M25
CONSORTIUM
OF ACADEMIC LIBRARIES
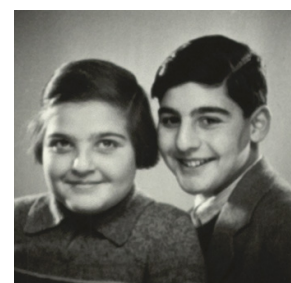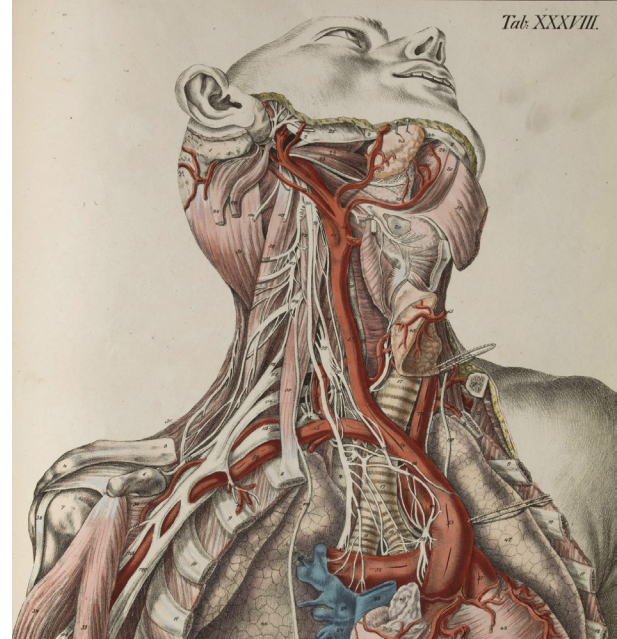
ANNUAL REPORT
2019-20

Contents

Front cover image: University of West London, Paul Hamlyn Library
Right (top to bottom): The Princes in the Tower, Royal Holloway, University of London.
Bierkowski Anatomisch-Chirurgische Abbilgungen 1827 RCS Library.
Detail from 1571/8/2/4/1: Eleanor and Herbert Hess as children (contact sheet)
© The Wiener Holocaust Library.

Chair's Report

Every year brings its own challenges, but those which members and colleagues across the profession have faced in 2020 are unprecedented in the true sense of the word.

When lockdown started at the end of March services moved online in a matter of days.

I know that many of us have found it very useful to be able to share experiences with colleagues in both formal and informal discussions across the M25 region and nationwide. Six months on and with no immediate end in sight, longer term plans are taking shape. The M25 will contribute to discussions with other regional and national groups on what the "new normal" will look like and how we can support our members.

Lockdown affected the regular calendar of M25 events: the annual conference planned for May 2020 was sadly cancelled and the AGM delayed and held as a Zoom call in July.

Following the 2020 AGM elections, Helen Rimmer (University of Westminster), was welcomed to the Steering Group and Michelle Wake (UCL Library Services) took over the role of Secretary from Caroline Thomas (University of Surrey) who had reached the end of her term of office. I would like to thank Caroline for her untiring support for the Consortium over the years. We were also pleased to approve and welcome The Royal College of Surgeons as a new member of the Consortium at the AGM.

There have been five regular meetings of the Steering Group this year; in June 2019 at the V&A, in September 2019 at Goldsmiths College, in December 2019 at the UCL, Institute of Education, in March 2020 at the University of West London and virtually in June 2020. In addition, a planning day was held in January 2020 at the University of Reading where we reviewed progress with the new strategy initiatives and planned for the coming year.

This year I was pleased to be able to attend the cpd25 planning day in March when members of the task groups came together to explore possibilities for the forthcoming year. Given the energy and commitment that was evident throughout the day, it's not surprising that the programme of events and visits is so successful.

In January 2020 we said farewell to Thomas Baldwin who left the Consortium and the UK for a new life in Australia. Having been with us as Executive Manager for nearly six years Thomas has made a massive contribution to the smooth operation of the Consortium and members were pleased to pass on their good wishes at the networking event. We are fortunate to have found a worthy successor in this important role in Rachel Telfer who joined us in January and has made an impressive start in the role. The team have again continued to work productively and creatively over the last year to support all aspects of the work of the Consortium and thanks are due to them; Jeni Kutaika Billiard, Administrator (Finance and Reporting), and Laura Howlett, Administrator (Events and Programmes).

The Trustees (Cathy Phillpotts, Treasurer; Caroline Thomas, Secretary; David Archer, cpd25 Chair and I) and the Executive Manager (Thomas Baldwin and latterly Rachel Telfer) have continued to meet to progress business matters and to consider draft papers in between Steering Group meetings. Under David's leadership, the cpd25 Task Groups have again put on a significant and successful programme of visits, training and development events and a summary of the year's activities is provided in his report.

I would like to thank my fellow trustees and Steering Group members and members of the task groups and working groups that deliver our activities, for their enthusiasm and commitment which ensured another productive year for the Consortium under challenging circumstances.

Two new task and finish groups on Diversity and Wellbeing have started working this year, linking directly to the new strategy **Connecting Libraries, Developing Staff** and providing opportunities for our member staff to learn and develop at all stages of their careers. This benefits them but also produces tangible benefits to all of us. Thanks to everyone who has been involved and especially to the group chairs Pete Williams (Wellbeing) and Charlotte Low (Diversity) and their Steering Group sponsors, Pat Christie and Regina Everitt. Posters outlining work so far are available on the **M25 website**.

In common with many in the sector, the Consortium has faced financial challenges this year – the cumulative impact of increased office rent, and the decision by HMRC to impose VAT on staff costs together with the lack of opportunity to generate cpd25 income have made it necessary to revise budgets and make savings where possible. We have already decided that the support team will move to a permanent home-working arrangement and are exploring other long term cost-saving options.

Our collaborative efforts bring tangible benefits to our services and staff. We save the time of students and researchers and enable access to specialist material via the M25 access scheme, we provide for the discussion of strategic issues at our Directors Briefings, and we enhance services by developing staff skills and expertise through cpd25 events; supported by members' subscriptions. The work of members of working groups and task groups makes it possible to contribute to service development, learning and research in the region and beyond.

I would like to convey my personal thanks to all colleagues in member libraries who have made so many contributions to the work and services of the Consortium during this difficult year.

Matthew Lawson
Director of Library and
Student Support
Middlesex University
M25 Chair
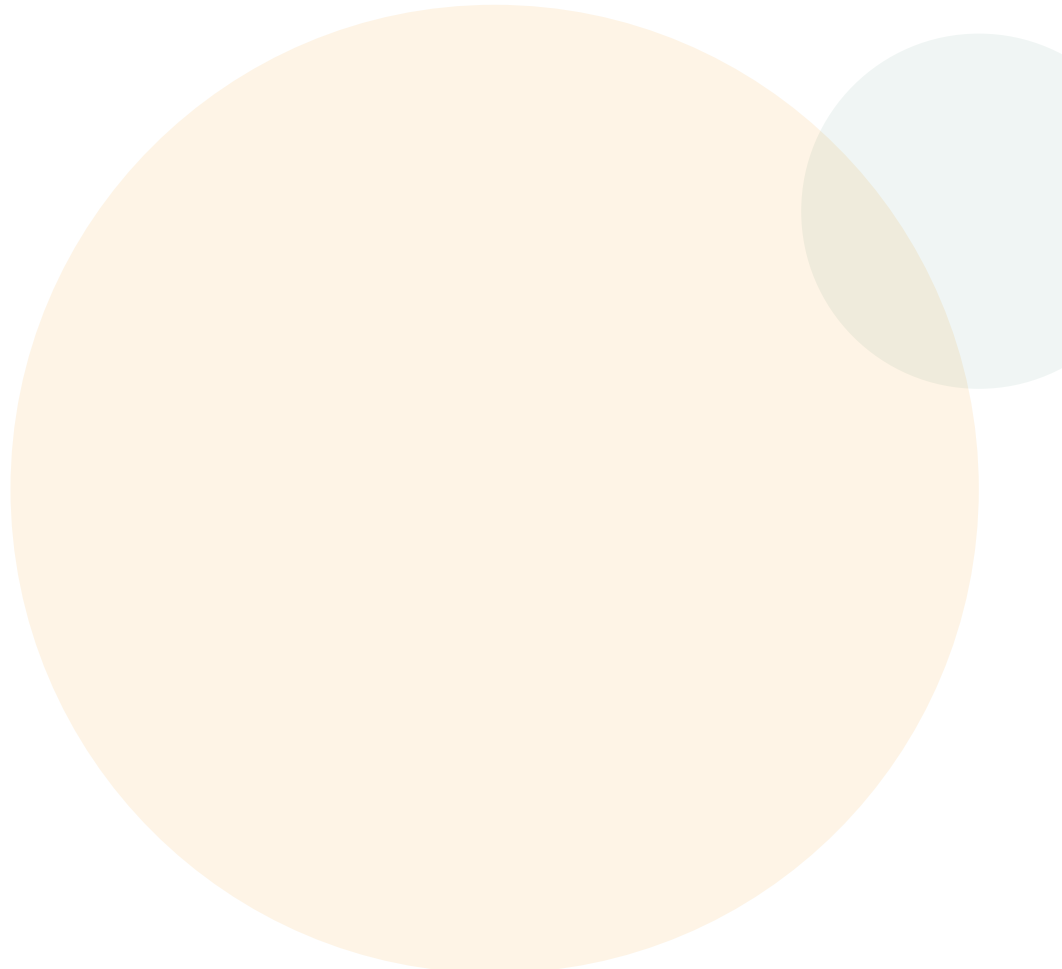
Treasurer's Report

As a charitable company the Consortium undergoes independent examination of its financial accounts each year. Once again, we have appointed Moore Kingston Smith for this scrutiny and their report will be made available to members at our next AGM.

Note – all figures are subject to confirmation by Moore Kingston Smith when they conduct their independent examination.

For the 2019-20 financial year income from subscriptions was £131,247.00.

The global pandemic and subsequent lockdown has severely impacted our planned programme of activities and income from M25 and cpd25 events.

Anticipated income from sponsorship (for the Conference and for the Networking Event), M25 Conference bookings and Directors' Briefings has not been achieved due to the cancellation and postponement of face to face events brought about by the pandemic.

cpd25 activities brought in £23,418.00 – a lower figure than budgeted for due to the pandemic (again this is subject to confirmation by Moore Kingston Smith).

Expenditure for the Consortium included:

• Support team staffing costs

• Space and Support Team IT costs at Senate House, University of London

• Production of marketing materials

• Improvements to the M25 Webpages and Search25 costs.

The M25 Staff Development Awards Scheme made awards to cover attendance at conferences as well as making places available to selected award recipients at our events. However, due to the pandemic, the payment of some awards has been held over into the 2020-21 financial year and we will not know the precise costs until the recipients have submitted their claims.

For the 2019-20 year reserves of £56,880.00 were calculated as required in order to cover any potential risks to the Consortium.

Once again, I would like to thank Moore Kingston Smith formally for their invaluable assistance and advice in relation to financial matters, and, I would like to thank the M25 Consortium's Admin Team for their invaluable help and attention to detail in relation to the Consortium's finances. It has been a challenging year and our colleagues in the Admin Team have really risen to the challenges.

Catherine Phillpotts
University Librarian
London Metropolitan
University
M25 Treasurer

cpd25 Report

Between August 2019 and March 2020 eight face-to-face events and nine visits were delivered. "Applying to study LIS" and "Helping to close the BME attainment gap" were amongst the events attracting the highest number of attendees during this period. A further three scheduled events and four visits had to be postponed with the commencement of the COVID-19 lockdown.

The current situation has obviously impacted heavily on the cpd25 programme this year, but nevertheless the Task Groups have been endeavouring to deliver alternative opportunities online, including the two highly successful "Working from home" webinars which took place in May. 291 delegates attended 19 events and visits over the course of the year, with 90% of attendees giving evaluation feedback during 2019-20 rating our events as either very good or excellent.

Ros Francis (Anglia Ruskin University) took over as Chair of TG1 in autumn 2019, and a number of new Task Group members were also appointed over the course of the year. Volunteering on a cpd25 or M25 Task Group is a great development opportunity in itself, and I'm delighted that staff working in a variety of roles and institutions across the M25 membership are interested in getting involved. Their enthusiasm and ideas have been key to adapting the programme to meet the challenges faced this year. Thank you to all of the Task Group Chairs, Task Group Members, and M25 Support Team for your contributions to the delivery and ongoing development of the cpd25 programme during 2019-20.

The four Task Groups and the Working Group have met regularly over the course of the year, and in early March we held a successful planning day at the National Gallery, where we reviewed the cpd25 survey and explored ideas for the year ahead. As noted above, since then the delivery of face-to-face events was paused due to the coronavirus pandemic, but the Task Groups continue to work away to develop and deliver online events and videos. As we look ahead to 2020/21 we are seeking to deliver a hybrid programme consisting of both online and face-to-face events. If there are particular areas you would like to see the cpd25 programme cover please do get in touch.

David Archer
Head of Library and Archives Service
London School of Hygiene & Tropical Medicine
cpd25 Chair

cpd25 Events Feedback

November 2019

Your Career Plan, 12th November 2019:

66 Great balance of individual reflection and sharing/interacting with others. Very positive vibe from speaker. Excellent facilitation by cpd25. 99

66 I liked discovering the theories and then having a go at putting them into practice. 99

66 Tangible, constructive, manageable methods of breaking down my goals and creating a plan to achieve these. 99

Helping to close the BME attainment gap – what libraries can do, 19th November 2019:

66 Networking, ideas gathering, benchmarking against other universities. 99

66 All quite eye-opening and encouraging but lots to learn. The table conversations were very interesting and enlightening. 99

66 Hearing different approaches and perspectives, and specifics of initiatives, presenters were very generous in sharing knowledge. 99

Presentation Skills, 28th November 2019:

66 PowerPoint session was excellent – very useful. Presenting skills section also very good. Excellent presenter! (Thank you for not making me present on the spot!). 99

66 Time to do practical work was very good. Enough info to get started but not overwhelming. 99

66 Great workshop, thank you. 99

December 2019

Applying to Study Library and Information Science, 4th December 2019:

66 I really enjoyed the panel and professionals talking about their qualifications. 99

66 Talks were good, gave me lots to consider, particularly the student talks. 99

January 2020

Students as Service Providers: increasing employability through the Library, 30th January 2020:

66 It was really interesting to see how different institutions work with students – University of Essex and Royal Holloway, University of London especially. 99

66 Hearing the voice of trainees/shelver as well as library staff – gave presentations great authenticity. 99

66 The UX placement and graduate trainee talks had useful ideas on how to make these roles valuable for both the library and student. 99
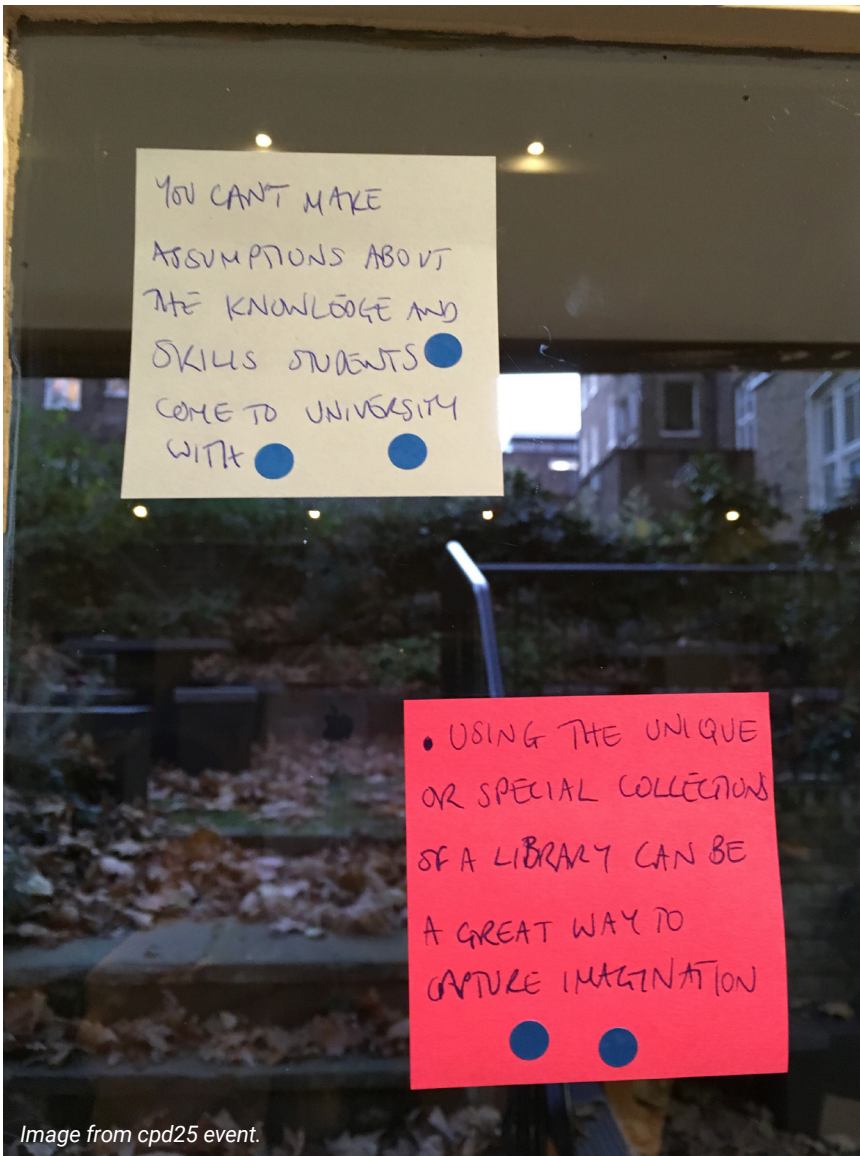
University of Essex Library.

Image from cpd25 event.

March 2020

Using Standards to Inform Support for Systematic Reviews, 6th March 2020:

❝ All very good. Practical approach was very useful. ❞

❝ I've got lots of ideas for incorporating PRESS, and also of using the Cochrane Handbook more effectively and communicating this. Also, I am sure to be running a briefing session for my colleagues and so will be useful including what I've learnt and the articles mentioned in the training. Jane is a super trainer! ❞

❝ I enjoyed testing efficacy of a search. ❞

May and June 2020

Working from Home, online sessions, 29th May and 11th June 2020:

❝ Thank you for arranging this course, especially repeating it due to demand, it was very relevant and helpful. ❞

❝ Thank you very much for putting this on, given the current circumstances – much appreciated. ❞

❝ All of the session was excellent, hearing about others experiences and what had worked. ❞

❝ It worked very well online – it was good to be able to do some group work. ❞

February 2020

Moving into Management, 20th and 21st February 2020:

❝ Loved learning the tools, tips and models and has given me back my enthusiasm for management! Everything ties in together well. Lots covered so need to let it sink in but everything very useful and likely to be explored. ❞

❝ The section on 'employee engagement' was very relevant to me. I enjoyed the discussions on the x-model and getting the best out of people. ❞

❝ Being introduced to models, networking, listening to colleagues from other libraries, practical sessions. ❞

Networking Event

The networking event continues to be a highlight in the Consortium's calendar, bringing together members from across the region and creating an informal space for library professionals to network.

M25 Executive Manager, Thomas Baldwin, at the networking event in January 2020.

Steering Group Planning Day

The Steering Group met for Planning Day in January 2020 at the University of Reading.

The group reflected on year one of the strategy and made plans for year two. We also enjoyed some cake and said farewell to the M25 Executive Manager, Thomas Baldwin.

M25 Support Team

In January 2020 the Consortium said farewell to Executive Manager, Thomas Baldwin, after six years in post. I had the pleasure of working with both Thomas and Jeni in 2016 on the cpd25 programme and I was delighted to return to the Consortium in January to take up the Executive Manager post.

Jeni Kutaika Billiard (Administrator – Finance and Reporting) and Laura Howlett (Administrator – Events and Programmes) continued to provide essential administrative support. I would like to take this opportunity to thank Jeni and Laura for their work throughout the year and for welcoming me so warmly to the team.

2020 has been a challenging year for everyone and the team adapted well to working remotely under difficult circumstances. In July 2020 we vacated the office space at Senate House where we have been housed since 2014 and moved to permanent home-based working for all staff. The move to home-based working is a positive step to reducing core costs for the Consortium, and the team are now enjoying incorporating the remote working technology we've relied on during COVID-19 into our long-term working practices.

I would also like to recognise the other regional consortia who have been very welcoming and supportive. Despite our plans to meet face to face being cancelled, we have held two virtual meetings to share mutual knowledge, experience and support.

Rachel Telfer
M25 Executive Manager
M25 Consortium of
Academic Libraries

Wellbeing Task and Finish Group

The M25 Task and Finish Group on Wellbeing has been investigating the ways academic libraries can promote student wellbeing, both through their own activities and by working with other groups within the university. It is also looking at how libraries are supporting the wellbeing of their own staff.

The group is formed of volunteers from M25 member libraries, all of whom have an interest in this area. It aims to produce a set of resources for librarians who wish to promote wellbeing themselves. These resources will include:

- Case studies
- Recommendations for good practice
- Reports on what other library sectors and professional groups are doing
- Links to key resources and suggestions for further reading.

Because wellbeing is such a huge topic, the work of the group has been divided into three strands: collections, services and spaces, and staff wellbeing.

Collections

Promoting aspects of wellbeing through print collections is perhaps the most well-established way that libraries have engaged with issues around mental health. The group is compiling examples of the way libraries are currently using their collections through book displays and other initiatives. It has been reviewing the existing literature on bibliotherapy and talking to experts in this field. It has also been looking at how museums use object-based activities to promote good mental health and considering whether libraries and archives can adopt some

of these approaches. The group is also interested in the various ways public libraries promote wellbeing within their communities.

Services and spaces

The group is considering a number of questions around how our library services and spaces impact on student wellbeing. Might library spaces and the interactions between library staff and students contribute towards anxiety? Are longer opening hours good or bad for students? What is the evidence of the impact of fines on student welfare? There are plenty of examples of library staff working closely with, or alongside, wellbeing and counselling staff in their institutions and the group is collecting examples of these.

Library staff wellbeing

Working in front-facing roles can itself be stressful. The group is looking at how library staff wellbeing can be supported and is gathering examples of initiatives which support staff in a positive way, such as wellbeing "champions" and programmes of social events. It is also surveying the published strategies of libraries and universities to see which include a commitment to staff wellbeing. It hopes to provide some tips for library staff and recommendations of good practice for library managers.

Although the pandemic has interrupted some of this work, the group hope to begin publishing its findings before the end of the year and to complete its work in early 2021.

There is more information about the Task and Finish Group at **www.m25lib. ac.uk/m25-resources-and-activities/ task-finish-groups/task-finish-group-wellbeing/** and material that may be of interest to the work of our Group.

Pete Williams
Assistant Director
Birkbeck, University
of London

Diversity Task and Finish Group

As a Task and Finish Group we were initially overwhelmed with the enormity of embarking on addressing "Diversity" in its entirety. So under the umbrella of diversity, we have chosen to focus on the proven and increasingly urgent need to address the lack of ethnic diversity of our workforce, specifically in response to CILIP's 2017 Workforce Mapping report and SCONUL's 2019 report on BAME employee experiences.

How we focus on our people, and first and foremost ourselves, felt like a good place to start. Approaching diversity provisionally as a human resource issue, our intention is to provide guidance materials, recommendations and surfacing resources, and examples of case studies and best practice on how we can begin to address disproportionate representation and inequity in our own teams. All of the materials will seek to navigate the contextual nuances across the M25 institutions and how they can be adapted for your workplace.

We are hoping to bring a report together by the end of 2020, but for now have created a **Padlet** starting to bring together useful online resources and in Autumn plan to circulate a survey in response to SCONUL's piece of work, in order to understand our specific context as a consortium.

Diversifying and decolonising our services, and how we as institutions support closing the BME attainment gap, remain just as significant concerns for our sector, but which require separate focus and attention in order to be appropriately and fully addressed – so whilst we may touch on these we are unlikely to cover them sufficiently. We hope that when our "tenure" is up we will be able to hand over our foundation work to another group who will be able to approach another "facet" of diversity or seek to understand and move forward our efforts in other areas.

We need you!

Now we have identified our areas of effort, we are looking for more members to help us achieve our aims.

Our first reflection as a group was on our own diversity; in being predominantly white and female we are conscious of misrepresenting the reality of, and further marginalising, individual experiences.

We are therefore seeking to recruit more BAME members and encourage anyone who may be interested to get in touch with chair: **charlotte.r.low@kcl.ac.uk**.

If you have led successful initiatives or activities in your workplace which align with one of our strands please get in touch, we'd love to promote them!

Although group work is currently paused over summer due to our restricted availability, the individual members will continue working on their assigned strands. Despite the change COVID-19 has brought to our working practices and amid recent events which have rightly brought the Black Lives Matter movement to the fore – we want to keep up the conversation about diversity. We'll be seeking a way to continue this remotely so watch this space!

Our strands of work

These are the areas we're working on to create guidance, recommendations and signpost useful resources for. If you are interested in contributing to any of the below, please get in touch!

Strand 1: Active Allying

How can we all be active allies for our BAME colleagues and fellow professionals? We are trying to find out more about the prevalence of BAME allies networks and advice on allying within M25 institutions and beyond. We also want to consider how social media can be used to amplify BAME voices and to offer suggestions on this for those looking to make their social media more inclusive. Overall, we hope that this work will help people to think about how they can actively advance a culture of inclusion in their workplaces and beyond.

If you would like to be involved in this strand please contact Eva and Katie on: **eva.dann@rhul.ac.uk** and **k.winter@surrey.ac.uk**.

Strand 2: Positive Action

We are looking to bring together recommended HR activities, policy and procedures, which ensure we are attracting, developing, promoting and retaining BAME employee's talent.

What does your diversity statement say about your workplace and how do you enact it on a day to day basis? Do you have a diversity action plan? Are you scrutinising your recruitment practices to ensure unconscious bias is not at play? Are you members of the CILIP BAME network? How visible is your stance on discrimination and harassment? Committing to effective HR practices we can recognise and begin to dismantle some of the systemic barriers to BAME employee progression in our sector.

Strand 3: Diversity Training

Diversity training must go beyond a box-ticking exercise only part of a workplace induction and have a meaningful impact on preserving dignity and respect at work. What are the best methods of making people aware of unconscious bias and micro aggressions (such as the **privilege walk** and **unconscious bias testing activities**)? And how can we adopt a continuous learning approach to diversity rather than a one-size-fits-all session?

Strand 4: Starting Conversations

We want to provoke members to start conversations in your workplaces and promote ways of doing so respectfully. We want to ensure nuance is adopted in the way we approach any pro-diversity efforts, to ensure we are not over-generalising, but recognising individual experience. The burden of initiating and bearing the emotional labour intrinsic to these conversations does not lie with BAME colleagues, so how can we approach this work by having

meaningful and respectful conversations in our teams and workgroups. Beginning with terminology: "Ethnicity" and "BAME" are both widely used and unsatisfactory terms which we recognise do not sufficiently articulate individual experience so how can we begin to talk?
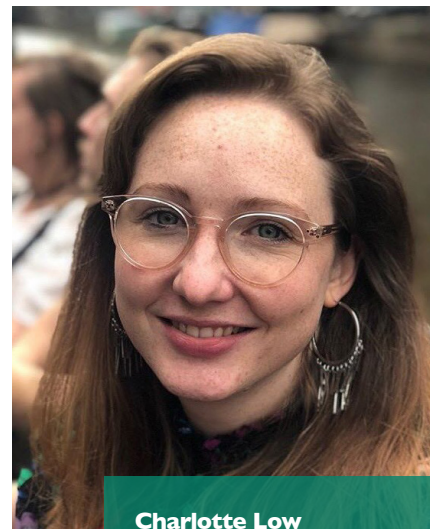
Charlotte Low
Collections Liaison Librarian
Kings College London
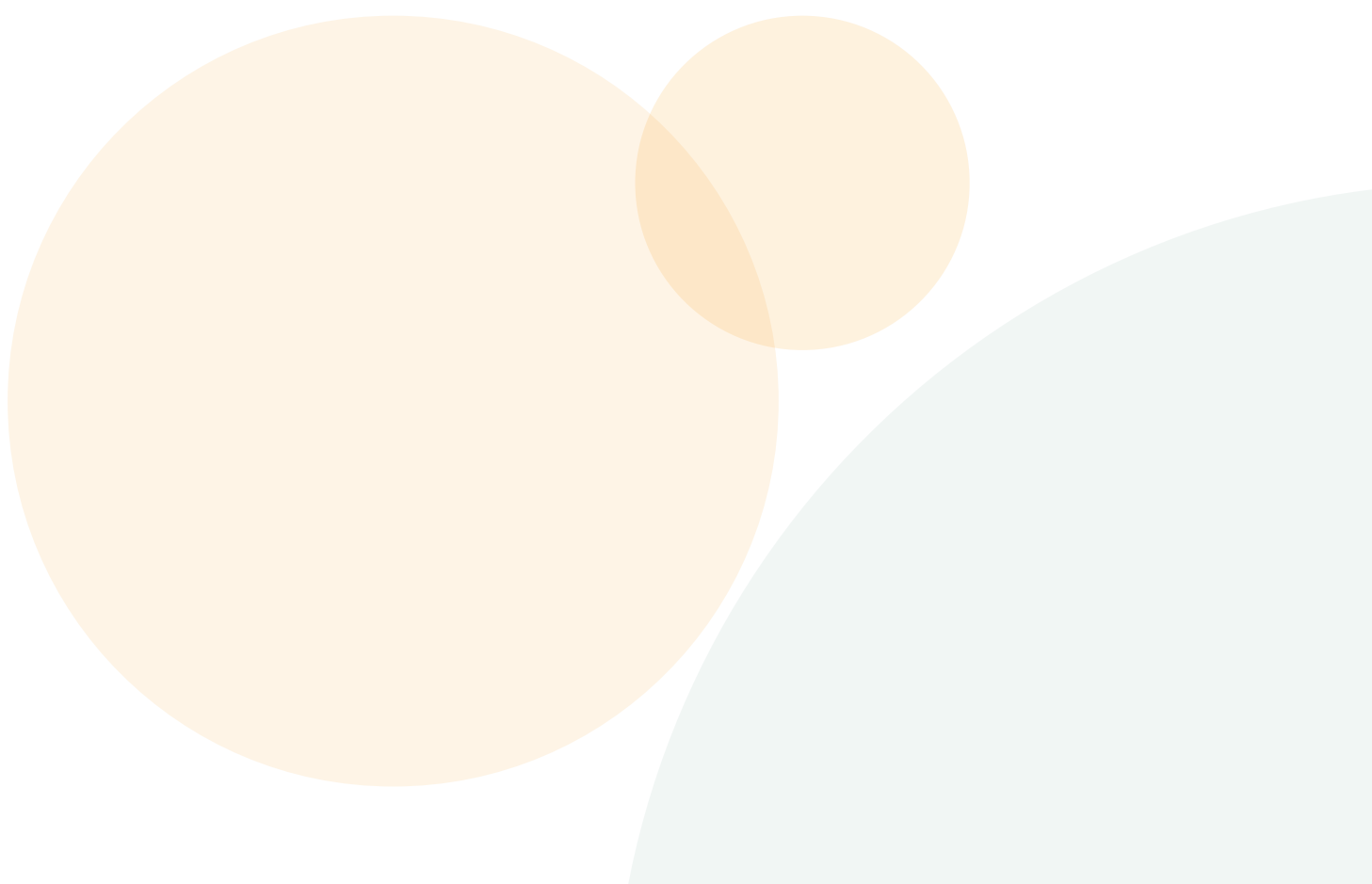
M25 Steering Group Members 2019-20

Matthew Lawson

Caroline Thomas

Michelle Wake

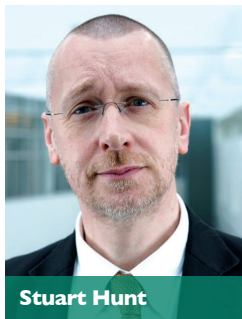**Catherine Phillpotts**

David Archer

Leo Appleton

Robert Atkinson

Alison Chojna

Pat Christie

Regina Everitt

Stuart Hunt

Andrew Preater

Helen Rimmer

Victoria Worsfold

M25 Chair	**Matthew Lawson**, Middlesex University
M25 Secretary	**Caroline Thomas**, University of Surrey (Until July 2020)
M25 Secretary	**Michelle Wake**, UCL (Since July 2020)
M25 Treasurer	**Catherine Phillpotts**, London Metropolitan University
cpd25 Chair	**David Archer**, LSHTM

Members

Leo Appleton, Goldsmiths, University of London (Until July 2020)

Robert Atkinson, Birkbeck, University of London

Alison Chojna, London South Bank University

Pat Christie, University of the Arts London

Regina Everitt, University of East London

Stuart Hunt, University of Reading

Andrew Preater, University of West London

Helen Rimmer, University of Westminster (Since July 2020)

Michelle Wake, UCL (Until July 2020)

Victoria Worsfold, National Art Library at the V&A

Capturing the impact of COVID-19 on member services

Institutions have rapidly adapted to new ways of working and providing a service for their users during COVID-19. We invited Consortium members to help us capture the impact of COVID-19 on their services and to reflect on their experiences and achievements under difficult circumstances.

London Metropolitan University

We set up a "Social Group" in MS Teams and in the early days of lock down this enabled staff to stay in contact with others and to share things like online jigsaw puzzles, things to do, funny film clips, and pictures of cats.

Once we reached the time when the summer vacation started, traffic on this group was starting to peter out, so we started an occasional "virtual coffee break" with group members invited to get a coffee and have a chat about what they'd been up to and anything non-work related that might normally be chatted about while you were making a coffee at work. I joined the coffee breaks – which were very informal. It was great to catch up with staff from all sections of the Library.

Cathy Phillpotts
London Metropolitan University

University of East London

Digital first. Online delivery. These terms formed the daily lexicon in meetings and underpinned institutional strategy. I needed to get my team comfortable with online delivery. In early 2019, I developed a quick survey to enable them to self-assess their digital capabilities. Through the spring and summer of 2019, the team attended a range of digital skills enhancement sessions including the use of Teams. When we pivoted to online delivery in March 2020, the team transitioned very well.

Regina Everitt
University of East London

Royal Society of Chemistry

Over recent years, walk-in usage of our library has declined and more emphasis has been placed on the provision of digital content. Digital access has become standard practice with people accessing materials across many platforms. With the sheer volume of online resources we have available, we were in a good position to cope with the change in circumstances during the pandemic. As resources are developed and improved, we hope to be able to offer more to users moving forward.

David Allen
Royal Society of Chemistry

University of Essex

On Track for Your Master's is a programme of practical sessions aimed at helping postgraduate taught students with their dissertation research, analysis and writing. It is held after exams in late June, and organised by the Library in partnership with the University's Skills for Success team, IT Services, UK Data Service, and Student Wellbeing and Inclusivity. Due to COVID-19 the programme this year was presented entirely online. The online format seemed to appeal to students, judging by attendance figures of over 600 – about three times higher than in 2019. Recordings of most sessions are being made available on the On Track website for those unable to attend the live sessions.

The website is here: **https://library. essex.ac.uk/ontrack**.

Cathy Walsh
University of Essex

Oxford Brookes University

Since the very first week of lockdown we have had a daily virtual coffee break room open in Google Meet. These events provide an opportunity to chat to people we might not normally spend much time with at work. One regular attendee commented "they really help to know what the situation is in other teams with workload, what people can/can't get done in current circumstances, and being more understanding of each other."

It's not all about work though – with chat about people's gardens, baking and sewing projects, and of course, cameo appearances from children, partners and pets.

We plan to keep this going through the autumn semester.

Isabel Virgo
Oxford Brookes University

Anglia Ruskin University

One "bright side" of our approach to dealing with working from home has been bringing all our team together weekly virtually, which never would have happened previously, and physically we might have got together once a year. This has helped deliver messages to the team weekly during these rapidly changing times which has been important for everyone. We have also followed these briefings with a variety of social activities which we wouldn't necessarily have done face to face, quizzes, art interpretation, recreation of album covers, and working from home spot the difference to name but a few. It is an hour a week where we can all touch base, ask questions, share thoughts and hopefully have some fun.

Libby Homer
Anglia Ruskin University

Royal College of Nursing

When lockdown began the Royal College of Nursing Library and Archive Service had to rethink our public events programme completely. We began testing virtual events in April with positive results. Our online activities are reaching new audiences across the UK, and even internationally, as well as enabling more disabled users to attend. We have been able to try new types of events, from creative activities to discussion sessions in small breakout rooms. Virtual events have worked so well for us that we plan to continue a mixed programme – online and offline – in the future.

Sarah Chaney
Royal College of Nursing

University of the Arts London

The move to remote working and online learning resulted in the swift development of an online live chat service to complement our existing online enquiries service. This provided the opportunity to bring staff together virtually from across six libraries to design the workflows, and a service-wide triage system is now in place to respond to chat enquiries. In addition to this, the new cross site team has successfully diverted all other email channels through the enquiry service and created a comprehensive knowledge base to support student FAQs and staff referrals. We launched the Ask virtual chat service in June. Usage is growing at a rapid rate, and we have had positive feedback from students on its responsiveness.

Pat Christie
University of the Arts London

Birkbeck, University of London

One of the most interesting aspects of the current COVID-19 crisis has been the enhanced profile of the Library at Birkbeck. A survey of students demonstrated their need for the study spaces and IT access, which the Library provides. It has become very clear how important the Library is to students and this increased focus on the Library has helped us to secure increased investment in our digital provision.

Robert Atkinson
Birkbeck, University of London

University of Surrey

Our "Tea Break" channel has been filled with gardening successes, baking triumphs and a plethora of crafts. Our meetings have been punctuated by (rent-a) goats, dragons, and the odd child or two. We've met everyone's pets; some more co-operative than others! We've had music concerts, shared the joy of a Spotify playlist, and had a stiff competition for the best lock down purchase: bins, hot tubs and a library for cats were amongst the contenders.

And amidst all of this we've pivoted to providing fully online services whilst adjusting to new ways of working. We've leapt forward with an ongoing solution for digital textbooks. We've introduced a live-chat service and a study-space booking system and our Learning Development team have created a suite of resources to support our students when they return to the new Hybrid world of online teaching and learning.

Moving forward into the "return to campus" stage, we hope to keep up our new traditions of waving each other off in meetings and sharing the successes (professionally, culinary and horticulturally) that inspire us all.

Catherine Stephen
University of Surrey

Digital Resources from across the region

Archive of the Irish in Britain

Origins

The Archive of the Irish in Britain began life in Kilburn in 1984 as a small repository of documents, photographs and oral history recordings held by the Irish in Britain History Group, a community organisation established a few years earlier.

When the Greater London Council was abolished in 1986, the group lost its funding and began looking for an alternative home for its collection.

Mary Hickman, a member of the group and subsequently Director of the Irish Studies Centre at the Polytechnic of North London, negotiated space for it in the Polytechnic's library at Kentish Town. It is now located in the University's Special Collections Department in Aldgate.

Dual Purpose – Academic and Community Resource

The Archive is a widely recognised repository used and acknowledged globally by researchers and academics of Irish migration.

It also continues to fulfil its original objective to provide access to non-academic members of the Irish community through guided tours, exhibitions and community events.

Contents

The Archive today comprises thousands of documents, photographs, books, videos and audio recordings, along with a number of ephemera collections covering a wide variety of subjects across three broad categories of welfare, politics and culture.

It houses both primary and secondary sources. Examples of the former include manuscripts, minute books, letters and photographs. Examples of the latter are annual reports, publicity materials and academic articles.

The majority of the collections date from the mid to late-20th century reflecting the period when the Archive was first created, but recent acquisitions date back much further.

Digitisation

In 2018, we successfully applied to the Irish Government's Emigrant Support Fund to digitise a large proportion of the Archive.

The purpose of digitisation has been to ensure that records of the Irish in Britain are preserved for posterity and disseminated, as widely as possible, for the benefit of current and future generations of Irish people at home and abroad.

We were not immediately able to digitise as much of the Archive as we would have liked due to the complications entailed in securing permissions and clearances from owners and the enforcement of new GDPR regulations in May 2018. However, we have succeeded in cataloguing and digitising thousands of documents and continue to digitise more items on a daily basis.

We have also made numerous transcripts available of documents that are difficult to read.

The contents of the Archive are now visible through our website for everyone, including those hitherto prevented from accessing them due to geographical distance or impaired mobility.

New Acquisitions

An unexpected additional benefit of the project has been the mushrooming of new acquisitions for the Archive. By reconnecting with former donors for digital clearance purposes, we have been offered additional materials to add to original donations.

Recent additions include

- materials from the Benevolent Society of St. Patrick

- personal papers of Irish language activists Seoirse Ó Broin and Máire Ní Chuinn

- materials of IMELDA, the London-based Irish Women's Abortion Support Group

- personal papers of the Irish Studies academic Prof. Bronwen Walter

- posters and photographs of the legendary Sugawn Theatre in Dalston.

The Future

The biggest benefit of digitisation is still to come as awareness grows about the collections, we expect the number of visitors (online and otherwise) to grow exponentially and further acquisitions to follow.

The digitisation of the Archive of the Irish in Britain will further inform and deepen understanding of the Irish diaspora.

Based on an article originally written by Dr Tony Murray, Curator of the Archive of the Irish in Britain, 2020.

Catherine Phillpotts
University Librarian – Library Services & Special Collections London Metropolitan University

Academic Integrity

Over the last year, professional services staff, from Learning Resources, Oxford Centre of Staff and Learning Development, Centre for Academic Development, as well as academics, with expertise in writing and avoiding plagiarism, have been working on a new Academic Integrity course for all Oxford Brookes undergraduate students. We released the course in July 2020. Below is an outline of the course aims, content and challenges.

Background

With the ongoing challenge of reducing student plagiarism and copyright infringement in an increasingly pressured higher educational environment for students, there is a need to start addressing the issue of Academic Integrity in a more holistic and positive manner.

Course overview

The overall aim of this project was to create a new generic online Academic Integrity course for all students, covering basic information literacy, copyright, plagiarism and referencing. All of these elements can be found within a framework emphasising how to find your academic voice and confidence, whatever your background, as a new student at Brookes. While the course is primarily for undergraduate students, it may be used as a pedagogical tool at all levels of study. The course offers an engaging, informative and interactive basic introduction to the key elements of academic integrity and has the following sections: Understanding academic integrity, Beginning an assignment, Making good reading choices and Doing your own work.

Challenges

We didn't want to create a patronising textbook with referencing and copyright rules that put students off from using other people's work and certainly not associate academic integrity with the Turnitin tool. We wanted to adopt a positive attitude, while highlighting why academic integrity is important and how students can address it throughout their studies. Achieving that with activities that students would actually want to use was challenging, but we managed to address key issues with real-life scenarios (using H5P interactive video), rating questions (using H5P course presentation), and quizzes with feedback.
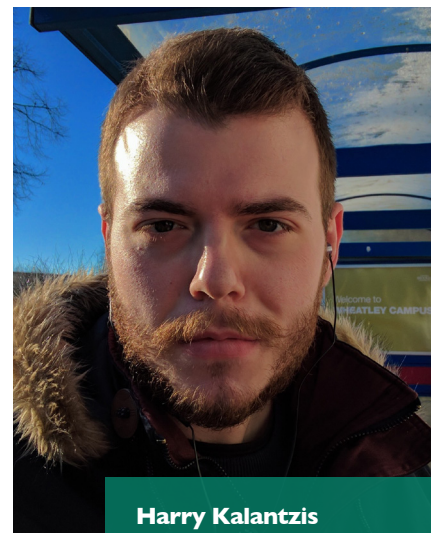
Harry Kalantzis
Learning Technologist
Oxford Brookes University

Examples of content from the online Academic Integrity course

Academic Integrity

Your progress ?

Learning Outcomes

By the end of this course, you will:

1. Understand academic integrity and its connection with your studies.
2. Develop good academic practice in your research, reading and writing.
3. Know how to avoid problems with plagiarism or other academic breaches.
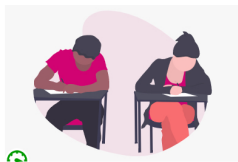
Course at a glance
Quick overview

- Self-paced course
- 1h (approx.)
- Contains quizzes
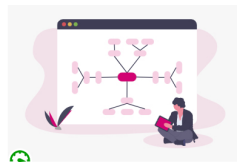- Contains videos

Course content

1. Understanding academic integrity

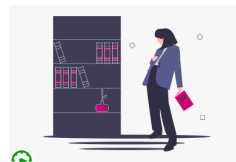Define academic integrity and learn about its connection to good academic practice.

Start learning

2. Beginning an assignment

Learn how to start an assignment by engaging your own thinking.

Start learning

3. Making good reading choices

Learn why it is important to use reliable sources of evidence and how to find them through the Library.

Start learning

4. Doing your own work

Learn how to make decisions about academic integrity at each stage of an assignment writing journey.

Start learning

Examples of content from the online Academic Integrity course

Conclusion

`Restricted` Not available unless:
- The activity **1. Understanding academic integrity** is marked complete
- The activity **2. Beginning an assignment** is marked complete
- The activity **3. Making good reading choices** is marked complete
- The activity **4. Doing your own work** is marked complete

Well done! You have now completed the academic integrity course. In session 1, you learnt about what it means to be an honest student. In session 2, you learnt about the importance of doing your own thinking and expressing your voice in your work. Session 3 taught you about following good practice in your research and reading. Finally, session 4 raised your awareness of university regulations and the importance of doing your own work.

If you need more help with academic integrity, there are many sources of support at Oxford Brookes:
- Your programme/module
- Library
- Upgrade
- CiteThemRight

📢 Give feedback on the course

Please help us improve this course.

For issues with the course, please email digitalservices@brookes.ac.uk.

Digital Capabilities for Students

We all recognise that students don't only need technical skills to navigate online environments. They also need to learn to think critically about their actions online and the information they encounter there, and to consider their own digital identities and wellbeing.

So how can students make the best use of digital tools for study, employment, and life… without being overwhelmed or compromised by them?

Loosely following the JISC Digital Capabilities framework, we have created a self-directed course on Moodle – Digital Capabilities for Students – which aims to address this question. The course went live on all students' Moodle dashboards in September 2019, and we are now in the first cycle of developing the course based on feedback we've received. We were pleased with the quantity and quality of feedback, having received 90 responses to our feedback questionnaire with some very positive comments and helpful suggestions for improvement. Due to the nature of the topic and our fast-paced technology environment, we plan to continue refreshing the content on an annual basis.

The course is designed to be fun and engaging, with plenty of interactive activities and multimedia. We used the H5P plug-in for Moodle to create the whole course, and we have also created some taster activities that do not require a log-in for pre-enrolment students, for example this one on **organising your Gmail inbox** and this one on **managing your "information diet"**.

Our biggest challenges were in getting the course embedded in the curriculum, and we have had mixed success on this front. The Business School have embraced the course wholeheartedly following presentations at staff development days and have integrated the content into many of their compulsory Professional and Academic Development modules, but we have made only limited inroads into other faculties. However, since the course is now visible on all students' Moodle dashboards, they are able to explore it themselves and we have seen a high volume of usage through this route.

The course is designed to be a "sister" to the Academic Integrity course, and we hope that new students will continue to engage with both to develop their academic, professional and digital life skills.

If you would like to know more about the course, please drop an email to Isabel Virgo at **dcstudents@brookes.ac.uk**.

Isabel Virgo
Academic Liaison Librarian (Business)
Oxford Brookes University

Digital Capabilities for Students course homepage

Digital Capabilities for Students

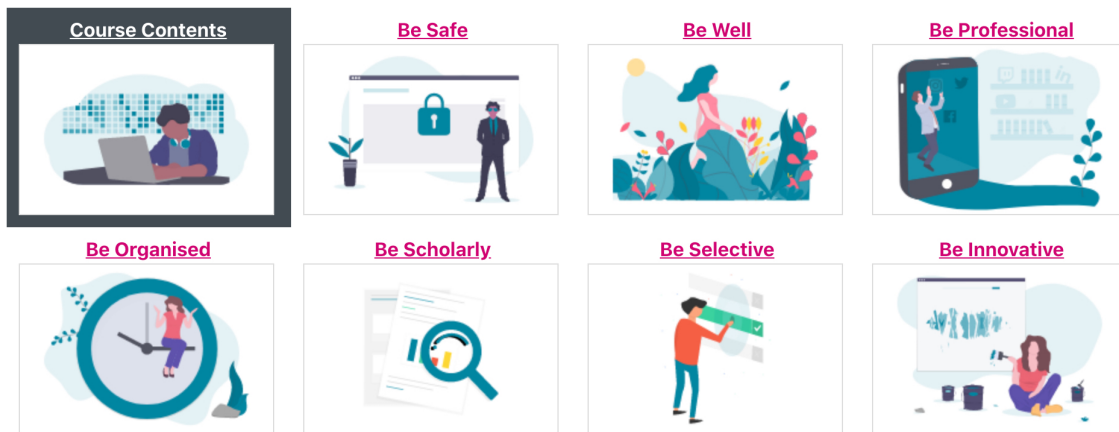Dashboard / My courses / Digital Capabilities for Students

Introduction

How can you make the best use of digital tools for study, employment, and life, without being overwhelmed or compromised by them?

This course will introduce you to digital tools to save you time and improve your work. Look at the course contents page to browse to the parts you'll find most useful, or start from 'Be Safe' and move forward.

Note: All data you contribute to this course will be confidential and maintained in line with the official Brookes privacy policy. More information can be found on the Brookes student privacy notice. You can find more support and activities here. Questions about the Digital Capabilities resource? Please email us at dcstudents@brookes.ac.uk.

Please give us your feedback on this course! Feedback form.

Course Contents	Be Safe	Be Well	Be Professional

Be Organised	Be Scholarly	Be Selective	Be Innovative

Contents of Be Professional section

Contents

#	Sections	Topics
1	Your digital footprint	What can people find out about you?
2	Creating your digital identity	Simple versus complex professional profiles
3	Interacting with your digital identity	Build a good reputation through social media and email communications
4	Managing your digital identity	Be proactive about your online image
5	Where is your online home?	Mapping your public profiles

Digital dilemmas quiz

THINK before you share matching game

A Digital Picture Gallery

The Art Collections at Royal Holloway, University of London became part of Library Services in 2012 although works of art have been collected for the College since it was established and many have been displayed in the Picture Gallery since 1886. In 2017 an exhibition space was opened in the new library building hosting both loan and collections based shows.

Since the start of lockdown Royal Holloway, University of London Art collections and Exhibitions services have become a digital museum. While daunting at first the change to online only went smoother than anticipated. Luckily, since 2019 we have been members of the museum app Smartify. Without it we would not have been able to become digital. I would love to say it was foresight on my part but really we wanted Smartify for use in the physical gallery space. The app uses image recognition to scan artworks in situ and bring the object label up on the user's mobile. This was perfect for use in our Picture Gallery which has a listed interior meaning we cannot stick labels to the wallpaper added during an Edwardian refurbishment in 1907. When looking for a solution to this issue in 2018 I came across Smartify in use at the Wallace Collection. One of the features that persuaded me go for Smartify for our gallery was that it had an audio feature. This was really appealing as I have been working since 2015 with Professor Hannah Thompson to explore ways to open up our collections to those with visual impairments. In Smartify I felt I had found a way to create audio-descriptions for all the 65 paintings in the gallery in an app that could be used by all.

We launched the app in 2019 to the delight of our visitors. Fast forward to March 2020 when we closed our doors and became digital. Using Smartify as a platform we have been able to share audio tours, recreate past exhibitions, including the Courtauld exhibition "Impressions of Modern Life" which had to close early, and release our first mini documentary on the artist Christiana Herringham whose works make up a third of the collection

The Princes in the Tower, Royal Holloway, University of London.

Royal Holloway, University of London.

One of the Smartify projects we are proudest of is creating an audio described tour of the gallery using voices from across the College. The project started as one designed for visitors to the physical space. We wanted to make the collections accessible but also to foster a sense of community ownership of the collections on display. With funding from a private donor we were able to employ a student intern to publicise the project and record the volunteers who came from across the College community including students, staff and visitors. The project was temporarily halted by COVID-19 but we were able to release the first 15 audio descriptions and we plan to carry on recording over the next year so that all 65 paintings in the gallery will be accessible to those with visual impairments.

This academic year we are experimenting with other digital platforms to carry on building our digital museum. We are planning virtual events for our students and the general public using MS teams to host them as well as using the website Art UK to host an online exhibition based on new research into our portraits of our early female principals and sell the related catalogue. We'll be adding new content each month to Smartify too and our public programme is designed to showcase the digital content we are producing. At the start temporarily closing our doors due to COVID-19 was terrifying but has in fact been a positive experience in which we have learnt new skills as a team, reached a far wider audience than usual and enjoyed opening a digital museum.

Dr Laura MacCulloch
College Curator
Royal Holloway, University
of London

Royal College of Nursing

The Royal College of Nursing (RCN) is the world's largest nursing trade union and professional body. Leadership and funding come from our members whose union membership is protected by GDPR.

During 2020, the challenge for the archive team of the RCN Library and Archive Service was to find a practical method of supporting the need for transparency and accountability whilst providing secure, free access to historic collections. We needed to find a new way to share records with a specific audience beyond the existing technical boundaries and to share this with sector colleagues, ie, those using identity verification systems like Shibboleth.

Since 2017 the archive team have been using Preservica software to manage, preserve and provide access to born-digital and digitised records. Making use of Preservica's Universal Access module (a Wordpress product), selected records such as publications are available freely online on the RCN public digital archive. However, GDPR restricts what we can make public and we need to provide value to the members who fund our service. Technology didn't seem to support a way to provide that service.
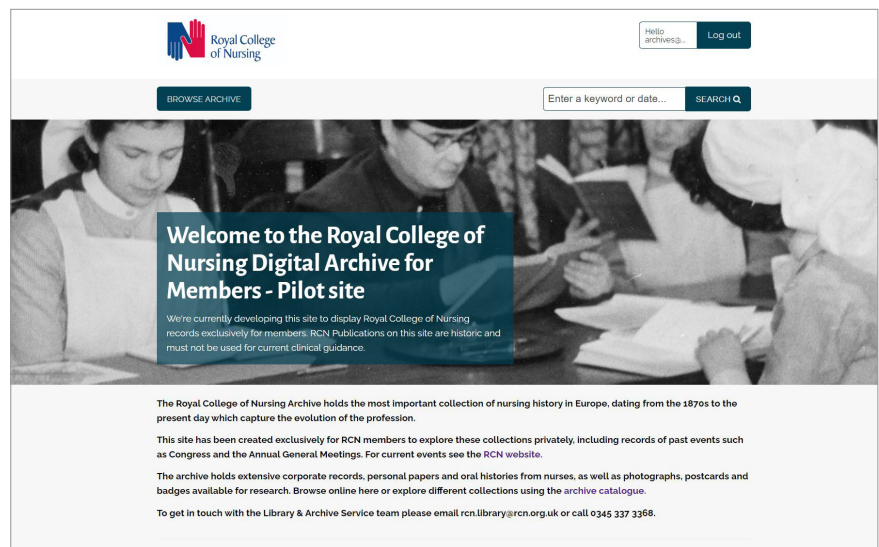
RCN Member digital archive homepage.

The RCN holds personal data to operate as a trade union and membership database software provides a high level of data security. Online member services (eg, library resources) can be offered exclusively to members on the RCN website through a login system called SAML. This verifies membership with the membership database without copying any personal data or putting it at risk.

Following a technical discussion with Preservica, they created a second Universal Access website which recognized "public" and "member" records. Security tags and access roles are used in Preservica to control which users can see which records. A security tag titled "Member" and a role "RCN Anonymous Member" were created allowing "member" records to be displayed on the member digital archive but not the public one.

The member digital archive website next had to identify who was a member. We worked with the RCN IT team to establish a SAML authentication system allowing the website to ask the RCN membership database "is this person a member?". The

RCN Library and Archive Service team away day, January 2020.

membership database verifies this and tells the website "yes". All RCN members are identified as a single person called "member" who has the access role we set up beforehand. That means we do not need to create and manage Preservica logins for each of our 450,000+ members. Whew!

Content was needed to launch the new website. The audio and video recordings of the annual Congress event was unsuitable to share on the public website. Congress delegates debate and vote on resolutions which direct the RCN's work. This is important evidence for transparent governance and so these made a great pilot.

It wasn't just a technical feat: once the website was ready, a Data Protection Impact Assessment was carried out to ensure GDPR compliance. With the real 2020 Congress event cancelled due to COVID-19, we launched the website in June, and have seen steadily growing use since.

We hope that other libraries and archives will be able to use this project to develop exclusive access resources for special user groups using a similar methodology around their own identity verification systems.

Fiona Bourne
Archive Manager
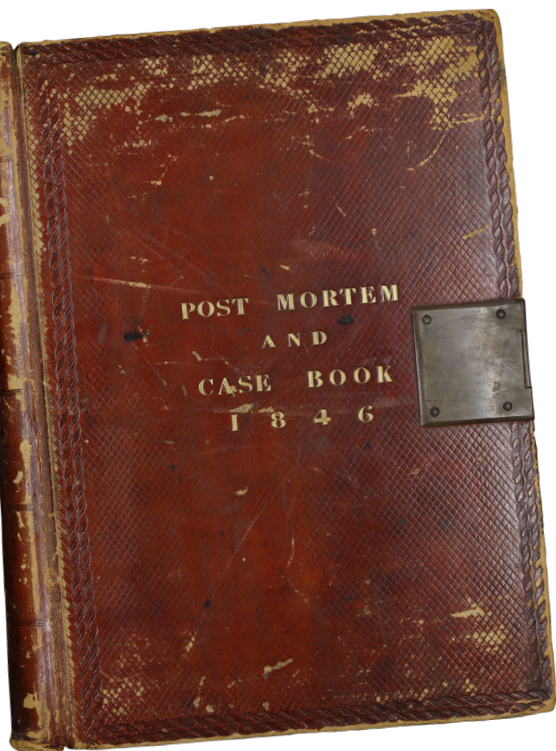RCN Library and Archive Services

RCN Login to digital archive.

Audio-visual recording of Congress 2014 Keynote Speaker playing in RCN member digital archive.

RCN Member digital archive - Congress collection

The Archives and Special Collections of St George's

The Archives and Special Collections of St George's, University of London have recently made available the first batch of catalogued records for the Wellcome-funded project "Opening Up the Body: The Post Mortem Case Books of St George's Hospital". Following conservation and digitisation of the volumes dating from 1841 to 1946, cataloguing of the collection is ongoing.
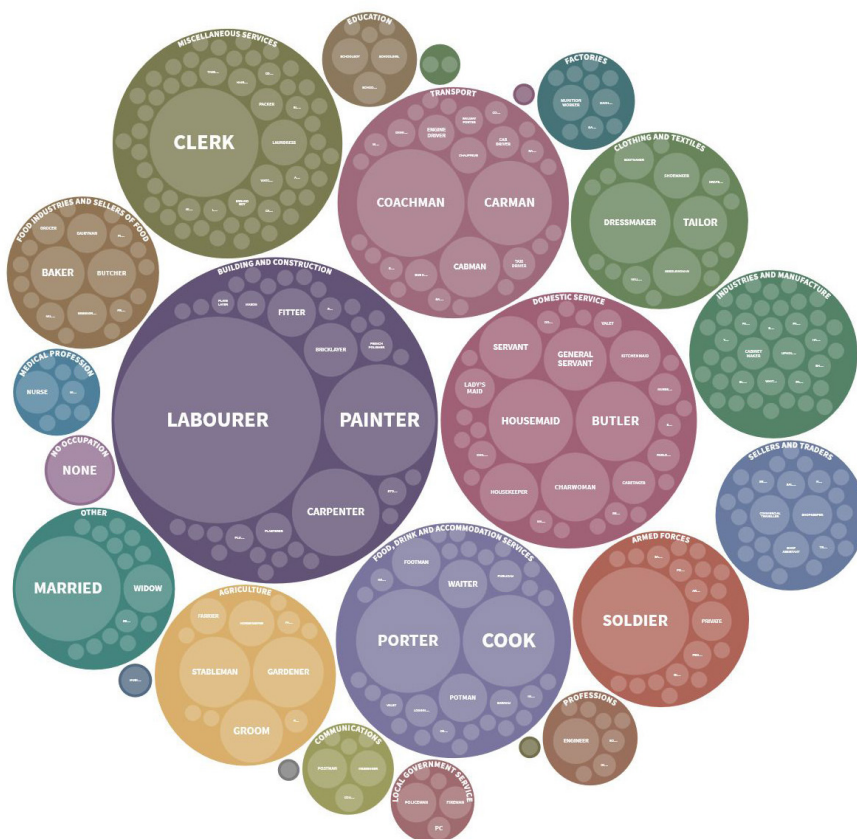

Cover of Post Mortem Register 1846. Archives and Special Collections, St George's, University of London, PM/1846.

Due to the sensitivity of the material only volumes up to 1920 (containing over 28,000 cases) will be catalogued in the first instance.

The collection is freely available online via AtoM cataloguing platform (**https:// archives.sgul.ac.uk/postmortem**). The volumes contain medical case notes, including details on patients' medical history and admission to the hospital, treatments and medication administered to them, as well as post mortem case notes including

detailed pathological findings made during the examination of the body after death. Alongside digital images of each case the catalogue records include information about the patients (name, age, gender, occupation, the disease(s) of which they died) and a brief summary of the case notes.

The volumes contain a wealth of information about the diseases and causes of death in the 19th and early 20th century London, charting outbreaks of diseases such as the deadly cholera epidemic in Soho in 1854 and recording instances of rarer conditions such as leprosy and hysteria. This is also a valuable resource for those interested in social history and genealogy, as the case notes record, sometimes in considerable detail, the lives of the patients, many of whom came from the slums of Westminster and the surrounding areas. From cats' meat men to dressmakers, the post mortem records provide, perhaps surprisingly, a glimpse in to the lives of the working-class population in central London. The casebooks also reveal issues around consent and the changing attitudes towards death, and provide a source for those studying medical education and institutional practices.

Visualisation of occupational data from the post mortem registers, 1841-1917 using Flourish.studio. Source: Archives and Special Collections, St George's, University of London.
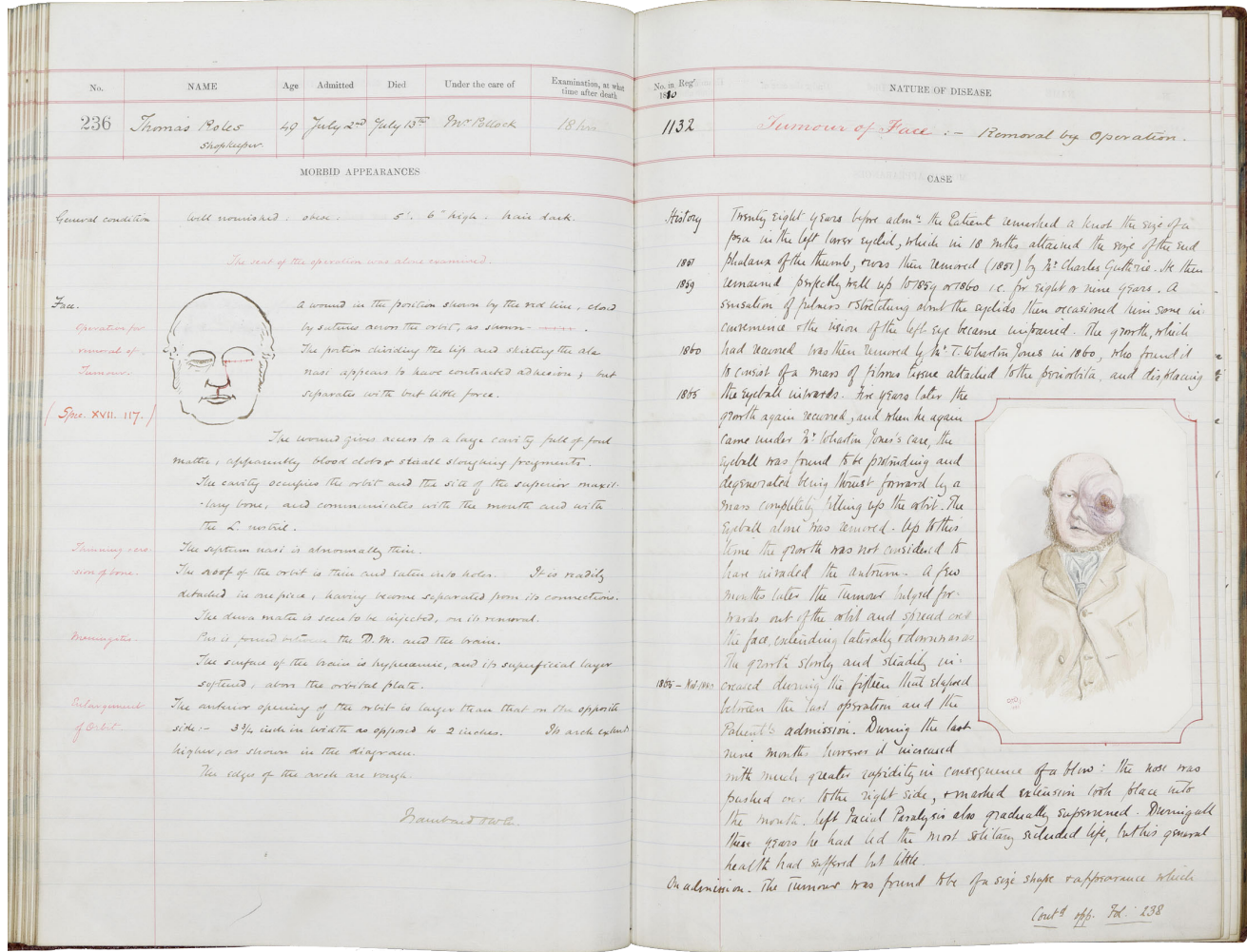
Illustrated case of Thomas Roles, 49, shopkeeper, who suffered from a tumour on his face.
Archives and Special Collections, St George's, University of London, PM/1880/236.

The collection can be searched and accessed in various ways. Besides free text search, subject access points provide access by disease type and anatomy, such as respiratory tract diseases or diseases affecting the nervous system. Medical terms have been transcribed as well as standardised using **Medical Subject Headings (MeSH)**, allowing users to search for modern as well as historical terms (eg, "Phthisis" and "Tuberculosis"). Authority files enable browsing of the cases relating to particular doctors, such as Henry Gray. Cases with illustrations or photographs, as well as cases where death was caused by trauma or accident, can also be searched.

To enhance accessibility and engagement, the project is using data visualisation tools to further highlight aspects otherwise hidden within the data. In order to be able to get the most out of this incredibly rich source, the project team have modified the cataloguing templates to structure the data so that it can be exported to the catalogue in the required and easily readable format, as well as to make it easier to properly explore that data and gain new insights into the material. These visualisations can be used for instance to study the changes in the causes of death across time or the age and gender distributions across the data.

The project was initiated by Carly Manson, and the project team consists of Archivist Juulia Ahvensalmi and Project Archivists Natasha Shillingford and Alexandra Foulds.

Juulia Ahvensalmi
Archivist
St George's, University of London

Digital Projects

The Wiener Holocaust Library is currently working on a number of exciting digital projects which may be of interest to members of the M25 Consortium. We have worked hard to improve our digital capabilities over the past few years so are excited to advance on new projects and collaborate with other institutions.

Refugee Family Papers: An Interactive Map

Thanks to a generous grant from Arts Council England we are redeveloping our online resource **Refugee Family Papers: An Interactive Map** which gives users the opportunity to browse and search The Wiener Holocaust Library's collections of refugee family papers. Several hundred of these collections have been donated to the Library over the years by Jewish refugees and their families, who escaped Nazi antisemitic persecution by emigrating to the UK.

Vernacular photography, which includes everyday subjects such as family snapshots and ID cards, is a particular strength of the collection. Warm, funny, poignant, and tragic moments are all captured in the many images from our Family Papers collections.

This image is a contact sheet of Herbert and Eleanor Hess as children. Eleanor came to Great Britain from Munich with her mother in 1939 while her brother, Herbert, immigrated to Brazil.

The collection also includes emigration and citizenship papers of her grandfather Emil, First World War army records of her father; and an unpublished memoir by Eleanor herself.

As part of this project we are working hard to catalogue, conserve and digitise additional material and increase engagement through exhibitions and events.

Testifying to the Truth

Since 2015 we have also been working hard to translate, fully catalogue, and digitally preserve our unique collection of eyewitness testimonies gathered by staff in the 1950s. The project was the initiative of Eva Reichmann, head of research at the Library from the end of the war until the 1960s, and aimed to acquire as many reports as possible from those who had lived through the period.

Advertisements were placed in the British, and later European, press for eyewitnesses to come forward. Some 1,300 submissions were collected at a time when few people were actively gathering evidence of the Holocaust from the perspective of survivors. These submissions cover a wide array of experiences, from those of children to those in the Resistance, from people living underground in Berlin to those who managed to escape to Mauritius and Shanghai.

Wiener-L_0014: Eva Reichmann, Head of Research at The Wiener Library, July 1952 © The Wiener Holocaust Library.

Built using Goobi, a workflow and digitisation software developed by *Intranda*, these testimonies will be made fully accessible online for the first time on a dedicated micro-site *Testifying to the Truth*. Launching later in 2020, scans of original material will be available alongside transcriptions and translations completed by our team of dedicated volunteers.

Leah Sidebotham
Digital Asset Manager
The Wiener Holocaust
Library

1571/8/2/4/1: Eleanor and Herbert Hess as children (contact sheet)
© The Wiener Holocaust Library.

Digital Archives and Collections

The last few months, when our libraries and archives have been closed, have really highlighted the need for high quality digital resources to support online and blended learning.

At University of the Arts London we are in the final stages of creating a portal to bring together and share digital collections from across the university, to make these unique resources available to our students and staff – and the rest of the world.

Phase 1 of Digital Archives and Collections (DAC) is now completed with the implementation of a dedicated digital preservation system (Preservica CE). Of course active digital preservation is more than just storage, it's about the ongoing management of our digital objects to ensure long term access including the migration of file formats to protect them against file obsolescence.

DAC is a university wide project, managed by IT Services, working with collection managers across the university. Like many institutions we have a complex history of collecting, including Library Services, the London College of Fashion Archive, and the Central Saint Martins Museum and Study Collection. The initial focus has been on the university's **archives and special collections**, and many of our digitised and born digital collections have now been uploaded to the system to support their ongoing preservation. Collections include college and university histories from historic estates plans to a new archive to document the university response to COVID-19, the archives of numerous designers and practitioners, decorated book collections held in the LCC Library Special Collections, Artists Books from Chelsea Library, and student work including born digital artworks found in the University of the Arts London Art Collection. We will move on to explore other use cases for digital preservation across the university, particularly related to research.

The project has been a really steep learning curve and we have learned a lot from the organisations that have led the field– increasing our knowledge of best practice for the digitisation of a variety of 2D and 3D artefacts, establishing procedures for copyright and licensing for digital content, and the challenges of integrating multiple cataloguing systems, as we have both archive and museum systems (Calm and TMS), so that we can bring together collections from across the university for the first time.

The focus of Phase 2 is the development of an engaging digital collections portal, so that our collections can be discovered, explored and integrated into teaching, learning and research. We are working with Digirati to achieve this, as well as the University of the Arts London digital team who are carrying out UX with students to design and fully realise the interface, and embed it in the University of the Arts London digital presence.

We expect to go live with the portal in January 2021, and we are happy to share our experiences with other colleagues, and also continue to learn from the examples of best practice in the sector.

Enquiries: Elisabeth Thurlow, Digital Preservation and Access Manager, Library Services **e.b.thurlow@arts.ac.uk**.

UAL archives "Telling objects". Photography: Taeyeon Kwon.

Jess Crilly
Associate Director Content & Discovery, Library Services
University of the Arts London

Royal College of Surgeons of England

The Royal College of Surgeons of England (RCS) is committed to enabling surgeons to achieve and maintain the highest standards of surgical practice and patient care. There are over 25,000 members in the UK and across the world. The Library and Archives Department aims to support the learning, development and research activities of our members at every career stage, from trainee surgeon until retirement and beyond.

Royal College of Surgeons, Lincoln's Inn Fields.

The RCS Library first opened to the public in 1828 with a collection of more than 800 surgical, medical, and anatomical volumes acquired by the Board of Curators of the Hunterian Museum. Over the following two centuries the Library's holdings grew into one of the world's finest collections of books, journals and archives relating to the history and development of British surgery and the surgical profession. In 2013 the significance of the Library, Archives, and the Hunterian Museum collections was recognised by Arts Council England via a prestigious Designated Status Award, one of only a handful in England that has been awarded to a combined library, archives, and museum collection.

Learning and Teaching

Today, the main purpose of the Library is to support the current learning, development, research, and professional activities of RCS Members and Fellows, and trainee surgeons. The majority of our membership are remote users and access our services and resources outside of core hours. An extensive range of print and digital resources is available, including e-books, e-journals, medical databases, and specialist anatomical teaching and visualisation applications. Complementing these are professional, staff-mediated support services that are tailored to the information needs of specific individuals or groups, including specialty Current Awareness *Updates* and literature searches.

Specialty *Updates*

The Specialty *Updates* are concise email summaries of the latest evidence in a particular surgical field, designed to support surgeons in their use of evidence, guidelines and new technology in their practice. The content is chosen

*The RCS Library Reading Room in the 19th century.*

by Information Specialists with panels of volunteer Specialist Advisors providing clinical oversight. The *Updates* are broken into sub-specialty areas making it quick and easy to find the relevant content. Information Specialists write a concise summary of each included article to help members to decide what would be useful for them to read in full. The *Updates* have an extremely high level of engagement from members who use them to keep abreast of the latest research, guidance and policy, to highlight areas for research and teaching, and select reading for journal clubs. We monitor click-throughs to full text to keep up to date with what interests our surgeons. Wherever possible the articles included link to RCS full text subscriptions which also drive traffic to these and justify our continued purchase of resources. All past *Updates* are archived and available to browse through our library catalogue, Surgicat+ after a six month embargo. This allows the dissemination high quality evidence more widely to non-members.

Development of tiered literature service

We offer a literature search assistance to members to support their clinical practice and professional activities. In 2018, as a result of an increase in demand for high-level searches to support systematic reviews, we tiered our literature search service into three levels and now offer:

- quick search – provides the relevant content to answer a narrow question, or to provide 5-10 citations to support posters, presentations, etc.

- narrative search – a more "standard" literature search, suitable for scoping a research question, for answering more complex clinical queries, or for supporting developments in services, guidelines or protocols.

- systematic search – a high-level search of multiple relevant sources to identify all the evidence that meets specified criteria to answer a research question.
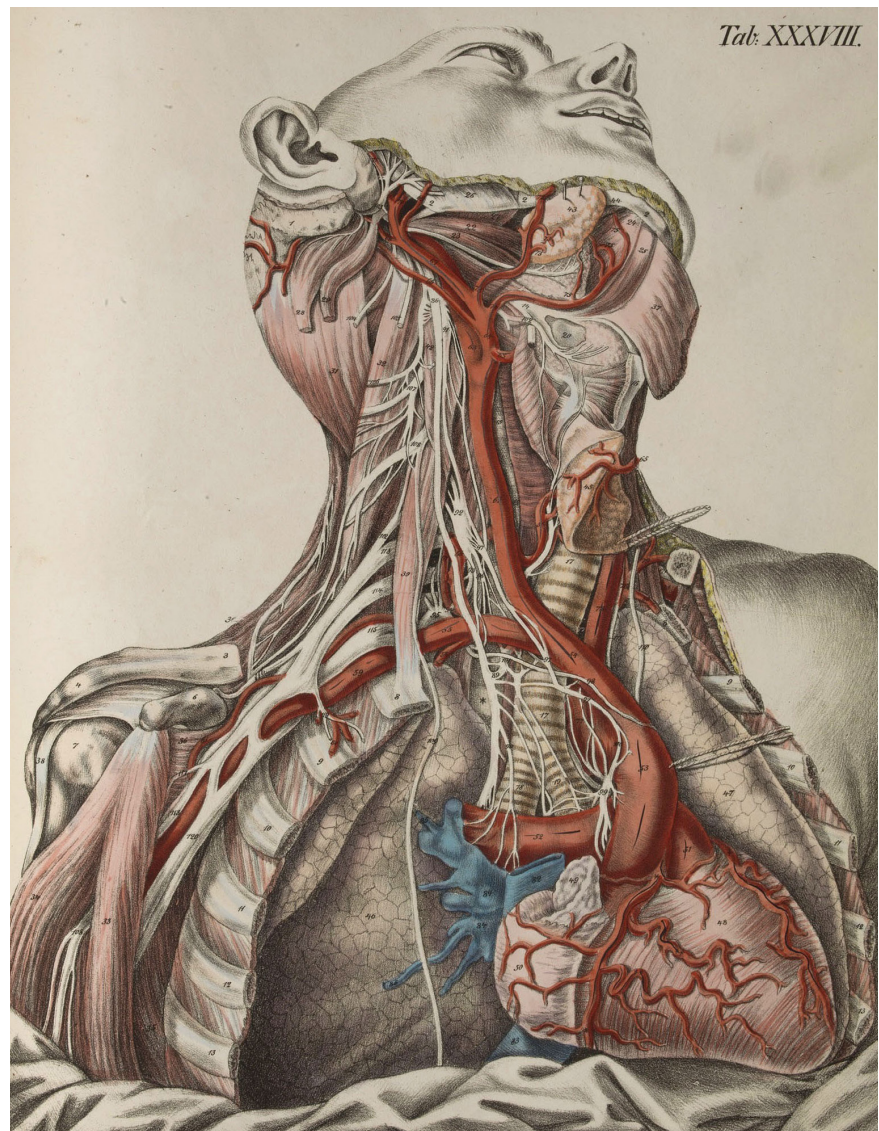
Bierkowski Anatomisch-Chirurgische Abbilgungen 1827 RCS Library.

This service is extremely well-used and valued by members. The tiering of the service has resulted in an even greater increase in requests for systematic search support.

Collections and Exhibitions

The Library possesses an outstanding collection of medical and scientific books and journals that date from the late 15th century to the present day. The focus is predominantly on surgery, dentistry, anatomy and pathology. However, our rich historical collections also cover topics such as public health, military medicine, infectious diseases, botany and natural history, all of which help to set the development of surgery and dentistry within the wider context of medicine and general science. It provides an outstanding resource for researchers from a diverse range of disciplines, proving valuable to medical and scientific historians, humanities scholars and artists.

There is a fascinating collection of approximately 28,000 pamphlets, many unique to the library, ranging over all aspects of medicine, surgery and dentistry plus natural history and other scientific subjects. In 2015-16, 21,500 of the nineteenth-century pamphlets were digitised and can be found by searching the RCS catalogue, SurgiCat+. This was a wonderful project that has made the collection available to a far wider audience.

Watercolour portrait showing a soldier before and after facial reconstruction surgery performed by Harold Gillies and his team 1918-1920 (artist unknown) RCS Archives.

In 2019 we launched our first digital exhibition, *Medicinae Plantae: healing plants through time*. The exhibition looks at some of the beautiful, classic and unusual books relating to herbalism in the Library's collection and highlights the important role of herbalism in medical education up to the 19th century. We are working on our next exhibition *Depicting Anatomy: The hunt for unalloyed reality*. This will be launched in the autumn and looks at how anatomy books have striven to depict and illuminate what is known about the inner workings of the body.

Archives

The Archives support the business activities of staff across RCS and reach a diverse global audience of external academic researchers, students and genealogists. The corporate archive, dating from 1745, charts the history of the College, the Hunterian Museum and the development of the surgical profession. The deposited collections include the Harold Gillies Case Files,

relating to over 2,500 soldiers who underwent facial reconstructive surgery during the First World War, and the records of the London Lock Hospital and Rescue Home (1746-1948), which was the first voluntary hospital for the treatment of venereal diseases.

The archive collections are strongly multi-disciplinary. Anatomy, zoology and surgery are all well represented, and the collections are also used to support the study of art, military history and social history

Redevelopment: new research space for an historic institution

The Royal College of Surgeons' purchased their first property in Lincoln's Inn Fields in 1797. In September 2017 we closed our doors to begin a major redevelopment that will create a modern, light and flexible building for the RCS which reflects both our past and future. This new building will include two dedicated and fully

equipped rooms for library and archival study and research, the Members' Library and the Research Room. These rooms will have flexible individual and group spaces allowing access to the modern collection material and a secure, invigilated research suite for interdisciplinary study using the designated collections, including rare books, manuscripts, archives and appropriate museum items. The combination of these functions will: enable better integration of the library, museums and archives study and outreach activities to wider audience. Other plans for the future include launch of a new discovery system to improve and update the Library's online presence and user experience. The team will be developing an online information skills training courses for our members. The next year will be an exciting and busy time as we prepare to move into our new building and welcome members and researchers back in autumn 2021.
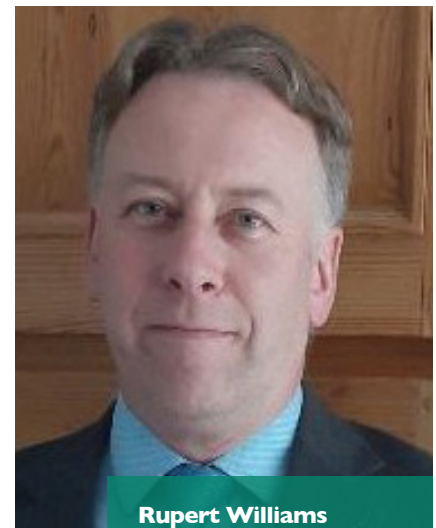
Rupert Williams
Director of Library and Archives
Royal College of Surgeons of England

Know yourself: A prerequisite for moving into management

If, like me, you fell into management with no formal training, finding your way from one crisis to another and generally feeling like an impostor and hoping nobody would notice, then the cpd25 Moving into Management course might have been just what you needed and what's more, it was good fun too.

Back in February this year, I attended the course as a recipient of the much coveted **Staff Development Awards**. I submitted a totally speculative application to the award organisers and, to my great surprise, received two days' worth of cpd25 training to attend any course of my choice. Naturally I was drawn to the Moving into Management course. I'd only been in my current management role for 9 months and while previous roles had given me a high level of technical expertise, I'd actually had very little experience in the management of people.

That (the management of people) is of course the hard part. Anyone can acquire subject-matter expertise. Anyone can develop technical and system knowledge. But how do you get the best out of people? How do you inspire and maintain staff engagement? How do you have those difficult – slightly awkward – conversations that every now and then need to be had? And perhaps most importantly, how do you manage your managers? The folks up in the ivory tower, far-removed from life on the frontline but nevertheless issuing edicts and calling shots?

The **Moving into Management** course answered all these questions and more. It was delivered by Nicole Godetz, a Management Consultant from the world famous Erica Sosna Career Matters Consultancy. Nicole's approach to management training is a decidedly coaching – almost psychotherapeutic – one. That is to say: there was a lot of time spent self-reflecting and considering one's own strengths and weaknesses and biases and fears. Then writing it all down. Then talking about it.

"Know yourself" Nicole kept saying. "Where is your comfort zone? Where is your stress/discomfort zone?", she asked. The space in between – the Growth Zone – is where you want to be.

Within this coaching, self-reflective, self-analytical framework, we discussed: what good management feels like, how to motivate others, setting performance goals and giving quality feedback. We did some role-playing too: setting up and staging scenarios in which you – the pretend manager – have to find a way to positively engage with a not-so positive staff member. All good fun. It gave me an insight into the sorts of problems managers face and, on the fun side, pushed my improv. skills to the max.

So how do I feel about it now? Today, seven months later, looking back in the spirit of honest self-reflection, what were my take-aways? Well, I'm grateful for the opportunity the course gave me to do some frank accounting. To ask myself: What kind of manager am I? What kind of human being am I? Of course this all happened in a pre-COVID world when it was taken for granted that meetings would be face-to-face, conversations would be seamless and ideas would be easily exchanged across the open-plan office. As comprehensive as the course was, it couldn't possibly have foreseen the perils of managing remotely, email overload and chairing team meetings over weird background noises and dodgy internet connections.

Still, whether online or in person, I suppose the principles are fundamentally the same: plan, communicate, know yourself.

Nate Evuarherhe Jr
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Member Institutions 2019-20

Anglia Ruskin University

Birkbeck, University of London

British Library

British Museum

Brunel University

Buckinghamshire New University

Canterbury Christ Church University

City, University of London

Courtauld Institute of Art

German Historical Institute London

Goldsmiths, University of London

Horniman Museum

Imperial War Museum

King's College London

Kingston University

Lambeth Palace

London Business School

London Metropolitan University

London School of Hygiene
& Tropical Medicine

London South Bank University

Middlesex University

Oxford Brookes University

Queen Mary, University of London

Ravensbourne College of Design
& Communication

Regent's University London

Roehampton University

Royal Central School of Speech
and Drama

Royal College of Art

Royal College of Nursing

Royal Holloway, University of London

Royal Society of Chemistry

Royal Veterinary College

School of Oriental & African Studies

Science Museum

Senate House & SAS Libraries

St George's, University of London

St Mary's University, Twickenham

The National Archives' Library

The Wiener Holocaust Library

University College London

University for the Creative Arts

University of Bedfordshire

University of Buckingham

University of East London

University of Essex

University of Greenwich

University of Kent

University of Reading

University of Surrey

University of Sussex

University of the Arts London

University of West London

University of Westminster

University of Winchester

Victoria and Albert Museum