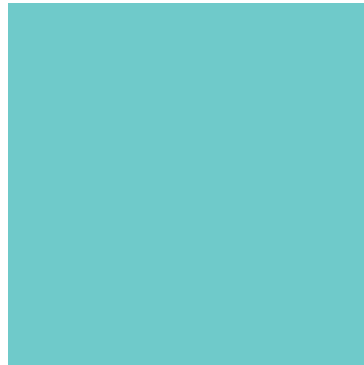
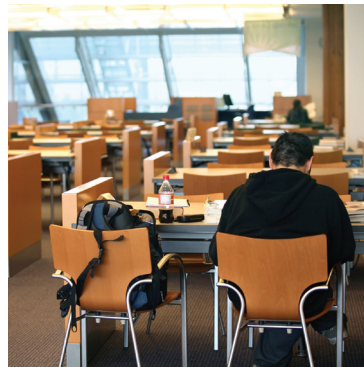


# GUIDELINES, STANDARDS AND OUTCOME MEASURES FOR AUSTRALIAN PUBLIC LIBRARIES

JULY 2016



## Acknowledgements

In January 2016 the Australian Library and Information Association (ALIA) Australian Public Library Alliance (APLA) and National and State Libraries Australasia (NSLA) commissioned I & J Management Services Pty. Ltd. to update the guidelines for Australian Public Libraries – *Beyond a Quality Service: Strengthening the Social Fabric, Standards and Guidelines for Australian Public Libraries*, 2<sup>nd</sup> ed. 2012, produced by Libraries Alive! Pty Ltd.

The purpose of the project was to establish national standards and guidelines for public libraries that reflect the role and expectations of contemporary public libraries and recognise the different circumstances in the eight states and territories, allowing for appropriate local interpretation. The current national standards and guidelines were last updated in 2012 and were seen to be in need of a refresh if they were to remain relevant and useful. In particular, the project sought to update and review library guidelines and standards in relation to:

- library collections (physical and digital resources and content)
- staffing numbers and levels
- library building standards
- budget (operational, salary and capital)
- technology and other web based services.

The project also aimed to enable Library Managers to report on key performance indicators (KPIs) about the library service's contribution to community outcomes, feeding into overall measures for local, state and territory governments. The project sought a set of standard outcome indicators for public library services to enable consistent reporting and evaluation of impacts such as:

- life-long learning (non-formal learning)
- community engagement
- early childhood development
- technology/digital inclusion.
- economic and workforce development.

A Project Steering Committee was established to provide advice, guidance and support to the I & J Management Services' project team of Ian Phillips and Carol Oxley. Steering Committee members included Marian Morgan-Bindon (Chairperson – City of Gold Coast), Patrick Gregory, (Northern Territory Library), Vanessa Little (Libraries ACT), Cameron Morley (State Library of NSW), Geoff Stempel (State Library of SA), Debra Summers (Public Libraries WA) and Karen Ward-Smith (Public Libraries Victoria Network).

The project would like to gratefully acknowledge the invaluable contribution to the development of the guidelines, standards and outcome indicators of around 200 Library Managers and staff from across the country who completed the project survey and/or participated in consultation workshops held in Canberra, Melbourne, Adelaide, Sydney, Perth and Brisbane.

# Guidelines, Standards and Outcome Measures for Australian Public Libraries

July 2016

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# PREAMBLE

## Change is a constant for library and information professionals

Public libraries in Australia are evolving – responding to formidable challenges in terms of demographic shifts, technological growth and social change, and creating opportunities to better contribute to the individuals and communities they serve.

Public libraries are adapting and expanding beyond perceptions of their traditional roles, delivering genuinely new services to the public through substantial growth in programs and personalised information services, leveraging technology to ensure user access to a broader range of content and resources, and adopting distinctive local definitions of purpose – such as being the guardians of community stories, culture and history.

This transformation in public libraries is not about ‘flipping a switch’. It is about evolving purposefully, and figuring out how to leverage what already works well in our libraries as significant community institutions to steer users through a world of constant change.

For libraries to thrive in this new environment, Library Managers and staff have to step outside of their comfort zone. They need to stay on top of innovation in the sector, identify ways to maximise community engagement, and make the library experience even more interactive and influential. The knowledge, skill base and practices that have been developed over many years provide a solid platform for growth and provision of guidance to the next generation of Library Managers and leaders.

## Guidelines, standards and outcome measures for Australian public libraries

For a number of years, ALIA APLA have co-funded the development of public library standards and guidelines, supporting the work of Australia’s 1500 public libraries and leaders by providing an evidence-based guide for the development of library services in Australia. Australia is one of the few countries to have developed national public library standards. These industry standards are held up internationally as an example of best practice in the public library environment. They serve to cement Australian public libraries as a network – offering opportunities for efficiencies – and providing a means for advocacy and communication with funding bodies and other stakeholders.

The current guidelines and standards – *Beyond a Quality Service: Strengthening the Social Fabric; Standards and Guidelines for Australian Public Libraries*, 2<sup>nd</sup> ed. 2012 – informed service planning and assessment and continuous improvement, and have been a practical tool for comparison among library services. In 2016 it was decided that these standards and guidelines were in need of a review and updating if they were to remain relevant and useful.

The revised *Guidelines, Standards and Outcome Measures for Australian Public Libraries* have been developed in close consultation with public Library Managers and staff across Australia and a project steering committee consisting of executive leaders from each state and territory. The revised guidelines have improved upon the 2012 standards and guidelines in several ways. They:

- present a framework for Australian public libraries that brings together and illustrates the essential components of a public library, indicating five key areas where guidelines should be developed to enhance the smooth and consistent operation of public libraries
- explain the strategic and community context for the work of public libraries, describing not just WHAT libraries should be doing but WHY this is important
- provide a set of standard outcome indicators for public library services to enable consistent reporting, evaluation and demonstration of the real impact of libraries on people’s lives.

## SUMMARY

This document presents evidence-based guidelines, standards and outcome measures for the planning, development, delivery and review of public library services in Australia.

Guidelines document best practice and are intended as operational suggestions for improving library performance.

Standards are quality levels for benchmarking, comparison and attainment.

Outcome measures indicate the type of impact that provision and use of public library services can have on individuals and communities.

The guidelines, standards and outcome measures presented here recognise current international and Australian trends in provision of public library services and the views of many Australian public Library Managers. The guidelines and standards draw heavily on the 2012 edition *Beyond a Quality Service*, with other major sources including Finland's *Quality recommendation for public libraries*, the *Ontario Public Library Guidelines - For Municipal and County Libraries*, *Standards for New Zealand Public Libraries*, and the latest NSW and Queensland public library guidelines and standards.

There are 16 guidelines, 15 standards and six areas of outcome measurement.

### Guidelines

#### **Strategic Community Focus**

- G1 Ensure universal access to library services within the community
- G2 Reflect community needs and aspirations and engage the community in shaping library services
- G3 Champion cultural identity
- G4 Create partnerships to build community and individual resilience and capacity

#### **Service Management**

- G5 Governance
- G6 Management

#### **Service Offering**

- G7 Content and collections
- G8 Information and Reference services
- G9 Programs
- G10 Technology access
- G11 Places (physical and digital)

#### **Service Delivery**

- G12 Service points
- G13 Staffing
- G14 Funding
- G15 Partnership and collaboration
- G16 Customer service

## Standards

### Service provision

- S1 Library expenditure per capita per annum (excluding library materials)
- S2 Number of staff
- S3 Number of qualified staff
- S4 Library materials expenditure per capita per annum
- S5 Collection items per capita
- S6 Age of collection
- S7 Internet computers per capita

### Service reach

- S8 Membership as a percentage of the population

### Service participation and use

- S9 Visits per capita per annum
- S10 Website visits per capita per annum\*
- S11 Circulation (loans per capita per annum)
- S12 Turnover of stock (loans per collection item)
- S13 Program attendance per capita per annum\*
- S14 Internet downloads per capita per annum\*

### Customer satisfaction

- S15 Customer satisfaction

\* New standards in 2016.

## Outcome measures

- O1 Literacy and life-long learning, including early childhood development
- O2 Informed and connected citizens
- O3 Digital inclusion
- O4 Personal development and wellbeing
- O5 Stronger and more creative communities
- O6 Economic and workforce development

# INTRODUCTION

## The Australian public library sector

The Australian Library and Information Association (ALIA) is the national professional organisation for the Australian library and information services sector. ALIA seeks to empower the profession through leadership, advocacy and mutual professional support that underpins the development, promotion and delivery of quality library and information services to the nation.

The ALIA Australian Public Library Alliance (APLA) is the peak body for public libraries in Australia. APLA was formed in 2009 when library leaders at the ALIA Public Libraries Summit called for an alliance to bring together 'Australia's public libraries, united behind common goals and ambitions, sharing best practice, contributing to strong communities, valued by people and government, continuing to provide universal free access to information, knowledge and ideas, and confirming the importance of their role for future generations.' APLA is auspiced by ALIA and comprises the chair of every state-based public library association, a senior representative from the ACT, Northern Territory and Tasmanian library services, and expert members. APLA represents 94% of the 1,500 public libraries across Australia.

National and State Libraries Australasia (NSLA) is the peak body for active collaboration between the ten national, state and territory libraries across Australia and New Zealand. Each of the ten NSLA member libraries works within different government jurisdictions. The libraries collaborate on a number of projects and support working groups addressing issues including: literacy, collection development, marketing and services focusing on Indigenous Australians.

## Why have guidelines and standards?

Libraries in any country, state or territory and at any stage of development have both strengths and weaknesses, and all are capable of improvement. Therefore, guidelines and standards are relevant to every public library at some point in its development.<sup>1</sup>

Guidelines and standards suggest what might be possible. Drawing on the collective knowledge and experience of library practitioners, guidelines and standards provide assistance to librarians to develop an effective public library service that recognises and responds to the requirements of their local community. Guidelines and standards:

- provide a philosophical context for quality public library service
- serve as a tool to identify strengths and select areas for strategic and operational improvement
- assist in planning, design and development of library services
- provide an evaluation mechanism and benchmarking tool for public accountability
- assist in determining whether resources are sufficient.<sup>2</sup>

Guidelines and standards outline what is achievable and what is aspirational. While some libraries may operate at the most basic level of service, all libraries should be striving towards the highest levels of service that they can deliver. Ultimately, while public library guidelines and standards describe possibilities, local conditions will dictate what is feasible, with regard to both service scope and quality and organisational capability.

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<sup>1</sup> *The Public Library Service: IFLA/UNESCO guidelines for development*, Philip Gill et. al., 2001.

<sup>2</sup> *Public Library Standards: A Review of Standards and Guidelines from the 50 States of the US*, Christine Hamilton-Pennell, Mosaic Knowledge Works, April 2003.



## The origins of the guidelines and standards

Australia is one of the few countries to have national public library guidelines and standards.

*Towards a quality service: goals, objectives and standards for public libraries in Australia*, published by ALIA in 1990, was the first single document to guide public library development in Australia at a national level.

More than 20 years later the first edition of *Beyond a Quality Service: Strengthening the Social Fabric; Standards and Guidelines for Australian Public Libraries* was published in 2011, with a second edition released the following year. These publications were evidence-based guides for the development of library services in Australia, providing a framework for equitable service delivery, assessment and improvement, and a means of comparison among library services highlighting what standards were already being achieved by leading libraries. *Beyond a Quality Service* drew on earlier work on guidelines and standards carried out by the State Libraries of NSW (Living learning libraries<sup>3</sup>) and Queensland (Queensland public library standards and guidelines<sup>4</sup>).

The national standards and guidelines were intended to be used in conjunction with other more detailed state and territory standards and guidelines developed to suit local needs and conditions. For example, the NSW and Queensland guidelines, *People places: Guide for NSW public library buildings* (3rd ed. 2012), Victoria's 2011 *Being The Best We Can* self-evaluation framework and toolkit, and the 2010 WA *Standards of Measure and Performance* Report.

In parallel with the national guidelines and standards, NSLA has published annual statistics on Australian public library usage, activities and service offerings since 1996-97.

Collectively, these standards, guidelines and statistics have enabled local governments to benchmark their library services and to plan more effectively. They provide a platform for continuous improvement that underpins this 2016 update, refresh and expansion of the guidelines and standards.

## The need to measure outcomes

In the past, libraries have relied on quantitative measures such as visitor numbers, attendance counts and anecdotal stories to measure the success and effectiveness of these services. To provide more rigorous arguments for library funding and to guide future strategy development, data is required to provide evidence of the impact that these services have on people's lives and the value that this adds to personal, community and economic wellbeing. A set of standard outcome indicators for commonly provided public library services is required to ensure consistent measuring and reporting.

## Methodology

*Guidelines, Standards and Outcome Measures for Australian Public Libraries, 2016* is an evidence-based guide for improving and benchmarking library services in Australia. It builds on and extends existing Australian guidelines and related work and recognises standards already achieved by leading libraries.

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<sup>3</sup> Living Learning Libraries; standards and guidelines for NSW public libraries, 3rd ed. 2011, published by the State Library of NSW for the Library Council of NSW: <http://www.sl.nsw.gov.au/services/public-libraries/living-learning-libraries/index.html>.

<sup>4</sup> Queensland public library standards and guidelines, State Library of Queensland: <http://www.plconnect.slq.qld.gov.au/services/collection-management/policies/guidelines>.

## Guidelines

The guidelines presented here recognise international and Australian trends in provision of public library services, drawing on an extensive review of local and international literature. It has been shaped by the views of many Australian public Library Managers who participated in a national survey of public libraries on the use and value of guidelines and standards and a series of consultation workshops held around the nation.

The guidelines draw heavily on the current guidelines for Australian public libraries – *Beyond a Quality Service*, with additional references and resources listed within each guideline. Other major sources include Finland’s *Quality recommendation for public libraries*, the *Ontario Public Library Guidelines - For Municipal and County Libraries*, *Standards for New Zealand Public Libraries*, and the latest NSW and Queensland public library guidelines and standards.

## Standards

The agreed evidence base for public library standards is the annual collation of national-level library statistics reported through NSLA. The NSLA data has some shortcomings for comparisons between libraries<sup>5</sup>, but it is the only available national data set on public library performance.

NSLA data is used to set targets for each of the standards included in the national guidelines and standards. Base targets are set as NSLA averages. This allows for a simple updating process to be triggered by the release of successive annual NSLA statistics. The first edition of the standards was based on NSLA statistics for 2008-09, with the second edition (2012) using the NSLA 2009-10 data.

This 2016 edition uses the NSLA averages from 2013-14, with some adjustments made to financial indicators to account for inflationary factors.

## Structure of this document

This document references recent work on guidelines and standards from Australia and overseas, and is firmly grounded in contemporary Australian practice. It blends the reality of public library service provision with what might be, and what might need to be, in the coming years.

This **Introduction** section describes the rationale for, origins of and methodology in development of national public library guidelines and standards. The next section (**Public Libraries in Australia**) presents brief background information on public libraries in Australia, their funding and administration, the environment in which they operate, and societal trends which may affect them in the future. There is then a **Framework** which brings together and illustrates the essential components of a public library, highlighting the five key areas where guidelines, standards and/or outcome measures should be developed to enhance the smooth and consistent operation of public libraries.

The main body of the document presents principles that have governed the development of the **Guidelines**, **Standards** (where appropriate) and **Outcome measures**. Reference is made to related resources and tools that provide specialised guidance and support (e.g. in collection of outcomes data). These sections draw on the experience and judgment of many public Library Managers, and acknowledge that application of the guidelines and standards needs to be tempered by local context, conditions, challenges and opportunities. It is expected that Library Managers will use the standards and guidelines in conjunction with more detailed state and territory based information (if and where

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<sup>5</sup> NSLA says of its annual statistical data that “it is difficult to use this data to compare library services with each other due to the significant variations in social and geographic criteria applying from State to State and within each State. These conditions create differing demands and needs which affect the type and scope of public library services provided. Further difficulties in comparing data are caused by the diverse service delivery methods used to provide public library services.”

they exist). Definitions are given with each standard, and are the definitions used in the annual NSLA statistical reports, unless otherwise noted. Other factors to consider are presented in the Notes sections. Related standards and documents are listed in the Additional resources section.

The **Bibliography** is a select list of relevant works, including those referenced throughout the text. The **Contents** page and **Index** assist with navigation.

## **Maintenance and future developments**

The guidelines presented in this document comprehensively cover the range of activities involved in managing, planning and delivering public library services. Being firmly grounded in contemporary and leading Australian practice they should be robust enough to remain relevant for at least the next four to five years. However, it is clearly evident that in some cases the guidelines, and to an even greater degree the standards, need to be reviewed and refreshed on a more frequent basis.

This is particularly true of standards with a financial component (which are influenced by inflation), although all standards could be updated on an annual basis in line with the release of the annual national public library statistics.

It is also true of any guidance related to technology management and provision (e.g. remote access and use, digital content), where the exponential pace of change in ICT means that technologies that will be mainstream in five years' time have not yet been conceived.

It is also likely that the outcome measures articulated for the first time in these guidelines would benefit from review and refinement following an initial period of implementation.

ALIA, APLA and NSLA are committed to updating relevant standards and guidelines and these will appear on the ALIA website ([www.alia.org.au](http://www.alia.org.au)) as the evidence base evolves.

# PUBLIC LIBRARIES IN AUSTRALIA

## The Public Library Manifesto

The third version of the IFLA/UNESCO Public Library Manifesto was published in 1994. It is internationally recognised as a clear statement of the fundamental principles of the public library service.

*Freedom, prosperity and the development of society and of individuals are fundamental human values. They will only be attained through the ability of well-informed citizens to exercise their democratic rights and to play an active role in society. Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture and information.*

*The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups. ... (The public library is) a living force for education, culture and information. The public library is the local centre of information, making all kinds of knowledge and information readily available to its users. The services of the public library are provided on the basis of equality of access for all, regardless of age, race, sex, religion, nationality, language or social status. ...*

*The following key missions which relate to information, literacy, education and culture should be at the core of public library services:*

- *creating and strengthening reading habits in children from an early age*
- *supporting both individual and self-conducted education as well as formal education at all levels*
- *providing opportunities for personal creative development*
- *stimulating the imagination and creativity of children and young people*
- *promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations*
- *providing access to cultural expressions of all performing arts*
- *fostering inter-cultural dialogue and favouring cultural diversity*
- *supporting the oral tradition*
- *ensuring access for citizens to all sorts of community information*
- *providing adequate information services to local enterprises, associations and interest groups*
- *facilitating the development of information and computer literacy skills*
- *supporting and participating in literary activities and programs for all age groups.*

These missions are incorporated into the 2016 *Guidelines, Standards and Outcome Measures for Australian Public Libraries* as shown in Appendix 1. This occurs most notably through libraries' targeted collections and programs, especially where these have a focus on outcomes related to literacy, lifelong learning, informed and active citizenship, digital inclusion and personal development and wellbeing.

## Australian public libraries

The missions of public libraries described in the Public Library Manifesto are reflected in the everyday work of Australia's 1,530 public library service points (1,455 fixed points and 75 mobile libraries).

In 2013-14 public libraries had more than 8.6 million registered members (37% of the nations' population), and many more Australians who are not members used libraries for study, reading,

internet access and to participate in library programs and activities. Public libraries made 171 million loans and recorded 112 million visits – more than 300,000 library visits across the nation every day. There are more than 39 million items in the libraries' collections and 60% of these items have been purchased in the past five years. More than 7,500 full time equivalent staff are employed in Australia's public libraries and total expenditure on public libraries in 2013-14 was \$1.05 billion (including expenditure on the purchase of library materials).<sup>6</sup>

Australia's public libraries support the information, education, cultural and recreational needs of local communities, and occupy a central place in community life. Public libraries provide free access to an extensive collection of books, magazines, CDs, DVDs, audio-books, e-books and electronic sources of information and recreational material. They provide access to computers and the internet, which is invaluable to those who depend on the library for access to online information and services. Libraries offer a wide range of innovative services and programs and events for all age groups, including digital and early childhood literacy, cultural activities, job seeking skills, workforce development and opportunities for lifelong learning.

Library services can be accessed at branches, in mobile libraries, online and through outreach activities conducted in the community, often in partnership with community organisations. Library staff are knowledgeable about their services and collections, understand their communities, have a strong customer service orientation, and are skilled at using and interpreting information technology and products for their customers.

Public libraries are free to use. Public libraries are safe, trusted and inclusive public spaces where everyone is welcome. In providing unfettered access to information and ideas they strengthen social cohesion and help to build safer, more literate, more skilled and more creative communities.

Public libraries are also a valuable community investment. Australian and international research on the economic value of public libraries consistently indicates a benefit-to-cost ratio of 3:1 or better, which places libraries ahead of other industry sectors "such as transportation, health and education on the efficient use of tax dollars"<sup>7</sup> and the same as, or better than, the return from other government spending (PriceWaterhouseCoopers 2008).

The award-winning Victorian study *Dollars, Sense and Public Libraries* (2011), found that as a conservative estimate Victorian public libraries return \$3.56 for every \$1 spent.<sup>8</sup> A subsequent study by the State Library of Queensland, *The Library Dividend* (2012), found that Queensland public libraries return \$2.30 for every \$1 spent<sup>9</sup> and a national study by ALIA APLA *National Welfare & Economic Contributions of Australian Public Libraries* (2013), recorded a return of \$2.90 for every \$1 spent.<sup>10</sup> Within the Australasian library sector this was on par with the return on investment generated by public libraries in NSW, estimated to be between \$2.82 and \$4.24 per \$1 spent (Liddle 2008) and the NZ\$3.50 return from New Zealand's public libraries (McDermott Miller 2002). Internationally, the 3:1 estimate is consistent with the British Library's assessment of £4.40 for every £1 invested (Spectrum Strategy Consultants & Indepen Consulting 2003) and the experience of American public libraries (Imholz and Weil Arns 2007).

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<sup>6</sup> *Australian Public Libraries Statistical Report 2013-14*, NSLA, August 2015.

<sup>7</sup> *Worth Their Weight, An Assessment of the Evolving Field of Library Evaluation*, Imholz, S and Weil Arns, J, Americans for Libraries Council, 2007.

<sup>8</sup> *Dollars, Sense and Public Libraries*, State Library of Victoria and Public Libraries Victoria Network, 2011.

[http://www.plvn.net.au/sites/default/files/20110318%20SL\\_PublicReport\\_LoRes\\_FINAL\\_0.pdf](http://www.plvn.net.au/sites/default/files/20110318%20SL_PublicReport_LoRes_FINAL_0.pdf)

<sup>9</sup> *The Library Dividend*, State Library of Queensland, 2012.

[http://www.slq.qld.gov.au/\\_data/assets/pdf\\_file/0018/226143/the-library-dividend-summary-report.pdf](http://www.slq.qld.gov.au/_data/assets/pdf_file/0018/226143/the-library-dividend-summary-report.pdf)

<sup>10</sup> *National Welfare & Economic Contributions of Australian Public Libraries*, ALIA, 2013

<https://www.alia.org.au/sites/default/files/Contribution%20of%20Australian%20Public%20Libraries%20Report.pdf>

## Public library administration and funding

The administrative and financial arrangements for local public library services in Australia vary between and within each state and territory. They range from services entirely delivered by the state or territory (e.g. Tasmania, ACT) to services delivered entirely by local government (e.g. NSW, Victoria). Within each jurisdiction libraries operate with a limited level of autonomy consistent with the regulations and rules applicable to their local context (e.g. in accord with Council strategic plans, staffing and volunteer policies, ICT infrastructure). State-based library associations and networks have a coordinating role and support collaboration between municipal and/or regional library services.

The six state libraries operate under a jurisdictional Library Act or similar legislation. These Acts can also provide for funding to and/or govern public library services to be delivered in the state. Neither the Australian Capital Territory nor the Northern Territory has a Library Act.

Public libraries are mainly funded by local government. State government funding is provided to public libraries in some jurisdictions by means of subsidies and grants, and in the past, state governments made a significant financial contribution to public library funding. State governments also support public libraries indirectly, through the activities of state and territory libraries, which typically provide some support for public libraries and may include:

- collections and specialised resources, such as literacy materials or material in languages other than English
- digital collections accessible via the internet
- specialist advice on, for example, services for young people or older people, or for multicultural community groups
- training and professional development programs
- research programs
- marketing and advocacy
- collating and distributing statistical information
- facilitation of networking and resource-sharing.

The federal government provides no direct funding for local public libraries, although it does fund the National Library of Australia which in turn provides services to the public as well as services which are used by public libraries. Examples include Libraries Australia, the national shared cataloguing and resource sharing network, and Trove, a single-search interface to information provided by Australia's memory institutions, including library catalogues, images, newspapers, reports, documents, music and music scores, audio and visual files, and other material.

## Societal trends influencing public libraries

Public libraries operate in a world experiencing “massive demographic change colliding with huge technological growth and significant social change.”<sup>11</sup> These changes place significant demands on public libraries to support their communities at a time when local government in many parts of Australia is itself undergoing transformation in a constrained fiscal environment. Therefore, while there are ongoing shifts in the way public libraries work and are managed (e.g. increased efficiency through technology, increased emphasis on evaluation and advocacy), the major drivers of change in provision of library services over the next five to ten years will come from outside the library sector.

Some of the more significant external impacts on public libraries may include:

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<sup>11</sup> McCrindle, Mark, *Australia's Changing Household Landscape*, 2013, [http://www.mccrindle.com.au/australian-communities-blog/tag/baby\\_boomers/](http://www.mccrindle.com.au/australian-communities-blog/tag/baby_boomers/).

- access to technology and digital literacy skills are now integral to effective participation in society, access to government services and information, and engagement with learning and community activities, however, significant numbers of the population lack confidence and skills in using computers and are looking for community support
- managing the deluge of unfiltered information when many people, including the digital natives and millennials, do not have the information management and discovery skills to match their ability to access information online (e.g. the demands on library staff to assist users to navigate the massive growth in online health information, not all of which is authoritative and reliable)
- the move from an industrial to a knowledge economy and the demand for people entering and moving through the workforce to have the necessary 21<sup>st</sup> century literacy skills (including digital literacy), at the same time as Australia's international rankings on early years, youth and adult literacy are falling
- the desire of people who are constantly connected to find a place and space where they can take time to unplug from technology and reflect and recharge
- demographic transformation which is seeing:
  - increasing cultural and ethnic diversity and a greater number of languages spoken across communities, accompanied by greater demand for libraries to offer English language programs
  - an ageing national population, with a projected increase of people aged 65 years and over from 6.4% of the population in 2012 to 14.4% in 2060, leading to a need to ensure that older adults are given opportunities for involvement in the social, learning and creative life of their communities
- the quest for local identity and culture in a globalised world, and the need for communities to find places where they can come together, reflect, learn, share, create and grow.

Public libraries have, over many years, proved to be adept at adapting to changes in their environment. They have evolved to encompass a wider role in community engagement and support through targeted programming. They have embraced the exponential growth in technology and the rise of social media, and are now tracking with the move to wireless access, mobile devices, apps and user-created content. The balance between physical and digital content and collections continues to shift, and public libraries and their staff will, as they have done before, lead and guide their communities through these changes.

# A FRAMEWORK FOR AUSTRALIAN PUBLIC LIBRARIES

The value of public library guidelines, standards and outcome measures comes from their being able to be used in meaningful and practical ways to improve the planning, development, delivery and review of library services. It is therefore essential that Library Managers, staff, funding bodies and other stakeholders clearly understand what the guidelines, standards and outcome measures mean, where they are and are not applicable, and how they relate to one another within the context of a high quality public library service.

To aid this understanding, a Framework for Australian Public Libraries (over page) has been developed to bring together and illustrate the essential components of a public library. The Framework indicates five key areas where guidelines, standards and/or outcome measures should be developed to enhance the smooth and consistent operation of public libraries. They are:

- strategic community focus
- public library services
  - service management
  - service offering
  - service delivery
- individual and community outcomes.

At its core, a public library is defined by the range of services it offers, the ways in which it delivers those services to its community, and the way in which it is managed. The quality and value of the library is defined by the way in which it understands and strategically responds to the particular information and service needs of its community, and by the extent to which the services it provides have an impact on users' knowledge, skills, attitudes and behaviours and enable communities to be more inclusive, productive and creative.

## Strategic community focus

Investment in public libraries is an investment in the strength, capability and resilience of the community. Therefore, public libraries must work, and be seen to work, actively with their communities to provide services that are responsive to community needs and that build individual and community capacity. Public libraries can do this by:

- ensuring universal access to library services
- gathering and analysing information about their community that enable them to deliver services that recognise and reflect the communities' needs and aspirations
- engaging community members and organisations in shaping the provision of library services
- being a champion of the community's unique cultural identity (its history, art, community languages and customs ), its diversity and its aspirations
- creating and nurturing partnerships that build community and individual resilience and capacity.

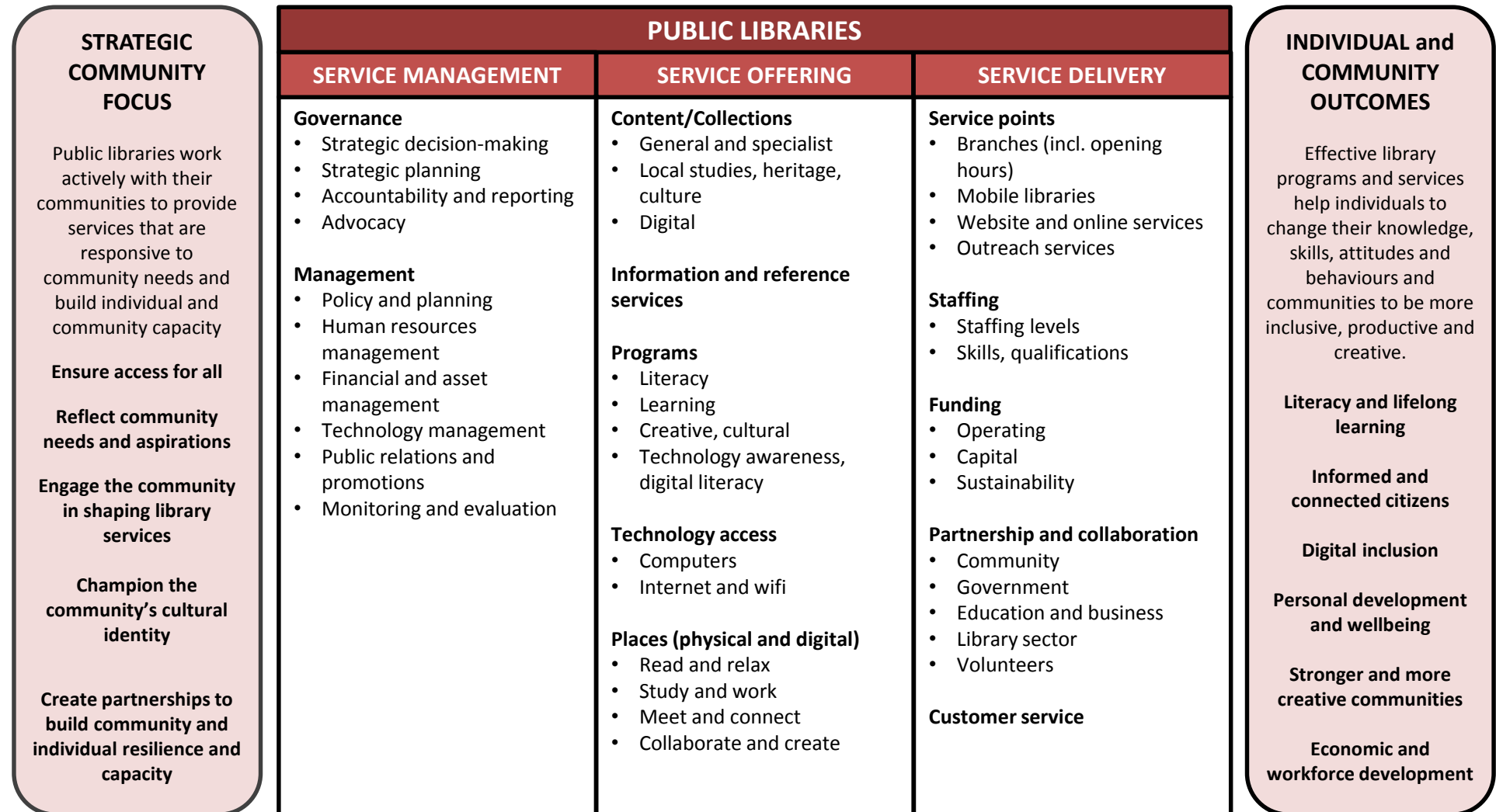
## Service management

The way in which a public library is governed and managed has a significant impact on its capacity to achieve its community-focused goals efficiently and effectively. This includes issues related to:

- leadership, strategic planning and advocacy
- policy development
- management of human resources, finance, facilities, capital assets and technology
- public relations and promotions
- monitoring and evaluation.



## A Framework for Australian Public Libraries



## **Service offering**

A modern library offers a range of services to meet the recreational, educational, social, information and employment-related needs of library users of all ages and interests. These include:

- physical and digital content and collections, including specialist collections
- information and reference services
- reading, literacy, learning, wellbeing, cultural and creative programs
- access to technology and support in developing digital literacy
- places and spaces (both onsite and online) where people can relax, work, meet, learn, connect and create.

## **Service delivery**

A public library's service offerings can be delivered in different ways to different users in different places at different times. Traditional and well-loved branch libraries staffed by welcoming, knowledgeable and helpful professionals are now complemented by mobile, online and outreach services that take the library out and into the community. Libraries are increasingly developing partnerships and alliances with community, education, government and business organisations to leverage resources and broaden their accessibility to a wide range of users.

## **Individual and community outcomes**

Effective library programs and services help individuals to increase their knowledge and skills, to change their attitudes and behaviours, and to access information and increase awareness of what is happening in their community. Libraries can also have a positive impact on community, economic and cultural outcomes. The range of individual and community impacts includes:

- literacy and lifelong learning, including early childhood development
- informed and connected citizenship
- digital inclusion, especially for this at risk of being marginalised from society through having no or limited access to technology or low digital literacy
- personal development and wellbeing
- stronger, more creative and culturally inclusive communities
- economic and workforce development.

## **Guidelines, standards and outcome measures**

Compared with the previous guidelines, this Framework considerably expands the scope for provision of guidance and support to the public library sector and key stakeholders. It highlights the importance of public libraries having a clear strategic focus on their community and its service needs. It presents a more comprehensive picture of public library services that goes beyond the historic concentration on collections, information services, facilities and staffing to accommodate the contemporary role of libraries in innovatively and collaboratively delivering programs, technology access and places to meet the diverse interests and needs of different users. It also emphasises the importance of public libraries monitoring, understanding and sharing evidence about the impact of library services on individuals and communities.

The remaining sections of this document present guidelines, standards and outcome measures in line with this Framework.

# GUIDELINES

## Objectives

The guidelines are intended to provide operational guidance and assistance to librarians in delivering effective public library services that recognise and respond to the needs of their local community.

While the guidelines describe possibilities, local conditions, capabilities and resources will dictate what is feasible, with regard to service offering, delivery and quality.

For example, in some parts of rural and remote Australia there are very small libraries co-located with schools, post offices and Community Resource Centres. The library is essentially a small collection of books. It offers no programs, limited or no access to the internet, and no online catalogue for users to access the library out of hours. It may be managed by a staff member with little or no library training or experience, for whom the library is only a small component of their duties (e.g. running a post office or processing Shire payroll or rates). Similarly, where libraries in rural and remote Australia operate across large distances the timely provision of interlibrary loans or even reliable internet services may be a challenge. Clearly in such settings, some of the guidelines and standards have limited applicability.

## Principles

In developing this edition of the public library guidelines, drawing on *Beyond a Quality Service*, comparable international guidelines and the advice of library practitioners, attention has been given to the following principles to ensure that the guidelines provide practical insights and suggestions to support the work of Library Managers and staff.

<i>Relevant and accurate</i>	The guidelines deal with the reality of service provision in a modern Australian library. They articulate what is achievable for any library striving towards the highest level of service that it can deliver.
<i>Comprehensive</i>	The guidelines encompass all necessary aspects of public library operations, canvassing the management, scope and delivery of library services that respond to local community needs and contribute to strengthening individual and community outcomes.
<i>Current</i>	These updated guidelines recognise recent developments in library planning, offerings and service provision. Regular review will ensure that they remain current.
<i>Transparent and impartial</i>	The guidelines have been developed with the knowledge and input of interested parties. They do not give preference to the characteristics or requirements of a particular jurisdiction.
<i>Coherent and consistent</i>	The guidelines are logically organised and connected. They are presented, as far as possible, in simple language.
<i>Referenced</i>	Where relevant, the guidelines are referenced to other library guidelines in Australia and overseas.
<i>Outward and future facing</i>	To the extent possible, the guidelines recognise current and emerging community issues and government policies and priorities, and acknowledge anticipated trends in society and the economy, community expectations, and technology access and functionality.

## **Terminology**

Reference in the guidelines to association with Council plans and policies is intended to cover:

- a single Council, where the library is funded and operates at a municipal level
- multiple Councils, where library services are delivered as part of a regional library corporation or equivalent collaborative entity
- relevant territory government bodies in the ACT and NT.

## **GUIDELINES: STRATEGIC COMMUNITY FOCUS**

Australia's public library system is one of its greatest community assets. Public libraries help build their communities in many ways – by building social connections, providing public spaces, developing individual and community capacity, encouraging lifelong learning, and delivering outreach services to more disadvantaged groups and individuals. Community needs and aspirations drive the way.

Strong communities build knowledge about themselves, their culture and unique history. The public library also has an important role in the collection and preservation of stories and materials that have a special relevance to its community – often doing this in collaboration with the local historical or genealogical society, or museum. The outcome is that community memories are kept safe; diversity is respected, and community identities are strengthened.

The call to collaborate, to partner, to work across sectors and across government, to form strategic, community and business alliances is a feature of life in the 21<sup>st</sup> century. Public libraries understand that the diverse spectrum of community needs in information, learning, literacy, employment skills, and leisure cannot be met by working in isolation, but requires a strategically aligned and coordinated approach across organisations working in the community. The benefits of co-operation with other organisations include less duplication of service, leverage of resources for maximum effect, and an overall improvement in service to the community.

### **Objective**

To ensure the scope, delivery and management of public library services responds to and meets local community needs and interests and contributes to achievement of meaningful outcomes for library users and the community. Libraries do this by:

- ensuring universal access to library services within the community
- reflecting community needs and aspirations and engaging the community in shaping library services
- being a champion of the community's unique cultural identity
- creating and nurturing partnerships that build community and individual resilience and capacity.

### **G1. Ensure universal access to library services within the community**

#### **A. Provide safe and trusted public spaces where everyone is welcome**

The library provides free membership and free access to its range of services and resources which are provided through its branches, community and outreach service points (including mobile libraries) and by online means.

Membership registration processes are commensurate with the service provided and are not unduly restrictive.

The library is inclusive, offering services to all members of the community, including customers with special needs and those from culturally and linguistically diverse backgrounds.

#### **B. Create awareness of library services and activities**

Steps are taken to ensure that the community is aware of the many programs and services available from the library.

Services are marketed and communicated on a regular basis using different instruments and channels. Promotion also occurs through participation in various community events and gatherings. The library works in a networked fashion and is present in virtual networks and social media.

Information about library programs, services, rules and opening hours is made easily available to the community in print and on the library's website, in the appropriate language(s).

### C. Maximise accessibility

Access to library services is structured in a way that maximises accessibility and convenience to potential users, both when they use the library's branches and when they access the library remotely.

Information technology is used in innovative ways to enhance service access and delivery.

The library works to minimise barriers to access for all users, and specifically for those with physical limitations and disabilities.

## **G2. Reflect community needs and aspirations and engage the community in shaping library services**

### A. Identify community need

Regular community analysis identifies what parts of the community are growing, what activities are most popular, what interests exist and what problems are being experienced (e.g. low levels of adult literacy proficiency).

A range of formal and informal community-related information with implications for library service provision (including ABS census and survey data, Council profiles and local demographic, community and economic data), is gathered and analysed and the results used in planning library services.

Information is collected that enables the library to understand gaps in service provision. This may involve consultation with non-users, including specific demographic groups that do not use or have limited use of the library.

Changes in society and the population profile arising from such factors as social and economic development, demographic change, variations in the age structure, levels of education, patterns of employment and the emergence of other educational and cultural providers are taken into account when designing library services and activities and developing library collections.

In response to identification of all of the library's potential constituencies, the library develops specific strategies for reaching them and for providing appropriate services, materials and resources. This includes groups that may be 'invisible' members of the community such as people who are homeless, those who have developmental disabilities, those who are homebound or institutionalised or those who live in residential care facilities.

The library regularly monitors the opinions of library users and non-users to determine what community needs exist for library services.

### B. Engage the community in shaping library services

Programs and services are developed from the customer's perspective.

Community members and appropriate Council, community service and advocacy groups (e.g. youth services, CALD groups) contribute to strategic direction setting and library service planning. This includes input on:

- what library services are offered (e.g. collections, programs, outreach services)
- where and when library services are offered
- how library services are delivered
- how library services are evaluated.

C. Ensure that library programs and services meet the needs and priorities of the library's community

Library users are consulted regularly about library service scope and quality (e.g. by means of surveys, focus groups, formal and informal interviews, open houses, suggestion box, website).

Feedback systems are developed and library customers are aware of different feedback options. The opinions of children and young people are taken into account.

Evaluation of key library programs and services is used to monitor implementation, quality and effectiveness of library and information services and to improve the library's service offer.

## **G2.1 Services for targeted population cohorts**

The 2012 guidelines – *Beyond a Quality Service: Strengthening the Social Fabric; Standards and Guidelines for Australian Public Libraries* – provided specific guidance for libraries on the design, development and delivery of library services for targeted population cohorts. Specifically:

- Indigenous Australians
- culturally diverse communities
- people with disability
- young people (including children aged 0 to 12 years and young adults aged 13 to 18 years)
- older people.

The 2016 guidelines have consolidated much of this guidance into more general advice around the importance of engaging library users and community groups in shaping library services and being aware of and sensitive to the needs of all groups within the community (in particular in the Strategic Community Focus guidelines G1 to G4, but also in G7 – Content and Collections, G9 – Programs, G12 – Service Points and G13 – Staffing). This is especially important in relation to:

- engaging representatives of specific user groups in planning, design and review of library activities
- identifying and analysing the needs of specific user groups
- the Collection Development Policy
- program design and delivery
- provision of physical and digital access to library buildings and services
- staff capability, mix and professional development
- funding and allocation of resources to library collections, programs and services.

In providing services to Indigenous Australians, and in areas with significant Indigenous populations, public libraries should place particular emphasis on: preservation of traditional cultural property and oral traditions; the moral rights of Indigenous Australians to ownership of their knowledge, and development of community keeping places.

In providing services to culturally linguistic and diverse (CALD) communities libraries should place particular emphasis on: purchasing minority language material where there is a distinct CALD population; developing communications strategies in community languages, and provision of programs in community languages (e.g. multilingual Story Time).

Public libraries can support the needs of people with disability through facilitation of physical access to library service points, collections policies, flexible lending periods, assistive technology, and library design, fittings and signage.

Young people should have access to library collections, programs and services (including full library membership) subject to parental guidance and legislative requirements (e.g. classifications on materials).

Older people may benefit from library services and programs that utilise appropriate spaces, are delivered through outreach modes (e.g. services for housebound individuals), involve intergenerational programming, and provide them with opportunities to share their knowledge and skills.

### **G3. Champion cultural identity**

Public libraries are a key agency in the local community for the creation, collection, preservation and promotion of local culture in all its diversity. Where appropriate, and where relevant in partnership with other organisations, the library preserves, provides access to, and maintains a collection that relates to the development of the local community, including both historical and contemporary material.

Appropriate library space and storage is provided for the collection, including security for the collection.

The library provides opportunities and means for the public to donate print and digital images and contribute oral history to the collection.

Co-operative arrangements are in place with appropriate local community groups and other cultural institutions such as museums and galleries for the growth, development and use of the local studies collection.

A digitisation plan is developed for local history material.

The library has established and adopted a policy which addresses such issues as:

- what types of local history materials are to be collected
- what techniques or methods are to be used for preservation of the materials
- procedures on access to and use of the materials in the collection
- disaster control for the protection of the collection.

### **G4. Create partnerships to build community and individual resilience and capacity**

The library is aware of the community service, education and learning providers providing support to their community and the networks and committees that exist to coordinate service provision across these providers. Where appropriate, the library is represented on these networks and committees.

The library has established partnerships with other organisations in the community to coordinate resources and actions, thereby jointly improving service to the community.

The library, as a significant public service provider and space, works with Council and other organisations to support the community in times of need.

The library works with Council and other organisations to provide places for community groups to meet and promote local democracy.

#### **Additional resources**

ALIA's statement on free access to information, <https://www.alia.org.au/about-alia/policies-standards-and-guidelines/statement-free-access-information>.



## **GUIDELINES: SERVICE MANAGEMENT**

The strength of a public library as an integral and sustainable part of a vibrant community is underpinned by effective governance and organisational management processes.

Good governance ensures that the library has sound strategic planning and decision-making processes, is accountable to its community and stakeholders for the services it provides, and has a voice in advocating to policy-makers, funding bodies and the community the value of public libraries in strengthening community outcomes.

Good library management practices include both general management of organisational resources and assets and specific management of library operations. These include:

- library planning and policy development
- management of the library workforce, staff capability and organisational culture
- financial, facilities and asset management
- management of library technology and technology access
- public relations and promotions
- monitoring and evaluation.

### **G5. Governance**

The governance of a public library – its leadership, strategic focus and advocacy – has a significant impact on its capacity to efficiently and effectively achieve its community-focused goals.

#### **Objective**

To provide governance mechanisms that ensure the library is responsive to community needs, accountable to its community and key stakeholders, and sustainable in the meeting the interests of its community.

#### **Guidelines**

##### A. Strategic decision-making

Public libraries should be governed by a properly established body or organisation (e.g. Council, Library Board). Where possible the governing body should include representatives of the local community, including those elected either to the local Council or to the Library Board.

The governing body has a lead role in:

- setting the library's strategic direction
- approving library plans and budgets
- appointing senior library officers
- overseeing library performance and accountability for expenditure of public money.

Library Boards and committees should have formal terms of reference and rules of procedure, and their proceedings should, as far as possible, be open to the general public. They should meet on a regular basis and produce an agenda and written record of proceedings.

##### B. Strategic planning

The library should have a multi-year Strategic Plan that articulates its long-term vision for its role in supporting achievement of community outcomes. The Plan should:

- be clearly aligned with relevant Council Strategic Plans

- be developed in consultation with library users, library staff, community representatives and Council representatives
- describe the scope of library services and set clear goals for the life of the Plan.

In order to strengthen alignment between Council and library activities, the library should involve Council staff in development of its strategic and business plans, and in turn should seek input to development of Council's strategic and business plans.

In order to strengthen alignment between library and community activities, the library should involve community members in development of its strategic and business plans, and in turn should seek representation on key municipal and regional planning forums.

### C. Accountability and reporting

The administration of a public library should be directed towards improving the quality and value of services to library users and the community. It should be efficient and accountable.

Public libraries must be fully accountable to their funding bodies, governing bodies and local communities. The library's governing body should, independently or as part of broader reporting responsibilities, report annually on the library's services and performance. This may include publication of an annual report and financial statements.

Reporting on library service performance should incorporate, where possible:

- achievements against specified goals, targets and performance indicators
- benchmarking against national and/or state library standards or the performance of similar libraries
- periodic evaluation and review of key library services, programs and infrastructure.

### D. Advocacy

The library and its governing body must ensure that the community and funding bodies are aware of the importance of the library and the contribution it makes to improved community and individual outcomes.

Information about library activities, accomplishments and resource requirements is provided by the library to its local Council on a regular basis (e.g. by means of a briefing, written document or monthly, quarterly or annual report).

The library participates in regional, state and national library networks and activities that seek to aggregate library performance information for advocacy purposes.

The library evaluates its own performance and showcases exemplary outcomes to the community.

### **Additional resources**

Further guidance on strengthening community and Council connections is given in guidelines *G2 – Reflect community needs and aspirations and engage the community in shaping library services* and *G4 – Create partnerships to build community and individual resilience and capacity*.

## **G6. Management**

Effective and efficient management of a public library's physical, human and financial resources is critical to the achievement of the organisation's objectives. The Library Manager and the management team must ensure that the library is accountable to its funders, Council, the community and other key stakeholders. They must also ensure that the library's assets are used in a way that best targets and responds to the community's reading, information and learning needs.

### **Objective**

To establish and implement management policies and approaches that are consistent with the general principles of good organisational management and address the specific requirements of an effective and efficient public library.

### **G6.1 Guidelines – Policy and planning**

Documented plans and policies are the library's most effective tools in ensuring continuity of governance and consistent library service. Policies and plans help to define library programs, provide direction for future action, clarify what the library hopes to accomplish over time, and ensure that the library's philosophy or mission is implemented.

#### A. Library policies

The Library Manager contributes to Council's overall planning, policy development and reporting, to ensure the library service is integral to broader strategic planning processes, as represented in Council strategic plans, social plans and community consultation protocols.

Library facilities, services, programs and partnerships are planned, maintained and initiated according to changing needs in the community.

Library policy documents are established, promulgated, maintained and updated. These documents include, but are not limited to:

- Collections development policy
- Conditions of library use policy
- Membership policy
- Circulation of library materials policy
- Internet use policy and Acceptable use policy
- Policy for children and young people
- Volunteers policy
- Home library services policy
- Marketing and promotion policy.

The library has a fixed timeline or schedule in place for reviewing the library's policies on a regular basis.

Up-to-date copies of library policies are available to all employees and can be readily accessed by the public in an accessible format.

### **G6.2 Guidelines – Human resource management**

Staff are a vitally important resource in the operation of a library. In order to provide the best possible service to the community it is necessary to establish and maintain a capable and highly motivated workforce who can be active intermediaries between the needs and interests of the community and the resources, services and facilities of the library.

#### A. Staffing structures and policies

The Library Manager is responsible for the efficient and effective management of the library workforce.

Library management and administration has been organised so that decision-making is supported by the highest library expertise and competence.

The library has, in accord with relevant Council policies, written personnel management policies which address issues such as:

- responsibility for personnel issues
- recruitment
- hours of work
- salaries, wages and benefits
- annual, sick, parental, study and other forms of leave
- performance appraisal
- training and development
- grievances, resignation and dismissal
- retirement
- personnel records.

The library has internal staff management structures and communications processes which include:

- regular staff meetings
- clearly defined lines of authority and formal channels of communication
- regular and appropriate opportunities for discussion of library policies and procedures.

As far as possible within the size and scope of the library's operation, career development opportunities are available to staff at all levels.

#### B. Employment conditions

The library has current position descriptions for all roles and positions, setting out educational and experience requirements, duties and responsibilities, and employment conditions. Position descriptions are based on analysis of the tasks that must be performed to deliver library services in line with the library's strategic objectives. Position descriptions are reviewed at least every two years and updated as required.

Library staff (including relief staff) are employed under appropriate industrial awards and Enterprise Bargaining Agreements (EBA). Employers conform with equal opportunity, anti-discrimination and OHS legislation.

Salaries are at a level appropriate to the level of work being undertaken and competitive with similar jobs in the community.

### **G6.3 Guidelines – Financial and asset management**

The Council and/or Library Board have a responsibility to secure sufficient funds and assets to enable the library to carry out its community-focused service plan. The Library Manager is accountable for spending allotted funds in a way that best meets the needs of the community and is in accordance with the planned budget.

#### A. Budgets

Council and/or the Library Board produces an annual operating budget for the library. The annual budget is consistent with Council's multi-year strategic funding directions.

The library budget takes into account:

- the library's short-term, medium-term and long-term goals and priorities
- distribution of expenditure across key library functions and/or cost centres
- all direct and indirect costs including:

- materials costs (e.g. library collections)
- personnel costs (e.g. salaries, superannuation, leave, overtime, travel, workers' compensation)
- asset replacement (e.g. capital and depreciation costs of buildings, assets and equipment owned and not owned by the library)
- services supplied by the local authority (e.g. corporate overheads)
- revenue generated by library operations (e.g. grants, fees and charges).

#### B. Financial management and reporting

Library resources are managed and administered in an efficient, effective and responsible manner.

The library actively examines and pursues opportunities to improve cost efficiency of library operations (e.g. automation of labour intensive library processes, offsite processing, streamlining operational procedures, alternative suppliers, co-operative purchasing schemes).

The Library Manager ensures that financial records are maintained in accordance with Council requirements and standard accounting practices.

The Library Manager ensures that financial reporting requirements are completed and submitted in accordance with Council and regulatory requirements, including reporting against grants and strategic capital funding.

### **G6.4 Guidelines – Technology management**

Public libraries are embracing technology in a wide variety of ways (from their Library Management Systems (LMS) to adoption of Radio Frequency Identification (RFID) which facilitates easy self-checkout of materials) to streamline workflow – freeing library staff for more valuable customer assistance. Public libraries also provide users with supported access to computers and the internet as a core service offering. The library manages its technology assets and services to simultaneously meet these dual needs.

#### A. Technology Plan

The library develops a formal Technology Plan or incorporates its strategic technology needs into a Council-wide plan to ensure that the library's technological infrastructure and policies are at an appropriate level to meet the organisation's and the community's needs.

The library's Technology Plan covers:

- acquisition, maintenance and replacement of electronic hardware, computers and networks
- acquisition and upgrade of library and user-focused software applications
- up-to-date inventory of the library's technology equipment and software licences
- funding for ICT replacement and upgrade according to its recognised life cycle
- system recovery to ensure continuity of services in the event of catastrophic technology failure.

The library demonstrates an interest in new trends and emerging technology through research, studies or the application of emerging technologies in its programming, services and/or staff training.

#### B. Technology management policies

The library has policies and guidelines which clearly detail user access to and use of library technologies (e.g. *Acceptable Use Policy* and *Internet Use Policy*). The policies clearly define the rules and regulations for the use of the library's equipment, software, internet and networks and access to the library's network via personal devices. The policies cover issues such as acceptable behaviour, downloading activities, liability, security of information, viruses and use responsibilities.

The library has a plain language policy on filtering and control of electronic information via online and internet resources in the library. In the interests of promoting public access to the widest variety of

information, the library seeks to avoid censorship of online content, except where Council policies, local laws or other legislation specifically prescribe it.

The library is mindful of its responsibility regarding the retention and or/disclosure of personal information on clients (e.g. clearing web search histories). These are clearly outlined in a *Personal Information Policy* or similar document which is consistent with any Council privacy policies and relevant legislation.

Library technology access and use policies are available to library users and guardians.

Policies and guidelines are reviewed regularly and take into account Council policies and client feedback.

## **G6.5 Guidelines – Public relations and promotion**

Libraries use public relations (PR) methods to convey a strong and positive image to the general community or to a target audience about the library. These approaches generally have a longer term emphasis and often involve a two-way dialogue with the community. Promotion is closely related to PR but is more specific in communicating around a particular program or service to the anticipated users. The types of promotion and publicity used are based on the type of service and program and the characteristics of the user.

The library uses public relations and promotion to:

- ensure that all members of the community are made aware of library services and programs
- facilitate easy access to library facilities, services and programs for all community members
- establish, maintain and grow the reputation of the library, while increasing awareness, credibility and the influence of and trust in it as a public organisation

### **A. Plans and strategies**

The library develops a formal PR/promotions plan or incorporates library services into a Council-wide plan to ensure library services are recognised as an integral and valued part of Council services.

The library's formal PR/promotions plan builds on available research to identify potential communication media and messages to reach identified target groups.

A proportion of the library budget is allocated to PR and promotional activities.

Specific promotional strategies are developed to provide information about targeted library services and programs, including dissemination of publicity materials in alternate formats and languages other than English.

Library services are communicated and promoted on a regular basis using various instruments and channels (e.g. through participation in events and gatherings and inclusion of information on the library's website, virtual networks and the social media).

Library services and programs are promoted to the community through appropriate community organisations. For example, Story Time and other early years' literacy services can be promoted to families and their children through day-care centres and schools.

PR and promotional strategies are used to attract new and retain existing users and members.

Library staff, as the public face of the library to their communities, have a proactive role in promoting library resources and services to the community.

Internal approval processes (e.g. Council look-and-feel of promotional material, release timeframes) are negotiated to allow for timely use when libraries have little prior notice of events or opportunities.

### **B. Promotional material and techniques**

Good quality informational, directional and promotional material is used.

Local electronic, print and non-print media including accessible formats are used to promote library services and programs.

Examples of PR and promotional techniques used by libraries include:

- using positive third party and word-of-mouth endorsement through partnering with local community groups and engaging with people and influencers on social media
- speaking at events (including library events)
- displays and distribution of library brochures in a wide range of community locations
- press releases and regular features in local media highlighting library programs and services
- library cards, bags, bookmarks, notices and signage
- welcome packs for new library members.

## **G6.6 Guidelines – Monitoring and evaluation**

Systematic monitoring and evaluation of library services aims to provide up to date information about how well the library is meeting its goals and objectives. This information is used in developing, implementing and assessing the library's plans, and in reports to the community, Council, partners and other stakeholders.

### A. Data collection and analysis

Collection and analysis of quantitative and qualitative information on library use and performance is an integral part of library operations that assists with management decisions, resource allocation, compliance reporting and ongoing service planning. This includes the collection of statistical information on library collections, use and outputs.

Surveys of both library customers and non-users are conducted on a regular basis (e.g. every two years) to assess (as relevant) their awareness of the library and its services, their views on the quality of service provided and the value of the service to them and their community.

Targeted evaluation of library programs and/or reviews of library services are undertaken as needed to ensure that library services continue to meet the needs of the community efficiently. Evaluations and reviews capture the views of library users, community members, partners and other major stakeholders.

Standard statistical data and reports are provided regularly to Council and other state and national library industry bodies (e.g. state and territory public library associations, annual NSLA data collection). Statistics are used to benchmark library performance against other comparable libraries to inform service improvement.

Relevant library content (e.g. corporate and collections information) is produced as open data sets for national, state and local portals to enable improved service analytics, benchmarking and service transparency.

### B. Performance indicators

Useful library performance measures include (but are not limited to):

- aggregate budget and expenditure information
- cost ratios (e.g. expenditure per capita ... per loan ... per visit)
- total and per capita expenditure on key library services (e.g. collections, programs)
- staffing per capita
- library membership
- circulation data (e.g. loans, returns, reserves, interlibrary loans) by collection type (e.g. physical/digital items, fiction/non-fiction/periodicals, junior collection)
- program data (e.g. number of programs and events, attendees)
- computer and internet use (e.g. computers per capita, computer bookings, wifi sessions, downloads)

- library visits to branches and the website (e.g. by day, weekday/weekend, peak times)
- customer satisfaction .

### **Additional resources**

Guideline G10 – Technology Access is relevant to management of the library’s technology assets.

Guideline G11 – Places (physical and digital) is relevant to management of the library’s physical assets.

Guideline G12 – Service Points is relevant to management of the library’s physical assets.

Guideline G13 – Staffing is relevant to management of the library’s human resources.

Guideline G14 – Funding is relevant to management of the library’s financial resources.

Guideline G16 – Customer service is relevant to monitoring and evaluation.

Information on public library standards is relevant to monitoring and evaluation of library services.

The Library Edge Toolkit developed in the US presents a national set of benchmarks for public libraries to evaluate their technology services, and includes resources, recommendations, and tools for strategic planning and community engagement. <http://www.libraryedge.org/toolkit>



## GUIDELINES: SERVICE OFFERING

A contemporary library plans, designs and develops a variety of services, programs, support and facilities to meet the recreational, educational, social, information and employment-related needs of members of the community across all life stages, demographic groups and interests. A library's service offering can include:

- physical and digital content and collections, including general, specialist local studies, heritage and cultural collections
- information and reference services
- reading, literacy, learning, wellbeing, cultural and creative programs, including support in developing digital literacy
- access to computers, the internet, printers, scanners and other technology
- places and spaces (both onsite and online) where people can relax, work, meet, learn, connect and create.

### G7. Content and Collections

Providing print materials and electronic resources for reading, listening to and viewing is a core activity for public libraries. Collections are developed to meet the current, emerging and future needs of the local community.

Public library collections aim to provide a wide coverage of subjects, formats and genres to cater for the diverse needs of the community, while adapting to emerging trends and formats as appropriate. They support the library's important roles in lifelong learning, reading for pleasure and the documentation and preservation of cultural memory. Collection development is based on sound principles of intellectual freedom.

New media and technologies provide exciting opportunities for public libraries to expand their services, with the addition of ebooks a prominent change in recent years. The market for ebooks grew quickly but has levelled out. Some people choose to read books, magazines and articles on their computers, ereaders, smartphones and tablets, as well as in hard copy. Libraries aim to offer their members access to a range of contemporary fiction and non-fiction items in digital formats.

While digital content enables community needs to be met in innovative ways, it also introduces major challenges. Firstly, in developing an economic model for lending that will make ebooks readily available to library users, while ensuring there is a generally accepted, fair balance between the commercial and ethical interests of libraries, creators, publishers and aggregators.<sup>12</sup> Secondly, in resolving technical issues associated with the large variety of ereading devices used by library patrons that operate on different platforms, some of which are not compatible with aggregator services used by libraries.

ALIA has noted that it is essential for libraries to establish their role and position in this new digital environment, so that library users can continue to enjoy access to a wide range of content.<sup>13</sup> ALIA is actively contributing to discussions surrounding ebooks and lending at both international and national levels with the aim of finding mutually beneficial ways of public libraries and book industry stakeholders working together. ALIA was represented on the Federal Government's [Book Industry Collaborative Council](#) (BICC) which sought "to maintain a dialogue between the industry and government and to encourage collaboration between the supply chain sectors."

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<sup>12</sup> ALIA position statement on ebooks and lending, May 2013.

<sup>13</sup> ALIA Future of the library and information science profession: public libraries, 2014.

## Objective

To ensure development and management of library content and collections which: meet the information, education, recreation and cultural needs of the community; support the development of lifelong learning, and foster a love of reading. The library does this by:

- developing the collection to reflect the community's demographic and economic situation (e.g. what parts of the community are growing, what activities are most popular, what interests exist, what businesses are present)
- providing access to resources in a variety of formats including print, audio and digital
- ensuring appropriate and efficient access for all members of the community to the continuously developing library collection
- documenting, preserving and presenting the historical and contemporary development of the local community.

## Guidelines

### A. Access for all

Universal access is a principle that underpins the library's operation.

The library provides library materials on an organised and regular basis to residents who are unable to travel to the library (e.g. the housebound, residents of institutions such as hospitals, nursing homes and prisons).

Access is provided to adult basic English skills and English as a Second Language (ESL) materials with reading levels and formats appropriate to meet the needs of customers who are new readers or who have developmental disabilities or limited English speaking skills.

### B. Responding to the needs of different communities

Each library service point holds its own core collection of reference and lending resources, including fiction and non-fiction in a variety of formats, suitable for all age groups, and responsive to the particular needs of the locality.

The quantity of materials held in each branch library is dependent upon the requirements and interests of the community served, the geographic spread and size of the population served, the size of the facility and budgetary considerations.

Each library possesses sufficient stock to ensure that it can meet its normal operational requirements.

The library uses interlibrary loans to supplement, but not supplant, local collection development.

The library has a process in place for regularly assessing the content and size of the collection required to meet community needs.

When developing or reviewing collections, the library considers the needs of people who are unable to make regular visits to the library and those who rely on remote access to the library through the internet.

### C. Collection policy

The library has a written Collection Development Policy to guide the development and maintenance of library collections and access to resources.

The Collection Development Policy incorporates the concept of intellectual freedom and endorses the ALIA Statement on Free Access to Information 2001, amended 2015.

The Collection Development Policy identifies the library's role in collecting and preserving local material and, where possible, making it more widely accessible via the internet.

The Collection Development Policy guides the development and maintenance of library collections and access to resources. The policy typically includes:

- statement on customers served
- purpose and parameters of the collection(s)
- criteria for selection of library material
- collection specialities and purchase priorities
- procurement guidelines
- guidance on duplication of titles
- policy on customer requests for purchase of materials
- guidance on the level of processing appropriate for different types of library materials
- guidance on weeding, de-selection, discard and disposal procedures
- guidance on donations
- guidance on resource sharing
- asset management procedures, including stocktakes to ensure ongoing accuracy and integrity of the library's catalogue
- policy and priorities for digitisation programs, or reference to a separate digitisation plan
- conformance with the provisions of copyright legislation
- procedures for collection evaluation
- a preservation and disaster recovery plan (where relevant).

The Collection Development Policy is reviewed every two years.

#### D. Acquisitions and withdrawals

An up-to-date, attractive and useful collection is maintained through a continual withdrawal and replacement process.

On an annual basis, the library adds new materials to its collection at a rate and in formats that are sufficient to maintain a reasonable level of currency, accuracy and accessibility.

Selection and acquisition procedures ensure that library materials are available to the community as soon as possible.

Tendering and procurement complies with relevant Council, corporate, government or legislative requirements.

#### E. Access to the collection

The library catalogue records the collection and provides a means by which library customers can: easily find out what collection items the library has; enables borrowing, reserves and requests to be made; allows profiles of interest to be registered; allows matching alerts to be despatched, and allows notices to be disseminated.

All materials in the library collection are listed in the library catalogue. Online and digital resources are available with high quality metadata and are integrated within the library catalogue.

Online resources are regarded as an integral part of the library's collection and are easily accessed from the library's website.

Digital content includes clearly identified easy to read and understand access rights and conditions that take into account Creative Commons opportunities and provide and enable use and reuse within legislative boundaries.

Catalogue records for collection items conform with international standards for descriptive and subject cataloguing. Rigorous controls ensure consistency and uniformity in catalogues which facilitate use by those unfamiliar with library cataloguing rules.

The catalogue system supports library administrative tasks, member and borrower records and collection usage statistics.

Any restriction on access to items or parts of the collection is clearly indicated in the catalogue.

Catalogue workstations for use by customers are available at all times and are clearly signposted.

Appropriate guidance (written or in person) is readily available to assist catalogue users.

Access to the collection, particularly unique items, is maximised by contributing information to Libraries Australia, where it becomes searchable free of charge through the Trove service.

#### F. Facilitating collaboration across public libraries

The library co-operates in collection development with other local, regional and state libraries and collecting institutions to provide a wide range of resources in a variety of formats to meet the needs of its community.

Access to library collections can be enhanced through local and regional co-operative measures, resource sharing between libraries, and through the national interlibrary lending scheme.

Libraries provide a framework for bibliographic control of library materials and the exchange of bibliographic data.

#### G. Local studies collections

The library's Collection Development Policy includes policies for acquisition, preservation, creation, management, access to and display of local studies materials (including print and digital images).

Local studies materials are acquired through purchase, donation, copying or transfer from local organisations or members of the public.

Specific provision is made for collecting, organising and providing access to family history materials.

Links have been established with specialist consultants for professional advice concerning conservation matters.

A controlled environment and standards-compliant storage conditions to permanently preserve materials are provided if the materials in the collection require such treatment.

Digital archives standards are used for local studies collections where appropriate.

A disaster control plan has been developed for protection of the collection.

Co-operative arrangements are in place with appropriate local community groups and other cultural institutions such as museums and galleries for the growth, development and use of the local studies collection.

Access is available to non-rare and non-fragile materials (i.e. standard items in Local Studies collection) at any time the library is open. Access provisions for sensitive materials and manuscripts are clearly documented. Access to rare and fragile materials is controlled.

Materials collected from local private sources are provided to the public with appropriate permissions and copyright clearances.

Local history photographs (print or digital) are accessible free of charge to the public, though fees may be charged for copies.

Oral history collections are made digitally available for access and preservation, with digitisation prioritised in terms of significance.

Appropriate exhibitions are mounted for print and digital materials in local studies collections.

A digitisation plan is developed for local history material.

Local studies staff have appropriate skills and knowledge and/or access to appropriate training in: digital archiving; multimedia techniques of making collections and resources accessible to various audiences, and exhibition organisation, design and management.

#### **Additional resources**

NSLA's guidelines on Creative Commons, <http://www.nsla.org.au/publication/creative-commons-procedural-guidelines>.

## G8. Information and Reference Services

Technology and the media have created an explosion in the amount of information available through various sources and devices. Exponential growth in un-mediated information has an impact right across the community as people struggle to identify what information is credible and what is not.

Librarians are trusted and expert guides to this world of information. They play a key role in helping people to develop their own skills in navigating and accessing the information they need. Librarians also guide and assist library users (in person, by telephone, or online) by helping them to select, filter, find, evaluate and use printed and online material and content. For example, librarians can:

- provide instruction in the use of specific searchable information resources, such as the library's online catalogue or subscription bibliographic and full text databases
- give advice on searching the internet for information and how to assess the reliability of websites
- offer assistance with use of devices such as tablets and e-readers.

Reader advice provides assistance to library patrons in the selection of authors and genres, and offers information about current reading trends. 'The service includes suggesting new or unfamiliar authors and topics or genres, interesting casual readers in more systematic reading, maintaining contacts with local educational agencies, promoting reading and encouraging use of the library service.'<sup>14</sup>

The number, diversity and complexity of information queries in public libraries is escalating, driven in part by a major shift in provision of government services. For example, sites like myGov require people to fill in forms and apply and access services online. This is more accessible and efficient for many people, but for others, including those with low literacy proficiency and/or limited computer skills, these activities can be daunting – and they increasingly seek help at their local library. People are also turning to public libraries for assistance in using their mobile devices. These trends are raising issues for public libraries in terms of workload and ensuring user privacy and confidentiality.

### Objective

To offer information, reference and readers' advisory services to all library customers.

To ensure that these services provide customers with the information and/or reading materials (including audio books, ebooks, CDs and DVDs) that suit their needs in an appropriate timeframe.

To provide support to library users to develop their information and digital literacy skills and to facilitate their effective use of library resources and facilities.

### Guidelines

Information, reference and reader advice services are core components of public library services.

#### A. Service provision

Information, reference and readers' advisory services should be available to all members of the community from all staffed library service points across all opening hours.

Library staff are proactive in offering assistance and promoting services and resources to customers.

Library staff help users to find information both in locally maintained collections of materials and in available online resources.

Interlibrary loan services are used to support information service delivery.

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<sup>14</sup> *Rewarding Reading*, the training program for readers' advisers, State Library of New South Wales.

Staff should be aware of the varying information literacy levels within the community and provide assistance to individual clients accordingly.

Staff help readers with their leisure reading needs in a knowledgeable and non-judgemental way.

#### B. Reference resources

The selection and management of the library's reference and information resources should be specifically described in the Collection Development Policy.

Library resources should be selected from authoritative sources using standard criteria. Objective assessment of web-based information should be carefully undertaken.

To ensure their continued accessibility, reference resources should not be available for loan, and should be clearly labelled as such.

Reference and information resources and collections, including electronic databases, should be evaluated regularly to ensure their currency and continued capacity to meet community needs.

Appropriate community information database/s are developed and/or used for information service delivery.

#### C. Access

Information, reference and readers' advisory services are accessible to library customers on site, online and by phone, email and/or SMS.

The library's information, reference and readers' advisory services are appropriately advertised and promoted.

Wherever possible, information, reference and readers' advisory services should be offered from a dedicated and clearly signed area of the library.

Signage in library buildings is used to facilitate access to information and readers' advisory services.

Libraries may consider having clearly identifiable reference staff roving the library to assist clients.

Interior layout and furniture facilitate side-by-side options for staff assisting clients, particularly when demonstrating online services.

#### D. Staff

Information, reference and readers' advisory services should be provided by suitably trained and qualified staff, preferably librarians or library technicians.

Staff require well-developed skills in client service, reference questioning techniques, location and evaluation of information and resources, and technical competence in the use of electronic and multimedia resources.

Staff maintain their reference and readers' advisory skills and knowledge to a professional standard by participating in training and self-development/education.

Basic training in information and readers' advisory services and procedures are provided to all client service staff.

#### E. Monitoring

Statistics on the volume and nature of information, reference and readers' advisory enquiries are regularly recorded. Sampling is a valid methodology.

## G9. Programs

Library programs refer to recreational, educational, wellbeing or cultural group activities or events provided by the library to share information, increase awareness, develop skills and promote use of the library's services. Programs are usually related to a particular library collection or population demographic. Programs may be delivered in library buildings but can be conducted in other community spaces. They may be delivered by library staff, or by library staff in partnership with other community, educational or business organisations or volunteers.

Library programs allow participants to develop strong, deep and productive connections with their library, its collections and staff, other participants and their community. Programs are core to library operations as they have the capacity to efficiently deliver real and significant benefits to individuals and communities.

### Objective

To provide targeted activities and events that use library resources and collections to:

- enrich the lives of community members
- build literacy, language and learning skills
- engage, connect, inform and inspire
- improve personal development and wellbeing.

### Guidelines

The library has established and adopted policies and/or procedures which address issues such as:

- what types of programs are to be provided to what parts of the community
- who is responsible for developing and delivering programs and how this will be undertaken
- how programs will be monitored and evaluated.

#### A. Program offer

Libraries, regardless of size, should endeavour, wherever practical, to offer a wide range of programs to encourage and enhance effective and productive use of the library.

Programs can be ongoing, in a series, or one-time events.

Programs can take place in the library, in other community locations and/or online.

Programs should complement, and not directly compete with, activities and events conducted by other service providers in a competitive environment.

Examples of library programs include:

Story Time, Rhyme Time and other literacy-based children's activities (including multilingual and indigenous Story Time)

Adult literacy programs

English language conversation classes

Book clubs, book launches, author talks,

Writers' groups

Computer literacy and internet classes (introductory and advanced)

Family and local history programs

Homework help and in-library tutoring

School holiday programs

Youth programs

Home library and outreach programs

Cultural and creative events, displays and performances

Exhibitions and displays to support special events

Life skills programs (e.g. resume writing, using a mobile phone)

Workshops, debates and discussions on topics of popular and current interest

Business and industry programs

Library orientation and introduction to library resources

## B. Targeting

Programs are targeted and designed to respond to identified needs and interests in the local community. Libraries must therefore have a solid understanding of the demographic composition of their community and the reading, literacy, social and learning needs and interests of specific groups within the community. For example:

- Story Time programs promote lifelong use of libraries, stimulate a love of literature and reading, encourage parents to read with their children at home, and impart important information and skills to children and parents
- youth programs foster a sense of belonging and ownership of 'their' library space and resources

Programs may be aimed at specific population cohorts or community groups. For example, children, young adults, adults, seniors, cultural and linguistic groups, vulnerable learners.

Programs are appropriate to participants' needs and abilities and reflect a wide range of interests and abilities.

Programs may involve inter-generational activities (e.g. young people teaching SMS and internet skills, older people working with younger people on local history and oral history projects).

## C. Involvement of stakeholders

The local community is meaningfully engaged in identification of library programs. This may include library users, community members and representatives of partner and other organisations.

Library users and community members are involved, as relevant and appropriate, in the design and development of programs (e.g. involve teenagers and youth workers in development of youth programs).

Partner organisations are involved, as relevant and appropriate, in the planning, design, development, promotion, delivery and evaluation of programs. Partner organisations may include, for example, schools, community organisations, clubs and associations, business and local government.

Libraries provide public programs in partnership with other organisations (e.g. History Week, reading challenges, Anzac Day commemoration).

## D. Program design and development

Library programs are planned and budgeted for.

Design, development and delivery of library programs recognises the special needs, interests and capabilities of participants and different target groups (e.g. people with low literacy, people with disabilities, indigenous Australians, CALD communities).

- For example, development of literacy programs is informed by analysis of information about factors which may affect literacy levels in the local community (such as education levels, socio-economic and demographic factors, level of internet uptake at home, and the extent to which languages other than English are spoken).

Where possible, programs should intersect with and encourage use of library collections and other library services (e.g. parents borrow books after Story Time, book clubs and discussion groups). Exhibitions and displays may complement library programs.

Wherever possible, program design should be designed with an emphasis on enjoyment.

## E. Program delivery and access

Programs are promoted throughout the library and the community.

Program participation is open to all community members in the targeted cohort. Library membership is not usually a requirement for participation. Fair and reasonable criteria for program access that do not discriminate against any particular group in the community may be put in place to manage participant numbers and efficient program delivery.



Programs are delivered at times and in places that optimise participation, engagement and impact.

Programs are delivered, where relevant, in collaboration with partners and service providers (e.g. literacy service providers).

Programs are, as far as possible, delivered in spaces appropriate to the target audience, the program design and intent. Consider, for example, lighting, furniture, area, noise, ambience and nearby activities.

Program development and delivery may be supported by volunteers.

Libraries may choose to institute charges for participating in some programs as a means of offsetting costs (e.g. book clubs, author talks, book launches).

#### F. Training

Library staff are trained in the range of skills required for successful program design and development. They are able to:

- understand and identify community needs
- develop project plans that include program budgets and timelines
- develop and design appropriate solutions
- monitor and evaluate program outputs and outcomes.

#### G. Evaluation

Programs are monitored and evaluated to determine the impact on participants and the community, and the influence on library usage.

Programs are evaluated by appropriate means to assess success or popularity, effectiveness and quality. Monitoring may include measures of throughout, output and impact:

- number of programs delivered
- number of participants in programs, activities and events
- number of participants trained
- impact on loans, visits and membership
- participant satisfaction and anticipated (or actual) impact on knowledge, skills, learning and employment outcomes or personal development and wellbeing).

## **G10. Technology access**

Technology access and digital literacy are integral to effective participation in society, access to government services and information, and engagement with learning and community activities. Public libraries have an important role in the community providing free access to computers and the internet, especially for people who might otherwise not have access because of cost, difficulty of use or a need to access specialist equipment (e.g. large display). Libraries also provide access to standard software for word-processing and spreadsheets, printing and copying facilities, and digital access to core library services (e.g. catalogues, library databases, digital resources).

Significant numbers of the population also lack confidence and skills in using computers, or searching, filtering and making use of digital information. Public libraries, in addition to their important role in bridging the digital access 'divide', assist people to use technology effectively by:

- providing support and training to assist people in becoming more confident in using computers
- developing people's skills in the use of computers and the internet
- building digital and information literacy among people who have access to digital information.

Therefore, public libraries need technology infrastructure, equipment and staff capabilities suitable to both the efficient administration of a modern library and the provision of technology access as a direct service to the community.

### **Objective**

To provide free use of computers, the internet and other technological equipment and applications to allow users to access library and public information and resources.

To support library users to build their confidence and skills in efficiently using digital technology and effectively using digital information and tools.

To be widely recognised as a place where mainstream and new technology is available and accessible to all members of the community.

### **Guidelines**

The library has established and adopted policies and/or procedures which address:

- provision of access to computers, the internet and digital applications in the library
- provision of support to library users to enhance digital literacy and their capacity to search and navigate digital information
- appropriate management, administration and use of technology.

#### **A. Equipment and services**

Provision and use of computers, the internet, peripherals and other technology by library users occurs within the library's broader policy framework, approach to and plan for technology management.

The library provides free and equitable public access to computers and the internet in each library site.

All public access library computers should have sufficient memory space and processing power to meet the non-specialist needs of users. As far as possible, computers should have standard office and communications software (e.g. word processing, spreadsheets, web browser, document reader) and be connected to printers and the internet. Appropriate firewalls and virus protection should be provided.

The library provides free use of the internet for access to the library's catalogue and membership services, and its electronic collections and services.

The library provides for client use of peripheral equipment including printers, scanners and copiers.

The library provides video and audio connectivity to support open learning.

In determining the number of public access computers provided in each library, consideration is given to: user characteristics and needs, numbers of staff, opening hours, borrowing habits, peak borrowing periods, visitor and transient usage.

Internet access is facilitated by the fastest broadband speed available to the local government. Bandwidth is sufficient for consistent good quality access to digital print, image and sound resources available to clients through the library.

Library equipment supports personal storage devices.

Facilities are provided to enable library users to charge their personal electronic devices.

Public access library computers are located in clearly signed and dedicated spaces. User instructions are located at each device. Workspaces and casual seating is accessible for clients to use personal electronic devices.

When determining the placement of computers, issues such as proximity to staff, security, wiring and possible distraction to clients using other library facilities should be considered. Ideally, adjustable tables and chairs should be provided for computers to improve ergonomics and client comfort.

Usage of software applications should be regularly reviewed to ensure continued public interest. Versions should be kept up to date and new applications added according to demand.

#### B. Access to specialist technologies

Adaptive technologies (e.g. large screens, large keyboards and trackballs, specialist software) are provided for library users with vision or hearing disabilities. At least one public access computer is accessible by customers in a wheelchair.

Multilingual software and fonts are available for clients wishing to access non-English language material.

#### C. User training and support

The library offers free basic training programs in accessing the information resources provided at the library. In particular, regular internet training sessions are provided. These programs should be supplemented by access to other relevant resources such as books, videos, online tutorials, and CD-ROMs/DVDs.

All permanent branch library staff have obtained their International Computer Driver's Licence, or equivalent.

One member of staff (or external contact) who can perform basic systems help is available at all times the library is open.

As required, staff with user support responsibilities have access to formal, online and on the job training and resources.

While library staff should provide assistance to clients in the use of ICT equipment and resources, they are not qualified ICT support staff and cannot be expected to provide expert advice and training on all resources available in a public library. The extent of staff assistance should be clearly outlined in any documentation provided to clients. Where necessary, staff should refer clients to other training providers.

### **Additional resources**

Further guidance on provision of technology access to library clients is given in S7 – Internet computers per capita and S14 – Internet downloads per capita per annum.

ALIA's statement on *Online Content Regulation* recommends that "libraries and information services support the right of all users to unhindered access to information of their choice regardless of format" and that "access to electronic information resources should not be restricted except as required by

law”. If a decision is made to utilise internet filters, they should not limit the comprehensiveness of internet searching for reasonable research and communication purposes.

<https://www.alia.org.au/about-alia/policies-standards-and-guidelines/alia-online-content-regulation>

## **G11. Places (physical and digital)**

An increasingly important part of a public library's service offering is its use by the community as a place or space. That is, a place where people come together to meet, to connect with one another (in person or online), to create, and to celebrate their community. The library can be a place where different people come to read, relax, learn, study and/or work. Community feedback shows that the library is seen to be a safe place where all are welcome, access is free, and there are no judgments. The library is warm in winter, cool in summer, it is staffed by people who are there to help, and it is often a vibrant place where things are happening.

Some research has described contemporary public libraries as 'the third space' – a place after home and work/school where people can feel comfortable and safe in a communal environment.

### **Objective**

To provide physical and digital places and spaces that meet the recreational, educational, social, information and employment-related needs of library users of all ages and interests

### **Guidelines**

#### **A. Design**

As far as possible, functionality and flexibility are central to the design of new library buildings or re-design of existing library buildings.

Design of library buildings recognises the multiple, complementary and sometimes competing interests of library users in their demands of library spaces. These include:

- quiet comfortable spaces to read and relax
- spaces and facilities for quiet private study, research and work
- spaces and facilities for group study, communal learning, collaboration and creativity
- spaces for people and groups to meet formally, informally and incidentally
- places inside and outside the library where people can access the library's internet services via mobile devices.

The library provides, as far as possible and at appropriate times, dedicated spaces to complement library programs and services (e.g. children's spaces, youth spaces, event spaces, display areas, community meeting rooms).

Interior spaces should have a high degree of adaptability for new or varied purposes.

Library furniture and fittings should be functional and comfortable. A variety of types of seating and workspace should be provided.

The library provides users with access to power points and charging stations to support mobile access to library services.

The library website is designed to allow users to quickly navigate, find and access online library resources and services.

The library website supports collaboration and creative development of new library content.

#### **B. Use**

Library users and community groups are actively encouraged to use library places and spaces in ways that improve their personal or collective outcomes.

Library staff support and facilitate different and concurrent use of library places and spaces by different library users.

## **Additional resources**

*People Places: A Guide for Public Library Buildings in New South Wales*, State Library of New South Wales, 3<sup>rd</sup> ed., June 2012.

The Australian government requires Commonwealth departments and agencies to comply with the W3C (World Wide Web Consortium) guidelines: 'Accessibility', in Australian Government Web Guide: <http://webguide.gov.au/accessibilityusability/accessibility/>.

## **GUIDELINES: SERVICE DELIVERY**

A public library's service offerings can be delivered to the community in many different ways. Influential factors in the provision of efficient, community-focused and high quality library services include:

- service points (e.g. branch libraries, mobile libraries, library website, outreach service locations)
- staffing numbers, skills and qualifications
- operating and capital funding and investment
- partnerships and collaboration with community organisations, education providers, government, business, the wider library sector and local volunteers
- targeted levels of customer service.

### **G12. Service points**

Public libraries can be anywhere and everywhere. A large array of library services, programs and activities are now being delivered through a range of service points, including: branch libraries; mobile libraries; outreach sites, and the libraries' website. New models of outreach are also emerging, such as the 'pop-up' library which takes library promotion and services to temporary locations in response to community needs.

While these service delivery models differ in terms of what services are provided, how they are provided and to whom, there are a number of overarching principles that govern how they should operate. These focus on providing places that are welcoming, easily accessible, safe, respect user privacy and minimise barriers to access for users who are vulnerable or have physical limitations and disabilities. These principles ensure that library staff, whatever setting they are working in, are able to carry out their duties efficiently and effectively in a secure environment that meets OHS requirements.

#### **Objectives**

To provide library buildings which:

- are attractive, functional and accessible
- stimulate interest in library services
- are designed for flexible use, efficiency in operation and sustainability
- accommodate library collections, resources and programs which serve the identified needs of the community.

To provide mobile, online and outreach services that take the library out and into the community.

To support virtual visits to the library via the library website and online services so that library content and services are available when and where customers want them.

To ensure public libraries are able to move quickly and in innovative ways to reach out to customers who are not able or ready to visit the library.

#### **G12.1 Guidelines – Library buildings**

##### **A. Planning and assessment**

Planning for a future or extended library building should be undertaken using a collaborative approach involving a representative range of stakeholders that have an interest in the potential outcomes.

A needs assessment should be undertaken to determine where the new/extended library is required and what type of library services will best meet the community needs.

Future population growth needs to be considered in the planning stages of library buildings. Population projections may need to include visitors to the catchment area, including tourists and commuters for work, school or shopping.

Planning and design must take into account library functional areas such as:

- customer service points, display and entry/orientation
- areas for collections, stack or archival storage
- spaces that enable user friendly access to the latest technology
- people spaces (for adults, youth and children) for relaxation, reading research, leisure and learning, including communal study
- flexible spaces for programs and activities
- meeting/training rooms (with provision for after-hours access)
- outdoor areas and space for related functions such as a Council customer service area or café
- mobile library support, including access, loading/unloading space, turning and parking requirements.

Buildings which are adapted from previous uses should be carefully redeveloped/refurbished to make them suitable and workable library spaces.

#### B. Determining need and size

Minimum building size is based on ten-year population projections for the local government area or its relevant catchment.

Calculation of building size and floor areas takes into account trends in library service delivery and anticipated changes in technology, programs and the types of resources provided.

The floor area required for a library involves three components:

- Base floor area – for minimal library activities
- Additional functional areas – for additional activities based on local needs
- Loading for main branch/headquarters functions

#### C. Accessibility

Library buildings are sited prominently, near gathering points such as shopping centres, cultural centres or educational precincts.

The site is welcoming, safe and easily accessible: by all library customers, regardless of age or mobility; by pedestrians, and from public and private transport.

The library should minimise barriers to access for users with physical limitations and disabilities.

Convenient and standards-compliant parking is provided for customers and staff, with designated spaces for people with disability.

Libraries are prominently signed and well-signposted.

If the library makes a public meeting room available, the library has a policy which addresses issues such as: who is eligible to use the facility; rules and regulations for use; the respective responsibilities of the users and the library, and fees.

#### D. Standard for regulatory compliance

Library buildings meet legislative requirements and standards at all three levels of government, including but not necessarily limited to:

- the Building Code of Australia
- Australian Standards, including standards for construction, lighting, accessibility, electrical wiring, fire safety, earthworks, plumbing, acoustics and floor loads
- national and state anti-discrimination acts
- OHS requirements



- accessibility standards
- environmental design and sustainability requirements
- local planning schemes.

Library buildings are designed to be energy efficient and to reduce their environmental impact.

#### E. Facilities, furniture and upkeep

Library furniture and fittings should be attractive, durable, functional, and comfortable. A variety of types of seating should be provided.

Workstation furniture should be adjustable to suit customer characteristics and requirements.

Library spaces, fittings and furniture should comply with relevant standards, including those for: floor loading; shelving; lighting according to functional purpose, and safety, accessibility and ergonomic design.

Customer comfort facilities, such as public toilets, are provided where appropriate, in accordance with the applicable local government guidelines. As relevant, also see *People Places* in NSW and the Queensland Library Buildings Standard.

Library facilities should have a technology infrastructure that enables users to access with ease the library's technology-based services and collections and staff to carry out their duties efficiently.

Adequate power, communications, computer cabling/wireless networking, computers and workstations should be provided.

Library areas need to be well-maintained with regular cleaning, refurbishment of old equipment and furniture, removal of waste, mowing, removal of graffiti and repair of vandalism.

### **G12.2 Guidelines – Mobile libraries<sup>15</sup>**

#### A. Design and size of the mobile library

Mobile libraries provide services via a specially designed and equipped vehicle to those people who cannot reach a fixed service point or central library.

The mobile library size and vehicle type is appropriate for the services and outreach programs delivered from it, and for the access constraints of the locations it services.

The mobile library is designed and configured for ease of access.

#### B. Service access

The mobile library provides user access to a representative range of the library's services, collections and programs, including access to library technology.

The mobile library's schedule and opening hours are appropriate for customers and locations.

Mobile library sites are chosen and reviewed according to criteria developed by the library service with reference to published guidelines.

#### C. Safety

The mobile library vehicle, sites and practices should conform to the local Council's OHS and public safety requirements.

The mobile library should have a personal security strategy, supported by reliable communications.

The mobile library vehicle is maintained and replaced according to a planned schedule.

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<sup>15</sup> Guidelines related to mobile libraries are less applicable in remote areas of Australia, particularly in the Northern Territory, Queensland and Western Australia due to vast geographical distances between communities, isolation and weather conditions which hinder year-round access.

#### D. Mobile library staff

Mobile library staff are knowledgeable about the library's collections, services and programs.

Mobile library staff are familiar with library procedures, OHS and public safety requirements.

Mobile library staff participate in relevant training and professional development programs.

Sufficient staff are available to meet demand at high activity stops.

Mobile library staff are appropriately licensed for the type of vehicle employed.

Driving skills should be updated regularly and associated training funded by the library. Drivers are trained in basic mechanical troubleshooting and maintenance.

Sufficient backup staff, qualified to drive the vehicle and experienced in library service delivery, are available to maintain continuity of service.

### **G12.3 Guidelines – Home library services**

#### A. Design and delivery

Home library services provide access to library information and resources for those community members who are unable to access physically (for any reason) a local library. Home library services may visit sites such as residential accommodation, nursing homes and prisons.

A vehicle suitably modified according to applicable OHS guidelines is provided and delivery arrangements comply with OHS regulations.

#### B. Service access

The library has a policy on eligibility for home library services. Eligibility is based on physical need – no age restrictions apply. Service is available to carers who are housebound.

All resources held by the library, including the reservation and interlibrary loan systems, are made available to home library service customers.

Customer profiles are maintained to ensure appropriate selection of materials.

Bulk loans are provided to residential and day care establishments.

Loan periods, item restrictions and frequency of delivery are determined by the library service. These may vary from standard settings to meet the particular needs of the home library service and its users.

#### C. Safety

Home library service membership forms include a section providing permission for library staff to enter the customer's property.

Staff have mobile phones and wear name badges at all times.

#### D. Home library staff

Home library staff receive training in:

- manual handling
- first aid (when appropriate, and for use in accordance with employer guidelines)
- communication with the aged and disabled
- disability awareness
- personal safety and advanced driving skills
- multicultural awareness (when appropriate).

Staff involved in home library services have undergone appropriate personal/police checks for working with the elderly and vulnerable, in accordance with government requirements.

## **G12.4 Guidelines – Library website**

### **A. Design**

The library website is designed to allow users to quickly and easily navigate, find and access online library resources and services.

The library website is, as necessary, consistent with Council ICT availability, platforms, connectivity, internet access, security and back up requirements.

The library's website meets W3C standards for accessible web design and disability access.

### **B. Access**

The library's website provides access to information about the library, its collections, programs and services. This includes:

- a description of library branches and opening hours
- information on library programs and services
- up-to-date information on library policies
- staff contacts
- links to Council information and services
- links to authoritative external resources, including links to other libraries.

The library website supports:

- remote and in-house access to the library catalogue and its free and licensed databases
- access to downloadable e-books, podcasts and other digital resources
- online reservations and renewals
- suggestions of collection items for purchase
- online reference and information services, and online interaction with library staff
- bookings for library activities, programs and training sessions
- member update of personal information and preferences (with appropriate authentication and privacy controls)
- online payment of library fees and fines.

## **G12.5 Guidelines – Opening hours**

Public libraries should be open at times when customers might reasonably expect them to be open.

Decisions on opening hours should consider local influences such as:

- population size and area of region served
- assessment of customer and potential customer needs, and the nature of the community (for example, young people, families with children, seniors)
- library location and the location of other community service points and facilities (such as shops, theatres, business and public transport)
- commuter patterns, and local shopping and school hours
- opening hours of other cultural institutions (such as theatres, galleries and museums)
- number and proximity of other library branches
- number of staff employed.

Community consultation is a good starting point for establishing or reviewing opening hours.

Staffing hours need to be flexible to meet the needs of the community.

Library opening hours include morning, afternoon, evening and weekend hours.

Opening hours are consistent, predictable and easy for customers to understand.

Opening hours, once set, are regularly reviewed to take into account changing demographics and community circumstances.

Changes to opening hours are advertised well in advance.

Opening hours are displayed outside service points, on the library website and, where appropriate, on library promotional material.

Remote access to library resources (e.g. online library services, catalogue and digital materials) is available at all times.

The library provides after-hours facilities for return of library materials.

In determining opening hours for mobile libraries, 'opening hours' is the operating time spent at mobile library stops when the mobile library is accessible by customers. Travelling time between stops is not counted.

### **Additional resources**

*People Places: A Guide for Public Library Buildings in New South Wales*, State Library of New South Wales, 3<sup>rd</sup> ed., June 2012.

The Green Building Council of Australia's Green Star rating system is voluntary but provides a comprehensive framework for assessing environmental impact of building design and construction.

[www.gbca.org.au](http://www.gbca.org.au)

The Australian government requires Commonwealth departments and agencies to comply with the W3C (World Wide Web Consortium) guidelines: 'Accessibility', in Australian Government Web Guide: <http://webguide.gov.au/accessibilityusability/accessibility/>.

## **G13. Staffing**

The 21<sup>st</sup> century library workforce requires a range of skills and qualities in order to best respond to the varied and changing needs of the community. The fundamental qualities and skills required of public library staff include (among others):

- the ability to understand the needs of users
- knowledge of the library's collections, programs and services and how to efficiently access these
- the ability to communicate positively with people
- the ability to work with others in providing an effective library service
- the ability to co-operate with individuals and groups in the community
- imagination, vision and openness to new ideas and practice
- knowledge of and ability to use ICT to improve service delivery and customer use of information.

Changes in how people discover, access and consume information have prompted changes in library services, leading to a need for different skills in the library workforce. It requires staff who embrace the potential of technology and creatively find appropriate ways to embed it in library services.

Professional and continuing education of the library workforce is essential to a sustainable quality library service.

### **Objective**

To ensure that the number, competencies and mix of library staff support a range of services and programs which meet the needs of the community.

### **Guidelines**

#### **A. Staffing requirements**

The library has paid and suitably qualified and/or experienced managers and staff, appropriately trained to discharge their particular job responsibilities. Relief staff should preferably hold similar qualifications to permanent staff.

Staffing levels are sufficient to deliver the services set out in the relevant library legislation (if any), in the library's strategy or plan, and are appropriate for the library's community.

Staff requirements will be influenced by:

- the degree to which transactional processes have been automated, the level of customer acceptance of self-serve and automated check-out arrangements, and the degree to which administrative processes and operations are outsourced (effective use of technology and outsourcing technical services tasks can promote staff efficiency and cost-effectiveness)
- accepted service levels (e.g. opening hours) and any minimum staffing requirements for safety and security reasons
- community requirements for access to specialist library skills.

All service points are appropriately staffed to assist customers.

#### **B. Staffing mix**

A library service's commitment and responsiveness to its community is reflected in the mix of library staff selected to provide library programs and services.

Responsibility for core library services (such as reference services, collection development and technical services) is assigned to appropriately qualified staff.

It may be desirable for the composition of the library staff to reflect the broad profile of the community it serves. For example, where a community has a large percentage of people from a certain

age group – such as young people or people from culturally and linguistically diverse backgrounds – such groups should, where possible, be represented on library staff.

Library services may employ specialist staff with non-library related qualifications to enrich and support library programs or functions (e.g. information technology, youth work, education, marketing and administration, community liaison).

Smaller library services may ensure the availability of specialist expertise (e.g. children's services, online services, outreach services) through alliances with other libraries, other parts of Council, contract providers or volunteers.

Relief staff are employed for periods when regular staff are on leave or attending training. Relief staff should be scheduled to work regularly in the library to maintain skills and familiarity with procedures.

The library has the capacity to adjust its staffing profile in response to changes in community profile and needs.

### C. Professional development

All library staff (including casual and relief staff) have sufficient knowledge and skills to undertake the requirements of their roles with a minimum of supervision.

All library staff maintain a process of continuing professional education on a formal and informal basis. Formal training is augmented by informal skills transfer, mentoring and information sessions for staff.

There is a planned induction and orientation program for all new staff and staff who have changed positions.

Library staff undertaking librarianship, library technician and other relevant studies are accorded appropriate support by their Library Manager and funding body. The library supports staff work-related study, continuing education and professional activities, including paid work time for attendance, registration fees and travel costs.

Library staff are encouraged to expand their library and cross-sectoral networks, and further their professional development by participation in the ALIA PD Scheme, reading, online exchange of ideas, and by attending courses, conferences, and meetings.

Job rotation and staff exchanges are encouraged as a means of ensuring adequate training and development, especially for more isolated staff such as those in small branch libraries.

### **Additional resources**

Further guidance on staffing policies and levels is given in G6 – Management, S2 – Number of staff and S3 – Number of qualified staff.

ALIA's statement on Foundation Knowledge, Skills and Attributes relevant to Information Professionals working in Archives, Libraries and Records Management, <https://www.alia.org.au/foundation-knowledge-skills-and-attributes-relevant-information-professionals-working-archives>.

ALIA PD Scheme <https://membership.alia.org.au/pdinfo/alia-pd-scheme>.

## G14. Funding

Adequate levels of funding are crucial to the success of a public library in fulfilling its roles. Without adequate funding over the long-term it is difficult to develop policies for service provision and to make the most effective use of available resources. This can be seen in a number of examples: a new library building without adequate funds to maintain it; new book collections with no money for their replacement, and computer systems without funds to maintain and update them. Funding is required not only when a public library is established, but should also be sustained on an assured basis.<sup>16</sup>

### Objective

To fund the provision of public library services to at least the minimum level required to support the local community in meeting its informational, educational, recreational and cultural needs.

### Guidelines

#### A. Funding sources

The library should continually and creatively explore options and opportunities to expand its funding base to enable it to enhance the range, reach and impact of its services. Potential sources of direct or indirect funding or in-kind support (subject to regulatory and ethical considerations which preserve the universal nature of the services provided) include:

- partnerships with local community, cultural or business organisations
- networks with other libraries and related organisations
- grants from government, business, service or philanthropic organisations
- revenue from commercial activities (e.g. book sales, publishing)
- revenue from user fees and charges (e.g. photocopying, printing, fines)
- sponsorship
- donations and bequests
- volunteers, Friends of the Library and fundraising.

#### B. Fees and charges

The IFLA/UNESCO Public Library Manifesto states that 'The public library shall in principle be free of charge'. It is recommended that the following services (at least) be provided free of user charges as they have high public good benefits:

- lending services to children
- lending of adult non-fiction
- staff assistance to use the library resources and to find general information.

Charging users for services and membership should not be used as a source of net revenue for public libraries, as it makes the ability to pay a criterion in determining who can use a public library.

Fees or fines are sometimes levied when a borrowed item is kept after it is due for return to the library. This encourages items being kept in circulation and available to all users.

Charges are sometimes levied for personalised services or value-added services that have a larger component of private good. These may include:

- handling of reservations or interlibrary loans
- extended information searches
- photocopying or use of a printer
- internet access.

Fees, charges and fines should not be set at a level that would deter anyone from using the library, especially children.

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<sup>16</sup> *The Public Library Service: IFLA/UNESCO guidelines for development*, Philip Gill et. al., 2001.

## G15. Partnership and collaboration

Collaboration is an essential characteristic of an effective service organisation. Over recent years public libraries have expanded and strengthened their relationships and alliances with a variety of other organisations in order to: improve the reach and accessibility of library services; improve the efficiency of service delivery, and avoid service duplication. Potential partners include:

- education providers (e.g. schools, kindergartens, TAFEs, universities, literacy program providers)
- community-based organisations (e.g. neighbourhood houses, maternal and child health services, community hubs, health services, information centres, chambers of commerce, historical and agricultural societies, museums and galleries, arts and cultural groups)
- other Council services (e.g. arts, culture, recreation)
- government agencies (e.g. Centrelink)
- volunteers
- state/territory and national public library networks.

### Objective

The library develops partnerships and collaborates with community-based organisations and the wider public library sector in order to:

- raise awareness of and promote library services to targeted population cohorts, which has the potential to increase library membership, service usage and impact
- expand service offerings and service delivery options
- improve service reach, quality and efficiency

... by leveraging the knowledge, expertise and complementary resources of partner organisations.

Goals which may be out of the reach of individual libraries alone may be achievable through partnership and co-operation between individual libraries and with other organisations.

### Guidelines

#### A. Community partnerships

The library establishes and maintains partnerships to strengthen and enhance service to library users. For example, partnerships:

- with education and training providers and community organisations improve programming and outreach and promote and activate library usage
- with local community groups and cultural institutions (e.g. museums and galleries) support the growth, development and use of the local studies collection
- with appropriate government organisations and educational institutions in areas with significant Indigenous Australian populations are developed in connection with the provision of services to Indigenous Australians.

The library pursues partnership approaches to:

- enhance access to information, ideas, services and expertise
- coordinate resources and actions
- facilitate library marketing and promotion
- enhance efficiency in service delivery, library promotion, programming, administration, and communications
- amplify the library's planning and advocacy activities.

Resource-sharing arrangements provide partners with access to specialist expertise, in-kind contributions, programming and/ or workspaces.



The library maintains its own or participates in a collaborative community advisory body.

At least one leader from a community-based organisation serves on a library committee or governing board. At least one library representative sits on the board of a key community-based organisation.

Library leaders attend Council meetings and other community forums.

#### B. Partnership management

The library has strategies for strengthening existing partnerships and developing new partnerships.

Formal partnership arrangements (e.g. Memoranda of Understanding) are established where applicable.

Partnerships are monitored to ensure ongoing relevance and mutual benefit.

#### C. Volunteers

Library service to the community can be enhanced by well-supported volunteers. Volunteer assistance is used for specific purposes that complement the day to day operation of the library (e.g. as tutors, in giving topical presentations, assisting with home library services).

Volunteers are not used as a substitute for appropriately trained and paid library staff. Volunteers are not used to establish and maintain library services or outreach programs which would normally be established and maintained by paid library staff.

The library has a policy that defines how volunteers are recruited, the tasks which they may undertake, the terms and conditions under which they volunteer, and their relationship to library operations and staff.

#### D. Library networks

The act of sharing advances the principle of equity of access by mitigating regional disparities in library service. Effective and innovative policies, practices and programs are shared with other public libraries.

The library co-operates with other libraries, information agencies and organisations in order to maximise the availability of library resources and access to information for the public. For example, the library makes its collection available for loan to other libraries through participation in a network (e.g. a union catalogue, a local network of information providers such as schools and universities).

The library is an active member of its state/territory public library association. The library monitors library trends through ALIA, APLA, NSLA and other library associations.

The library contributes to and is involved in activities relating to the library profession as a whole in order to maintain the professional knowledge and expertise of staff. Library managers and staff attend, participate in and present at formal professional gatherings (e.g. in-services, conferences).

## **G16. Customer service**

High quality customer service underpins the work of the library, focusing not only on what is delivered but how it is delivered. Public library staff have a responsibility to maintain a high level of customer service and ethical standards in their dealings with the public, other members of staff and external organisations. All members of the public should be dealt with on an equal basis and every effort must be made to ensure that collections, services, programs and information provided are as accessible, useful and accurate as possible. The public must have confidence in the quality and impartiality of the library staff if the library is to meet the needs of all members of the community.

Quality services can only be delivered if the library is sensitive to the needs of its users and shapes its services to meet those needs. Satisfied users are the best advocates of the library service.

### **Objective**

Having a positive effect on the library user is a prime objective in all policy planning, design of libraries and of systems, preparation of operational procedures, client liaison and service review.

### **Guidelines**

#### **A. Customer service policies**

The library has a published Customer Service Charter or policy which sets out the standard of service that the community can expect in its dealings with the library. The Charter is promulgated to all staff, and reviewed periodically.

The policies and procedures of the library should be based on the needs and convenience of the users, and not the convenience of the organisation and its staff. Consider, for example:

- delivering services beyond the library building when users' needs require it
- providing equipment to make library use convenient (e.g. out of hours return chutes/boxes, self-service issue and return of materials)
- providing inquiry and feedback options with response times as short as possible
- sharing information about library services in alternative formats and community languages.

Library services should not be subject to any form of ideological, political, religious or commercial pressure. Services must be able to adjust and develop to reflect changes in society (e.g. variations in family structures, employment patterns, demographic changes, cultural diversity).

#### **B. Staffing**

All staff should have a clear understanding of the role of the library in meeting the informational, educational and recreational needs of the community.

All staff should be courteous, friendly, respectful and helpful at all times.

All staff should provide a high quality service to all users without regard to age, ethnic origin, gender, political opinion, religious belief, disability, level of literacy or socio-economic status. Staff must not allow their personal attitudes and opinions to determine which members of the public are served and what materials are selected and displayed.

Library staff are provided with customer service training, which is 'refreshed' from time to time.

Library staff receive diversity and ability awareness training for communicating with their colleagues and with library customers, including persons with physical and mental disabilities, those from diverse cultural backgrounds, adult new readers and individuals speaking languages other than English.

Staff rosters are arranged to ensure that staff numbers are sufficient to deliver all advertised services during all library opening hours.

Staff members are readily identifiable when working at service points. Staff clothing conforms with the dress code established by the library (or Council or corporation) and with OHS requirements.

### C. Signage and communication

Good quality informational and directional signage and material are provided.

Clear directions for use are provided for all equipment used by customers (e.g. self-service points, photocopiers, scanners, wifi access).

The library communicates information about new items, services or programs to customers, using a variety of means (e.g. website, email, social media, mass media). The library communicates with individual customers according to customer preference.

Jargon is avoided in all forms of verbal, written and electronic communication.

### D. Assessing customer service

The library implements measures to ensure continuous improvement in service delivery.

The library attends to the quality of customer service through regular assessment of customers' experiences of service quality.

The library (and/or Council) monitors the opinions of library users and non-users by participating in local resident surveys or carrying out a standardised library user survey every two years. This information can be used to:

- monitor performance for continuous improvement
- establish trends in performance for management and training purposes
- compare performance of different Council services
- assess community responses to plans
- assess customer responses to new or changed services
- identify services that might encourage non-members to join the library.

Quantitative and qualitative information can be collected in a variety of ways, such as surveys (in-library questionnaires, web forms, telephone and in-person surveys), interviews and focus groups. Customer service questions might include:

- Rate the importance of the library service to you.
- Rate your overall level of satisfaction with the library service.
- Rate your satisfaction with:
  - the knowledge of library staff
  - the help provided by library staff
  - the size of the library collection (e.g. books, magazines, newspapers, DVDs)
  - the quality of library facilities
  - the comfort of library furniture (e.g. seats, tables) and library spaces (e.g. noise, lighting)
  - access to library services (e.g. opening hours, parking, proximity to public transport, disabled access)
  - the adequacy of access to technology and ICT applications
  - the look and feel of the library website
  - the ease of use of the library website.
- Would you recommend the library to others?

As relevant and where possible, the opinions of children and young people should be taken into account.

## STANDARDS

### Standards are an important benchmarking tool

Public library standards are an important tool in understanding the relative performance of a library service. Benchmarking libraries against national, state/territory and industry averages informs:

- assessment of current and potential performance, and relative strengths and weaknesses
- accountability for public expenditure
- setting of improvement targets and aspirational goals
- decisions about strategic investment in service provision.

*Beyond a Quality Service* documented 12 public library standards covering differing aspects of library operations (e.g. library materials, usage, membership, staff, expenditure). These standards have been updated to reflect changes in performance, service and funding expectations over the past four years.

Focus area	Standard	vs 2012
Service provision	S1 Library expenditure per capita per annum (excluding library materials)	S1
	S2 Number of staff	S4
	S3 Number of qualified staff	S5
	S4 Library materials expenditure per capita per annum	S6
	S5 Collection items per capita	S7
	S6 Age of collection	S8
	S7 Internet computers per capita	S11
Service reach	S8 Membership as a percentage of the population	S2
Service participation and use	S9 Visits per capita per annum	S3
	S10 Website visits per capita per annum	New
	S11 Circulation (loans per capita per annum)	S9
	S12 Turnover of stock (loans per collection item)	S10
	S13 Program attendance per capita per annum	New
	S14 Internet downloads per capita per annum	New
Satisfaction	S15 Customer satisfaction	S12

Three additional standards have been recommended to expand stakeholder understanding of the volume of use of public libraries. These relate to program attendance, website visits and use of library internet services.

At this stage, however, there is no collection of comparable data from public libraries across Australia that could be used to set a national standard against these indicators. Information on program attendance was collected for the first time as part of NSLA's annual data collection from public libraries in 2014/15, however at this stage it is not known whether differences in library programming between jurisdictions and any methodological differences will allow this data to be used in setting a national standard.

It is therefore recommended that NSLA explore options for expanding its current statistical collections to capture comparable data and enable calculation of standards against each of these areas of library use.

## **Standards should only be used in context**

**Standards are only useful when they are interpreted in an appropriate context. Use of the standards in setting targets for libraries should only occur with:**

- i) a clear understanding of the geographic and demographic context in which the library service operates; and**
- ii) an understanding of the definition and behaviour of the standard in different settings.**

Libraries and stakeholders are encouraged to take a rigorous and thoughtful approach to use of the standards to avoid the possibility of inadvertently compromising the integrity of library services.

For example, the number of staff members (FTE) per population in any library service typically varies from high figures (i.e. fewer staff per capita) in areas of high population density to low figures in areas where minimum staffing levels in small rural and remote library branches mean that there are on average more staff per capita. Each outcome is reasonable within its own context.

However, it should also be noted that two similar sized similarly located libraries could legitimately have different approaches to staffing levels. One might argue that having more staff per capita represents a high level of service provision (quality indicator), while the other might say that having fewer staff per capita indicates a more productive library workforce (efficiency indicator). Both arguments may be valid. To best understand what is happening in any particular setting it is often important to look at more than one standard or indicator (e.g. staffing per capita plus service outcomes or customer satisfaction).

Furthermore, setting targets or goals without understanding these differences may be problematic. For example, from 2011-12 to 2013-14 SA, which has many small branch libraries serving dispersed populations, had on average 4.41 staff FTE per 10,000 population. Over the same period ACT, which has fewer larger library branches serving geographically concentrated populations, had an average of 2.65 staff FTE per 10,000 population. Libraries in both SA and ACT are on average 25% away from the national average and standard of 3.31 staff FTE per 10,000 population. In order to meet a target set at the level of the national standard, SA libraries would, for example, have to cut staff by 25%, an outcome that could realistically only be achieved through significantly reduced opening hours or closure of small library branches.

## **Development of supplementary guidance**

There is an inherent dilemma in producing national standards that are expected to apply to libraries of all sizes (by population or collection size) in all parts of metropolitan, regional, rural and remote Australia. The diversity of communities across the country makes it certain that not all national standards will be completely relevant in every library setting. This is NOT an argument against the development of national standards. It is an acknowledgement that informed decision-making at state and territory level or within an individual library service may require decision-makers to access additional contextual information.

Some jurisdictions have chosen to enhance the public library guidelines and standards by developing additional or supplementary requirements and standards. These are not intended to undermine the national standards but to recognise what is realistic and achievable taking into consideration a more detailed understanding of local conditions and context. Jurisdictional data, such as that shown in Appendix 2 and annual public library statistics published by NSLA, are a useful additional source of information.

## Setting and interpreting standards

The standards in this document are primarily based on the *NSLA Australian Public Libraries Statistical Report 2013-14*, which compiles data from each state and territory against key industry metrics. For information, Appendix 2 presents relevant data for key measures by state and territory from 2011-12 to 2013-14.

The standards are not presented as pure or theoretical goals based on completely objective and independent data. There is no way, for example, of determining a single cost per capita figure for running an identical exemplar library in Mount Druitt, Mount Gambier and Mount Isa. As annual averages across the states and territories the standards are, however, an indication of what is practical and achievable in a contemporary Australian library service.

The validity of the standards is reliant on libraries in all states and territories being able to consistently provide reliable data on the delivery and use of library services.

In framing the standards, national averages have been calculated and rounded (as appropriate) to two or three significant figures. For most standards an 'enhanced' figure has also been provided. This represents the arithmetic average of the three states/territories with the 'best' performance for each measure.

## Service provision

### S1. Library expenditure per capita per annum (excluding library materials)

<b>Measure</b>	Public library expenditure per capita per annum (excluding library materials)
<b>Standard</b>	<p>\$40.36 per capita per annum (for 2015-16)</p> <p>Based on national average 2013-14 of \$39.18 per capita per annum</p> <p>Enhanced standard      \$49.10 per capita per annum (for 2015-16)</p>
<b>Definitions</b>	<p>'Public library expenditure' means expenditure on public libraries (excluding library materials, electronic resources and capital purchases), plus state government costs directly related to the delivery of public library services (excluding expenditure on library materials, electronic resources and capital purchases). NSLA statistical report.</p> <p>Per capita analysis is based on the population of the area/local government area served by the library service. Data is sourced from the ABS.</p>
<b>Notes</b>	<p>The standard relating to library expenditure per capita on collections is S4.</p> <p>There is significant variation in library expenditure per capita per annum between states and territories. Although most jurisdictions averaged around \$37 to \$42 per capita per annum from 2011-12 to 2013-14, SA's average was much higher at approximately \$60, while ACT (\$29) and Victoria (\$31) were much lower than the national average.</p> <p>Library expenditure per capita is not necessarily an indicator of a 'better' library service. This indicator is one where a high figure might be seen as representing service quality and a low figure might be seen as indicating service efficiency. It is argued that expenditure close to the state or territory average is the preferred position. Library expenditure per capita should be interpreted in light of local factors (e.g. library size, population served, staff per capita), customer satisfaction and library outcomes.</p>

Financial indicators are influenced by inflationary factors. The standard for 2015-16 has been factored up from NSLA's reported 2013-14 expenditure for public libraries by the Reserve Bank of Australia's annual inflation estimate for 2015/16 of 1.5%. This standard can be expected to increase in future years at a similar rate due to inflationary factors.

The RBA inflation estimate is an aggregate figure that may not necessarily represent real increases in the cost of library service provision in different states and territories.

<b>S2. Number of staff</b>	
<b>Measure</b>	Number of staff members (FTE) per 10,000 population
<b>Standard</b>	3.3 staff members (FTE) per 10,000 population Based on national average 2013-14 of 3.29 FTE per 10,000 population Enhanced standard 4.1 staff FTE per 10,000 population
<b>Definitions</b>	'Staff members' means paid staff. Staff members include established positions regardless of whether or not they are currently occupied. Unpaid volunteers are not included.  'FTE' means full-time equivalent.  'Population' is the population of the area/local government area served by the library. Data is sourced from the ABS.
<b>Notes</b>	Due to the diverse nature of communities, their size, make-up and geographic distribution, there is no single formula for determining total staff numbers. Staff requirements are influenced by the community profile and needs, and the library's consequent strategic service objectives, service offerings and service delivery profile. Factors to be taken into consideration when calculating the total staff required include: the number and type of service points; hours of opening; services provided; type of building; total population served and the demographic breakdown and distribution of population; usage statistics; whether any technical services are outsourced, and the use of automation in service provision.  For example, the use of self-check out, automated returns and shelf-ready collections acquisition processes has reduced the demands on staff in many libraries. This has been offset by increased responsibilities in planning and delivery of library programs and support for users accessing and using library computers and the internet.  Staff numbers are also influenced by the need to maintain an acceptable level of service whenever a library branch is open to the public, and by requirements for a minimum number of staff to be on duty for safety and security reasons. Staff per population figures are typically higher in library services and jurisdictions that have large number of branches servicing relatively small populations (e.g. SA, WA, NT) and lower where the population is more highly concentrated (e.g. ACT).  This measure should be interpreted with an understanding of its context. It is argued by some libraries that having more staff per capita indicates a high level of service provision (quality indicator). Alternatively, fewer staff per capita might be seen as representing a more productive library workforce (efficiency indicator).

### **S3. Number of qualified staff**

<b>Measure</b>	Number of qualified staff members (FTE) per 10,000 population
<b>Standard</b>	1.0 staff member (FTE) per 10,000 population  Based on national average 2013-14 of 1.02 qualified staff FTE per 10,000 population (excluding Victoria and Tasmania which do not report on the number of qualified library staff)  Enhanced standard      1.2 staff FTE per 10,000 population
<b>Definitions</b>	<p>‘Qualified staff’ means staff members who possess formal library qualifications or other qualifications that are directly relevant to service delivery in the library. For example:</p> <ul style="list-style-type: none"><li>▪ ALIA-recognised library and information science qualification at under-graduate or post-graduate level</li><li>▪ ALIA-recognised library technician qualification</li><li>▪ undergraduate or post-graduate qualification in education, community services or program management.</li></ul> <p>‘FTE’ means full-time equivalent.</p> <p>‘Population’ is the population of the area/local government area served by the library. Data is sourced from the ABS.</p>
<b>Notes</b>	<p>Staff requirements are influenced by the library’s strategic service objectives, service offerings and service delivery profile.</p> <p>It is acknowledged that many rural and regional libraries have significant difficulties in recruiting qualified staff members. Local authorities should seek to employ the most appropriate mix possible of professional and para-professional library staff.</p> <p>For libraries serving populations less than 10,000, candidates studying towards the recommended qualifications should be considered for employment if their experience meets the selection criteria.</p> <p>Many libraries, particularly those serving large populations and populations including significant numbers of people from culturally diverse or low SES backgrounds, require a higher proportion of qualified staff because the range of library programs and special services offered is both more varied and greater in number. Such libraries are likely to require more staff and higher numbers of qualified staff than provided for in these standards.</p> <p>Library management, marketing, information technology, administration activities and some specialised activities or collections may require the employment of staff with specialist (non-library) qualifications. The skills and knowledge of these staff will enrich the library service and contribute to quality service.</p>

### **S4. Library materials expenditure per capita per annum**

<b>Measure</b>	Public library expenditure on library materials per capita per annum
<b>Standard</b>	\$5.65 per capita per annum (for 2015-16)  Based on national average 2013-14 of \$5.48 per capita per annum  Enhanced standard      \$6.41 per capita per annum (for 2015-16)



<b>Definitions</b>	<p>‘Library materials expenditure’ means expenditure on library materials and electronic resources, including any state government expenditure on library materials and electronic resources. NSLA statistical report.</p> <p>Per capita analysis is based on the population of the area/local government area served by the library service. Data is sourced from the ABS.</p>
<b>Notes</b>	<p>The standard for library expenditure per capita (excluding library materials) is \$1.</p> <p>There is significant variation in library materials expenditure per capita per annum between states and territories (see Appendix 2). For example, from 2011-12 to 2013-14 NSW had average expenditure on library materials of \$4.42, while Queensland averaged \$6.64 per capita per annum. There is also variation within states and territories over time, with ACT going from \$7.05 per capita in 2011-12 to \$4.72 in 2013-14, while WA increased from \$4.58 in 2011-12 to \$6.16 in 2013-14.</p> <p>This variation can be the result of cyclical or targeted investment in collections development. It is also influenced by minimum stocking levels in small branches, maximum carrying capacity in library branches, stock movement between branches in one library service and the efficiency of interlibrary loan procedures.</p> <p>Financial indicators are influenced by inflationary factors. The standard for 2015-16 has been factored up from NSLA’s reported 2013-14 expenditure for public libraries by the Reserve Bank of Australia’s annual inflation estimate for 2015/16 of 1.5%. This standard can be expected to increase in future years at a similar rate due to inflationary factors.</p> <p>The RBA inflation estimate is an aggregate figure that may not necessarily represent real increases in the cost of library materials in different states and territories.</p>

## **S5. Collection items per capita**

<b>Measure</b>	Number of collection items per capita
<b>Standard</b>	<p>1.7 collection items per capita</p> <p>Based on national average 2013-14 of 1.7 items per capita</p> <p>Enhanced standard      1.9 collection items per capita</p>
<b>Definitions</b>	<p>Based on the NSLA statistical report, for the purposes of this standard ‘collection items’ means library materials items excluding online databases. ‘Library materials’ includes print material (such as books, magazines, newspapers, serials, maps, plans, manuscripts), audiovisual and digital materials (such as audio books, CDs, CD-ROMs, videos, DVDs, computer games, electronic books), and other items (such as toys and games). This definition excludes individual records on online databases.</p> <p>‘Population’ is the population of the area/local government area served by the library. Data is sourced from the ABS.</p>
<b>Notes</b>	<p>‘Items per capita’ alone is not a sufficient indicator of collection quality. Items per capita may be artificially inflated if the collection is not regularly weeded and the age of stock drifts out, or if the library maintains a large ‘stack’ collection. The strength of a public library collection usually lies with its currency rather than its size, so S5 (items per capita), S6 (age of collection), S11 (loans per capita) and S12 (stock turnover) taken together are important indicators of collection appeal.</p> <p>Smaller libraries may have a proportionately higher number of items per capita in order to maintain customer choice.</p>

## **S6. Age of collection**

<b>Measure</b>	Percentage of collection published in the past five years
<b>Standard</b>	<p>60% of collection items published in the past five years</p> <p>Based on national average 2013-14 of 60.4% of collection items published in the past five years</p> <p>Enhanced standard      70%</p>
<b>Definitions</b>	<p>Based on the NSLA statistical report, for the purposes of this standard 'collection items' means library materials items excluding online databases. 'Library materials' includes print material (such as books, magazines, newspapers, serials, maps, plans, manuscripts), audiovisual and digital materials (such as audio books, CDs, CD-ROMs, videos, DVDs, computer games, electronic books), and other items (such as toys and games.) This definition excludes individual records on online databases.</p> <p>This standard should only apply to physical collection items, not online resources. This is a subset of the collection items referenced in S5. NSLA data does not currently differentiate between physical and online resources.</p>
<b>Notes</b>	<p>Family history and local studies library material should not be counted when applying this standard. These resources have usually been collected over long periods and are intended to be retained indefinitely regardless of age.</p> <p>Factors which impact on age of collection include:</p> <ul style="list-style-type: none"><li>▪ 'floating' collections, in which customer choice is maintained by movement of stock among branches</li><li>▪ the shorter shelf-life/more frequent replacement of some materials, such as DVDs</li><li>▪ high turnover rate of some special collections (such as LOTE – languages other than English) which may require weeding and replacement at a higher rate than other parts of the collection.</li></ul>

## **S7. Internet computers per capita**

<b>Measure</b>	Number of internet enabled public access computers per 10,000 population
<b>Standard</b>	<p>5.0 internet enabled public access personal computers per 10,000 population</p> <p>Based on national average 2013-14 of 4.9 internet enabled public access computers per 10,000 population</p> <p>Enhanced standard      7.3 internet enabled public access personal computers per 10,000 population</p>
<b>Definitions</b>	<p>'Internet enabled public access computers' includes all desktop and mobile devices available for public use in the library which can be used to access the internet.</p> <p>'Population' is the population of the area/local government area served by the library. Data is sourced from the ABS.</p>
<b>Notes</b>	<p>The number of computers provided in the library depends on the nature of demand in the library's community, including seasonal requirements; and local factors such as the degree of penetration of internet access in households, the take-up of mobile devices, and the availability of broadband connectivity. The number of internet computers per capita varies from 10.5 per 10,000 population in Tasmania to 2.3 in</p>

the ACT. Libraries in most states provide on average between 4 and 5 internet computers per 10,000 population.

The number of internet computers per capita has been increasing over the past five years. However, it is expected that this growth might plateau in the next few years as internet access through mobile personal devices becomes more widespread.

Access to the internet should be provided free of charge. Internet access should be facilitated by the fastest broadband speed available to the local government.

## Service reach

### S8. Membership as a percentage of the population

**Measure** Per cent of eligible population who are library members

**Standard** 44%

Based on national average 2013-14 of approximately 44% of the Australian population being registered library members

Enhanced standard 51%

**Definitions** 'Members' are those who have registered to use the library service (see below). NSLA statistical report.

'Population' is the population of the area/local government area served by the library. Data is sourced from the ABS.

**Notes** This standard is only a partial indicator of library engagement, and should not be used in isolation as a measure of service engagement or use. Use of this standard for benchmarking purposes should consider the following.

*Membership:* Records of membership should be maintained for statistical and benchmarking purposes, particularly if life-long memberships are implemented.

*Active membership:* From 2013-14 Victoria narrowed its definition to 'active' membership, which only records registered members who borrowed a physical collection item in the previous 12 months.

*Non-resident membership:* Some libraries show a very high percentage of membership because members include non-residents who travel to or through the LGA to work or for holidays, and are not, by definition, included in the base 'eligible population'. This is most evident where large numbers of commuters concentrate for work (e.g. in capital cities and urban hubs). Where customers have dual library membership this can slightly distort aggregate membership figures.

SA now has a single library card for use in all SA public libraries, with Connect NT offering similar multi-location access to library members in the Northern Territory. Removing the need for users to have more than one membership to use different libraries has increased accessibility of library collections while reducing total membership figures relative to other jurisdictions.

*Hidden membership:* Libraries customers who are not registered members visit the library to attend programs and events, use meeting or leisure spaces, read newspapers or use the computers. While these users may not be captured in the count of members (e.g. some libraries require library membership to use wifi, others do not), they are captured in 'visit' statistics. Some customers also may use a single card for all family members, thereby understating the spread of usage.

On average, the library membership rate has fallen around 4% in the past two years. In 2013-14 membership rates varied from 58% in the ACT to 25% in Tasmania. Rates within states and territories are fairly stable over time.

## Service participation and use

S9. Visits per capita per annum	
<b>Measure</b>	Customer visits (physical visits) to libraries per capita per annum
<b>Standard</b>	<p>4.8 visits per annum</p> <p>Based on national average 2013-14 of 4.8 physical customer visits per annum</p> <p>Enhanced standard      6.0 visits per annum</p>
<b>Definitions</b>	<p>‘Customer visits’ are ‘visits in person’ and include all visits to all physical service points (i.e. library buildings and mobile libraries). NSLA statistical report.</p> <p>‘Population’ is the population of the area/local government area served by the library. Data is sourced from the ABS.</p>
<b>Notes</b>	<p>This standard is only a partial indicator of library usage as it focuses on only one type of use. Library statistics record physical visits of library customers to physical service points, but understate actual usage of library services by not recording:</p> <ul style="list-style-type: none"> <li>▪ virtual visits to library websites to search library catalogues, reserve library resources and access library information</li> <li>▪ contact through home library services</li> <li>▪ contact through outreach services and participation in library programs hosted in community and partner locations.</li> </ul> <p>At present there is no widely agreed national measure for virtual visits to libraries (e.g. visits to library websites) and outreach services, and consequently no consistent data set from which to derive a more comprehensive national standard.</p> <p>Physical customer visits per capita has fallen around 8% in the past 10 years, although it has been fairly stable around 4.9 visits per capita in recent years. In 2013-14 visitation rates varied from 6.4 per capita in Tasmania to 4.0 in WA. Rates within states and territories show little variation over time.</p>
S10. Website visits per capita per annum	
<b>Measure</b>	Visits to the library website per capita per annum
<b>Standard</b>	Comparable national data on this indicator is not yet available.
<b>Definitions</b>	<p>Visits to the library website are measured as the number of unique daily users. This figure is converted to an annual amount by summing daily figures or multiplying the average daily figure by 365.</p> <p>‘Population’ is the population of the area/local government area served by the library. Data is sourced from the ABS.</p>
<b>Notes</b>	<p>This standard is only a partial indicator of library usage as it focuses on only one type of use. It complements data on the number of physical library visits per annum.</p> <p>At present there is no widely agreed national measure for visits to library websites, and consequently no consistent data set from which to derive a comprehensive</p>

national standard. However, NSW public libraries, for example, had an average of 1.5 visits per person to their library website home page in 2013-14.

An alternative measure of website usage is the total or average per capita number of pageviews. While a unique user may have multiple pageviews, pageview data tends to follow a similar pattern to the number of unique users.

#### **S11. Circulation (loans per capita per annum)**

<b>Measure</b>	Number of loans per capita per annum
<b>Standard</b>	7.3 loans per capita Based on national average 2013-14 of 7.3 loans per capita Enhanced standard      8.8 loans per capita
<b>Definitions</b>	'Population' is the population of the area/local government area served by the library. Data is sourced from the ABS.
<b>Notes</b>	The number of loans per capita has been falling in all states and territories over recent years, with all jurisdictions (except NT) having a 4% to 10% reduction in circulation from 2011-12 to 2013-14.

#### **S12. Turnover of stock (loans per collection item)**

<b>Measure</b>	Number of loans per collection item per annum
<b>Standard</b>	4.4 loans per collection item Based on national average 2013-14 of 4.4 loans per collection item Enhanced standard      5.6 loans per collection item
<b>Definitions</b>	Based on the NSLA statistical report, for the purposes of this standard 'collection items' means library materials items excluding online databases. 'Library materials' includes print material (such as books, magazines, newspapers, serials, maps, plans, manuscripts), audiovisual and digital materials (such as audio books, CDs, CD-ROMs, videos, DVDs, computer games, electronic books), and other items (such as toys and games.) This definition excludes individual records on online databases.
<b>Notes</b>	In accordance with the NSLA statistical report, 'turnover' is obtained by dividing the total circulation by the total number of library stock (library materials) to provide an indication of stock use.  Turnover measures are not relevant in libraries that do not lend collection items, or have significant parts of the collection that do not get lent to library users (e.g. libraries in remote areas).

#### **S13. Program attendance per capita per annum**

<b>Measure</b>	Attendance at library programs per capita per annum
<b>Standard</b>	Comparable national data on this indicator is not yet available.

<b>Definitions</b>	<p>Total attendance at library programs includes all people who attended and/or participated in a library program held inside or outside the library.</p> <p>‘Population’ is the population of the area/local government area served by the library. Data is sourced from the ABS.</p>
<b>Notes</b>	<p>Information on program attendance was collected for the first time as part of NSLA’s annual data collection from public libraries in 2014/15. In the future this data set can be used to derive a national standard.</p> <p>Libraries employ different methods of determining program attendance. Some record actual counts from all program activities, while others use estimates of attendance. Some record attendance continually throughout the year while others sample time periods and factor up to annual totals.</p> <p>This indicator does not count unique attendees at library programs. Some participants will attend many programs over the course of a year and will be counted multiple times (e.g. children and parents attending weekly Story Time programs). Total program attendance is therefore influenced by the number, type and frequency of program activity.</p>

#### **S14. Internet downloads per capita per annum**

<b>Measure</b>	Total internet downloads per capita per annum
<b>Standard</b>	Comparable national data on this indicator is not yet available.
<b>Definitions</b>	<p>Total downloads includes downloads on public access library computers and via the library wifi on users own devices.</p> <p>‘Population’ is the population of the area/local government area served by the library. Data is sourced from the ABS.</p>
<b>Notes</b>	<p>Information on internet downloads is not currently part of NSLA’s annual data collection from public libraries. Therefore, there is no consistent data set from which to derive a comprehensive national standard.</p> <p>In capturing this data, some libraries may have difficulty distinguishing user downloads from those of library staff. Whole of organisational data agreements with ISPs may also make it difficult for libraries to separate library data usage from that of other Council entities, especially in joint-use facilities.</p> <p>Given the constant growth in data usage and accessibility it is also likely that usage statistics from any year will be of limited value in setting targets for anything more than the following year. Therefore, a more up-to-date benchmark may be based on standard data limits for basic internet plans (e.g. offered through the NBN).</p>

## **Customer satisfaction**

#### **S15. Customer satisfaction**

<b>Measure</b>	Percentage of customers who rate the library service as ‘good’ or ‘very good’
<b>Standard</b>	95% of library customers rate the library service as ‘good’ or ‘very good’
	Enhanced standard      98% of library customers rate the library service as ‘good’ or ‘very good’

<b>Definitions</b>	<p>Customer satisfaction with library services can be measured through a single, simple measure which libraries can use for comparison with each other, or for identifying trends over time. Library customers can be asked the following question:</p> <p>What is your opinion of the library service? Circle one option:</p> <p>Very good      Good      Satisfactory      Poor      Very poor</p>
<b>Notes</b>	<p>Customer satisfaction data should be captured as a regular part of the library's evaluation and review activities. Data collection is suggested at least once every two years. Libraries may also have the opportunity to include specific customer feedback questions in Council/parent body surveys.</p> <p>Customer satisfaction with public library services is generally very high, libraries ranked among the most well-regarded and highly valued of Council services. Additional questions might be asked of customers to:</p> <ul style="list-style-type: none"> <li>▪ better differentiate between 'good', 'very good' and 'excellent' library services</li> <li>▪ identify what features or characteristics of the library service influence the rating given</li> <li>▪ describe the difference libraries make in people's lives</li> <li>▪ identify areas for continuous improvement of library services.</li> </ul> <p>Additional customer feedback can be captured through the outcome-focused questions described in guidelines O1 to O6.</p>

# OUTCOME MEASURES

## Measuring the impact of public library services

In the past few years a significant international body of work on measurement of library outcomes has been developing as public libraries seek to demonstrate the differences that their services and programs make in the lives of individuals and the wellbeing of the community.

For example, Project Outcome is a Performance Measurement Task Force established within the Public Library Association (a division of the American Library Association) with funding from the Bill and Melinda Gates Foundation. Project Outcome has defined outcomes for public libraries in simple terms across seven key areas of library activity (e.g. early childhood literacy, civic/community engagement, digital inclusion, economic development). It has also produced surveys, tools and other resources to assist public libraries to capture information about the difference they make in users' lives ([www.projectoutcome.org](http://www.projectoutcome.org)). Parallel work has been occurring in the UK and the Netherlands.

Much of this work has been driven by a desire to better 'tell the story' of public libraries and to advocate for continued funding. It is shifting the focus of library measurement from outputs to outcomes, and is underpinned by a sound conceptual base and logic models that demonstrate how delivery of library services and programs can lead to changes in individual knowledge, skills and behaviours. These initiatives have tended to start small, initially focusing their outcomes work on specific issues (e.g. early childhood literacy, digital inclusion), with the aim of testing and maturing processes, building capability, producing practical tools and resources, and then continually improving and expanding into other areas of library impact.

This document provides Australian public libraries with clear guidance on why and how they can more accurately and consistently tell the story of the impact they have on individuals and communities.

### What are outcomes?

Libraries traditionally measure outputs – usually quantitative measures of the volume or performance of a library's actions (e.g. loans, door counts, program attendance). Output information reflects activity, and is useful in capturing what libraries do, but outputs do not tell a compelling story about the outcomes of that activity and the impact achieved by library efforts across the full spectrum of activities and services.

An outcome is a specific benefit that results from a library service or program designed to help library users change their knowledge, skills, attitudes, behaviour or awareness. Outcomes occur in the lives of people, and may not occur in the library itself. Outcomes can be quantitative or qualitative, and are generally expressed as changes individuals perceive in themselves.

For public libraries, outcome measurement moves them away from asking the question 'What did we provide?' to answering the more important question of 'Why do we matter'?

### Why measure outcomes?

Public libraries consistently rank among the most valued of all local government services. Communities understand, use and value them, yet their contribution is not always obvious to decision-makers.

Librarians struggle to articulate what they do in terms of concrete benefits, and have often defaulted to measuring outputs and lofty mission statements about instilling a love of reading, providing universal access to information and advancing freedom of thought. While the profession's deeply held values should guide decision-making and practice, libraries have an accountability obligation to



measure what outcomes they can and to demonstrate their impact on those who benefit from public libraries in real and significant ways. For what funding institutions actually need to know is whether and how the existence of a library can further the goals of the institution or community it belongs to – whether learning and research, professional work or communal life benefit by library use.

Outcome measurement is particularly important for public libraries as it enables them to quantify what they hear every day from library users, and to better understand how the services they offer and deliver are reaching the community and what impact these services are having on library users. This understanding enables libraries to:

- improve over time the scope, reach, efficiency and quality of library services and programs
- inform service planning and more efficiently manage available resources to achieve library goals
- celebrate success within the library organisation and with the community and stakeholders
- advocate and make a more compelling case for funding and investment in public libraries and service partnerships by combining hard data on library outputs and costs with the user's perspective of service impact.

Having national guidelines on outcome measures for Australian public libraries will allow the library sector to measure and report on its impact more consistently and to focus the discussion on public libraries on effectiveness and value. In turn, this will enable decision-makers to make more informed choices about budget allocation, infrastructure investment and workforce development. National guidelines will also:

- guide strategy development
- support adoption of best practice work processes within libraries
- enable local governments to benchmark their library services and to plan effectively
- promote clearer understanding of what public libraries do and why they do it.

Having outcome data will enable Library Managers to report performance information on the basis of the library service's real contribution to community, feeding into the overall measures for local, state and territory government.

## **Principles for outcome measurement**

Standard approaches to research and evaluation and the experience of overseas initiatives on outcome measurement in public libraries provide guidance on key issues that need to be taken into account when defining, developing and implementing authoritative, rigorous and reliable outcome measures. The following principles should be considered in any outcome measurement activity.

<i>Meaningful</i>	The measures defined provide information that is relevant and needed to show how public library services have impacted on people's lives. This information will generally be collected from library users and the wider community.
<i>Clearly defined</i>	Measures are well-defined and terminology is easily understood by all involved in the collection and analysis of data.
<i>Reliable</i>	Data can be captured and interpreted consistently over time.
<i>Cost-effective</i>	The cost of collecting and analysing data is commensurate with the value of that data in informing decision-making and improving library outcomes.

<i>Client-focused</i>	The data collected allows outcomes to be understood in the context of individual and community circumstances and need. It provides information about the potentially differential value of library services and programs to specific groups in the community
<i>Attributable</i>	Analysis and interpretation recognises that the library may be only one of several contributing agents or factors in the achievement of a particular outcome for an individual or community. This does not diminish the library's contribution, but places it in a real world context. Thought should be given to the relative contribution of the library to the observed outcome.

## How to define outcomes

Defining library outcomes for the purpose of performance measurement is not necessarily a complex task. It is a process of reflection to identify and articulate what change in knowledge, skills or behaviour is expected if the library service or program is successful. That is, what does it look like when it works? Once the anticipated impact is described, the outcome measurement process is a way of finding out if that change happened or not, or the extent to which it happened. This will usually require a baseline assessment of what was happening before engagement with the library, and a second assessment to gauge the impact of the library's services and programs.

In thinking about this vision of success, it can be useful to consider:

- the possible change(s) in knowledge, skills, behaviour, attitude or awareness
- what there might be more of or less of, and what might be better than before
- the different changes for different stakeholders and participants
- what changes might occur in the short-term and what might occur over a longer period of time, and any progression in outcomes where one outcome is contingent on an earlier outcome
- what pre-conditions (if any) might need to exist for the changes to occur
- what contribution other factors might have on achievement of the expected change.

This process is best undertaken through a discussion among interested parties, which may include service delivery staff, service partners and/or service users.

### An example

To illustrate the definition of library outcomes, consider Story Time – a much-loved program in many Australian public libraries. What does pre-school Story Time look like when it works really well? The answer varies depending on the stakeholder.

Stakeholder	Successful outcome or impact
Child participant	<ul style="list-style-type: none"> <li>▪ Fun, engaging, active, interactive and possibly noisy</li> <li>▪ Something they would like to do again next week</li> <li>▪ Development of a love of reading</li> <li>▪ Educational (even if they do not realise this) in terms of:               <ul style="list-style-type: none"> <li>– print motivation (liking books, thinking reading is fun)</li> <li>– vocabulary (knowing the names of things)</li> <li>– print awareness (familiar with print and the format of books)</li> <li>– letter knowledge (knowing letters have names and sounds)</li> <li>– narrative skills (able to tell stories or give descriptions)</li> <li>– phonological awareness (being able to hear the sounds in words)</li> </ul> </li> </ul>
Parent, carer or adult who brings the child to Story Time	<ul style="list-style-type: none"> <li>▪ An enjoyable activity shared with their child</li> <li>▪ Learned something that they can share with the child</li> <li>▪ Increased confidence in being their child's 'first teacher', and in some</li> </ul>

Stakeholder	Successful outcome or impact
	cases increasing their own literacy skills <ul style="list-style-type: none"> <li>▪ Confidence to read to/with their child at home, and doing it every day</li> <li>▪ Awareness of, access to and use of library collections and resources</li> </ul>
Presenter	<ul style="list-style-type: none"> <li>▪ Enjoyment</li> <li>▪ Professional and personal satisfaction</li> <li>▪ Positive feedback from participating children, adults and observers</li> </ul>
Kindergarten or school (who may not see the child for several years)	<ul style="list-style-type: none"> <li>▪ Sound educational underpinning</li> <li>▪ Models effective reading behaviours to children and adults</li> <li>▪ Improved early years' literacy and school-readiness (as measured by the AEDC – Australian Early Development Census)</li> </ul>

## How to measure outcomes

Having defined a service's or program's goals and intended outcomes, and mindful of the principles for outcome measurement, the next step in the process is to develop an indicator and capture the outcome data.

An indicator is a measure that something has happened, or not, or the extent to which the thing happened. It indicates that something happened in one place that had an effect on something else. Sometimes the thing that happened can be measured directly. For example, the number of public internet sessions hosted on library computers per day is simply a count of the number of sessions. More often, and especially with outcomes which represent a change in people's knowledge or skills, the best way to find out if the change occurred is to ask. For example, the number of people who were helped when using a public internet connection, and the value of that help, can only be known by asking the person who received the help.

In asking capturing information on outcomes, the aim should be to keep it simple.

- As far as possible use simple language that is meaningful to the person answering the question.
- Ask direct questions about what has changed or might change. For example:
  - learned something new
  - increased confidence
  - anticipated change in behaviour
  - increased awareness.
- Link the potential change to the use of or participation in a library service or program.
- Use multiple choice options for a quick response to a closed question. For example:
  - Yes / No
  - A lot – Some – A little – Not at all
  - Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree
  - ratings or scores out of 10.
- Ask one or two open-ended questions to gather general information about satisfaction, service quality or opportunities for service improvement.
- Don't ask too many questions.

## Examples

As public libraries offer a diverse range of services to meet the interests and needs of different users, there are very few library users who access the full range of services, or are even familiar with the full service range. Therefore, a single omnibus survey asking users about their use and the impact of the services offered by the library is likely to be of limited value, unless it is administered, say, once every two years, over which timeframe a more varied use is likely.

To assess the impact of library services and programs it may be more useful to run short targeted impact surveys, but to do this more frequently, say, every six months. The work of Project Outcome in the US has shown how this can be done by creating very simple surveys that the respondent can be complete in as little as a minute. Two examples are shown below.

<b>EARLY CHILDHOOD LITERACY</b>						
Please take a few minutes for this brief survey and let us know if, as a result of participating in the Early Childhood Literacy program ...	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
You learned something that you can share with your children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You feel more confident to help your children learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You will spend more time interacting with your children (e.g. reading, talking, singing, writing, playing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are more aware of resources and services provided by the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What did you like most about the program?						
What could the library do to improve your children's enjoyment of reading?						
Date:	Time:		Location:			

<b>ECONOMIC DEVELOPMENT</b>						
Please take a few minutes for this brief survey and let us know if, as a result of participating in the Economic Development Literacy program ...	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
You feel more knowledgeable about what it takes to establish a business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You feel more confident about establishing a new business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You intend to apply what you just learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are more aware of applicable resources and services provided by the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What did you like most about the program?						
What could the library do to better assist you in starting a new business?						
Date:	Time:		Location:			

## O1. Literacy and lifelong learning

### The role of public libraries

Public libraries have for a long time played a valuable role in helping children to learn to read through Story Time and associated programs and provision of children's collections. While this continues to be a cornerstone of public library programming, many libraries are now offering programs and resources for the development of youth and adult literacy. This includes support both for people from an English-speaking background with low levels of literacy and people from a non-English speaking background who seek to improve their English language skills.

Through collections, programs and facilities public libraries also provide many opportunities for people of all ages and interests to pursue formal and informal study and lifelong learning. This includes:

- homework clubs and after-school activities
- using library computers and work spaces to do school work, tertiary study and other research and learning
- provision of access to online classes
- encouraging reading through school holiday activities, youth reading programs and collections and book clubs
- programs supporting development of learning habits and skills.

### What the outcome looks like

What does a public library's impact on literacy and lifelong learning look like when it works really well?

Stakeholder	Successful outcome or impact
Library users	<ul style="list-style-type: none"><li>▪ Improved early years' literacy and school-readiness</li><li>▪ Improved adult literacy and English language skills which enable people to participate fully in society</li><li>▪ Development of a love of reading and high levels of readership among people of all ages, especially children and young people</li><li>▪ Encouragement of family and intergenerational learning</li><li>▪ Parents reading to their child every day</li><li>▪ Parents feeling confident in being their child's first teacher</li><li>▪ Improved learning habits and skills</li><li>▪ Increased motivation for and confidence in independent and lifelong learning</li><li>▪ Higher participation levels in formal and informal learning</li></ul>
Library	<ul style="list-style-type: none"><li>▪ High levels of community awareness of library collections, resources and learning programs</li><li>▪ High levels of participation in and demand for library literacy and learning programs</li><li>▪ Strong partnerships with local education providers, including kindergartens, schools, training providers, U3A and neighbourhood houses</li></ul>

### Possible measures and survey questions

The impact of public library services and programs on literacy and lifelong learning could be measured by asking library users some of the following questions or capturing the following information.

Outcome	Possible question/measure
Early childhood literacy	<ul style="list-style-type: none"> <li>▪ Your child enjoyed the program and wants to come back again</li> <li>▪ You enjoyed the program and will come back again</li> <li>▪ You learned something new that you can share with your child*</li> <li>▪ You feel more confident to help your child learn*</li> <li>▪ You will spend more time reading, talking, singing, writing and playing with your child*</li> <li>▪ You are more aware of relevant services and resources provided by the library</li> <li>▪ You will borrow more library resources for your child</li> <li>▪ School-readiness and early years literacy as measured by the AEDC</li> <li>▪ Attendance at early years' literacy programs</li> <li>▪ Turnover of the children's collection</li> </ul>
Youth, adult and English language literacy	<ul style="list-style-type: none"> <li>▪ You learned something or gained a skill that you can use in your everyday life*</li> <li>▪ You are more confident in reading, writing and speaking*</li> <li>▪ You look forward to coming back to the library to learn something new</li> <li>▪ You are more aware of relevant services and resources provided by the library</li> <li>▪ Adult literacy levels (using national and international benchmarks)</li> <li>▪ Participation in literacy and learning programs</li> </ul>
Lifelong learning	<ul style="list-style-type: none"> <li>▪ You learned something new that is helpful*</li> <li>▪ You feel more confident about what you just learned</li> <li>▪ You intend to apply what you just learned*</li> <li>▪ You are motivated to continue and expand your learning</li> <li>▪ You are more aware of relevant resources and services provided by the library</li> </ul>

\* Suggested key outcome measures.

## O2. Informed and connected citizens

### The role of public libraries

Public libraries are places where people can come together to connect with one another and with what is happening in their community. The library is the new 'town square', a non-commercial place where people can:

- meet informally with family, friends and like-minded people
- conduct formal meetings in library spaces
- learn about the community, local news and current events
- discuss community issues and share and exchange opinions
- find out about government programs and services
- learn about local laws and regulations
- become involved in the democratic process.

When new libraries are developed they are typically placed in a central location, co-located with other community facilities, education and cultural organisations.

### What the outcome looks like

What does a public library's contribution to an individual's connection with their community look like when it works really well?

Stakeholder	Successful outcome or impact
Library user	<ul style="list-style-type: none"><li>▪ Increased awareness of community issues and activities</li><li>▪ Informed citizenship</li><li>▪ Empowerment and participation in civic activities</li><li>▪ Participation in library programs nurtures formation of other community groups and activities</li><li>▪ Increased sense of belonging to and ownership of the community</li></ul>
Library	<ul style="list-style-type: none"><li>▪ Community demand for access to library facilities and resources for non-library events</li><li>▪ Strong partnerships with local community organisations</li></ul>

### Possible measures and survey questions

The impact of public library services and programs on an individual's connection with their community could be measured by asking library users some of the following questions or capturing the following information.

Outcome	Possible question/measure
Informed and active citizens	<ul style="list-style-type: none"><li>▪ You regularly visit the library to meet people</li><li>▪ You are more aware of issues in your community</li><li>▪ You are more informed about issues in your community*</li><li>▪ You feel more confident about becoming involved in our community*</li><li>▪ You feel empowered to participate in community activities</li><li>▪ You intend to become more engaged in your community</li><li>▪ You are more involved in your community*</li></ul>

\* Suggested key outcome measures.

### 03. Digital inclusion

#### The role of public libraries

The ability to access and use technology is fundamental to meaningful engagement in Australian society. Access to the internet via computers, tablets or mobile devices allows people to:

- search and find useful public information (e.g. transport timetables, weather forecasts, news and current affairs)
- study online and access educational material
- access government services
- connect with family and friends via email and social media
- perform financial and administrative transactions
- engage with community activities and business organisations
- search and apply for jobs
- pursue recreational and leisure interests.

Increasingly, the only way to access some information, government and business services is through the internet.

Although internet access is now widespread throughout the community (86% of Australian households have internet access<sup>17</sup>), access is not universal, and there are significant numbers of older persons, people with low incomes and people in rural areas (among others) who do not have home or mobile internet access. There are also many people, including those population groups mentioned here as well as other people, who have low levels of digital literacy and are not confident in accessing and using computers effectively.

Over the past 10 to 15 years public libraries have played an important role in supporting digital inclusion and providing a safety net for those caught in the digital divide by:

- providing library users with free access to computers and the internet
- providing technical support and advice to people using the library's computers
- providing training to people with low levels of digital literacy.

This is seen to be particularly valuable for people who:

- have no, limited or poor access to computers, the internet and reliable bandwidth
- face competition in their household for access to a computer
- are travelling or away from home
- need a quiet place to work or study
- want to use computers but do not have the necessary confidence or skills.

#### What the outcome looks like

What does a public library's support for digital inclusion look like when it works really well?

Stakeholder	Successful outcome or impact
Library user	<ul style="list-style-type: none"><li>▪ Increased confidence in independently using computers and technology (at home and at the library)</li><li>▪ Increased connection to family and friends (especially family interstate or overseas)</li><li>▪ Increased use of the internet for educational purposes</li></ul>

<sup>17</sup> *Household Use of Information Technology*, Australia, 2014-15, ABS Cat. No. 8146.0.



Stakeholder	Successful outcome or impact
	<ul style="list-style-type: none"> <li>Increased use of the internet for accessing government (e.g. Centrelink), financial (e.g. banking), business and community services</li> <li>Increased use of library eResources</li> </ul>
Library	<ul style="list-style-type: none"> <li>All people in the community have access to the internet and computers</li> <li>More wifi enabled public spaces</li> <li>People are aware that the library offers access to computers, printers, copiers and the internet</li> <li>People are aware that the library offers support in technology access and use</li> <li>Fewer questions about accessing online services</li> <li>Reduced demand for digital technology training sessions</li> <li>Shift in wifi access from library devices to user devices</li> <li>Increased use of library eResources</li> <li>More examples of creative application of technology in libraries</li> <li>Other organisations (e.g. Centrelink) refer people without technology access to the library</li> </ul>

### Possible measures and survey questions

The impact of public library services and programs on digital inclusion could be measured by asking library users with no or limited alternative access to technology some of the following questions or capturing the following information.

Outcome	Possible question/measure
Access to technology	<ul style="list-style-type: none"> <li>% of library branch visitors who use library wifi*</li> <li>% of library branch visitors who use library computer services</li> </ul>
Use of technology	<ul style="list-style-type: none"> <li>You feel more connected to friends and your community having used the library computers*</li> <li>You used the library computers to access government services</li> <li>You used the library computers to access banking and financial services</li> <li>You prepared a resume or applied for a job using the library computers</li> <li>You feel empowered having used the library computers</li> <li>You are more aware of relevant resources and services provided by the library</li> </ul>
Digital literacy	<ul style="list-style-type: none"> <li>You feel more knowledgeable about using computers and the internet</li> <li>You feel more confident when using computers and the internet *</li> <li>You intend to apply what you just learned</li> <li>Number of library users who ask questions about accessing online services (ideally decreasing)</li> <li>Number of participants in digital technology training sessions (ideally shifting from basic to more advanced training)</li> </ul>

\* Suggested key outcome measures.

## O4. Personal development and wellbeing

### The role of public libraries

Public libraries have the capacity to support personal development and wellbeing. They do this through their use and provision of library resources, staff and facilities. At the library people can:

- access authoritative information (independently or with the support of library staff) that they need to live, work, learn and play
- access information that supports health and wellness (e.g. learning about medical conditions, finding health care providers, assessing health insurance options)
- manage their personal finance and business matters (e.g. online banking, paying bills, making purchases online, contacting tradespeople)
- read for pleasure and enjoy a wide choice of reading, viewing or listening material
- meet friends and people with common interests
- talk to other library users and library staff
- relax in a quiet welcoming environment
- be somewhere safe, be where there are other people, and be somewhere cool on a hot day or warm on a cold day.

Some of these activities require the user to be a library member (e.g. borrowing books). Most are accessible to anyone who chooses to walk into the library.

### What the outcome looks like

What does a public library's support for personal development and wellbeing look like when it works really well?

Stakeholder	Successful outcome or impact
Library user	<ul style="list-style-type: none"><li>▪ Have access to information that they need</li><li>▪ More informed about issues that are important to them</li><li>▪ Better able to make informed decisions that influence their personal health and wellbeing</li><li>▪ Increased feelings of social connectedness and reduced feelings of social isolation</li><li>▪ Improved mental health</li><li>▪ Greater enjoyment of life</li></ul>
Library	<ul style="list-style-type: none"><li>▪ Library is known as a safe, welcoming and inclusive place to meet</li></ul>

### Possible measures and survey questions

The impact of public library services and programs on personal development and wellbeing could be measured by asking library users some of the following questions.

Outcome	Possible question/measure
Informed, connected and well	<ul style="list-style-type: none"><li>▪ You are more informed about what's going on in your community</li><li>▪ You found information that you need at the library*</li><li>▪ You strengthened social connections with family and friends</li><li>▪ You feel less lonely after visiting the library</li><li>▪ You feel more relaxed after visiting the library*</li><li>▪ You look forward to your next visit to the library</li><li>▪ You believe the library is a safe and welcoming community place*</li></ul>

\* Suggested key outcome measures.

## O5. Stronger and more creative communities

### The role of public libraries

Public libraries help to strengthen communities and build social capital by providing an inclusive forum and support for expression of creativity and cultural identity. They are places that preserve the past, celebrate the present and embrace the future. They do this by:

- ensuring free and equitable access to all people
- providing access to general and community-focused content and collections
- collecting and promoting local cultural content (e.g. historical collections and artefacts, artworks and exhibitions, performance)
- showcasing and celebrating diversity
- promoting acceptance, tolerance and understanding
- promoting democratic principles
- nurturing and supporting community groups.

### What the outcome looks like

What does a public library's contribution to stronger and more creative communities look like when it works really well?

Stakeholder	Successful outcome or impact
Community	<ul style="list-style-type: none"><li>▪ People feel welcomed and comfortable in the library</li><li>▪ Increased confidence and profile of marginalised community cohorts and groups</li><li>▪ Stronger social networks</li><li>▪ Intergenerational activities in libraries</li><li>▪ High levels of participation in library events</li><li>▪ High levels of volunteering at the library and in the community</li><li>▪ Community pride in the library</li></ul>
Library	<ul style="list-style-type: none"><li>▪ Library is a creative place where people can collaborate and experiment</li><li>▪ Library is seen as a centre for cultural expression</li><li>▪ Library users are engaged in planning library programs</li><li>▪ Library is highly valued by the community, regardless of whether they use the library or not</li><li>▪ Strong partnerships with local cultural organisations</li></ul>

### Possible measures and survey questions

The impact of public library services and programs on stronger and more creative communities could be measured by asking library users, community organisations and civic leaders (all of whom will have a perspective on the strength of their community) some of the following questions or capturing the following information.

Outcome	Possible question/measure
Inclusive and resilient communities	<ul style="list-style-type: none"><li>▪ You feel welcomed in the library</li><li>▪ You feel comfortable and relaxed in the library</li><li>▪ You see your community reflected in the library*</li><li>▪ You believe the library encourages tolerance and understanding in the community</li><li>▪ You believe the library celebrates diversity</li><li>▪ You believe the library contributes to a more cohesive community*</li></ul>

Outcome	Possible question/measure
	<ul style="list-style-type: none"> <li>▪ You are involved with your library</li> <li>▪ You are proud of your library</li> <li>▪ Library membership and users reflect the community</li> <li>▪ Volunteer participation</li> </ul>
Creative and cultural enrichment	<ul style="list-style-type: none"> <li>▪ You believe the library encourages and facilitates creativity and innovation*</li> <li>▪ You have pursued creative interests at the library</li> <li>▪ You believe the library encourages and facilitates cultural expression</li> <li>▪ You believe the library celebrates local history</li> <li>▪ You value the library as an integral part of your community*</li> </ul>

\* Suggested key outcome measures.

## O6. Economic and workforce development

### The role of public libraries

Public libraries do not generally have a direct role in economic development, but use of library services and programs by different groups within the community can support improved employment and productivity outcomes. Public libraries can support economic outcomes through:

- running programs to assist people in preparing a CV, writing a resume and applying for jobs
- providing access to the internet to allow people to search and apply for jobs and access to computers to allow people to write job applications
- partnering with local adult and community education providers to support provision of vocational education and training opportunities and job-ready skill development
- running programs in partnership with Council and other organisations to promote small business development and activity
- providing micro and small businesses with access to business and government information
- providing spaces where micro and small business operators can work, research, communicate and collaborate with customers and business partners.

In addition to this, a public library is a significant community institution and employer. It is a focal point for community activity, and can attract tourists who wish to access library services (e.g. internet) or see local history and cultural collections housed within the library.

Research in the UK, New Zealand and several Australian states over the last eight years has also shown that public libraries are a net contributor to the economy with estimates that the return on every \$1 invested in public libraries is more than \$3 on average.<sup>18</sup>

### What the outcome looks like

What does a public library's contribution to economic and workforce development look like when it works really well?

Stakeholder	Successful outcome or impact
Job seeker	<ul style="list-style-type: none"><li>▪ Increased job-ready skills</li><li>▪ More employable community</li><li>▪ Improved employment outcomes</li></ul>
Business person	<ul style="list-style-type: none"><li>▪ More informed small business people</li><li>▪ Creative spaces and facilities attract small business people to work and collaborate</li><li>▪ Stimulation of microbusinesses</li></ul>

### Possible measures and survey questions

The impact of public library services and programs on economic and workforce development could be measured by asking library users some of the following questions or capturing the following information.

Outcome	Possible question/measure
Job-ready skills and job seeking	<ul style="list-style-type: none"><li>▪ You feel more knowledgeable about the job search process</li><li>▪ You feel more confident about the job search process</li><li>▪ You will use what you learned today in the job search process*</li><li>▪ You have used what you learned to apply for a job</li></ul>

<sup>18</sup> *Dollars, Sense and Public Libraries*, SGS Economics for State Library of Victoria and Public Libraries Victoria Network, 2011.

Outcome	Possible question/measure
	<ul style="list-style-type: none"> <li>▪ What you learned at the library helped you to get a job</li> <li>▪ You are more aware of relevant resources and services provided by the library</li> <li>▪ Employment outcomes for participants in targeted programs*</li> </ul>
Business development	<ul style="list-style-type: none"> <li>▪ You feel more knowledgeable about what it takes to establish and run a small business*</li> <li>▪ You feel more confident about establishing a new business</li> <li>▪ You collaborate with other business people at the library</li> <li>▪ Library services, programs and spaces enhance your business operations*</li> <li>▪ You are more aware of relevant resources and services provided by the library</li> </ul>
Partnerships	<ul style="list-style-type: none"> <li>▪ Number of employment-related partnerships with Council, education, business and community organisations</li> </ul>

\* Suggested key outcome measures.

## Defining localised outcome indicators

These guidelines have identified a range of possible questions and measures that public libraries might ask of their users and communities to gauge the impact of their services and programs. These questions are in no way, however, a complete list of all of the outcomes a library might be interested in exploring. Therefore, from time to time public libraries may wish to define and develop their own outcome indicators to address the specific outcomes that they are trying to achieve.

Libraries can define their own outcome indicators by following the simple steps described earlier in the sections on How to define outcomes (including the pre-school Story Time example) and How to measure outcomes. That is:

- think about what the library service or program will look like when it works well, and describe this in terms of the expected change(s) in library users' knowledge, skills, behaviours, attitudes or awareness
- translate that outcome statement into a simple question that could be asked of library users to find out whether the change happened, or not
- collect, analyse and use the outcome data to improve understanding of the impact of the library service.

## ABBREVIATIONS AND ACRONYMS

ABS	Australian Bureau of Statistics
ALIA	Australian Library and Information Association
APLA	Australian Public Library Alliance
ATSI	Aboriginal and Torres Strait Islander
CALD	culturally and linguistically diverse
ESL	English as a second language
FTE	full time equivalent
ICT	information and communications technology
IFLA	International Federation of Library Associations and Institutions
ILL	interlibrary loan
ISP	Internet Service Provider
KPI	key performance indicator
LOTE	languages other than English
NSLA	National and State Libraries Australasia
OHS	occupational health and safety
RBA	Reserve Bank of Australia
U3A	University of the Third Age
UNESCO	United Nations Educational, Scientific and Cultural Organization
W3C	World Wide Web Consortium



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# SUBJECT INDEX

An updated version of the index to Beyond a Quality Service, created by Libraries Alive!

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## APPENDIX 1. AUSTRALIAN GUIDELINES AND THE PUBLIC LIBRARY MANIFESTO

The following key missions described in the 1994 Public Library Manifesto relate to information, literacy, education and culture that should be at the core of public library services. These missions are referenced in the 2016 *Guidelines, Standards and Outcome Measures for Australian Public Libraries* as follows.

Public library mission	Guideline(s)
Creating and strengthening reading habits in children from an early age	G7 G9 O1
Supporting both individual and self-conducted education, as well as formal education at all levels*	G7 G9 G11 O1
Providing opportunities for personal creative development	G7 G9 O1 O4
Stimulating the imagination and creativity of children and young people	G7 G9 O1
Promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations	G7 G9 O5
Providing access to cultural expressions of all performing arts	G7 G9 O5
Fostering inter-cultural dialogue and favouring cultural diversity	G9 O2 O5
Supporting the oral tradition	G9 O5
Ensuring access for citizens to all sorts of community information	G8 O2 O4
Providing adequate information services to local enterprises, associations and interest groups	G8 O2 O4
Facilitating the development of information and computer literacy skills	G9 G10 O3
Supporting and participating in literary activities and programs for all age groups	G9 O1

\* Australian public libraries do not have an explicit role in 'formal education' from kindergarten to school and post-school study. However, public libraries do provide resources, facilities, programs and places that directly support people undertaking formal education.

## APPENDIX 2. AUSTRALIAN PUBLIC LIBRARIES STATISTICAL DATA 2011-12 TO 2013-14

NSLA has published annual statistics on Australian public library usage, activities and service offerings since 1996-97. The following tables summarise the library data against key indicators from 2011-12 to 2013-14. The maximum figure reported each year is shaded purple and the minimum figure is shaded yellow. This data is used to inform the library standards presented in this report.

### S1. Library expenditure per capita per annum (excluding library materials)\*

Year	State / Territory								Australia
	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	
2011-12	\$28.90	\$41.11	\$39.82	\$37.48	\$63.45	\$39.86	\$30.99	\$39.53	\$39.09
2012-13	\$30.23	\$41.37	\$38.29	\$36.17	\$62.95	\$40.53	\$31.28	\$39.03	\$38.89
2013-14	\$29.46	\$41.99	\$46.48	\$37.93	\$53.87	\$42.63	\$31.42	\$41.27	\$39.18
<b>Average</b>	\$29.53	\$41.49	\$41.53	\$37.20	\$60.09	\$41.01	\$31.23	\$39.94	\$39.05
% change 2011-12 to 2013-14	1.9%	2.2%	**	1.2%	-15%	6.9%	1.4%	4.4%	0.2%
Trend	→	→	**	→	↓↓	↑	→	↑	→

\* Figures in this table have not been adjusted for inflation (approx. 1.5% per annum).

\*\* The 2013-14 increase in NT library expenditure per capita is primarily due to more accurate reporting of expenditure.

Library expenditure per capita per annum (excl. library materials)	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Forward estimate (adjusted for inflation)	\$39.18	\$39.76	\$40.36	\$41.17	\$42.09	\$43.15
Estimated inflation rate (RBA)		1.5%	1.5%	2.0%	2.25%	2.5%

### S2. Number of staff members FTE per 10,000 population

Year	State / Territory								Australia
	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	
2011-12	2.64	3.23	4.22	3.30	4.45	n/a	3.00	4.47	3.34
2012-13	2.74	3.13	3.94	3.20	4.34	n/a	2.95	4.08	3.30
2013-14	2.58	3.12	3.91	3.11	4.44	n/a	3.01	4.03	3.29
<b>Average</b>	<b>2.65</b>	<b>3.16</b>	<b>4.02</b>	<b>3.20</b>	<b>4.41</b>	<b>n/a</b>	<b>2.99</b>	<b>4.19</b>	<b>3.31</b>
% change 2011-12 to 2013-14	-2.4%	-3.6%	-7.2%	-5.5%	-0.3%	n/a	0.3%	-9.7%	-1.5%
Trend	→	↓	↓	↓	→	n/a	→	↓	→

### S3. Number of qualified staff members FTE per 10,000 population

Year	State / Territory								Australia
	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	
2011-12	0.94	1.14	1.02	0.86	0.73	n/a	1.12	1.23	1.05
2012-13	0.97	1.12	0.96	0.81	1.29	n/a	1.18	1.20	1.09
2013-14	0.91	1.10	0.69	0.75	1.29	n/a	n/a	1.18	1.02
<b>Average</b>	<b>0.94</b>	<b>1.12</b>	<b>0.89</b>	<b>0.81</b>	<b>1.10</b>	<b>n/a</b>	<b>1.15</b>	<b>1.20</b>	<b>1.05</b>
% change 2011-12 to 2013-14	-3.5%	-3.1%	-32%	-12%	76%	n/a	n/a	-3.9%	-2.4%
Trend	↓	↓	↓↓	↓↓	↑↑	n/a	n/a	↓	→

### S4. Library materials expenditure per capita per annum\*

Year	State / Territory								Australia
	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	
2011-12	\$7.05	\$4.45	\$5.11	\$6.61	\$5.65	\$4.59	\$6.15	\$4.58	\$5.46
2012-13	\$6.47	\$4.47	\$4.89	\$6.71	\$5.70	\$4.58	\$6.09	\$5.41	\$5.55
2013-14	\$4.72	\$4.35	\$4.31	\$6.60	\$5.54	\$4.56	\$5.92	\$6.16	\$5.48
<b>Average</b>	<b>\$6.08</b>	<b>\$4.42</b>	<b>\$4.77</b>	<b>\$6.64</b>	<b>\$5.63</b>	<b>\$4.58</b>	<b>\$6.05</b>	<b>\$5.38</b>	<b>\$5.50</b>
% change 2011-12 to 2013-14	-33%	-2.4%	-16%	-0.1%	-1.9%	-0.6%	-3.7%	35%	0.5%
Trend	↓↓	→	↓↓	→	→	→	↓	↑↑	→

\* Figures in this table have not been adjusted for inflation (approx. 1.5% per annum).

Library materials expenditure per capita per annum	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Forward estimate (adjusted for inflation)	\$5.48	\$5.56	\$5.65	\$5.76	\$5.89	\$6.04
Estimated inflation rate (RBA)		1.5%	1.5%	2.0%	2.25%	2.5%



### S5. Number of collection items per capita

Year	State / Territory								Australia
	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	
2011-12	2.0	1.9	1.2	1.7	2.4	1.3	1.6	1.8	1.8
2012-13	2.0	1.8	1.6	1.6	1.8	1.4	1.7	1.7	1.7
2013-14	1.6	1.8	1.6	1.5	2.2	1.4	1.6	1.6	1.7
<b>Average</b>	<b>1.88</b>	<b>1.82</b>	<b>1.48</b>	<b>1.61</b>	<b>2.15</b>	<b>1.36</b>	<b>1.62</b>	<b>1.71</b>	<b>1.73</b>
% change 2011-12 to 2013-14	-20%	-4.0%	34%	-8.6%	-7.1%	3.2%	-5.0%	-8.3%	-5.8%
Trend	↓↓	↓	↑↑	↓	↓	↑	↓	↓	↓

### S6. Age of collection (% of collection published in the past five years)

Year	State / Territory								Australia
	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	
2011-12	60.0%	48.7%	50.0%	75.0%	39.0%	52.3%	55.0%	55.9%	55.3%
2012-13	62.0%	49.4%	43.8%	81.0%	42.0%	50.2%	60.0%	56.7%	58.3%
2013-14	63.3%	51.3%	50.6%	85.0%	43.0%	54.7%	61.9%	60.3%	60.4%
<b>Average</b>	<b>61.8%</b>	<b>49.8%</b>	<b>48.1%</b>	<b>80.3%</b>	<b>41.3%</b>	<b>52.4%</b>	<b>59.0%</b>	<b>57.6%</b>	<b>58.0%</b>
% change 2011-12 to 2013-14	5.5%	5.3%	1.2%	13%	10%	4.6%	13%	7.9%	9.3%
Trend	↑	↑	→	↑↑	↑↑	↑	↑↑	↑	↑

### S7. Internet computers per capita

Year	State / Territory								Australia
	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	
2011-12	2.0	4.2	3.8	4.9	5.7	10.1	3.9	3.6	4.4
2012-13	2.4	4.1	4.3	5.0	5.6	10.6	4.0	3.5	4.4
2013-14	2.4	4.3	5.3	5.0	5.6	10.7	5.6	3.8	4.9
<b>Average</b>	<b>2.3</b>	<b>4.2</b>	<b>4.5</b>	<b>4.9</b>	<b>5.6</b>	<b>10.5</b>	<b>4.5</b>	<b>3.6</b>	<b>4.6</b>
% change 2011-12 to 2013-14	16%	3.4%	40%	1.6%	-1.7%	6.2%	41%	6.2%	11.5%
Trend	↑↑	↑	↑↑	↑	↓	↑	↑↑	↑	↑↑

## S8. Membership as a percentage of population

Year	State / Territory								Australia
	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	
2011-12	61%	44%	34%	44%	54%	27%	45%	41%	44%
2012-13	54%	43%	34%	44%	51%	26%	45%	41%	44%
2013-14	58%	41%	32%	43%	53%	25%	19%*	41%	42%
<b>Average</b>	58%	43%	33%	43%	53%	26%	n/a	41%	44%*
% change 2011-12 to 2013-14	-5.6%	-6.1%	-6.4%	-2.3%	-2.0%	-8.8%	n/a	0.6%	-4.4%
Trend	↓	↓	↓	→	→	↓	n/a	→	↓

\* From 2013-14 Victoria narrowed its definition to 'active' membership, which only records registered members who borrowed a physical collection item in the previous 12 months. Victoria's 2013-14 figure has been excluded in calculating the national average.

## S9. (Physical) Customer visits per capita per annum

Year	State / Territory								Australia
	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	
2011-12	5.2	4.8	4.3	4.5	6.7	6.0	4.9	4.1	4.9
2012-13	5.1	4.7	4.4	4.6	6.5	6.1	5.0	4.0	4.9
2013-14	5.4	4.6	4.1	4.7	6.3	6.4	4.9	4.0	4.8
<b>Average</b>	5.3	4.7	4.3	4.6	6.5	6.2	4.9	4.0	4.8
% change 2011-12 to 2013-14	3.4%	-3.4%	-5.4%	3.8%	-5.1%	6.2%	-0.8%	-4.1%	-1.4%
Trend	↑	↓	↓	↑	↓	↑	→	↓	→

## S11. Circulation (loans per capita per annum)

Year	State / Territory								Australia
	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	
2011-12	8.2	6.5	4.3	8.7	10.2	9.3	9.1	6.7	8.0
2012-13	8.3	6.3	4.2	8.1	9.9	8.8	8.5	6.2	7.5
2013-14	7.9	6.0	4.3	7.9	9.5	8.5	8.3	6.2	7.3
<b>Average</b>	8.1	6.3	4.3	8.2	9.9	8.8	8.6	6.4	7.6
% change 2011-12 to 2013-14	-4.1%	-7.7%	-1.5%	-9.3%	-6.5%	-8.7%	-9.4%	-7.4%	-8.4%
Trend	↓	↓	→	↓	↓	↓	↓	↓	↓

## S12. Turnover of stock (loans per collection item)

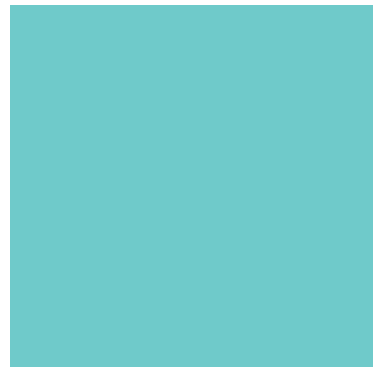
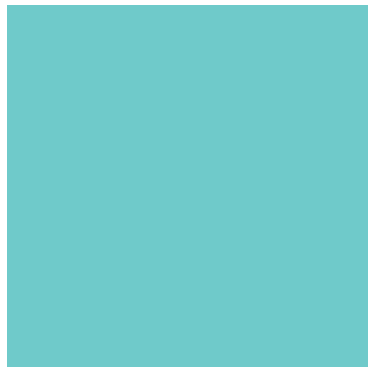
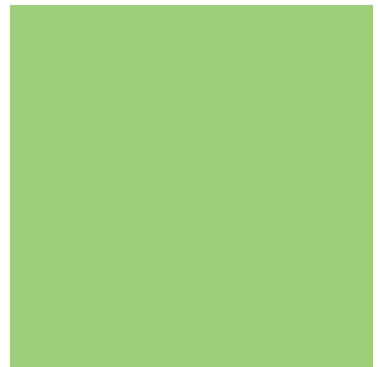
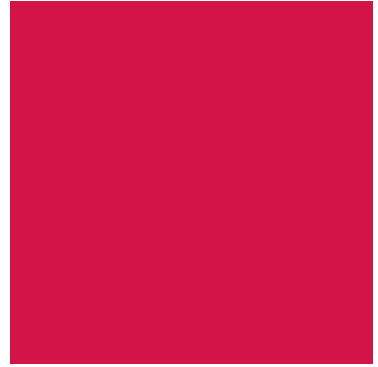
Year	State / Territory								Australia
	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	
2011-12	4.1	3.5	3.5	5.1	4.3	7.0	5.6	3.8	4.5
2012-13	4.1	3.4	2.7	5.0	5.3	6.3	5.1	3.6	4.4
2013-14	4.9	3.4	2.6	5.1	4.3	6.2	5.3	3.8	4.4
<b>Average</b>	<b>4.4</b>	<b>3.4</b>	<b>2.9</b>	<b>5.1</b>	<b>4.6</b>	<b>6.5</b>	<b>5.3</b>	<b>3.7</b>	<b>4.4</b>
% change 2011-12 to 2013-14	20%	-3.9%	-27%	-0.8%	0.7%	-12%	-4.6%	1.0%	-2.7%
Trend	↑↑	↓	↓↓	→	→	↓↓	↓	→	→

## Other standards

As yet, there is no national collection or publication of data from public libraries against:

- S10 Website visits per capita per annum
- S14 Internet downloads per capita per annum
- S15 Customer satisfaction.

National data on S13 Program attendance per capita per annum has been captured for the first time in 2014/15 and will be published in future releases of the NSLA's Annual Public Libraries Statistical Report.



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*Guidelines, Standards and Outcome Measures for Australian Public Libraries*

Canberra ACT, Australian Library and Information Association, July 2016

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