



# Public Library Quality Improvement Matrix

Developing a self evaluation and  
improvement model

# Background

- Legal and legislative context for libraries
- Brief History of Public Libraries
- Local government re-organisation
- People's Network
- Best Value
- Efficient Government
- Other standards and quality assurance regimes
- Cultural Commission

# Defining the role of public libraries

- 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

# Defining the role of public libraries

- 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



# Entitlements

- Free access to books for lending and study and the internet through broadband networks
- Access to the local authority's policy objectives and vision for the public library service.
- Access to the public library service's policies on resource and collections management.
- Access to stock which is in good condition.
- Public library services offered through the National Entitlement Card, which is issued locally.
- Access to the local authority's library resources and online request and renewal service via a web-enabled catalogue.
- Access to the public library service's policies on Acceptable Use for internet and computers.
- Access to a range of material by Scottish authors or published by Scottish publishers.
- Opportunity to express views about the public library service through consultations.
- Access to the resources of other library and information services via inter-lending agreements, resource sharing co-operatives or using the services of the National Library of Scotland and the British Library.



# Meeting user expectation

- Free access to a range of reference and information resources.
- Support for the development of information literacy and digital literacy (ICT technical skills) to enable access and use of information services.
- Access to international, national and local authority public information, such as information relating to benefits, careers and legislation.
- Opportunities to develop local information resources.
- Community learning and literacy classes, including taster sessions and progression through learning partnerships.
- Opportunities to explore community heritage, family and local history.
- Access to a range of library services for people to support their personal development and participation in local community life.
- Access to information about culture and, where appropriate, opportunities to explore culture.
- Opportunities for special groups to use library services.
- Free access to reading material for lending and study, which is both up to date and in good condition, for a range of reading abilities across age groups.
- Access to reader development activity.
- Access to different formats such as large-print, spoken word or Braille.
- Opportunities to improve literacy and numeracy.



# Meeting user expectation

- Access to a welcoming public space.
- Equality and inclusion for all users, including provision of material in appropriate languages.
- Minimal barriers to access, both to physical and virtual services and with clear signage
- Access to a clear complaints procedure.
- Access to the support and guidance of trained staff.
- High quality customer services.
- Buildings which are fit for purpose.
- Access to adequate public library services which demonstrate Best Value.
- Public library services which meet the Disabilities Discrimination Act.



# What is self-evaluation?

- 3 basic steps
- How are we doing?
- How do we know?
- What are we going to do now?



# What are we going to evaluate

<b>Quality Indicators for Library Services</b>	<b>Overall evaluation</b>
1. Access to information	
2. Personal and community participation	
3. Meeting readers' needs	
4. Learners' experiences	
5. Ethos and values	
6. Organisation and use of resources and space	
7. Leadership	

# Setting the Levels of Performance Levels 6-5



## ● Level 6 Excellent

- Clearly excellent or outstanding.
- Very best practice worth disseminating beyond the service.
- Individuals' experiences and achievements are of a very high quality.
- Very high levels of performance which are sustainable.

## ● Level 5 Very good

- Major strengths.
- A high, but achievable standard of provision.
- The very few weaknesses, if there are any, do not diminish individuals' experience.
- Services will take opportunities to improve and strive to raise performance to excellent.

# Setting the Levels of Performance Levels 3-4



## ● Level 4 Good

- Provision with important strengths that have a positive impact.
- Areas of improvement diminish the quality of individuals' experiences in some way.
- Services will seek to improve further the areas of important strength while taking action to address areas of improvement.

## ● Level 3 Adequate

- Provision where strengths just outweigh weaknesses.
- Individuals have access to a basic level of provision and strengths have a positive impact on individuals' experiences.
- Weaknesses do not have a substantially adverse impact, but do constrain the quality of the individuals' experiences.
- Services will seek to address areas of weakness while building on strengths.

# Setting the Levels of Performance Levels 1-2



- **Level 2 Weak**

- Weaknesses that are important enough to have a negative impact on the quality of individuals' experiences.
- Such weaknesses will be sufficient to diminish individuals' experiences in significant ways.
- There will be a need for the service to take structured and planned action to address such weaknesses.

- **Level 1 Unsatisfactory**

- Major weaknesses in provision.
- These weaknesses will require immediate remedial action.
- Individuals' experience is at risk in significant aspects.
- Improvement requires strategic action and support from senior managers.
- It may involve work alongside other staff and agencies in or beyond the local authority.

# What will illustrative model look like?

- **Level 4 Illustration**

- *Access to a wide range of current information resources, including books, electronic resources and ICT networks and hardware is good and clearly signposted. There is easily-secured additional provision for those with special needs, through assistive technologies, or those with special language requirements. Resources match the needs of individuals, are in good condition and provide suitable support for the community. Where the library does not have access to the information required, referrals are made to other providers.*
- *Staff are addressing their role in supporting access to information, including providing help with basic ICT skills and information literacy. Individual and group support is well-planned to make good use of scarce staff resources and local partnerships. Training needs analysis is regularly carried out and linked to the staff development programme in order to provide good support to meet community and individuals' needs.*

# What will illustrative model look like?

- **Level 2**
- *Access to current information resources is limited. In particular, the range of electronic resources and access to the ICT networks and hardware provision are insufficient to meet the needs of individuals and the community. Minimal provision is made for those with special needs, thorough assistive technologies, or those with special language requirements. This provision is not actively promoted by staff. Resources are outdated or there are deficiencies in quantity, range or suitability. Referrals to other providers of appropriate resources are inconsistent. As a result, the needs of individuals and the community are not met consistently.*
- *Staff fulfil only limited aspects of their roles effectively. Individual and group support is ad hoc. There is evidence of a need for more effective staff development to support community and individuals' needs.*

# Process



- **Stage 1**
  - Introduction of context and pilot to staff participants
  - 7 Quality Indicators looking at strengths and areas for improvement
  - Self-assessment and finding the evidence base not self delusion
- **Stage 2**
  - Preparation within the authority of the evidence for review
- **Stage 3**
  - Review of the evidence including stakeholder questionnaires
  - Discussions with Senior Management Team
  - Discussions with staff representatives
  - Discussions with community library focus group
- **Stage 4**
  - Feedback to Senior Management Team
- **Stage 5**
  - Written report on self-evaluation
- **Stage 6**
  - Developing the action plan

# Scottish Executive Public Libraries Improvement Fund



- The Scottish Executive Public Libraries Improvement Fund is a £500,000 fund for a 3 year period to encourage service development in authorities who already investing and achieving progress in their public library service delivery.
- Authorities who undertake the self-evaluation process and are assessed externally verified as adequate or better will be able to submit proposals based on their action plans to the Improvement Fund.
- The Public Library Quality Improvement Matrix can be used as a performance management tool within local authorities.



# Scottish Executive Public Libraries Improvement Fund



- Fife Taste IT
- Scottish Borders – PALM
- East Renfrewshire – My health
- Ask Scotland
- National Reading Promotions
- Evaluation -

# Results and Impact

Quality Indicators for Library Services	Overall evaluation – 102 indicators in April 2011
1. Access to information	4 X Level 3, 7 x level 4, 7 x Level 5
2. Personal and community participation	2 X Level 3, 3 x level 4, 9 x Level 5
3. Meeting readers' needs	1 X Level 2, 2 x Level 3, 12 x level 4, 4 x Level 5
4. Learners' experiences	4 X Level 3, 6 x level 4, 5 x Level 5, 1 x Level 6
5. Ethos and values	2 X Level 3, 4 x level 4, 6 x Level 5, 1 x Level 6
6. Organisation and use of resources and space	5 X Level 3, 6 x level 4, 4 x Level 5
7. Leadership	3 X Level 3, 3 x level 4, 1 x Level 5





# Results and Impact

- Robust framework which has attracted international interest
- Performance Management Tool
- Group of Peer verifiers
- Exchange of best practice
- Improved services
- Detailed evidence base for advocacy
- It makes a difference.



# Thank you

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