the Mitchell

It's been great for staff morale to look at the proposed plans for our new space in the Mitchell. We'll be moving into the space that will be vacated by the Anderston library, and we're hoping to make some changes to that space. Sue John, the library's Strategic Development Manager, who is responsible for overseeing the move, has been working closely with a local architects firm to develop a vision for the future.

The architects have recently completed a feasibility study for the new space. This involved them finding out more about our services and what we do, and asking us what we'd like the new space to look like. After this consultation phase, they came up with a vision for our new space, which included gorgeous features such as a mezzanine floor, feature lighting, and glass partitions. Since we're currently surrounded by boxes and literally watching the library being dismantled before our eyes, it's a real boost to look at what the Glasgow Women's Library of the future might look like. As much as we'll miss some aspects of the Trongate space, such as the much-loved wood burning stove, there are certainly things we won't be sad to say goodbye to (leaking roofs being top of the list).

We're also keen to build new working relationships with the Mitchell library, and we've already been in touch with staff there who have all been very helpful and welcoming. In addition, many of the lifelong learning courses and ALN tutoring sessions are currently being held there whilst we're in our transitional phase, which is a great help to staff and learners alike.

During our time in the decant space, lifelong learning and ALN tutoring will continue to run. We're also planning to do some consultation work with users past, present and future to find out what they'd like the library to offer them in the coming years. IS

Wendy Kirk is Librarian at Glasgow Women's Library, t: 0141 552 8345.

Special collections: focus

A role in history

Paulette Hill describes the services provided by the Library at Historic Scotland, and some of its current challenges.

Historic Scotland is an executive agency of the Scottish Executive Education Department. Its mission is "to safeguard the historic environment (historic monuments and buildings, and designed landscapes and gardens) and to promote its understanding and enjoyment to the general public". My role is to provide a library and information service to all Historic Scotland (HS) staff, and also to researchers and the general public upon request.

The Library provides information and resources concerning the historic environment (for example archaeology, architecture, history, cultural and natural heritage, environment, relevant legislation, standards), in many formats, from our own collections, and via interlibrary loans and literature searches. An archive holds Historic Scotland publications and some of its unpublished reports. We also hold some early editions and facsimile folio volumes of architectural drawings and plans of monuments and buildings.

Archival material on the historic environment is held at the National Monuments Record for Scotland, located at the Royal Commission on the Ancient and Historical Monuments of Scotland.

Colleges and universities often ask us to take on library and information studies students on work placement and we try to oblige.

With my other hat on as Records Manager I am involved in overall policy concerning our official records (files), and issues such as theming, file reviewing, preservation and disposal of records, freedom of information, and keeping abreast of ERDM (Electronic Records Document Management) systems developments; this involves working in close tandem with our central Registry staff and users group, and with National Archives of Scotland records managers. At present, Historic Scotland has a computerised indexing and tracking system for our paper files but has not yet gone down the ERDM route. This is something that will be revisited to see if the business drivers warrant adopting an ERDM system, or if not, how we can better manage our electronic information under the current freeform system of indexing, storage and archiving.

Some of the main issues and challenges facing our service at the moment are keeping up to date with acquiring new, relevant documents, some of which increasingly are becoming available in electronic format only, and subscription, access, licence and copyright issues relating to electronic journals and databases.

The Library is very well used by various core groups of professional HS staff, and researchers but there is an ongoing need for raising our profile. We already have some library pages on our intranet, and our new library leaflets, and bookmarks, produced a few months ago, have been distributed to all HS staff and to researchers as they visit. The plan is to get these updated as information services, needs, and trends change. As a follow-up we plan to visit our regional offices over the forthcoming year, as part of a road show, to meet staff and to spread the word about Historic Scotland Library and the services we can offer. We also have an established internal library users group which meets on a quarterly basis, and this is another focus for feedback and discussion between library users and staff, and formulation of policy, in order to improve the efficiency of the service. HS Library is also a member of ELISA (Edinburgh Libraries and Information Services Agency) and this provides opportunities to network and exchange ideas with other professional colleagues.

Paulette Hill is Library and Records Manager, Historic Scotland.

Further information

Historic Scotland also has a Resource Centre specialising in technical conservation publications. Contact: Moira Willis, Resource Centre Manager

In addition, the Historic Scotland Photographic Library is an archive consisting of over a million images covering all areas of the historic environment. For further information or to arrange for an appointment to view the collection please contact: Bryony J Coombs, Photographic Librarian.

For National Monument Records of Scotland please contact: Norma Aldred, Book Curator, Royal Commission on the Ancient and Historical Monuments of Scotland

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Preventing and protecting

Jacqueline Mackay helps make the community safer in her role with the Grampian Fire and Rescue Service.

Information use in the Fire and Rescue Service is not new, given the vast amounts of incident data, health safety information, training and development materials, hazardous materials information, legislation, the list goes on… What is new is the approach adopted by Grampian Fire and Rescue Service, by employing a qualified Information Manager, the only Service in Scotland to do so.

The role of Information Manager with the Service is a hugely varied one, but also extremely enjoyable and rewarding. Through my role I play a part, along with everyone else in the Service, in "Preventing, protecting and responding". My job may not involve attending the wide range of incidents the Service is called to but it does assist the people who do.

Ensuring Service-wide compliance with all information-related legislation (primarily Freedom of Information, Data Protection, Environmental Information Regulations, Re-use of Public Sector Information Regulations and Copyright) is a daily activity. I manage the system of requests made for information made under these access regimes and ensure that the Service proactively publishes information in order to achieve the aims of openness and accessibility.

Underpinning the access regimes is records management and while I will never claim to be a records manager, working links have been established outwith the Service with those who are, ensuring Grampian meets its obligations. The Service is introducing the need for records management on the basis of business effectiveness, as well as legislative compliance. The effective storage and retrieval of information is particularly important to the Fire Service because of the need to conduct investigations (often in partnership with the police), to report to the Procurator Fiscal and Health and Safety Executive and to meet other legal requirements (in addition to the information-related ones). It is essential that the integrity of information is maintained and in some cases can be proven.

The management of the Service Intranet comes under the responsibilities of Information Management. Currently underway is a project roll-out for new intranet software which combines document management. This is a significant commitment by the Service and will ultimately replace the more traditional electronic storage facilities such as the shared network. A top

priority for this project is the management of information from an end-user point of view, to ensure ease of use and alleviate issues we currently have with file naming and 'lost' information.

Working closely with the IT staff is important. Good working links have been established between Information Management and Information Technology, where information, tasks and responsibilities are shared. The IT staff are responsible for the technical side of things, while I have responsibility for the 'softer' side of things.

Through the structure of the organisation, contribution to wider service issues is encouraged. Being part of the Central Support Services function and its diverse group of responsibilities makes for very diverse function meetings but everyone is encouraged to contribute to all issues.

Ensuring effective information management and 'marketing' of the potential within Grampian Fire and Rescue Service has been, and continues to be, my priority. However I am also involved at a Scottish Fire and Rescue Service level. This came about with the requirement for a Publication Scheme under Freedom of Information.

An informal group was established to look at the initial requirements of the legislation and continued after the approval of the Model Publication Scheme. All eight Scottish Fire and Rescue Services are now represented, with Grampian Fire and Rescue Service taking a lead role due to the uniqueness of my position. I am currently the only Chartered Librarian in the Scottish Fire and Rescue Service, something I'm very proud of.

The value of this group has been recognised nationally and is now a formal part of the Chief Fire Officers Association (Scotland) (CFOA(S)). It continues to look at information-related legislation but also focuses on associated areas such as document/records management, shared training procurement and fire service issues.

I also represent the CFOA(S) Information Management Group at the Forum for Information Management in the UK. This is the 'rest-of-UK' equivalent, to which the Scottish group has contributed significantly and has helped shape, since the Scottish group came into being two years before the Forum.

The variety, the challenge, the possibilities for Information Management in the Fire Service are of huge importance to me, as is my role in helping Grampian Fire and Rescue Service achieve its 'Vision and Values', making the community safer. IS

Jacqueline Mackay is Information Manager, Grampian Fire and Rescue Service, Aberdeen.

Special collections: focus

Knowledge for the community

Information professional Joanna Ptolomey explains how she used her knowledge management skills to help a Glasgow Community Health Partnership team to move one step closer to a new model of mental health services provision.

The NHS in Scotland is currently experiencing great change. The Primary Sector no longer exists in its old format and Community Health Partnerships (CHPs) are the new structures in place. CHPs are designed to bring health and social care more closely together. The aim is that CHPs will deliver more effective community health strategies and services based, as they are, on a social model of health. CHP area teams are made up from a cross-section of health and social professionals with their own areas of speciality and expertise.

The South West Glasgow CHP decided to look at ways in which they could be more responsive to the needs within the community in the area of mental health provision. This included the premise that experiencing inequalities had the most profound effects on mental well-being. These inequalities spring from cultural, social and biological factors.

A project team was formed to explore these inequalities and develop a proposal, "To develop an inequalities-sensitive approach, with an initial focus on gender, with primary care mental health services provision in relation to policy and practice and community bridge-building."

There were two key areas within this:

Policy and practice
>>Understanding the impacts of inequalities on mental health.
>>Identify the significance of experience of inequalities on the service users.
>>Promote partnership and a coordinated approach in addressing inequalities.
>>Implications for Greater Glasgow Primary Care mental health development and mental health services development in general.

Development of community based preventative work
>>How to address inequalities.
>>Identify ways of developing good mental health.

A recommendation from a previous client suggested that I should be asked to advise the team, in my capacity as an information professional, on how they might move forward.

How I scoped out the search
The team was keen on an "evidence based search". Not all team members were exactly sure what this meant, so I explained it. I discussed the availability and quality of material from sources such as think tanks, academic centres of excellence and the charity and voluntary sector agencies.

Many of the team members were very keen to have searches done on the large biomedical databases such as Medline as they had used them in the past. I explained that there was a range of databases, what they covered and why some would be very useful for certain areas of the search, but would be poor in others. For example, clinical interventions for mental heath would be well covered in the biomedical databases but for the searches covering inequalities such as deprivation, poverty, social exclusion, education and housing other sources would be more beneficial. It was also important that they understood the best outcome of biomedical database searching would be the use of controlled language (MESH) searching in combination with natural language searching.

There was a great deal of discussion on not only the definition of the key topics, but also their scope. For example, there was much debate when I asked the basic question, "How would you define mental health?". One of the other key questions I asked was whether they wished to exclude alcohol and drug misuse from the search as they are very much linked to mental health issues.

Sometimes it is easy to forget the importance of the scoping stage of a literature search. It can be time intensive, but it is necessary to pinpoint the

exact resources relevant to the project. Asking the very simple questions should also not be ignored. It is worth remembering that team members are the subject specialists and will generally be quite flattered and impressed by your attention to detail.

I realised from the discussions with the team that what they needed was a value-added literature search. The resulting documents would provide "portfolios of knowledge" on each of the key topic areas. These would provide insight into the:

Search strategy: Clear concise and transparent search terms that comprehensively covered their key topic areas.

Search results: Ordered results clearly identified with commentary on the dividends of each of the search
strategies.

Topic ordered documents with abstracts and commentary: The documents would be immediately useable and in a portable format.

Producing my scoping document
In order to deliver such a comprehensive search within a limited period, good planning is paramount. From the initial meeting with the team I produced a short scoping paper bringing together all the important relevant details of the project. This included:

Aim and purpose
>>Identification of topics to be searched.
>>Definition and scope of topics.

Sources to be searched
>>Databases: biomedical, social science and others.
>>Lists of key organisations.

Timetable
>>Key dates and milestones.
>>Monthly update reports.

Delivery
>>Format and style of final documents.

Financial Considerations.
The production of the scoping paper is not a one-off event – there can be several versions. This is the core document that will guide the research and chart progress, so getting it right before the search begins is essential for a successful project. It also ensures that both parties are on the same wavelength, and that as a project team all members are working towards the same outcomes.

Update reports
One of the most important tools to ensuring the success of the literature
search is the monthly update report. This was where the 'reality' of the
search became apparent. The client feels happy that they are getting
regular reports and sees the project moving on. They also get the chance
to clarify areas, or in some cases to ask for some further work. It also works
in the favour of the information
professional as you are able to write up sections of the final document as
you go along.

The update report should include:
>>Listing resources found so far.
>>Progress of the project in relation to the overall project plan.
>>What evidence the search was finding or was missing.
>>Topics that needed further clarification and definition.
>>Topics that were highlighted in the search results but not in the original
brief.
>>A moving forward section.

I am very keen on the updating process as it increases confidence in the
project for both parties and keeps the lines of communication open.

The final product
The knowledge portfolios I produced comprised a series of directory-style
documents, each devoted to one of the key topics: race, gender, ethnicity,
social exclusion and interventions (clinical and complementary). The final
documents included chapters on: Aim; Methodology; Resources searched:
databases and "grey areas"; Resource listing with full bibliographic details
and abstract; and Commentary on the searches.

Although these documents were all-encompassing for the broad topic
areas, they also provided tailored made sub-topics which were easy to
access and allowed for the individual professionals within the team to
select the most appropriate sections for them.

Outcomes and impact of the search
The aim of the literature search process was for the CHP team to move
one step closer to a new model of mental health services provision. The
output from the search and the knowledge portfolios would help team
members
gather their thoughts and become better acquainted with the evidence 'out
there'. The initial feedback has been very positive. I look forward to hearing
from the team in the near future about its impact. IS

[Joanna Ptolomey](#) is a qualified librarian and freelance information professional involved in research and consultancy. She has held positions in the business sector and the NHS as a librarian.

Chartership

National investment

Chris Taylor describes the development of a chartership programme at the National Library of Scotland.

CILIP has recently recognised the National Library of Scotland's [chartership programme](#) as a good example for employers.Work towards this fulfillment started in 2001, when I was asked by the National Library of Scotland's training officer to supervise a colleague who wanted to follow the route A path towards chartered status.

At the time I was unsure - I had no experience of support for chartership; and I had followed route B.[1] Furthermore, there was no one left in [NLS](#) who had supervised a candidate although there were a number of chartered colleagues. However after discussion with the officers at what was then the Library Association, and the Scottish Supervisor Liaison Officer, I agreed to help. Soon there were two more candidates and a second supervisor. We decided to pool everyone into one group to exchange ideas. It would also be more efficient to run one standard programme.

After taking further advice from outside NLS, we drew up a programme that would be valid for our three candidates, and would provide for future candidates coming from other backgrounds. Five years later, our original programme has been overhauled to take into account our experience and the 2005 CILIP chartership regulations, but its core remains.

The programme is centred around internal seminars with expert staff, project work and external visits. The candidates are given three hours of

library time a week for a year but are expected to write it up in their own time over the following 12 months. We run the programme once a year putting all the new candidates into one group. NLS's Senior Management Team support the programme and lead some of the seminars.

The internal seminars look at cataloguing, metadata, reading room work, digital libraries, ICT systems, collection development, legislation, cooperation with other libraries, cooperative storage, effective training, and management issues. We think it important to focus on librarian activities that tie in directly with chartership criteria rather than seminars purely based around NLS organisation and procedures. Candidates are expected to put forward ideas and diplomatically probe existing work practices. Asking the boss searching questions is very much encouraged. Candidates feel more involved, gain confidence and are more comfortable approaching senior managers with ideas and issues.

Networking and learning from colleagues outside NLS is extremely important. Candidates attend external training sessions and conferences. Visits have been organised to several public libraries, the [Scottish Parliament Information Centre](), the [Royal Botanic Gardens Library](), [Napier University Library](), the [National Library for the Blind](), the Aberdeen Curriculum Resources and Information Service as well as an oil company library in Aberdeen. Candidates are encouraged to get involved in CILIP groups and branches. We boast committee members of both the [Career Development Group]() and the [UC&R Group in Scotland](), as well as the CILIPS Eastern and Central branches. NLS candidates regularly host events for CILIP. A number of articles written by candidates have appeared in both Information Scotland and CILIP Update – particularly valuable for candidates' portfolios. They help demonstrate an ability to present a personal viewpoint and commitment.

Perhaps the most popular aspect of the programme has been the project work. Candidates are given responsibility for investigating issues or products either individually or as a team. They have been involved in researching and then running training seminars on Library of Congress Cataloguers' desktop, Google awareness and the [Disability Discrimination Act](). Individual projects have looked at the intake of ethnic literature, digitisation, virtual reference software, statistics, change management, and shelfmarking software. Team projects have produced Opac help material and a report on DDA compliant software. Traditionally the programme ends with a presentation to senior management about the team project. In December 2005 our third group successfully used this presentation to negotiate GBP12,000 for its training project.

So far we have had 15 members of staff on the programme and seven colleagues involved as supervisors (or mentors under the new regulations). Five employees have gained chartered status and a number are busy

writing up. Although the library offers no reward for passing chartership in terms of extra money or automatic promotions, a number of candidates have been successful in getting better jobs. Successes include a move to a middle management job at another library, securing a new internal post which resulted in a jump of three pay-bands, progressing two pay-bands into a management position, promotion to head of unit.

The Library has benefited from new ideas, the examination of existing procedures, development of new more efficient procedures (eg. the shelfmark software), projects providing a ready mechanism to investigate issues and deliver reports, development of mentoring skills, increased external profile, an injection of enthusiasm, and the promotion of some very talented people.

Chris Taylor is a Senior Curator in the Foreign Collections Unit of the National Library of Scotland.

1 Under pre-2005 chartership regulations route A candidates worked with a supervisor following an approved programme. Route B candidates worked towards chartership without a supervisor or an approved programme.

Networking

Capital's finest on display

Edinburgh's wealth of information organisations were out in strength at the recent Libraries Fair. Agnès Guyon reports.

Imagine 150 library and information officers representing more than 54 institutions and organisations from one city all under the same roof. Such a city would surely have an immensely powerful resource to hand. But one day in May, no imagination was needed for that is exactly what happened. More than 150 library and information officers met in Edinburgh University Main Library to share information, experience and expertise as part of the first Edinburgh Libraries Fair.

As an information professional working towards chartership, the library fair provided an excellent opportunity to network with fellow professionals and to take in the diversity of the profession.

Throughout the day, a number of key themes became apparent and permeated through most sessions. First and foremost, the importance of partnership was highlighted from the beginning by the three opening speakers. Councillor Ricky Henderson, Member for Culture, Leisure and Tourism, emphasised the valuable role of libraries within the City. In his introductory speech, Chris Pinder, Chair of ELISA, stressed the importance of working together in order to overcome the lack of funding which is afflicting Scottish libraries. Indeed, he praised Scottish libraries for their "resolve" and creativity.

Sheila Cannell, Director of Library Services at Edinburgh University, also mentioned the fact that partnership was needed in order get a better deal from publishers but her speech focused on the changing nature of libraries and the changing role of librarians. This important theme encompasses many issues discussed in the best practice sessions. For example, librarians are now assuming more and more of a curatorial role with digitisation projects. With this changing role, the image of libraries and librarians also needs to change. This led, in turn, to the issue of tackling negative perceptions of libraries, the role of promotion and marketing. In addition, it raised the issues of visibility and accessibility. Many issues were mentioned in this speech, all of which are avenues that can be explored in the context of a path to chartership, open access, FOI and information literacy to name but a few.

The shared best practice sessions provided a very good view of the breadth of projects and activities taking place in Edinburgh. Rather than in-depth analyses, these sessions consisted of short presentations on a topic, followed by questions or discussion. This format provided best practice snapshots to be pursued later, according to our individual interests, thus providing a lead to follow in our career and professional development.

The exhibitors' fair itself was an ideal networking opportunity. I met up with other chartership candidates and picked up quite a lot of promotional material which I found innovative and from which I can draw ideas. Although many aspects were not directly relevant to my current post, I felt that they highlighted the important trends in the library and information world. I came back buzzing with ideas and the realisation of how fortunate I was to work near a city such as Edinburgh, first Unesco City of Literature, with all it has to offer.

I am looking forward to the Edinburgh Libraries Fair 2007, apparently planned as a larger event and this time open to the general public as well.

Agnès Guyon is Children's Mobile Librarian, Midlothian Council Libraries.

Endpiece

What is an author worth?

Brian Osborne on the mysterious world of making a living as an author, and the scheme that gives them visibility through libraries.

In his last "Endpiece" (Information Scotland June) Colin Will made a plea for poetry pamphlets to be bought by Scotland's public library services – as Colin said "a very effective way of supporting the work of writers." Indeed it is, and surely Colin's suggestion should be adopted widely.

I am all too well aware that bookfunds are in a very unhealthy state in many areas but it still seems to me now, as it seemed to me when I was working as a public librarian, that Scotland's libraries have a clear practical and moral duty to support the full range of Scottish writing and publishing.

Writers are not, as a general rule, richly rewarded for their work. Yes, there are headline-grabbing stories about the likes of J. K. Rowling, Alexander McCall Smith and Ian Rankin earning substantial royalties – and good luck to them say I! Most writers (including your present correspondent) do not operate in that league and on average members of the Society of Authors earn an embarrassingly small amount from the exercise of their profession.

Now it is true, as I tell myself every time a royalty statement arrives, that nobody forced me to become a writer and that I am doing what I want to do and what I enjoy doing, but still I wouldn't turn down a slightly fatter cheque.

The non-authors among you are probably unaware of the rather peculiar economics of the publishing world. When you go into your local

Waterstones or Ottakars and see the "3 for 2" offers piled high on the front of shop table you may think – "Ah hah! X is doing well – her books are selling, the royalties are piling up." Well, yes, up to a point.

A typical publishing contract will offer the author royalties of say 8% of the cover price of a trade paperback – which for simplicity's sake we will say has a price of GBP10. So for every copy sold our author gets GBP0.80. However, and there is always a however, this rate applies only to books sold at normal discount rates (typically up to 45%). I hate to disillusion those of you who believed in both the tooth fairy and the altruism of booksellers but the "3 for 2" offer is not an amazingly generous gesture by the bookseller. It is a promotion funded by all the parties to the deal – the bookseller will have charged the publisher a fee for inclusion and will have extracted a higher discount – at least 55%. At that level of discount the author will find that a nasty little contractual clause kicks in which says that for high discount sales the royalty rate will be 10% of publisher's net receipts. Take off 55% discount from the £10 cover price and the publisher's net receipts are GBP4.50 – actually it will be less because of warehousing costs – perhaps another 10 or 12% off the invoiced value – so let us say the publisher gets GBP4.00. The lucky author being "promoted" will thus not get GBP0.80 for each copy sold in a "3 for 2" but GBP0.40 – and had better just hope that increased sales will be sufficiently good to make up for the drop in per volume income.

One means whereby Scottish authors supplement their income from sales is through Live Literature Scotland (LLS) – what used to be known as Writers in Public/Writers in Schools. An excellent scheme, which brings writers to schools, libraries and other organisations with the fee being split between the local organisation and Book Trust Scotland. However (yes, it's that word again) there are problems – and one that I have been concerned with over the last year as Secretary of the Society of Authors in Scotland has been the rate for the job. The fee has been stuck for about eight years at GBP100 for up to a half-day engagement and the Society has felt, rightly, that as everyone else concerned has seen some sort of increase in income in that time, it was only right that the author, who underpins the whole book chain, should get a fairer return. The LLS fee has become the benchmark in Scotland and other bodies such as the Edinburgh Book Festival tie their fees to it.

We have been pressing Scottish Book Trust and its paymaster the Scottish Arts Council for an increase and, although nothing has happened so far, the signs look promising for financial year 2007/08. "Live old horse, and you'll get corn" as my grandmother was given to saying.

Our anxiety to get the LLS fee raised was increased when we found that the Arts Council of England recommended fee was GBP250 for a half day, and, no, I'm not too clear why a half-day visit to a school in Carlisle pays two and a half times better than one to a Dumfries school! Obviously when the LLS fee goes up this will have implications for schools and libraries who will have to find their share of the increase, but I am sure that local organisations will recognise the justice of the case and the need to pay a fair reward to visiting authors.

[Brian D Osborne](#)

Branches and Groups: Presidential Address

Google or bust: challenging the profession

Ivor Lloyd **begins a focus on Branches and Groups with his Presidential Address given at CILIPS Branch and Group Day, held on 27 Sep at the West Park Centre, Dundee.**

The theme of this year's Branch and Group Day, "Google or bust? Challenging the profession", requires that we stop, take stock and reflect honestly and critically on our own performance both as professionals and as a profession. We need to ask ourselves hard questions, and have the courage to face the answers. We need to ask ourselves where we need to go and what our role is in the knowledge economy.

I would like to ask a specific question. "Are you, in this audience, the last of the 'traditional' librarians, or the first of a new breed equipped to bring the profession to the forefront of the knowledge economy?" In other words, do you consider yourselves to be passive providers, geared up to offering essentially the same services, using similar modes of delivery with small incremental changes, or as change agents, capable and ready of addressing real change – and indeed driving that change?

Never before have the opportunities facing the profession been greater. Information is the new currency in the knowledge economy. Information is driving corporate agendas to generate and secure competitive advantage. Web developers are crying out for the traditional information retrieval skills of the librarian to bring order out of chaos. Information overload and information glut are pressing problems, which frequently overwhelm, frustrate and in a worst-case scenario impede learning, exploration and the creation of new knowledge. We all know that, increasingly, without suitable opportunities to practice and develop information literacy competencies, a sizable number of the population will find themselves isolated both economically and socially. In short, the world needs librarians more than ever.

I believe the librarianship profession needs to take a greater role in shaping the knowledge society and the knowledge economy. We are the information profession. We cannot afford to be sidelined as the information age develops into the knowledge society. We need to shape agendas, not to respond to them! If we cannot meet and address the emerging information requirements, others will transform and re-position themselves to take our roles and ultimately our jobs. This is not just "Google or Bust." This is change or bust.

We are perfectly capable of turning the threat of change into an opportunity. Building on our core competencies, skills and experiences and adapting these to meet the emerging requirements of the information fuelled economy, is a necessary starting point. The core role of the librarian and information worker is very much fit for purpose. However, how and where we apply these skills to add value and create impact requires a fundamental shift. We need to take ourselves out of our traditional comfort zones into areas where we are perhaps not welcome and / or lack confidence.

Where then do we turn our attention? For those of you who have read my President's perspective in Information Scotland or have heard me talk at a Branch or Group event, you may be aware of my thoughts, and I'd like to bring some of them together here.

The area which I see has the greatest potential in terms of the profession demonstrating value is in the area of corporate information.

A number of universities are now realising that if they are to effectively manage Freedom of Information, if they are to have portals which actually adds value by enhancing the ease by which users can access information, and if they are to meet our paymasters very detailed requirements for potential students' access to accurate and comprehensive information

about the university and its activities, they will need to have a high quality information architecture. This is a serious opportunity for us.

But it involves utilising and developing our 'hard' professional skills. At Abertay for example, questions are being asked as to how information should be organised, presented and indexed to support effective retrieval. Librarians can provide many of these answers, for example by supporting the process of information taxonomy development within corporate intranets and portals.

Most organisations need to manage their knowledge assets better and there's a greater realisation of the consequences if they don't. In all our sectors the success of how we do this impacts on efficiency, effectiveness and competitiveness. Librarians can be key to using information management and business intelligence to enhance performance and create new knowledge.

In my opinion the future must be our involvement in taking a lead role in all aspects of corporate information and a central role in knowledge creation. But to do this you really do have to see the bigger picture – the 'strategic drivers' – and develop a deep understanding – of your organisation, how it works and where it's going. This is really challenging, but true in all our sectors – whether it be school, public, special or higher and further education. It's also very exciting and rewarding, re-affirming our role as professionals in a fast moving environment.

But we need to help our staff see this bigger picture. We must ensure our younger professionals in particular engage with the wider strategic environment in which they work. Otherwise, as a group of professionals, we will not develop the horsepower to shift up the gears and re-invent ourselves. We will cease to be perceived as adding value, never mind as an agent of change and transformation. Can we deliver on this?

As a profession we've got a well earned reputation as effective communicators and facilitators. We are highly adept at liaison and team working. Generally we have excellent customer facing skills, we are approachable, flexible and keen to help. All positive and worthy attributes. But in terms of marketing ourselves, has the emphasis on the 'soft skills' diminished our reputation as experts in the organisation of knowledge and the management of information?

Or indeed, do we still have proficiency in the 'hard skills' associated with information management? Personally, I would struggle if asked to devise a facetted classification scheme to organize context within our University portal. I had to think twice the other week when a colleague was discussing

the merits of pre and post coordinate indexing as applicable to taxonomy development. Nevertheless, it is these 'hard skills', I believe, which are increasingly in demand, and they give us a pivotal role within our organisations, securing and enhancing our professional status and value whichever sector we work in.

We can deliver on this.
But to succeed, we need to recruit and retain staff into the profession who are ambitious, innovative and above all passionate about what they do. Passion is vital as we require champions to persuade colleagues in our libraries to continually re-invent themselves and to ensure that our contribution to adding value is acknowledged – and appreciated!

There is no room for shrinking violets in today's environment. Managers of librarians and information services must ensure that that passion is harnessed and channelled into turning the threats facing us into opportunities.

Information literacy can also be used as a lever to enhance the role of the librarian in an organisation.

Being heavily involved in academic libraries, information literacy has been high on my agenda for a number of years. In many respects integrating information skills delivery into university programmes and taking a lead role in delivery has legitimised the role of the academic librarian. I would suggest that as a profession we not only use the development of information skills within our own organisations as a route to demonstrating our value, we must drive and develop the information literacy agenda at all levels of society, government and business to help our communities at all levels to successfully enter and engage with the knowledge economy. CILIPS is addressing this issue head on. Looking at the comments passed on in support of the Information Literacy Petition to the Scottish Parliament, it is clear that there is much support for our professional involvement here. Information literacy can be a powerful change agent, a vehicle supporting real economic development and social inclusion.

How best do we approach meeting our challenges? One area which I feel can serve us well is to build on our successes and expertise within the profession for partnership working. We share many common goals, and business processes. Greater collaboration will help us to move forward. It will allow us to do more with less.

I'm involved in two outstanding examples. The Scottish Digital Library Consortium is an example of a successful cross sector venture where University libraries, the National Library of Scotland and other public sector

libraries collaborate in building their digital libraries. Similarly, TAFLIN, a partnership consisting of practically every public, university, college, specialist and school library service in Tayside and Fife, greatly enhances training and opportunities for library staff across the area. These collaborative initiatives have enabled us to tap into and share expertise, saved six figure sums and enabled us to provide a significantly better service to our clients.

But we perhaps need to be more imaginative and braver in seeking and developing partnership opportunities – for example in England, the University of Worcester and the local authority have achieved a UK first, an integrated University and public library. This is a truly impressive venture! Why have we not done this here in Dundee I wonder?

As professionals we have a responsibility to assess, plan and develop our own skills-sets on a cyclical basis. The CILIP framework for continuing professional development, although in its infancy, is now available. We cannot legitimately call ourselves professionals where we neglect to maintain and develop our skills-sets. If we are not equipped to provide the information solutions required of the knowledge economy, perhaps sooner rather than later, we will cease to exist as a profession.

It is imperative we have a healthy, dynamic professional organisation as a platform to achieve this. CILIP in Scotland has a crucial role to play here and has been highly effective in responding to the opportunities created by devolution. The Celtic Conference in Cardiff this year demonstrated clearly that the professional bodies in Wales and Ireland are also thriving in this respect. In Scotland, with our largely autonomous status, we are well placed to take advantage of further political change if there is a move towards greater independence after the May election and it is of the utmost importance that the very necessary steps CILIP is taking to address its serious financial position does not adversely affect CILIPS capacity to engage in what is going to be a very exciting and challenging political environment.

Returning to my question. "Are you the last of the 'traditional' librarians, or the first of a new breed...?"

I firmly believe that both collectively as a profession, and individually as professionals we have a shared responsibility. A shared responsibility to ensure that the information profession emerges as a proactive force capable of providing leadership and influence, in shaping events as we enter the knowledge economy and society. We are guardians of information both within our own libraries and to the communities and wider elements of society whom we serve. I've had a high exposure to the

profession in Scotland in my presidential year and have had first hand experience of the impact that librarians have made and continue to make in empowering and enriching lives.

There is a great responsibility on us all to ensure that the profession is in good shape to face the future, so that we can continue to make a difference when we are presented with opportunities. For if we cannot continue to change to meet our challenges, surely Google will bust us!

This Branch and Group Day is a sell out – demonstrating the buzz and engagement in the profession and giving me for one confidence for the future. I'm sure you will all enjoy and profit from today's programme.

But one last plea – engage even more with CILIP in Scotland – join and participate in the branches and groups who have done so much to make today happen, write articles about the things you are doing or thinking – write letters of outrage and anger to Information Scotland!

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Honorary Memberships of CILIPS

The new Honorary Members of CILIPS were presented at Branch and Group Day. Rhona Brankin, Chair of SLIC (the Scottish Library and Information Council) 2003-05, was commended for her work in fostering a close working relationship between CILIPS and SLIC. Rhona was in office for the Scottish Parliament debate on public libraries, held to mark the 150th anniversary of public libraries in Scotland.

Alastair Johnston, previous CILIPS President and Operations Manager, Cultural Services, Dumfries and Galloway, was praised for his part in the Council's innovative cybercafe. Set up in 1997, it was a bold move which acted as a working model for Scotland's People's Network. In his Presidential Address at last year's Annual Conference, Alastair challenged everyone present to attract three new members to CILIPS. He was able to confirm some good news; CILIPS membership is up 10% since then and continues to rise.

Alison Turriff epitomises the 'multi-tasker' with her exhausting list of activities and interests. Alison, Principal Officer in Aberdeen City Council, was honoured specifically for her tireless work on the Chartership Board and support for professional qualifications in Scotland. She is also a trainer and a PhD student. Alison gets immense satisfaction from seeing people progressing upwards in terms of posts and involvement. She paid tribute to all the hardworking people offering support to chartership candidates – and gave thanks to the candidates themselves, some of whom face adverse conditions such as an overseas candidate living in a war zone. Not only was her library workplace burnt down but also her home, but she still managed to submit evidence for her chartership.

Frank Pignatelli OBE is Chief Executive of learndirect Scotland, and he was honoured for his support for libraries over the years in schools, and in partnerships with public libraries on literacy and reading. There are more than 100,000 courses listed on the learndirect Scotland database. Frank, turning to the theme of the day, was the first to make the point that no one can compete with Google, but delegates should retain their USP, "Position yourselves. Don't try and compete with Google," he said.

Thriving – with encouragement

The CILIPS Branch and Group Day on 27 September was a sell-out, and created a buzz around the profession.

CILIPS Branch and Group Day

The CILIPS Branch and Group Day on 27 September was a sell-out, and created a buzz around the profession. *Debby Raven* gives a roundup.

There was a buzz about CILIPS Branch and Group Day, a good indicator of the health of the profession – and its professional body. President Ivor Lloyd's address was upbeat, urging everybody to be engaged and professionally active (including writing for this journal), "The world needs librarians more than ever," he said, highlighting key roles as knowledge creation and business intelligence, and the need to "recruit and retain innovative, ambitious, passionate staff."

This could not have been exemplified more than by Jane Milne, Team Leader of the library that won the CILIP/LiS Libraries Change Lives Award earlier this year, Sighthill in Edinburgh. Once heard Jane is never forgotten, for her enthusiasm and for her passionate advocacy of developing new

approaches with young people regarding reading and libraries. "You have to change your way of working and become proactive in the community. If the young people say your services are rubbish, that's a useful bit of customer feedback…" she said. She acknowledged that some library staff would be wary if a group of 20 teenagers descended on their library at once, "…but don't think, 'Oh no!', think, 'Great, 20 new members!'" said Jane.

Jane's story of turning around a vandalised library and combating anti-social behaviour has been told in many places before. Things are going amazingly well and the violence has not returned. If your library adds value to the community, "Let the policy-makers know," said Jane, "For too long we have not been telling people what we do – we can change lives!"

The CILIP Award (and a few others) has led to funding opportunities. Of course, not all services have the advantage of such kudos. However, among a list of key points, consultation came first, followed by working with partners, such as the Duke of Edinburgh Award scheme, the police and community organisations. Not only do they bring experience but they may also qualify to apply for funding that libraries don't. Recruitment and training were also key: "There should be more courses about working with young people – or you're not going to have people using your services in the future."

It is as stark as that, and voices such as Jane's need to be heard above the ubiquitous soundbites from Tim Coates and Richard Charkin, who may know about selling books but not about service delivery in libraries, as Elaine Fulton, Director of SLIC/CILIPS, had said earlier.

The Branch and Group sessions
The University of the Highlands and Islands (UHI Millennium Institute) is a fascinating venture to bring education to a huge geographical area containing dispersed communities, from the Isle of Bute to the Shetland Islands. In the CILIPS North Branch session, Gillian Anderson, Librarian of the Institute, told us about providing information services to this 'distributed federal HE institution' with 15 academic partners and 6,000 students. Gillian is the first such post-holder, and her job is to set standards, and to get the library/information partners to work together as a devolved university.

The library service will be integral to UHI, she is adamant about this. Gillian gave an example of how it works. Struan lives in Ardnamurchan, studying accountancy part-time. He accesses learning resources in a tiny, local learning centre. Resource management is led at Lews Castle in Stornoway; videoconferencing is co-ordinated from the Executive Office in Inverness; and the data warehouse is in Oban. Other elements were organised from Shetland. "Geographically challenging" is putting it mildly. UHI is at the

forefront of harnessing new technology for educational provision, the library services strives for equivalence of access, and it is a role model for other countries dealing with vast distances. Gillian is currently wrestling with the procurement of a new generation Library Management System – it will be some contract.

The SHINE (Scottish Health Information Network) session focused on two invaluable services. Sandra Wilson of the Scottish Motor Neurone Disease Association described providing information for patients and carers, and Eileen Richardson, Dementia Services Development Centre, University of Stirling, explained how the library and information service underpins most of the work of the Centre.

Setting up the library service, Sandra was horrified at how little information there was. Patients (and carers) sometimes experience great shock, anger and denial about the disease, but this is usually followed by a great rush for information. Sandra made an important point relevant to all types of health information service: "Patients are at the mercy of the media which only presents the worst aspects of the disease, such as going abroad to seek euthanasia. There is also a lot of misinformation on the internet. Our mission is to offer good, downloadable information from our own website."

The Dementia information service is open to the public with a UK-wide lending service. Being university staff, they have access to a wide journal base. The Centre premises, the Iris Murdoch Building, is purpose-built, opened in 2002 and attracts visits from designers and architects as it is considered a very good design for that type of service.

During discussions it was suggested that we need a generic promotional banner on web-based reference services. To combat the lack of awareness of the input of professional librarians into these facilities, this could read, "Brought to you by librarians in partnership with...".

The School Libraries Group session on new approaches to Information Literacy had us all out of our seats experiencing 'co-operative learning techniques'. We felt we were back at school at times, but Helen Melone and Hilary Tomney (North Lanarkshire Education Resource Service) didn't invoke any of the dread of teachers past. Some amazing statistics on information retention rates suggest that we learn 95% of what we teach someone else, and only 10% of what we read.

That's why co-operative learning works. In one of the exercises we had to tell a partner how we teach information literacy at work, then that person had to relate this information to the group. So, after you've read all of this journal, go and tell somebody else about it, immediately.

Debby Raven is Editor of Information Scotland.

Branches and Groups: Aiming Higher

Fitter and financially beneficial

***Jill Evans* considers a thought-provoking CILIPS Branch and Group Day and a report from the Executive on the economic value of Scotland's colleges.**

The Scottish Executive launched a review of Scotland's colleges this month. Unlocking Opportunity examined '[The Difference Scotland's Colleges Make to Learners, the Economy and Wider Society.](#)' At the launch, the Deputy First Minister, Nicol Stephen, commended the document, and noted that a financial figure had been identified to place an economic value on Scotland's colleges. The figure is based on increases in qualifications gained by students – for every GBP 1.00 invested in Scotland's colleges the economy of Scotland benefits by at least GBP 3.20.

Some of the Syndicate Work at the launch event gave us the opportunity to learn first-hand of the difference made to some students. One example of a refugee who studied at Langside College on an English for Speakers of Other Languages course left me completely in awe of the college's staff who supported, educated, nurtured and returned self-respect to a gentleman – who is now in employment. I am sure such examples are replicated throughout our Scottish colleges. Perhaps we need to place a financial value on each of the other library sectors in Scotland – before the next parliamentary election?

The recent CILIPS Branch and Groups Day event in Dundee brought librarians and information professionals together for an exciting blend of papers on current issues and future scenarios. The buzz of conversation and discussions, amidst a well-organised choice of papers, contributed to a

thought-provoking day. Recently I have been working with FE college librarians and HE librarians and they appear to share the same sentiments about Google's penetration of their users' psyche – enforced by librarians and ICT staff adding Google to the search tools of intranets and reference resources.

Sheila Cannell of Edinburgh University Library left her audience absolutely silent as we struggled to absorb the implications of her presentation, 'Adapt or Die: Darwin and librarians'. Sheila suggested that we, as the library profession, could redefine or reposition ourselves and promote our strengths with a unique selling point. We were asked to consider if we thought our users were ahead of us and that we had failed to manage resources on the internet.
The conclusion was that we had to:

>>collaborate with our users and other professionals such as archivists;
>>offer leadership by nurturing and listening to the leaders of tomorrow;
>>rebrand ourselves by emphasising the trusted digital library environment.

The message was clear – our users trust us as librarians, and now the terminology surrounding this has transferred to digital activities, such as the 'Trusted Digital Repository'.

John MacColl, also of Edinburgh University (Digital Library Division), talked about Google and its profound implications for the library profession. One Google partnership involves six libraries with major collections including the Bodleian in Oxford. Mass digitisation of out-of-copyright books is in progress. In Michigan University, this has meant disposal to a store of some of the bookstock, encouraging users to access the digitised version through [Mbooks](). Read [John MacColl's article]().

If Scotland's libraries collaborated as a consortium, and embraced Collaborative Collection Management policies, could we as librarians relegate the out-of-copyright material to a USP (Uniquely Scottish Property) and encourage our users to access the books' content electronically? The legacy of Darwin's print work is still current with many libraries owning artefacts, drawings, and letters and the knowledge that librarians are preserving, conserving, and making available the original to interested users is surely the reward of our profession?

I issue a challenge! Darwin's theory of evolution related to the survival of the fittest. Is it possible to 'hide' the Google search interface on our desktops for one week and survive using the information packages and electronic resources for which we have financially invested from our library budgets to provide information for our users? We might emerge fitter, more

adept at exploring our purchased resources, and yet continue to be perceived as the trusted profession.

Jill Evans is Scottish Confederation of University and Research Libraries (SCURL) Service Development Manager.

Do you have that book in red?

Laurence Patterson **describes his role in the shift towards student-centric learning at Napier University.**

In the education sector we are witnessing a shift in emphasis from teacher to learner, particularly in higher education. This shift is propelled by ever-changing learner demographics, technological innovation and more political aspirations such as exploring peer-based learning.

Learner and teacher no longer sit at opposing ends of the scale with the teacher delivering content, and content digested by the learner. This is evolving into an inter-dependence. Content is not only discussed and challenged, but may originate from the learner. Our teacher is no longer the 'sage on the stage', but rather a guide.

Projects such as TESEP (Transforming and Enhancing the Student Experience through Pedagogy) promote this concept of student-centric learning to practitioners in Scottish FE and HE institutions. The project seeks to track the understanding and use of, for example, social tools for content-based activities.

There are already pockets of good practice, although sometimes, for example, eLearning is introduced for the sake of bringing in eLearning – focusing on the method of delivery rather than on improving the student experience.

For support departments, such shifts in thinking may not be as radical as for teachers. Team working favours the approach that the student should appear to be at the centre of things. Dedicated phone lines, email addresses, websites, or purpose-trained staff usually means that the outward looking focus starts and ends with the learner.

A case in point is the Library Service at Napier University, Edinburgh. The library (NULIS) employs more than 70 people in six campuses and has a potential customer base of 17,000. Despite developments such as self-issue and online reservations and renewals, large amounts of activity continue to take place on-site. Resources are loaned and returned to issues desks and enquiries are made in person, not only over the phone or by email.

Staff embrace new technologies wholeheartedly, although with eLearning, "how does it affect the way I do my job?" is a concern for many people. I was employed as eLearning Advisor by NULIS in 2005 and one of my first objectives was to engage with staff on eLearning and blended learning. I started by 'blogging' everything that I did. If I'd had a meeting with a team producing an online course I would place it in the blog. If there was an interesting, relevant news story I'd place it in the blog. While this was fine, it was a one-way process, as with traditional education. How could I do it differently?

eLearning [NULIS](#) was launched in February. Providing an overview of what eLearning is, it was aimed specifically at support staff. The course which sat on the University's VLE and included interactive examples of eLearning, tasks, quizzes and places to share ideas. In order to open the doors to eLearning for library staff, I essentially asked staff to become eLearners – the experience of which was as much a learning tool as the content of the course itself.

The course addressed the fears and concerns of the team about online learning. Motivation for change incorporated the idea of learning online. By becoming eLearners members of staff were far better placed to shift their own thinking.

In September NULIS released [IN:FORM](#), an online resource with which students could improve their information skills. IN:FORM delivers content through the real 'voice' – at times literally – of the student, rather than the invisible voice of the teacher. In trials, learners had engaged much more with information when it was delivered in this way, and began to display empathy for the characters that were introduced to them. "Yeah, that happened to me, too!" was a common reaction.

Both eLearning NULIS and IN:FORM represent a collaborative effort to change from information being provided by the educator (the librarian), towards knowledge which is created and shared amongst those learning. This new style of support provision complements the pattern which typical FE and HE students face both in the classroom and using social networking technologies such as wikis and blogs.

If students are being encouraged to take a far greater role in partnership with their educator for a better learning experience, this should be mirrored in the means and methods of supporting such students, too.

Laurence Patterson is eLearning Advisor, NULIS, Napier University, Edinburgh. He was speaking in the UC&R(S) slot at CILIPS Branch and Group Day.

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Information Scotland is delivered online by the SAPIENS electronic publishing service based at the Centre for Digital Library Research. SLAINTE (Scottish libraries across the Internet) offers further information about librarianship and information management in Scotland.

From creation to curation

Maureen Pennock **discusses the issues faced by regional and local libraries regarding management, collection and preservation of digital cultural heritage resources.**

The growing use of digital information and services online has prompted increasing expectations of digital services from cultural heritage institutions.

This holds true for national institutions and smaller bodies such as local libraries. Many of these have already embraced the initial challenge of providing basic administrative and collection information online.

Yet the provision of digital library objects online is a greater challenge: objects and content must not only be collected or created, but also properly managed, stored, and preserved in order to maximise the initial investment and ensure the objects remain available for users for as long as is deemed necessary.

'Digital Curation' offers an approach based on complete life-cycle management to tackle these many challenges.

What is Digital Curation?
Digital Curation, broadly interpreted, is about maintaining and adding value to a trusted body of digital information for both current and future use. In other words, it is the management and appraisal of data over its entire life cycle.
The life cycle approach is necessary because:

>>Digital materials are fragile and susceptible to change from technological advances throughout their life cycle, i.e. from creation onwards
>>Activities (or lack of) at each stage in the life cycle directly influence our ability to manage and preserve digital materials in subsequent stages
>>Reliable re-use of digital materials is only possible if materials are curated in such a way that their authenticity and integrity are retained.

This approach also ensures continuity of service and enables provenance to be verified, despite technological and organisational contextual change. By taking control from the outset in the life of the digital materials, it also helps to maximise the initial investment made in creating or gathering the digital resources.

In the UK, research and development into digital curation requirements and activities are the core activities of the [Digital Curation Centre](#) (DCC).Founded to support UK institutions which store, manage and preserve digital information, the DCC helps them address the enhancement and continuing availability of digital information for long-term use. It is jointly funded by the [Joint Information Systems Committee](#) (JISC) and the e-Science core programme. As a centre of expertise in digital curation and associated digital preservation, the DCC provides a national focus for research and development into curation issues and promotes expertise and good practice, both nationally and internationally, for the management of digital outputs.

Developing a digital library collection: the issues

Digital libraries can hold an array of digital information types, from relatively straightforward images and textual documents to more complex audiovisual material and websites. These may be digitised from an existing analogue original source, or 'born-digital'. Whatever the nature of the collection item, it should always be accompanied by metadata that describes the resource, helps to manage and preserve it, and facilitates its re-use. Both collection items and metadata need to be properly managed across the entire life cycle.

This is not a simple task, nor merely a technical one. While there are certainly some technical issues, others are cultural and organisational, and others are of a legal or financial nature.

They include, for example:

>>Organisational and cultural infrastructure may not be geared towards digital longevity: resources are often created for the here and now, but such practices can be incompatible with the sustainability of authentic resources. Addressing this issue requires not just the proper technical storage infrastructure, but also education, training, managerial support, and dedicated funding

>>Curation and preservation is an ongoing commitment, but what of funding? What are the cost benefits in proper management of digital information? Is there a business model, and what are the options for revenue generation?

>>The copying and provision of information online must comply with legal requirements, including Intellectual Property legislation and the Data Protection Act. Which legislation affects the creation of digital surrogates, and how? What solutions would support legal compliance whilst still providing access to the materials in digital form?

>>What tools are available to ease the processes of harvesting, acquisition, ingest, indexing, and preservation? Which storage mechanism is most suitable, what metadata are needed, and how can the threat of technological obsolescence be addressed?

The DCC contains links to many resources that can assist in addressing these challenges. Furthermore, many national libraries have undertaken initiatives for preservation and accessibility that local and regional libraries can draw upon. In addition to these, a number of current projects and initiatives, such as the International Internet Preservation Consortium (IIPC), the Internet Archive, the UK Web Archiving Consortium(UKWAC), and the LOCKSS Project (Lots of Copies Keeps Stuff Safe), can also offer useful insight into the challenges and solutions for developing and managing digital collections.

This article summarises Maureen's presentation at Branch and Group Day, in the LOCSCOT slot.

Maureen Pennock is Research Officer at the Digital Curation Centre, UKOLN, University of Bath

Strengthening the library brand?

A 'parasite' on services financed by libraries or a valuable tool for users? However Google is perceived it should act as an urgent call for libraries to collaborate and digitise, says *John MacColl.*

It is more and more the case that any discussion we have on digital library services needs to include Google – a company whose services we have not asked for, and have not paid for, but which nonetheless are in daily use by ourselves and our user communities, and are perhaps more used than any of the services we create ourselves, purchase or license and make available to our users.

We worry about Google because we feel that we have a professional responsibility to users of information, and that left to Google and its devices, users will get poor quality information and won't realise it. Even more worrying is the prospect that our users will regard Google as an adequate replacement for library services.
Google itself says different things at different times about what its aims are. Sometimes it talks about being a library, and at other times it talks about partnering with libraries (and indeed with publishers). Could it replace libraries?

Google is massive. It has appeared in 'our' space, and it can't be ignored. Some of us want to ignore it, but how can we ignore a beast this big doing some of the things which we believe we should be doing, and doing them with a budget which no library or library organisation or library company has ever had at its disposal?
Valued at USD 125 billion, Google is one of the world's largest companies,

and it dwarfs other 'library' companies, even Elsevier which looks like a minnow beside it. Since Google launched its Book Search service in 2005, and at a stroke moved away from services based on meta-information only to full-text, libraries have begun to wonder whether this is a genuine challenge to much of their core business. If Google does create a comprehensive full-text resource from the out-of-copyright books it is scanning, it should prove a valuable service to scholarship.

Nonetheless, [Google Book Search](#) is still claiming to be primarily an index. But users are likely to become frustrated if they can't get the full-text easily from the index. By their nature, indexes are used by people with intentions. Intention is aroused by hits which are found in indexes, which is the secret of Google's success in selling advertising. But if that condition is not fulfilled, then there can be frustration leading to a demand for fulfilment. Is this a deliberate commercial strategy? Will the current options ('Find this book in a library' or 'Purchase this book from Amazon') eventually be succeeded by 'Pay to view this book online' in a profit-splitting rental or purchase deal with publishers?

But it is another Google service, [Google Scholar](#), with which it is now really challenging research libraries. Google Scholar is a very powerful tool – more powerful in many ways than any of the bibliographic databases, or ejournal services, which academic libraries provide to their users. Its power lies in its instantaneous responsiveness, and for known-item searching, which is the type of searching routinely done by many academics, it can seem almost unbeatable (it is much poorer at subject searching). Google Scholar can also seem to provide a very effective fulfilment service, due in part to its excellent coverage of free sources of content (including institutional repositories and other open archives), and in part to the fact that we librarians cooperate with it by hooking up our ejournal holdings to it, so that often the article which Google Scholar seems magically to find, is in fact one that the library has paid for. What is clever about this is the fact that Google manages to take the credit for both the indexing and the fulfilment.

But Google Scholar does not satisfy librarians because it does not tell us what sources it searches. We cannot see its selection boundary. It appears to be a deep web tool, unlike native Google which is very definitely a shallow web tool. But it only works within the parts of the deep web which are easy for it to reach. And of course, it is (arguably) a parasite upon the fulfilment services paid for by the library.
Google is no more than a symptom of the digital world with which libraries must learn to deal. The need now is for new library identity to be asserted: a new sense of what we are and what our brand is. Should we 'Google-

ise'? Yes, if that means that we can deliver the cleanliness of the Google interface together with the instant responsiveness of its results. And we should of course make use of Google Book Search and Google Scholar inasmuch as they provide support for our overall information missions, and can be blended into our operations.

But more important now is our need to collaborate professionally with each other, as the universe of materials – research and reference materials – goes digital. We need to create and deliver services at a collaborative level. The institutional library will remain as a place which provides a study environment and human-fronted library services, but much of the rest of our professional activity has to become a shared and collaborative endeavour at the network level, because institutional libraries cannot do it on their own.
Libraries need urgently to digitise, and to tip the balance down on the side of the digital corpus. Then Google will become less important, and libraries will be visible once again. Collections will reappear, and equality of access will again be controlled by libraries, rather than being out of control as at present.

Ultimately, despite all of its marketing power and awareness of what sells, the brand 'library' is a stronger and more enduring one than the brand Google.

John MacColl is Head, Digital Library Division, Edinburgh University Library.

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Widen your horizons

You know you should get more involved but what will it really mean? Amanda Quick explains that professional group activity is immensely fulfilling – and its fun.

I was fortunate to get involved in professional activities before I gained my professional qualification. As a library assistant at Oxford Brookes

University, I was encouraged to join in 'brown bag lunches' at libraries around Oxford, and I was invited to numerous CILIP events. There always seemed to be something going on, whether it was a pub quiz or a look behind the scenes at the Windsor Castle library.

Once I qualified, I discovered the [Career Development Group](#). In three years I went from being a casual observer to Chair of the West Midlands Division. As Chair, I participated in CDG's National Council, which led to national roles of Advertising Officer and now Events Coordinator, as well as trying my hand at being Treasurer for the [Scottish Division](#). I have also been involved with Libraries for Nursing, a subgroup of the [Health Libraries Group](#), as Membership Secretary and helping out with events, award judging and bulletin articles.

I am a busy person with a husband, cats to feed, Booker prizewinners to read and half a dozen other interests and commitments. So what do I get out of all this professional activity? Why do I keep going back for more?

Skills development.
My membership of group committees has enabled me to develop my skills in many areas: chairing meetings, strategic planning, budgeting, event management, PR, communication, human resource management, diplomacy and more. I feel that I have grown in confidence and discovered some leadership potential. I have had the opportunity to publish articles and speak at conferences, even if only in a modest fashion.

Enhanced employability.
The natural corollary of developing a wider skill set and greater confidence is that this will be evident to potential employers. I have used knowledge and experience gained through group activities in my job applications and interviews, and my personal experience has been that employers appreciate the benefits of professional activism.

Fun.
This is what keeps me going even when group responsibilities loom after a tiring day or week at work. I thoroughly enjoy meeting other professionals, working together to plan an event or accomplish a task. I find it rewarding to get to the end of an event and feel that all the hard work has resulted in something that was beneficial and stimulating for delegates. Plus there are ample opportunities for socialising, sampling cheese in Chesterfield, linguine in London or pastries in Peebles! LIS professionals are a diverse and dynamic bunch.

Continuity.
I have twice had to relocate, most recently for my husband's new post in St

Andrews. During five months of unemployment, my involvement in professional groups helped to maintain my sense of professional identity and current awareness. During that time, group colleagues provided moral and practical support. Contacts in Scotland kept their eyes open for opportunities, with one kind friend even posting me the job pages of the Scotsman and Herald every week.

A wider perspective.
As well as working day-to-day with academic library colleagues, I meet regularly with colleagues from public libraries and from legal, commercial, health and other sectors. This gives me a greater awareness of what's going on in the information world as a whole – and could be valuable if I decided to change sector in the future. I have also been involved with fundraising for Career Development Group's international projects, most recently supporting a VSO librarian in Uganda and a school library in Soweto. It's been fun to join in ceilidhs, a sponsored walk from Falkirk to Linlithgow, an African readathon and most recently a tour of Edinburgh's Cow Parade, raising funds that make a real difference to colleagues overseas.

I started my working life as a secondary school teacher, a job that was so all-consuming that I had no energy to spare for the profession beyond the classroom.
I now feel there are two parts to my professional life: the day job, which challenges me, uses my skills and pays the mortgage, and my wider professional life, which offers a complementary set of challenges, the chance to develop new skills within a supportive environment, and which pays dividends personally, professionally and socially.

It's easy to get involved: there are so many groups, each with a different focus, activities, times and places of meeting. Every group will welcome fresh ideas and an extra pair of hands. Look out for events or meetings on e-lists and in journals – go along, observe, chat to committee members. You may be surprised at the contribution you can make and at the opportunities and enjoyment that will follow.

Amanda Quick is Information Specialist, University of Abertay Dundee.

Resource sharing

Can we inspire Scotland?

Cross-sectoral library collaboration is healthy in Scotland, but *Chris Pinder* suggests joining the Inspire programme from England would make things even better.

In his Presidential Address, delivered to the CILIPS Conference in 2005, Alastair Johnston identified the need for a nationally co-ordinated strategy for libraries which would lead to the delivery of more cost-effective services for more people across Scotland. A major plank of such an initiative would be "the exciting opportunities… for joint and imaginative partnership working within and across the sectors."

Cross-sectoral library collaboration and co-operation is flourishing in Scotland – one only has to note the activities of the various regional consortia ALF (Ayrshire Libraries Forum), ELISA (Edinburgh Libraries & Information Services Agency), GALT (Glasgow Area Libraries Together), GI (Grampian Information) and TAFLIN (Tayside And Fife Library & Information Network) to gain an appreciation of how much progress has been made in recent years.

Additionally, the Resource Sharing Scotland project, funded by SLIC (Scottish Library & Information Council), is looking at meaningful resource sharing on an ILL basis with readers borrowing from member institutions and being able to reserve material from other systems. While it is hoped to roll out RSS across the whole of Scotland in due course, the immediately achievable focus within the regional consortia must surely remain that of reciprocal access.

Despite this, there is an absence of any really meaningful central support in terms of either strategy or funding. Our regional initiatives remain just that: individual, autonomous and independent. Furthermore, they rely primarily for their continued existence on the goodwill and freely given resources of committed institutions and individuals.

Look southwards and it all seems much better organised! Why so? Government support, a properly functioning regional structure and funding cannot but help.

Inspire is a national (English) two-year programme, with lasting

implications, to improve access for all learners to resources held in national, higher education and public libraries. Funding comes from the Regional Libraries Advisory Group which is sponsored by the British Library, CILIP and the Museums, Libraries & Archives Council (MLA) and through the Department of Culture Media & Sport's Action Plan supporting Framework for the Future, the public library strategy to 2013. Joined-up indeed.

Lead organisations are: the British Library, the Society of Chief Librarians (which covers public library authorities in England, Wales and N.I.), SCONUL (Society of College, National & University Libraries) and the MLA and its regional agencies. It is also supported by the National Libraries of Scotland and Wales. Inspire's vision is to create seamless access across 4,000 public, three national and 700 higher education libraries as well as bringing on board further specialist libraries where possible. Already there is commitment from more than 80% of public and HE libraries and an increasing number of FE and health libraries. The project's aim of ensuring that learners, irrespective of status, can access the most appropriate learning materials, wherever they are located, cannot but resonate positively north of the border too.

Through registering with Inspire, libraries adopt a set of criteria which are deemed to be "kitemarked". This is a surprisingly undemanding framework which includes guarantees on visitor access and staff awareness, with collection strengths being publicised through the "Findit" website.

More than 170 people from all library sectors attended the Inspire Conference in April; only three came from Scotland. For us not to engage positively with Inspire is a mistake for, if nothing else, it must be seen as a positive driver for change and a means to spread awareness, engagement and, ultimately, commitment to the process of maximising access to resources.

While Inspire has no official remit to include Scotland or, indeed, Wales or Northern Ireland it is very keen to do so. SCURL (Scottish Confederation of University & Research Libraries) has discussed adopting the kitemark, though not necessarily under the Inspire banner, and is keen for cross-border linkage to take place. Adding weight to this view, the recent RIN (Research Information Network) report on access to digital content for members of the public recommends that Universities UK and Higher Education Funding Bodies formally endorse and support the Inspire programme.

Scottish HE libraries already operate on a UK-wide platform through membership of SCONUL which operates reciprocal access schemes. Some Scottish HE libraries are also members of CURL (Consortium of University Research Libraries) which has a mission to increase the ability of

research libraries to share resources. Co-operation and collaboration is, thus, high on the agenda of academic libraries. While public libraries are involved in Scottish regional initiatives and, individually, show a willingness to be actively engaged in co-operative issues it is more difficult to hear a unified voice speaking on behalf of all of them and which could clear the path for participation in schemes such as Inspire.

Inspire's strength is that it is a national brand though it remains sensitive to existing

regional and local initiatives. Many of the English regional co-operatives have taken the lead in signing-up and committing to its aims. Should we in Scotland not follow suit and become stakeholders through the likes of ALF and TAFLIN or, better still, through SCURL and the entire public library sector working together? In this way the access and resources sharing agenda will be taken forward across the whole of Scotland.

Let's pick up the baton laid down by Alastair Johnston and embrace Inspire… for the good of all our learners.

Chris Pinder is Director of Learning Information Services, Napier University.

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Resource sharing

Building on networks: resource sharing in Scotland – an update

In response to [Chris Pinder's article](#) , Elaine Fulton explores the resource sharing agenda and updates readers on SLIC's involvement in the development of a national entitlement card for services across Scotland.

Scotland has a long history of library co-operation at local regional and national level. One of the key priorities for the Scottish Library and Information Council (SLIC) is co-ordination and collaboration that meet Scottish needs. When the pilot Inspire project was first mooted, SLIC was asked to consider the proposal and participate. However it was felt that the project would in fact be a retrograde step for many well established local and regional networks for co-operation.

SLIC initially was represented by Dorothy Browse of Fife Council Library Service on the Inspire Advisory Group to keep a watching brief. As Inspire developed and its aspirations became clearer, it emerged that SLIC was already supporting a series of projects and initiatives which suited the needs and context of libraries in Scotland. It was felt there was little added value in being part of the scheme for most services and that we should build on the success of our own networks, rather than re-invent the wheel.

These very well established collaboration networks such as Ayrshire Libraries Forum, Grampian Information, Tayside and Fife Libraries Network, Glasgow Area Libraries Together worked well because the ownership of the co-operation was meaningful and engaging.

A major area of activity is making sure that people can find what they want, first and foremost. Therefore, a national concerted effort was, and continues to be made, to ensure that public, higher education and further education catalogues can be cross-searched using the embryonic [CAIRNS](#) service and [Scottish Collections Network](#) (SCONE), which will widen the range of resources available to all.

The [Digital Scotland](#) agenda and developing a distributed information infrastructure for Scotland has had a huge influence on the approach to resource sharing and the lifelong learning agenda. The different structures and organisations means it is not always easy or relevant to translate a scheme that was developed in England to fit Scottish needs. SLIC was working with a number of different partners in Scotland to develop referral

and support for learners and users, including learndirect Scotland, Scottish Enterprise, Learning and Teaching Scotland amongst others to develop wide services which met the lifelong learning agenda in Scotland.

There are now a number of projects which are at the forefront of developments in Scotland. The University of Abertay and Dundee City Council are running a successful scheme using smartcard technology which enables students, members of the public and schools to access services using this technology.

In a further development related to this, SLIC has been approached by the Customer First division of the Improvement Service. The Improvement Service is a partnership between the Scottish Executive, Convention of Scottish Local Authorities (COSLA) and the Society of Local Authority Chief Executives (SOLACE). The service is devoted to improving the efficiency, quality and accountability of public services through learning, sharing knowledge and delivering improvement solutions. One of its features is the introduction of a National Entitlement Card for transport, young people and public libraries in Scotland. This development fits beautifully with our priorities and aspirations, this programme offers the opportunity to enable library entitlements in a real and meaningful way, which will be wider than public libraries.

The heart of the project is to move to a position where citizens have one card, which entitles them to use services across Scotland. To do this library management systems need to be compliant with the national technical standard but we also need services to be willing to engage. This programme will move forward in 2007 with public library services becoming "entitlement enabled" between now and summer 2008.

All library services will need to consider how a national entitlement card will impact on their services. They will need to consider how to allow people to access different kinds of services as possession of the card means they are registered on a national database for service delivery.

The Scottish landscape is a vibrant one and the Resource Sharing Scotland project is the other side of the coin to providing the technical infrastructure. This project is examining some of the real issues involved in sharing resources with other organisations and the vision of users being able to access services without the need for mediation from library staff to borrow material from other services.

Granted there is still a long way to go to engage and embed the practice. However, by building on existing good collaboration networks, the

combination of these two projects will provide a platform for seamless delivery of services in Scotland which goes beyond Inspire.

Elaine Fulton is Director of CILIPS and SLIC (Scottish Library and Information Council).

Endpiece

Word chain

A wonderful book festival provided plenty of literary links for Colin Will.

The 2006 Edinburgh International Book Festival was the best I've attended. The programme was vast and varied, with something for everyone. The audiences were large and appreciative, the speakers and readers were excellent, and the weather was, apart from one wet day, warm and sunny. As every year, the Festival is an opportunity for meeting up with old friends, including my fellow columnist Brian Osborne, and many fellow poets. Another old friend I met was the novelist and poet Alan Spence. His new novel, The Pure Land, published by Canongate, was launched at the Festival. I have a connection with the subject of his novel, so we had lots to talk about, in between mobile phone conversations.

Thomas Blake Glover was born in Fraserburgh in 1838 and grew up in Aberdeen. He took a job as a clerk with Jardine, Mathieson & Co in Japan, which was then opening up to Western trade and influence, settled in Nagasaki, rapidly made his first fortune, and married Tsuru, a young Japanese woman. He imported the first locomotive to Japan, started the first shipbuilding and engineering company in Japan (now Mitsubishi) and a brewery, now the Kirin Beer Company. He made alliances with some of the more open-minded 'clans' opposed to the Tokugawa Shogun, and, at the risk of his own life, helped to smuggle a group of these young progressives to the West. On their return, having learned about Scottish commerce,

industry and politics, they were among those who overthrew the last Shogun and reinstalled the Meiji Emperor, one becoming Japan's Prime Minister, and another its Foreign Minister. Tsuru always wore a butterfly motif on her kimono, and this may have influenced Puccini when he was writing Madame Butterfly, although the characters and relationship could not have been more different.

He is revered in Japan, while being largely overlooked in his native Scotland. In Nagasaki there is a Glover Park, within which sits the Glover House, shielded from the 1945 atomic bomb by a low hill. By a bizarre coincidence, Glover's own birthplace in Fraserburgh was hit by a wartime bomb, and is still a gap site. More than two million Japanese visit the park each year, a measure of his influence and honourable status in Japan.

Photographer Ken Paterson was commissioned by the Glover Trust to take photographs in and around Nagasaki, and I was then asked to write some haiku inspired by Ken's photographs. The outcomes formed an exhibition in Fraserburgh's Lighthouse Museum this Summer.

Alan's book is a moving and powerful telling of the Glover story, previously the subject of Alex McKay's biography, The Scottish Samurai. Incidentally, Alan told me that his book started life as a film screenplay. After years of discussions, negotiations and frustrations, the project was scuppered by the release of the film, The Last Samurai. The money men decreed that another samurai film so soon after this would be uncommercial, so Alan was persuaded to turn the story into a novel. I think that's one reason for the dialogue in the book being so natural and believable. It's a wonderful read, and I commend it to you.

Namu Amida Butsu.

Book Festivals, as well as providing opportunities for readers to meet authors, and vice versa, give attendees the chance to buy books. The bookshop at this year's Edinburgh event was very well stocked, and looked to be doing good business. The trade terms offered are not that much different from the most commercial chains, so publishers won't make a fortune from sales, but it does provide a good showcase for them. Maybe they have to look at it in that light, as a promotional opportunity, rather than as a chance to sell large quantities of their titles. My worry is that cover prices may have to creep up to compensate for the discount rates demanded by some booksellers. EIBF will no doubt say that their shop profits are reinvested in the Festival, and that's true, but the margins for publishers and authors are squeezed very small.

So what did I buy at this Festival? Two geology texts I hadn't seen before (so the showcase idea worked); a book about Scottish plant collectors; a scientific compilation by Steve Jones; poetry by Simon Armitage, Alan Spence's novel, and, naturally, a lot of latté.

As I write this, plans for the 2007 StAnza Poetry Festival are well advanced. Details of the Festival programme will be available.. It's our 10th anniversary, and we're making every effort to make it our best ever. It's always awkward writing this in advance of the release of the programme. I can't be too specific in case some arrangements fall through.
All I can do is to give you the dates;14-18 March 2007: the place; St Andrews: and suggest that you make sure your diaries are clear. It's going to be great.

Colin Will | www.colinwill.co.uk

Obituary

Alan G. D. White 1938-2006

Alan White made a huge contribution to librarianship and made friends in the process. Educated at George Watson's College, he worked briefly in the family motor business, then joined Edinburgh City Libraries in 1956, spending his whole career there. He worked as Branch Librarian, Scottish Librarian and Reference Librarian before becoming Depute City Librarian. He always retained an interest in branch libraries and enjoyed working with architects, designers and booksellers to build or restore a library; several libraries still testify to his flair.

It is for his contribution to our professional organisation that we owe Alan most. Throughout his career, he held office in the Scottish Library Association (SLA) and the Library Association (I adopt the terminology in force when Alan served), and was proud of what he called his "professional triple crown" – the presidency of the Association of Assistant Librarians (1972), the Scottish Library Association (1980) and the Library Association

(1989). Elected an Honorary Member of SLA in 1977, he was also an Honorary Vice President of CILIPS.

Alan touched every part of professional life. For example: he ran the Scottish Summer School of Librarianship at Newbattle Abbey, ensuring it was fun, as well as instructive; he nurtured the SLA conference and exhibition; he edited SLA conference proceedings and SLA News, this journal's predecessor. His contribution to the profession's governance was massive and sustained; he served on and chaired countless committees and working parties, including the Councils of SLA and LA, and the Scottish Library and Information Council (SLIC). Concerned to improve relationships with government, he was a member of the LA's Parliamentary Sub-committee and represented SLA at the Convention of Scottish Local Authorities.

Alan's greatest achievement was his enhancement of the SLA's intellectual and operational strength. Over many years, he helped it grow into a strategic organisation, able to formulate policy, communicate convincingly and deliver sound action plans. He didn't do this alone, but was at the core of that group of people who built SLA into something greater than any branch, and SLIC into an advisory body that is respected and heeded. He engineered the establishment of the post of full-time Director of SLA and shares in the credit for the success of that office and the fruitful partnership between SLA and SLIC.

It wasn't all success. LA and SLA work demanded much of his time and energy. "The day job" (his own phrase) benefited from his professional contacts and insights, but he did not become City Librarian of Edinburgh and was never a "chief librarian". Characteristically, he did not allow his disappointment to show, or to affect his relationships with colleagues who were also rivals.

It wasn't all serious, either. He told of organising a Scottish-Irish conference at a hotel where recent refurbishment had included a wholescale re-numbering of rooms – almost every door in the place was numbered. Afterwards, a distraught hotel manager wondered if Alan would stand surety for the Guinness and malt whisky charged to fire exits and broom cupboards!

Alan could work amicably and successfully with people from all roles: librarians, janitors, booksellers, furniture suppliers, civil servants, MPs, councillors. Delegates to meetings he attended would be persuaded to a pub, a restaurant, or his home at close of business, there to continue talking, theorising, debating. He was generous with his time and

experience, and enjoyed turning colleagues into friends. He could put himself in the other person's position, see things through the other's eyes. In committee, he could steer issues through a maze of disparate views and produce a result that was both right and workable. He could turn his hand to virtually any task: drafting policy; briefing ministers; designing a library; building an exhibition stand; engrossing SLA's certificates of honorary membership. He relished having resolved a mobile librarians' dispute by showing that he could park the articulated vehicle better than they could – a skill developed as a youth in his family's motor business.

The stroke that Alan suffered in 1993 left his intellect and ability to communicate unimpaired, but restricted his mobility. He retired and fashioned a new life around his family and friends. His active participation in the profession ceased, but his interest remained; he kept abreast of issues and developments. He developed his life-long interest in cars into an absorbing hobby-business, tracing and trading rare scale-model vehicles. He discovered the pleasures of long lunches (not difficult, given Brenda's skill in cooking!), eating and talking with friends around the table far into the afternoon and evening.

Alan Grant Davidson White – "Agd". No matter the circumstances, he was always himself, always the same Alan. In our friendship of 30 years, I never plumbed the depth of his experience and interests, never saw him at odds with the world. We remember him fondly and extend sympathy and support to his widow, Brenda, and their daughter, Patricia.

Rennie McElroy, formerly, Napier University Library

Alan White – a brief appreciation

There will be many fellow-Scots whose careers ran contemporaneously with Alan White's and former leading members of the profession who came to know him as a senior figure in the councils of the then Library Association.

My own perspective is somewhat different, coming as I did, in 1973 a stranger to the Scottish library scene, after 25 years in the English library service. Even among the impressively hard-working and dedicated staff whom I found awaiting me in Edinburgh, Alan stood out as a person of unusual talents. I quickly marked him as a candidate f or early promotion and when the opportunity came, he fully justified my confidence in his abilities.

Alan's energy and industry were remarkable, coupled with a technical 'know-how' extending well beyond the library. His professional zeal was

exemplary and he never failed to astound me by his apparently encyclopedic knowledge, not only of Edinburgh's numerous departments, but of the Scottish public library service. Alan could never resist a challenge, and though his determination often earned the gratitude of colleagues, his relentless pursuit of the ideal solution to every problem led on occasion to a somewhat intransigent perfectionism, when a touch of pragmatism would have better served the purpose.

Local government reorganisation and the subsequent vagaries of library administration in Edinburgh did Alan no favours and he failed to achieve the ultimate recognition which his outstanding qualities surely merited. It was a tragedy that ill-health prevented him from developing his career in other directions, at the same time robbing the profession of a practitioner whose competence and dedication I have rarely seen equalled.

Alan Howe, Former City Librarian and later head of Cultural Services, Edinburgh 1973-1990

President's perspective

Be active for your own good

In his final message as President, Ivor Lloyd urges all members to get involved in CPD – and to support CILIPS in all that it offers.

Looking back over the last year, I believe that I have given a presentation to a Branch/Group or other organisation on average once per month. It has been revealing that when reflecting on the requirements of the organisers and looking at the issues which have been of most interest to me personally, that essentially we all wanted to talk about the same thing – the challenges facing our profession. I appreciate that in attending Branch and Group events I only see a snapshot of our profession but I see a huge willingness, indeed a thirst, from colleagues to address change constructively. I've asked quite a few of these audiences whether they're 'up for the challenge'. If their positive responses are typical of the profession, we as professionals and CILIP in Scotland have a very bright

future indeed.

It certainly has been rewarding to have had the opportunity to meet CILIPS members the length and breadth of the country and to listen to a wide range of views. Despite the challenges facing us, I believe that we as a profession have the capability, aptitude and vision to tackle these issues head on. However, we cannot and should not rely on others to do this – each and every one of us must play our part in helping the profession flourish.

There are a number of ways in which we can all make a difference but two areas in particular. Firstly, we work in a world of lifelong learning where continuing professional development (CPD) is essential, not an option. Many of us have been through some form of job evaluation process over the last year, and this has highlighted the importance of CPD. Now that we have the CILIP Framework of Qualifications and the revalidation scheme in place perhaps those of us who have been chartered for a number of years should make a New Year's resolution to work through the revalidation process! I am certainly intending to revalidate my chartership next year. For those of us who are not yet chartered, I would urge you to seriously consider this. It is imperative that both from an individual and at a wider professional level that we all ensure that as far as possible we maintain and develop a relevant skills set.

Secondly, I believe that we can and should do more to support CILIPS. Both the range and quality of the events on offer from Branches and Groups (and centrally from Hamilton of course) are impressive. I would urge all members to make the effort next year to attend at least one such event. The levels of attendance in some instances are below par compared to the time and effort made into making these events successful. For whatever reason, if you are not happy with the events or the programmes, email, write, pick up the phone, but please let people know!

There is another reason why we all need to engage with CILIPS. You may not be fully aware that CILIP in London is currently facing significant financial difficulties. The issue is not complex – for many years it has been spending more than it earns. A number of very hard decisions have already been made with services and staff being reduced. The financial situation remains pressing and further difficult decisions are in the pipeline. There is a real threat that within the next two years CILIP will seek to reduce the CILIPS funding base to such a level that the services we can provide our members in Scotland will be severely curtailed. It is not even beyond the realms of possibility that CILIP may look to draw on the healthy reserves which CILIPS has built up to make good Ridgmount Street's projected

deficits.

I believe that as a profession it is essential that we have a strong and active professional body in Scotland. As significant policy areas such as education and health are devolved, it is imperative that we retain the ability to address Scottish issues in Scotland. Through CILIPS we have excellent access to services, support and professional networks that address our immediate requirements. It is in our own interest and hands here in Scotland to influence the agenda through supporting CILIPS. Please be active in helping to take your profession and your professional body in Scotland forward. Use the services on offer and where you feel CILIPS and the Branches and Groups can make a greater contribution, let people know!

We have a fundamental role to play in closing digital and information divides. Information literacy is a change agent both in stimulating social and economic development. Information is the lifeblood of open and successful democracies. Information and knowledge creation is increasingly being cited as the key to generating and securing competitive advantage in the corporate environment. This is why in my Presidential year I have focused on themes of partnership working, information literacy, corporate information management and applying our core competencies in information retrieval into online/digital environments.

I have benefited greatly both professionally and personally in having had the opportunity this year to be President of CILIPS. I would like to express my gratitude to colleagues for their help, and to you as the profession for making this an enjoyable time. In many ways this year has been far too short. Just as I am getting to grips with the Presidency it has become time to pass on the office to the next President, Christopher Phillips. Christopher has a wealth of experience in the public library sector and I am sure that he will find the coming year as rewarding and enjoyable as I have.
Ivor Lloyd

Future of the profession: Aiming Higher

Ways to give your career wings

Jill Evans looks at activities that can enrich your career.

A succession planning event took place recently, organised by the Scottish Confederation of University and Research Libraries (SCURL). 'Filling the Empty Chair' attracted an audience from Higher Education (HE) and local authorities throughout the UK. The event grew out of discussions amongst SCURL Directors of Library Services in HE, who felt that there was a dearth of succession planning activity within our libraries and information services. The event aimed to address the areas of planning your library's future, planning your digital future, leadership management opportunities and how to address the practical aspects of preparing to move from middle management to a senior post.

We were invited by Jon Purcell, Director of Library Services at St Andrews University, to consider and compare the succession planning strategies of the Labour Party, the Liberal Democratic Party and the Manager of the English Football Team and draw conclusions on the success of their choices or incumbents!

Simon Bains, Digital Library Manager of the National Library of Scotland, explored the skills required of him as a manager and contrasted those which were taught to him at the Library 'School' which he attended. His area of responsibility requires project management knowledge and skills, which the NLS has supplied as a training opportunity. Sheila Corrall, Head of Department and Professor of Librarianship and Information Management at Sheffield University, gave an illuminating presentation on the various types of planning, the trends and developments, and managing the processes.

The CILIPS Continuing Professional Development programme is currently under discussion and interested partners were invited to participate in a meeting in early December. Various groups, such as LIBNET, the Librarians Network from the Further Education Sector, and SCURL met to create a programme for you for 2007. If you wish to share suggestions for areas of training please contact me I will convey them to the Planning Team.

I feel that perhaps our profession in Scotland needs an equivalent of an MBA in Librarianship and Information Management thus placing change management, influencing and negotiating skills, firmly at the heart of our portfolio of skills. This would allow us to be equipped to manage the

constant changes in the arena of libraries and information services. I would also wish to suggest that using the funding from our subscriptions to CILIP would be better invested in supporting our colleagues and the development of the courses offered at for example, the Robert Gordon University [Department of Information Management](#) and Strathclyde University Information and Library Studies course at the [Graduate School of Informatics](#), than replacing domestic equipment at CILIP's London Headquarters.

The CILIP Chartership and the ACLIP programmes do provide a significant contribution to CPD for those staff currently employed and in post. The costs of the courses are generally met by the employees' institution. The Chartership programme in the National Library of Scotland is organised by a Senior Curator in Foreign Collections, while a senior member of staff within Science supervises the responsibility of the ACLIP programme. These commitments and responsibilities are replicated in other libraries. Senior managers share their knowledge and expertise to ensure colleagues and visiting library staff have an opportunity to learn, first-hand, of different areas within a library's organisation.

Other training opportunities abound in local professional groups, where experience is gained from chairing a group, organising a year's programme of events and securing venues for the events. Sector groups such as the Scottish Health Information Network ([SHINE](#)) recently requested assistance for their group – these are opportunities to further your experience outwith your employment. SCURL and the Scottish Library and Information Council (SLIC) have produced a useful checklist for event holding – contact me for a copy.

Perhaps you are interested in a different aspect of libraries and wish to investigate it further without leaving your current post. Have you considered volunteering within a different sector or organisation? I volunteered to work on an archive, a completely new area for me. The organisation was very eager for help – so this was a good starting point! I have an interest in the remote Island of St Kilda which is owned and managed by the National Trust For Scotland. The Island was evacuated in 1930 and the St Kilda Club asked for volunteers to catalogue and collate the collection of letters, articles, books, diaries found within a tin chest. I volunteered and began, under guidance, to itemise books, newspaper articles, and, more recently theses, postcards and maps depicting the history of St Kilda. The experience was rewarding and challenging – and a steep learning curve. However, it offered insight into a different sector sharing the same organisational needs as libraries and information services.

Our profession is evolving, bringing many opportunities for learning new skills. It is heartening that the CILIPS CPD portfolio of training courses and our two Scottish 'library schools' recognise the needs for change with courses designed to equip our present and future colleagues with the skill set demanded of a dynamic profession. Jill Evans is SCURL Service Development Manager.

Future of the profession

ACLIP – what's all the fuss about?

Gillian Devonshire and Aurora Mackintosh give us a personal view of the benefits of taking part in CILIP's Certification process.

What is ACLIP? Check the CILIP website and you'll find it's not in their list of acronyms. However when you get your certificate all is revealed – Certificated Member of CILIP. And so you should be!

Follow the Framework Schema Diagram and it seems to be the first step of steady progression to Chartership, for members with information related work experience. Is this the route for you? We thought it was for us and so we read the Certification Handbook from cover to cover to understand the process.

Support
According to the handbook there are regional CPD Officers to provide information on the certification process. There is a support network provided by the Career Development Group. We consulted the Mentor Database as advised in the Handbook. Oh Dear; Scotland was lagging behind and no support was available yet for ACLIP candidates. (Thankfully Scotland now has its own CDG ACLIP Candidate Support Officer (CSO) and workshops are planned for the future.) An initial flurry of interest within our organisation quickly petered out and we were the only assistants keen to pursue the golden egg. Fortunately our line manager, a Chartered member, agreed to help us through the process. Through networking with

local colleagues we set up a group to encourage and support each other, which proved to be immensely valuable.

Personal
Our reasons for pursuing this award included a desire for recognition, personal development, satisfaction and the ultimate goal, as promised in the Handbook, to progress to Chartership. Our line manager allowed us staff development time of around two hours per week to work on our submissions. We set a goal to complete the whole process within a year and this meant using weekends, evenings, lunch times and, occasionally, holidays.

Process
First we tackled the Curriculum Vitae. The group decided to look at this together; many of us hadn't written a CV for years. The CILIP website provided useful tips on content and presentation. We took into account that this is a skills based CV, not a recruitment CV, and adjusted the content accordingly.

Next came the Personal Statement and our first encounter with the dreaded template. Each of the seven categories provided its own challenge in finding appropriate evidence and reflecting on experiences. The summary of 500 words tested our abilities and determination to present ourselves in the best possible light in such a short document. Reading, re-reading, writing, re-writing, editing and involving colleagues to comment all helped.

The Personal Development Plan was the next hurdle. Again a template defines the layout. Once we established what was required the section was comparatively easy to complete. However, will it be as easy to succeed in achieving all that was identified in the timescale defined? We also realised that, as part of the package, local branch and group membership would be useful in order to keep up to date with the wider library community. It is here that we were asked to undertake 'professional reading'. Although this is a daunting phrase we realised that we already read CILIP publications: [Update](), [Information Scotland](), [Frontline](),[Exchange]() and [Gazette](). All we needed to do was widen our scope. There is no need, at this stage, to study library tomes. There's plenty to learn online, too.

Gathering the evidence was easy but selecting what was relevant was more difficult. There's no point in having bags and bags of evidence if none of it is referred to in your personal statement. We learned to be discerning in our choices in order to illustrate reflective processes. It was important to

remember quality not quantity and essential to pay particular attention to presentation.

Checking, labelling and editing was completed. At the last minute we discovered that, although the Handbook required two copies, we did in fact need three. We had forgotten to check the news items on the webpage.

And next?
Within six weeks we were awarded our Certificates and are now entitled to use the post-nominal 'ACLIP'. So, what now? The original idea was to pursue Chartership after two years. However discussion on LIS-CILIP-REG highlighted the uncertainty over progression from ACLIP to MCLIP. The Chartership handbook does seem to imply that candidates should be working at a professional level to acquire the knowledge base to qualify for Chartership. Question: what is professional level? Is it reflected in the title of the job or by the duties undertaken? At a recent workshop in Perth, it was clear that the majority of prospective ACLIP candidates at out presentation were considering ACLIP as a step on the road to Chartership. If the situation is not clarified then we fear that CILIP will lose much good will and membership.

The effort involved in completing the portfolio revealed our own shortcomings, achievements and talents. It was an enjoyable experience. The future of ACLIP is in the hands of CILIP and Affiliated Members. Perhaps it should be promoted as a stand-alone qualification together with the aim of being a step on the road to Chartership. We could promote the award as a 'gold standard' for paraprofessionals in the information industry. The award should provide an avenue for recognition or promotion and employers should be made aware of the calibre of recipients.

Gillian Devonshire and Aurora Mackintosh are Library Assistants at The Robert Gordon University, Aberdeen.

Future of the profession

What's the population of Ghana (got to do with professional librarians)?

There's no future in being territorial about our role, says Paul Hambelton. We have to find out where we can make a positive contribution. He reports on a thought- provoking ISG seminar on the profession's future.

The promotional blurb for the ISG (Scotland) event had the flavour of a call to arms, posing three questions: Are you interested in repackaging your skills to show your worth to your organisation and users? Do you have the skills to take your organisation forward but they don't yet know it? Are you under pressure to de-professionalise posts?

In the opening presentation, Elaine Fulton described how CILIPS and SLIC are contributing to the formulation of occupational standards for libraries, which are currently under development by Lifelong Learning UK.

There is pressure in many sectors to bring in 'contact centres' and shared services to replace professional LIS staff with centralised, outsourced or even overseas (as in the case of the MLA's 'Enquire') services. At such a time it is important to codify the special skills which LIS professionals possess in order to demonstrate that they cannot be replaced by generic 'information workers' without serious loss of service quality, even if the latter are armed with a battery of high-quality online resources. There was comment from the floor that 'job measurement' exercises conducted on LIS jobs are apt seriously to underestimate the competencies required, and it is to be hoped that the above standards will assist in developing evidence to prevent this.

Moving from the general to the specific, Alison Raisin of the Committee of Departmental Librarians described how CILIP's Body of Professional Knowledge had been used as the foundation of a new Competencies Framework which recognises that librarians apply their professional skills in a wide range of areas across government both within and outside libraries. She expanded upon how she saw librarians coming out of the library/information centre and becoming more involved in the planning and design of information initiatives, rather than passively fielding enquiries to which they respond by searching the library's material.

In what I found an illuminating contrast, she stated that a typical 'traditional' query such as 'What is the population of Ghana?' which might be directed to information services staff at the Department of Trade and Industry, would no longer be counted a substantive example of an 'enquiry', as nowadays this type of question can so easily be answered by anyone with desktop

access to electronic resources. Instead, government librarians should be more oriented towards engaging with the design of information management services and how they serve business needs. In this way, Alison argued, librarians ought to be looking towards recognition as a body of professionals with a special expertise akin to that of lawyers or statisticians.

For the afternoon session, Gordon Dunsire gave a rousing vindication of the cataloguer's art. Pointing out that billions of pounds of expenditure on 'fourth generation' computer technology had failed to produce anything more likely to bring us reliable, accurate machine-generated cataloguing than Sony's electronic dog AIBO, he defended the value of human expertise in producing records which would remain enduringly effective in aiding retrieval of relevant material and preventing retrieval of irrelevant, and which are neutral and free from any publisher's sales agenda.

Nonetheless, with the growth of shared cataloguing in the interests of effectiveness, efficiency and consistency, Gordon went on to concede that a reduction in numbers of professional library staff engaged in cataloguing is inevitable, and one which it is futile to resist. The silver lining to this cloud may be that, although co-operation and collaboration will reduce the numbers of professional cataloguers working in their traditional domain of libraries, their particularly disciplined, structured and rigorous approach to metadata and the organisation of knowledge is one which could be highly marketable in other sectors where the threat of information overload is severe, such as e-government and e-commerce.

Closing the day's proceedings, Jackie Urwin, Leader of the MA/MSc Programme in Information and Library Management at the [University of Northumbria](), outlined the courses on offer through her department, which bucks the trend in distance learning in offering a formal module on Cataloguing and Classification.

It wasn't hard to discern a common theme running through the presentations. We clearly need to think hard about what we can supply to a generation of users who can be connected to high quality information resources without leaving their desks. Many of these resources come complete with self-service help screens and online support, with no need for intervention beyond the small ICT staffs who administer them. There's no future in being territorial about which staff, from which disciplines, can set up information services, or pretending that only a librarian can do this properly. If we are not to end up talking to the walls, we have to go and observe the changing patterns of information use and see where we can make a positive contribution.

Paul Hambelton is Reference Services Assistant, [National Library of Scotland](#) (NLS).

The ISG (Scotland) seminar, 'Information Skills and Competencies: how can we show our worth and stop the pressure to de-professionalise our posts?' was held at the NLS on 9 November 2006.

Future of the profession

Trying to get to a higher level?

Nicola Franklin takes a look at career progression in the higher education sector in Scotland.

Anecdotal evidence suggests that in Scottish HE institutions there can be a lack of opportunities for progression. The opinion seems to be that there are plenty of opportunities for entering work in HE, but people may have to stay 'at the bottom' for too long. Young, enthusiastic people may then leave to find more challenging work in different sectors.

Talking to a number of senior managers at Scottish universities and elsewhere in academia, I found this idea largely borne out across the board. One person I spoke to, who lectures part-time in information management, commented: "I think the comment is fairly true for the regions and in particular Scotland. There has always been an oversupply of people, so what happens is that people find a job and stick in it." They added: "There is little job mobility because people are less willing to commute in Scotland because distances are bigger (for example, three hours on the train from Aberdeen to Edinburgh or Glasgow), and also there is less population (5 million, mostly in Glasgow/Edinburgh), therefore fewer jobs." Another person added that this problem was particularly acute in the Borders and the far North.

The point was also made that once people have found work in library and information roles in academic institutions, they tend to stay put. This makes

it very difficult for new joiners to the profession looking for career progression (in reality, not that different from remote areas such as South West England or Wales).

A senior manager of an academic library and information service in Scotland described their search for a suitable role when they moved north three years ago. Despite starting their job search well in advance of their move, drawing on networks established through CPD, it took five months after their arrival in Scotland to find a permanent post.

Here is some advice to others following in their footsteps:
>> Be prepared to be adaptable
>>Take advantage of any sort of temporary or interim roles that are available, even if they are in different sectors or locations than your target areas
>>Make full use of networks you have established from your CPD activities
>>Be prepared to take a more junior role as a way to get 'local' experience on your CV
>>Consider taking a role in a more distant location than ideal, even if the travel costs mean only breaking even financially, again as a tactical move to get some work experience on your CV
>>Be prepared for a 'Disclosure Scotland' to take anything from six weeks to three months – this may significantly delay your taking up a new post with consequent financial implications
>>Keep up your involvement in professional development activities, both to keep your network fresh, keep your skills up-to-date and to help you stay positive and focused on your job searches. IS

Nicola Franklin is Head of Information Recruitment at Sue Hill Recruitment.

Future of the profession

Are you down with the kids?

Working with young people can be daunting for some library staff, but the right attitudes are crucial, says Jane Milne, as they are the future, after all. And it doesn't have to mean listening to rap music or wearing a hoodie...

At Sighthill Library we have always had many young people coming into our building, but previously, instead of using any of our services, they often found less acceptable ways to spend their time such as acts of vandalism, graffiti or aggressive behaviour directed towards the staff. We quickly realised that here we had an ideal opportunity to increase our issue and membership figures but we were ignoring it by banning these young people and not dealing with their behaviour in an appropriate way.

The first step we took to turn around our library service was to ask these young people what they wanted from us, and the answer came back loud and clear. They simply wanted innovative events and respect from the staff. It was clear that even through this simple consultation, young people felt that library staff respected their opinions and were willing to engage with them. This was illustrated by a decrease in antisocial behaviour and a growing mutual respect.

I know you will all now be shouting, "But we don't have any funds to run these innovative projects" and, neither did we. The answer to this is partnership working. A range of partnership agencies had funding available, such as our local community police officers, the Duke of Edinburgh's Award and other local organisations. And at the library we could provide a large group of young people who were looking for exciting projects to participate in. With the help of the young people during the planning process, these projects became truly relevant to their needs, and therefore high attendance and commitment was guaranteed. This encouraged them away from perpetrating antisocial behaviour in and around the library building.

The key aim for all of our activities is to develop the young peoples' literacy and life-skills. Activities include football literacy projects, a girls' reading group and website design club. Our Youth Video Project involved young people producing short films which address cultural stereotypes and youth issues. Funding from the Scottish Executive and the City of Edinburgh Council meant the film makers were able to visit New York to participate in the Tartan Week celebrations and to work with other young people.

I would like to make it clear that our work with young people would not have been as successful without the commitment of a dedicated group of library staff who really want to work with young people, and genuinely respect them and their opinions. As a team, we have attended intensive training on

dealing with anger and aggression in young people, and we have worked together to implement some of these techniques into our daily work. We have also adopted many new approaches in dealing with unacceptable behaviour as we make it clear to young people that in order to participate in our activities, they must behave in an acceptable way.

We work flexibly to manage behaviour within the library by introducing intervention techniques such as 'time-outs' or bargaining tools, rather than excluding young people from using our services altogether. The close relationship that we have built with parents and carers also allows us to work together to address behavioural issues before they become serious.

Thankfully, there have been few difficult instances of antisocial behaviour since 2004, and we manage these by working with our local community police officers. They advise on when we should press charges and when to use ABCs (Acceptable Behaviour Contracts), which have worked very well in negotiating behaviour improvement.

I feel that proper training for library staff is essential for the delivery of new services for young people. However, managers also have a responsibility during recruitment processes. We need to ask the difficult questions and find out if future librarians and library assistants really want to work closely with young people. The library staff at Sighthill bring many additional skills to the job, which means that they can plan and deliver youth activities themselves. Our library assistants are film-makers, actors, musicians and technology experts, as well as being excellent library assistants.

As well as having fully committed and trained members of staff, another key to our success has been involving young people in service development. By adopting this inclusive approach, we have seen a decrease in youth crime statistics and a welcome increase in library visitor and issue counts. As a result of this success we have been given national awards including the CILIP Libraries Change Lives Award 2006.

We feel strongly that future success for public libraries can only be achieved by listening to our users and responding to their needs.

Jane Milne is Team Leader, Sighthill and Ratho Libraries, Edinburgh

Future of the profession

Podcasts

A new way to use digital space

What I used to know about MP3 downloads and podcasts could be written on the back of a particularly small stamp. After attending the sixth annual E-Books Seminar in Glasgow this October, I have enough information to create a podcast myself.

We had a fascinating overview of the BBC's podcasting trial. Launched in May 2005, the trial now covers 50 programmes, mostly with audio downloads, but with five incorporating images. Sarah Prag, Senior Project Manager at the BBC, told us that the podcasts have proved very popular, and not just with young people; Chris Moyles rubbing shoulders with Melvyn Bragg at the top of one weekly chart. Sarah mentioned some of the issues involved, such as copyright and performers' rights, and current restrictions on BBC podcast availability – currently for seven days after the broadcast. I was struck by her assertion that a podcast must be engaging and relevant, needing to earn a right to people's personal digital space.

Mainstream e-books and resources featured as well. A recent survey has shown an upward trend in the use of e-books, said Lorraine Estelle, CEO of JISC Collections. The main barriers are lack of choice and unsatisfactory price. JISC Collections has become a mutual trading company, aiming to provide license agreements for the academic community. Agreements have been reached for e-books and e-reference books, but not for e-textbooks, with publishers reluctant to give up the student market. The HE community looks to JISC Collections to negotiate value for money, and seeks innovative use of technology. As the speaker remarked, in a world of podcasting, e-books with the same features as a conventional book are not enough.

Andrew James, Education Officer with East Lothian Museums, described the museums' pioneering use of MP3 tours dating back six years. For the tour of Prestongrange Mining Museum, Port Seton artist John Bellany has made the recording, with alternative tours for the youth market provided by museum staff. Andrew's step-by-step guide to podcasting using free downloadable software such as Audacity to record and edit your words, and FeedBurner to create the podcast, showed that anyone can use this technology, cheaply and easily. He outlined the usefulness of podcasting

for recording oral history, people's thoughts and opinions, and for guides to exhibitions and tours. We also learned that what makes an MP3 recording into a podcast is that it is regularly updated and available for subscription.

We also heard about the SirsiRooms project from Janet Guinea, Systems Librarian at the [University of Leicester](). SirsiRooms is a subject gateway and Leicester University is currently the only user of the product in Europe. Features include an OpenURL link resolver, leading searchers through a list of subject headings to journal titles, and access to any full-text journals subscribed to. Federated searching is available, and there is a degree of integration, with Rooms being referenced from library web pages and catalogue, and links from department pages to Rooms pages.

What are the information needs of MSPs? Janet Seaton of the [Scottish Parliament Information Centre]() described how they are met with briefing papers, answers to individual questions, and Material for Debates. SPICE staff deal with all sorts of enquiries from "Is bird flu devolved or reserved?" to "When were the windows last cleaned?" It was a fascinating look at the 'information' side of Parliament, and on hearing about SPICE's overnight election results service one enthusiastic delegate signed up to assist on the spot.

For the final session we heard from two case-studies. Father and son team Ian and Paul Stringer make a good team, Ian being a mobile library consultant with 40 years public library experience, and Paul an e-commerce technician. They showed the suitability of MP3 technology to talking books, bearing in mind users' other needs, for example for tactile buttons. Richmond upon Thames has had some success in this area. Then Heather Worlledge-Andrew of Glasgow University Library demonstrated the high suitability of podcasts for tours of an academic library which new students can access before coming to the building. In their initial trial the podcasts proved equally as popular as the tours with a librarian, and were described as high quality. The library has further podcast plans, such as news releases, interviews with managers of units, resources for specific subjects, and student podcasts.

For an MP3 dunce this seminar was hugely interesting and accessible, with the speakers making clear exactly what a podcast is, and how anyone can go about producing one. It is an area with plenty of scope for use by all kinds of libraries at no great expense.

Lauren Forbes is John Murray Archive Cataloguer, National Library of Scotland.

Copyright

The copyright conundrum

Librarians seem to be the 'unpaid foot-soldiers in the copyright war', which is absurd, says Donald Maclean.

'Librarians are unsure of the working of the Act, and interpretation of the 1988 Act is difficult. We have received conflicting advice on the legality of email as a declaration by users. But this does not mean that a blanket licence to CLA at a price of 2.8M pounds per annum provides the best solution for the NHS.'

This paragraph from the NHS website articulates and highlights much of the confusion, complexity and expense which is prevalent in the field of copyright. Librarians often find themselves in the firing line when it comes to copyright issues, from rights owners on one side, and from end-users on the other.

Librarians are traditionally associated with copyright enforcement. Recent decades have seen librarians move into pastures new with the advent of web-based and digital resources. It is curious that more librarians do not question their traditional role within the copyright conundrum.

Authors write the materials, publishers publish them. The Copyright Licensing Agency (CLA) protects authors' and publishers' rights, and licences organisations to enable them to copy and reproduce materials within limits. So far, so good. However, complications arise when discussions begin about what can actually be copied, how, who by, how it will be stored, what it will be used for and how many?

If, as an organisation, you don't have a CLA licence, you can be prosecuted and fined heavily. The CLA can give you notice that they will inspect your premises and ensure that copyright law is being adhered to by all institutional staff. Any failures can incur penalties 'approaching six figure sums'.

This is a heavy institutional responsibility to bear, and begs the simple question, why? Copyright legislation is a protectionist measure for a portion of the business community who happen to produce creative materials: "CLA is responsible for looking after the interests of rights owners over the copying of books, journals, magazines and periodicals."

It would be very hard to argue a case against the rights of owners. Authors and publishers have every right to expect just rewards for their efforts and investments. It could be argued, however, that it is not fair to expect librarians to be the unpaid foot-soldiers in the copyright war. Why should they be enforcing laws which "look after the interests of rights owners", and be held to account if they don't get it quite right? The situation is absurd.

Most institutions adhere rigidly to copyright legislation, and expend a great deal of time and expense in doing so. In the education sector this leads to a massive amount of red tape, uncertainty and abandoned projects. It has a negative effect on learning.

There is an alternative, and the music industry is already well down the road to embracing it. Not so many years ago4 music publishers were acting tough, threatening users with court action if they didn't toe the line. Music was being downloaded and shared in vast quantities. The fight against piracy failed. The music industry decided to fight this type of piracy by using the available technology and legitimising it. And so Napster and iTunes were born.

Is it asking too much of the publishing industry to get their house in order, and embrace the technology by legitimising e-book downloads? A quick search on ebay for 'e-book' brings up nearly 3,000 results: I wonder if all these titles are legitimate?

Instead of using the big CLA stick, it would seem much more logical to use the technology to allow simple, modularised, cheap, tamper-proof downloads. You should be able to buy a book, a chapter, a page, even a quote. The technology already exists that would render the downloaded file read-only, and protect against copy and illegal distribution. The determined hacker will always manage to find a way in, but these are books we're talking about here; would there really be a market for a 'hacked' book? If it was available cheaply online, I would argue not.

In the area of physical copying, it would seem more logical to tax, or meter, the machinery rather than having to process paperwork for each transaction. This problem will presumably diminish as electronic text becomes predominant.

Such a system would remove librarians, to a large extent, from the copyright conundrum, and ensure that users easily access the texts they need, and also ensure that authors get their rewards. It would also shift the balance of responsibility from librarians to the producers and sellers of materials and copying equipment. It seems crazy to hold a librarian responsible for copyright enforcement, but not the maker of an expensive and highly efficient copying machine.

It could be argued that people would lose their jobs if the copyright issue became irrelevant, or even diminished. But I don't think the copyright issue will ever go away. Many might also argue that copyright is a librarians' issue and always will be. I came into the profession to help to encourage and support learning, to encourage the use of materials to spread knowledge. I did not come into it to hinder the process, to become embroiled in red tape and to protect the rights of a group who are powerful and influential enough to protect themselves.

Donald Maclean is Librarian, Perth College

Overseas libraries

More dynamic than calm

At this summer's IFLA conference in Seoul, Rhona Arthur had the opportunity to discover how an impressive Korean public library is run.

Although Korea is known as the 'Land of Morning Calm', that doesn't properly reflect the energy and enthusiasm surrounding library services. 'Libraries: Dynamic Engines for the Knowledge and Information Society' the theme of Seoul's World Library and Information Congress (IFLA) this summer, sums them up much better.

The development of libraries in Korea has been a relatively recent phenomenon, although the Koreans have long had book storage facilities,

functioning under names other than libraries, many of these based in Buddhist temples, royal archives and Confucian academies. It wasn't until the 19th century that Koreans started to value the benefits of a modern library service, with free access to all citizens. Steadily over the last 150 years they have developed libraries across all sectors at a very rapid rate.

Progress with library development was inextricably linked to the political landscape, the first public library opening in Pyongyang (now North Korea) in 1906. Japanese colonists started a colonial library in 1923, which was the embryonic National Library of Korea. In 1947 there were only 47 public libraries across all Korea, many of which were destroyed during the Korean War. Numbers of new libraries opening in the last 10 ten years have grown steadily, demonstrating a level of investment and political support which is enviable (see table opposite).

South Korea has a presidential system, and a three-tier administrative system (central, regional (provincial) and local (cities, counties and wards). The impression left on many delegates is that Korea's government highly values both education and libraries. The IFLA Opening Ceremony was attended by the First Lady, the Minister of Culture and Tourism and the Mayor of Seoul and included a keynote address by Dr Dae-Jung Kim, former President of Korea. In his speech, the Minister of Culture, Mr Myung-Gon Kim spoke of Korean pride in their libraries, the success of their 'small library' for each community and the establishment of a presidential committee for cross-sectoral library and information policy.

As with most IFLA conferences, the 72nd World Library and Information Congress, provided a opportunity to go on a library visit. Some of you will recall being hosts when IFLA came to Scotland five years ago. One of the visits offered in Seoul was to the Chungnang Public Library. This serves the Jungrang-gu area in the north-eastern part of Seoul – roughly 450,000 inhabitants (the same population as Edinburgh) with one partner library and 28 small lending libraries.

Focusing on the provision of information and lifelong learning opportunities, the library opened in 1999, with a major expansion in 2004. The library is in an impressive building, divided across five floors with attractive gardens and breakout roof-top areas – all with cold drinks and water machines. Seoul has very good levels of Internet access, much of the city has wireless networking and we were keen to see how this affected public library use.

More than 4,000 visitors a day come to the Chungnang Library, and it didn't take very long to work out why. The key to success in Korean society is through education and self-advancement and the Koreans simply see the

library service as a highly valued and integral part of success in life, both as individuals and as a nation. Over 1000 books are issued everyday, and the library also has a vibrant ebooks service which began in 2003. Another indication of investment and inclusion is the wall of Braille texts in a room set aside for special provision to the elderly and disabled, along with computers with assistive technologies and other facilities for the comfort of the venerated elders of the local community.

Starting at the top of the building, there was a comfortable auditorium used for local theatre and cinema, with seating for 400. Cultural education is highly valued and a range of recreational and language classes are held in a dedicated classroom. At the time of out visit over 30 mothers of kindergarten children were beings schooled in the correct pedagogical approach to assisting your child with reading and writing. It was absolutely packed with attentive mothers, paying for the privilege of helping their children to educational achievement, whilst their offspring were at kindergarten across the road. Reading classes are also provided for elementary school children during vacations.

The next floor had two reading rooms, capable of holding around 320 people. The provision was mostly wooden study carrels (very similar to those fondly remembered from college in the late 70s). Three rows of seats were packed with students of all ages waiting for a study space (no pc unless you bring your own to the reading room). Incredibly, there is an excess of demand over provision, and people queue for up to two hours, just to have the benefits of studying on site.

The middle floor had the general lending and reference section, along with the Electronic Materials Room, which provides information search, document delivery, scanning and print facilities and laptop computers working on wireless LAN. In all, over 600 places are provided for the public to use facilities, all supported by friendly staff. The staff wore sweatshirt uniforms and staffing levels were high. But it was the ratio of professional to paraprofessional staff which was remarkable, at 1:1. That has cost implications services in Scotland could not begin to consider.

Childrens' facilities were also good, with two libraries – 0-3s with beautiful soft-feel flooring (no shoes allowed) and a children's library for older children. The children's library had Opacs set into trees in a woodland theme, but no general PC provision. The Koreans were just as concerned about Internet safety, with no access for the very young who could still use educational games or complete assignments. Boys far outnumbered girls on the day of our visit. Interestingly, outside the entrances to both the adult and children's libraries were promotional stands with information about new

books and recommended reads. The Multi-Media room had videos, DVDs, language learning materials, magazines and newspapers.

Ground floor exhibition space had a Chinese Books Display and an Onggi-Making Demonstration. Onggi are the clay pots in which the Korean's store their pickled and fermented food, very important to their diet and part of their culture. Mr Yo-Surp Bae, also known as Seoul City Intangible Cultural Property No. 30, is the only artisan who can make Pu-Re Pottery in the nation. He was watched by a fascinated audience of locals, who could then go outside to the Onggi Garden which is a permanent part of the library's facilities. We were very taken with the idea of Intangible Cultural Properties and wondered if Scotland's Cultural Tsars could be encouraged to take up the idea. However, the next Intangible Cultural Properties spotted was a building – why isn't that a Tangible Cultural Property, then?

Finally, the basement had a cafeteria, snack corner and bookstore along with the machine room. Membership is free and borrowers can take up to three books for 14 days. Reservations are permitted and availability is notified by text message. Access to a wide range of ebooks is via the library homepage, which has full search facilities for print as well, with online reservations and renewals. There's a book-drop for times when the library is not open. Opening hours had been rationalised, with core opening hours of 9am-6pm, Mon-Sat, with a 5pm close on Sundays. The General Lending and Electronic Resources Room are open until 8pm Tues-Fri. The Reading Room has opening hours in summer of 7am-10pm and winter of 8am-10pm. However, there are closures on two Mondays per month.

In an effort to give Koreans every opportunity to compete in global markets, many initiatives have been brought in from other countries to encourage literacy and educational attainment. These include Bookstart and the One Book, One City (from 'If all Seattle Read the Same Book'). Library Week takes place in April and there is Reading Month in September. On top of that, preschoolers and elementary school pupils in Chungnang can sign up for field trips, which help them to learn how to use library facilities and materials are part of outward bound projects. Materials, operating systems and membership are shared with partner library Jungnang Myunmok Information Library and there are close working relationships with the 11 school libraries in the area in an effort to promote student's reading abilities.

In conclusion, we were impressed by the scale of the service in terms of levels of investment, diversity of facilities and staffing ratios. We were very courteously shown around and would like to thank the hosts for a very interesting visit.

[Rhona Arthur](#) is Assistant Director, SLIC.

Libraries in HE

The University of where?

In August 2005, Gillian Anderson became the first Librarian of the UHI Millennium Institute. Here she outlines the remit and challenges of developing a library service for Scotland's new, dispersed Higher Education Institution.

The University of the Highlands & Islands doesn't exist – yet. [UHI Millennium Institute (UHI)](#) was designated by the Privy Council in 2001 as a higher education institution. It provides university-level education through a federal collegiate partnership of 15 colleges and research institutions (the UHI academic partners), co-ordinated by the UHI Executive Office based in Inverness.

Each academic partner has its own distinctive character. Some are relatively large colleges in urban centres such as Elgin and Inverness, others are smaller institutions, such as the [Highland Theological College](#) in Dingwall. Some have a primary focus on research, such as the [Scottish Association for Marine Science](#) near Oban. There are also more than 80 learning centres located in the more isolated communities throughout the Highlands and Islands. Currently, over 6,000 students are studying on UHI courses or undertaking postgraduate research.

The Highlands & Islands of Scotland has a population of nearly 500,000 and covers an area of over 400,000km2, which is more than half of the area of Scotland. It includes over 100 inhabited islands. Until the advent of UHI the region had no higher education student communities or campuses. A major decision was taken in 1992 by [Highland Regional Council](#) and the [Highlands & Islands Enterprise agency](#) to support the development of a dispersed higher education institution to further academic and economic development throughout the Highlands & Islands. Thus the University of

the Highlands & Islands Project was born, which was enhanced in 1997 by a £33.35m grant from the Millennium Commission.

UHI's undergraduate and taught postgraduate degrees are currently validated by OUVS and the Universities of Strathclyde and Aberdeen; research postgraduate programmes lead to awards from the OU and the University of Aberdeen. The UHI mission is to play a pivotal role in the educational, economic, social and cultural development of this vast, sparsely populated region of the UK through the establishment of a University of the Highlands & Islands. In September 2005 the Quality Assurance Agency (QAA) approved UHI's application for taught degree awarding powers, and has now completed the scrutiny process. This is a significant step towards achieving university title, which is hoped for within the next few years.

Linked by technology
UHI students, lecturers, academic partners and learning centres are part of an advanced high-speed electronic network. More than £75m has been invested in technology to provide state-of-the-art access to teaching and facilities throughout the region. But UHI is in no way a 'virtual' institution; academic partners and learning centres have real buildings, staffed by real people and located in real places. Students normally study at an Academic Partner or learning centre, using online learning materials, with lectures, tutorials and seminars taking place individually or in small groups via video-conferencing. There will also be access to locally based study resources and support. This mix of blended learning is essential to ensure a high standard of education for students who live in remote and rural communities.

In many respects, UHI is just like any other higher education institution or university, offering undergraduate and postgraduate courses and research opportunities. However, UHI is a pioneering and thoroughly modern organisation which is changing the way higher education is delivered. UHI is an early adopter of Shibboleth (replacing Athens) authentication, and is rolling out thin client (Citrix) technology across the partnership to replace desktop PCs. Recognised as being at the forefront of harnessing new technologies for teaching and research provision, UHI is increasingly being seen by other countries around the globe as a role model for the delivery of distributed learning.

Videoconferencing is a critical part of the advanced communications and technology strategy used throughout UHI for learning, teaching and administration. Currently there are over 150 VC units throughout the Academic Partners and Learning Centres. The VC master, based in Shetland, remotely manages more than 2200 multi-site conferences per

year, as well as many locally inspired point-to-point calls. This makes UHI one of the biggest users of videoconferencing in the UK.

Learning & Information Services
The UHI Library Service is part of the larger Learning & Information Services Department (LIS) which is also responsible for UHI's IT services, networking, video conference facilities, learning resources, support for web-based learning and virtual learning environments. The UHI Librarian is a member of the LIS management team, along with the heads of e-networks, e-learning, strategy & development, operations and customer services. The Director of LIS is one of UHI's executive management team.

As with registry and academic quality functions, UHI LIS services are provided across the whole academic partnership, and are based on the principles of providing an equitable and high quality student experience. There is shared responsibility between staff in executive office and academic partners for the provision of services. Front-line support for library and computing services is provided by, and at, academic partners while the infrastructure and range of common services are provided out of UHI executive office. In the case of library services this includes the management of the library system and electronic resource management.

The UHI Library Team
Over the past few years UHI library service development has been via collaboration between the librarians of the academic partners (the UHI library team). The team has established common protocols and practices across the partnership, most particularly in relation to resource sharing. UHI library team members are employees of their own academic partner, not of UHI, and often have local responsibilities in addition to their contribution to supporting higher education courses delivered across the UHI partnership. The UHI library team is regarded as an exemplar model of UHI network working by academic partners in helping to create the University of the Highlands & Islands.

The need to maintain close links between resource support and academic programme delivery and development is recognised as vital and, as a result, each of UHI's subject networks has as a member one of the UHI library team assigned to it to provide support and advice. Subject networks can be equated to a department in a traditional university and there are currently 15 subject networks across UHI's four faculties. Inclusion of a member of the UHI library team on each subject network allows for two-way communications regarding resources and services and improves reading list access and resource provision.

During 2004 a review of LIS was conducted by a panel of external experts and, along with considerations of value-for-money, the panel addressed the issue of whether the service was of an appropriate range and configuration for an intending university. One of the recommendations was that a greater resource needed to be applied to the leadership and coordination of library services. The post of UHI librarian was then created and advertised.

Development of the UHI LIS Library Service
As part of its commitment to better resourcing the central management of the library service, UHI allocated considerable funding for the development of e-provision. Elizabeth McHugh, previously librarian at Shetland College, is the E-Resource Manager and is charged with ensuring that the collection of e-resources is developed to meet the needs of academic provision. An e-resource policy is currently being drafted, with the aim of ensuring that the funds available for electronic resources are deployed in an effective, equitable and accessible manner across the partnership.

The centrally funded team, which also includes Catherine Saele, the Library Systems Manager, provides support, guidance and policy direction for the wider UHI library team. UHI staff do not need to be based in the Executive Office in Inverness, but can be housed in one of the Academic Partners. Catherine is based in Shetland, Elizabeth in Dingwall and I travel around the network and beyond for on average half of the working week, so communication methods, as well as email and texting, include Skype, Netmeeting, instant messaging, video-conferencing.

In the distributed federated higher education environment that is UHI, certain service delivery concepts become fundamental to library strategic planning, such as equivalence of service provision, seamless access to resources and integration into the blended learning environments.

To help achieve these aims and to provide seamless resource discovery for the UHI community, access to library resources is being built into UHI's new VLE. Called CLAN (Collaborative Learning Academic Network), based on Bodington open source architecture and developed by UHI software engineers in conjunction with the Universities of Oxford and Leeds, CLAN is replacing WebCT and Blackboard and will be the vehicle for all UHI teaching and learning.

The future
With responsibility for developing the UHI library service strategy and ensuring the creation of policies to build a university level library service, the future from my perspective is breathtaking.

I give a high priority to developing collaborative services: not only from the perspective of building on current intra-UHI collaboration to ensure common and comparable service standards across the UHI partnership, but also from the perspective of collaboration with other library services and agencies in Scotland. Fruitful discussions have already taken place with the Centre for Digital Library Research in Strathclyde University, the National Library of Scotland, the Highland Health Sciences Library, SEPA and some of the public library services in the areas in which UHI has a presence.

As well as further development and integration of library resources with CLAN and the digital repository development (outlined above) and closer involvement with e-learning and learning environment strategies, an improved library management system has been selected, to allow greater interoperability in resource sharing, and enriched content to allow better searching.

Ultimately, as UHI matures and, hopefully, develops into a university, complex issues around UHI vs. Academic Partner library funding, collection development and resource models will need to be addressed. The future looks very exciting indeed.

Gillian Anderson has been Librarian of the UHI Millennium Institute since August 2005. She was latterly Director of User Services at the University of East Anglia and the Head of Lending at the University of Wales Bangor from 1993-2004.

Endpiece

Hieroglyphics

Brian Osborne suggests that access to some information is becoming restricted with the growth of resources online.

I returned from a fortnight amid the pyramids and temples of sunny Egypt to a very wet and windy Kirkintilloch to find among the mail the October

Information Scotland – which meant that my Endpiece was due. The freedom to write what you want in this space is wonderful, but the remit that Colin Will and I share – to reflect on the grey area between libraries and the wider world of books and writing – can at times be ever so slightly woolly. Fortunately I had a topic at the back of my mind and was encouraged to read a number of articles in the last issue of Information Scotland that seemed to relate to it.

As somebody who has now jumped the counter to be a user of libraries rather than a librarian, I have watched with interest and excitement the development of online information sources and have argued with friends and other writers, who often saw the advent of computers in libraries as the death-knell of books, that both types of provision were needed. However as a subscription-paying member of a university library I have become increasingly concerned by the increasing tendency of such libraries to substitute printed sources with online sources. Of course this is frequently a huge improvement – anyone who has struggled with the old printed Index to The Times and its deeply illogical choice of index terms would not want to turn their back on the ease of use and comprehensive search facilities of the Times Digital Archive and the online access to the Oxford Dictionary of National Biography is infinitely better and richer than the printed version.

So far, so good. However there is a huge amount of information that is now locked up in online sources that are not publicly available and which is not freely available in traditional print versions. University Libraries offer an exciting and growing range of journals, databases and online sources which are available to faculty and students but not to other users, not even to registered readers. Quite clearly university libraries exist to serve staff and students but they also have a responsibility to a wider community. Independent scholars, researchers, writers and indeed the general public who have a need for access to these sources are becoming increasingly disenfranchised by this move to digital only provision of material which is unlikely to be found in the public library.

I was intrigued to read in Ivor Lloyd's [Presidential Address](#) a reference to Worcester's integration of a public and a university library – it would be interesting to know if the licensing arrangements which restrict database access to staff and students have been overcome in this case or whether this integration only takes places at the level of access to books and buildings.

If, as a nation, we believe in equal access to information and to the concept of 'Digital Scotland' then surely these issues need to be addressed with some urgency. The problem is here and now and will only become more acute as more and more institutions switch from print to online sources.

Whose job is it to ensure that a researcher who is not a member of staff of a university can get access to these password-controlled databases, journals and online sources? I might feel that as I pay a substantial annual fee to a university library that this should buy me access – but it doesn't and neither does it address the issue of access for those who cannot afford to pay. Should the universities negotiate less restrictive licenses, accept their duty to a wider community and pick up the additional cost of such licenses? Could the information owners and vendors accept that the substantial payments they have received should at least allow wider on-site access to these sources? Should the Government meet the cost as part of its commitment to wider access and the digital future? More questions than answers – but answers there will have to be if we do not wish to create a two-tier, two-speed information society.

The monuments of Ancient Egypt are covered in hieroglyphics – literally 'sacred writing' – a script and a language used and understood only by a priestly class. Secular documents were written in another, demotic, script – I would not want to push the analogy too far but it does seem as if there is a very real danger of us denying access to essential online information to those outside the new 'priestly class' of academics and students.

[Brian D Osborne](#)

Obituary

Andrew Miller MA, FLA 1936-2006

Andrew Miller, former Director of Libraries and Archives, Glasgow City Council, was one the outstanding public librarians of his generation. Born in Hamilton, he started his long career in Hamilton Public Library in 1954. After serving two years in National Service, he returned to Hamilton, completed his professional qualifications and took up the post of branch librarian. He moved to Glasgow in 1962, working in the Mitchell Library when, in 1965, he was appointed Depute Burgh Librarian of Motherwell. In 1967 he became a Fellow of the Library Association.

In 1974 he returned to Glasgow Corporation as Depute City Librarian under Bill Alison. Following local government reorganisation in 1975 he was appointed Depute Director of Libraries for the new Glasgow District Council. In 1981, on Bill Alison's retiral, he became Director of Libraries, a post he held until, as Director of Libraries and Archives in the new unitary authority of Glasgow City Council, he retired in 1998.

His long period of office saw him play a key role in the planning and eventual opening of the much-extended Mitchell Library in 1981, the building of several new branch libraries and the refurbishment of many more. He was an early proponent of the introduction of ICT, which brought many improvements to the city's library service.

Andrew was always an enthusiastic supporter of the wider library and information profession. He was a member of many organisations, working parties and advisory committees in which he almost always took on an active role. This work was recognised in 1990 when he was awarded the honorary degree of Master of Arts by Strathclyde University.

In the (then) Scottish Library Association, he was President in 1984, served as Honorary Treasurer, was Chair of Council and, in recognition of his outstanding contribution to the profession, was made an Honorary Vice-President in 2000. He was made an Honorary Member in 1985.

He was instrumental in the creation of the Scottish Library and Information Council, the body which advises the Scottish Executive on library and information services, being a member of its Management Committee and serving for a period as Company Secretary.

He chaired meetings of SCURL (Scottish Confederation of University and Research Libraries), was Honorary Executive Secretary of COCRIL (Council of City Research and Information Libraries) and was a member of the working party which produced the first set of COSLA Public Library Standards in 1986. He also served on the CIPFA library statistics committee for a number of years.

His interest in professional affairs extended beyond Scotland. Glasgow had been a founder member of INTAMEL, the International Association of Metropolitan City Libraries which is a round table of IFLA, the International Federation of Library Associations; membership being open to cities with a population of over 400,000. Andrew attended many of its annual conferences building up myriad contacts in Europe and North America, helping to promote Glasgow. He served as Secretary/Treasurer and was President from 1996 until 1998.

One by-product of this involvement saw him invited to the centenary dinner of the New York Public Library, where he met a representative from Israel. Their subsequent conversation directly led to the Scrolls of the Dead Sea exhibition being brought to Glasgow the following year.

In his private life Andrew was an active member of Cadzow Parish Church in Hamilton serving both as a church and presbytery elder. He enjoyed his garden, but probably his greatest satisfaction came from the many talks and speeches he gave to organisations, professional and otherwise over the years. He was an inveterate storyteller and, as an accomplished public speaker, was much in demand.

He was a respected professional, but more, he was a genuinely kind and decent man, with an engaging sense of humour, who was able to mix with politicians, colleagues, friends, and family with equal ease.

Andrew was often able to sum up a situation or describe a complicated scenario with a few aptly chosen words. On one occasion he was being interviewed by the writer of a report on the value of public libraries and said to her, "when, at night, you see lights in the darkness, they are our lights". When the report was published it was entitled "Lights in the Darkness". After attending a particularly difficult budget meeting at the City Chambers, he was asked by a colleague if the committee convenor was supporting his case. He responded that the councillor in question had "bluetacked his colours to the mast!".

I was fortunate to be his deputy and close colleague for 18 years. He was a considerate chief and came to be a good friend. The city of Glasgow and the library and information profession have lost a good servant and a fine ambassador.

He was devoted to his family and is survived by his wife Jean, daughters Mhairi and Morven and grandchildren Adam, Leah and Angus who were his chief joy in his later years.
Bill Bell