QUALITY INDICATOR 2: Readers' Experience					
Theme: Identifying and satisfying readers' needs and interests				**Library Self Evaluation (1 – 6)**	**4.75**
Key question: How well does the public library service identify and meet the requirements of a broad range of reading interests and needs?				**Peer Review Evaluation (1 – 6)**	
Key areas	**Evidence**	**Strengths**	**Areas for Improvement**	**What difference have we made? Evidence of Impact:**	**Rating (1 - 6)**
Identifying individual readers' needs	• FREE readers' request system • Use of customers' reading history • Customer feedback and suggestions • Monitoring inter-library requests • Awareness of external events and cultural activities • Revised request slip • Staff promotion of requests system • Requests budget	We provide a free readers' request system, with a dedicated budget. No charge removes barriers, encouraging people to request or suggest stock. We are very responsive to requests and suggestions, making every effort to purchase titles or obtain them by inter-library loan	We would like to promote the simplicity of our readers' request service more widely in the community, to ensure that we do not lose customers if we do not have what they are looking for.	• High use of request system by regular customers – very complimentary feedback. • Rise in issue figures against national trends – highest in Scotland, 2nd highest in GB. • Good statistics for satisfied requests (CIPFA) • Good customer satisfaction rates (annual survey) for our request system and range of stock available.	5
Stock Selection	• **Stock management and selection policy** • Readers' requests and suggestions • Budgets split between staff in various roles • Attention to circulation patterns and popularity of authors, genres and subjects • Stock advice from partners e.g. Festival of Care • Subjects and titles featured in the media • Monitoring our most borrowed books • Staff with different	• Healthy budget maintained for a wide range of library stock, cost per book kept low by careful selection. • Stock is selected in-house with careful attention to local trends and staff knowledge of our customers. Staff at all levels feed into the process, which is led by professional staff giving careful attention to circulation and budgets. • School library staff select and suggest stock which helps keep up with trends and interests.	Continue to refine use of Library Management System data to guide efficient purchasing.	• Very healthy lending figures (CIPFA 2017-18) • Our annual customer survey shows that customers are very satisfied with the choice of books and materials on offer. • Customer feedback and comments, particularly from visitors and new members	5

	• interests offer advice • High % of junior stock (reflects school library and Bookbug activity)				
Stock promotion	• Social media policy • E-service project • Promotion of reserve stock e.g. displays, Basement Browsing • Range of displays and promotions, all staff involved in ideas and evaluation • Social media promos including links with other libraries • Partnership promos e.g. Nature Festival, Wool Week	• Lively and intensive range of general and targeted promotions, particularly on social media • Strong promotion has greatly increased uptake of eBooks – we have won a CILIP Marketing Excellence Award	Work to promote membership and borrowing among men over 25.	• Increased uptake of our digital formats – very good customer feedback. • Rise in issue figures • Social media engagement and word of mouth feedback about social media	5
Stock management	• Stock management and selection policy • Stock rotation • Promotion and circulation of stock across school and public branches • Online catalogue • LMS reports and analysis • Catalogue records improvement project • Library refurbishment	Integrated school/public service and catalogue - materials in all public and school libraries are accessible to the public. -	• Reduce the amount of stock held in reserve and improve ease of access • Improve stock rotation and weeding systems • Continue project to improve catalogue records (particularly of local stock) to improve search accuracy	• A project has begun to improve the accuracy of our catalogue records. This is increasing staff confidence in using the catalogue • Customer feedback on direct access to more stock means increased book stock is a priority for new library premises • New premises will have improved access to efficiently manage reserves	4

Identifying Areas of 'Good Practice' to Share – Library Self Evaluation:	**Identifying Areas of 'Good Practice' to Share – Peer Reviewers Comments:**
- We have a free, effective and responsive readers' request system. - Fully integrated school and public library service – shared catalogue with all stock available to public, mobile, community and school library customers.	

Peer Review Notes

QUALITY INDICATOR 2: Readers' Experience					
Theme: Reader development activities and resources				**Library Self Evaluation (1 – 6)**	**5**
Key question: In what ways does the public library service offer a range of reading choices and events?				**Peer Review Evaluation (1 – 6)**	
Key areas	**Evidence**	**Strengths**	**Areas for Improvement**	**What difference have we made? Evidence of Impact:**	**Rating (1 - 6)**
Early years and children's programming	- Bookbug annual report - Bookbug gifting and sessions programme - Bookbug training - Participation on Early Years Strategy Group - Service plan, surveys, performance reports - Intergenerational Bookbug and partner events e.g. Up Helly Aa Bookbug, Playdays - School library activities - Library refurbishment – plans for junior areas - Young Writer - Large children's stock available for activities - Summer Reading Challenge and activities - Storytimes including new Mareel partnership - Storytime training and volunteers - Bookbug Challenge - Read Write Count - Play Talk Read bus - School Visits - Nursery visits including private nurseries - World Book Day - Harry Potter Night	- Very strong early years programming reaches every child in Shetland - Bookbug, ECALM (Every Child a Library Member) work, P1 book packs gifting, and nursery visits. - A great deal of staff time and targeted partnership work has been invested in Bookbug outreach, ensuring that children from birth across the isles- even the most remote areas- have access to books and reading.	- We find it hard to keep up with demand and we need more staff or volunteers in early years settings to be trained and deliver Bookbug. - Seek easier, more efficient ways to join, to make 'Every Child a Library Member', e.g investigate integrating library membership with nursery enrollment. - Bigger and more adaptable space for children in the main library; improvement of some school library layouts.	- High and ever growing demand for Bookbug sessions - Parent and carer feedback - Partner feedback e.g. care homes, schools, toddler groups, Shetland Arts, Museum - Very high membership rates due to a concerted programme of activity to make sure children are members, and also that they engage with the library - High issue figures for junior stock, particularly during Summer Reading Challenge - Junior customer feedback interviews/videos - Library refurbishment plans approved by Council include improved, larger junior areas	6

	- P1 Book pack gifting - Membership promotion from birth (Registrars) 'Hard to reach' targeted sessions with partners - Mobile Libraries Day early years promo - E-service promos in schools - Author visits inc. Big Takeover				
Activities and promotions for adults	- Stock displays - Basement Browsing - Book Groups – e.g. Hurricane, Classics, Crime, Shetland - Author events – local and visiting - Book Week Scotland - World Book Night - Reader in Residence - Harry Potter Night- for adults - Summer Reading Challenge for adults - Themed nights run with partners e.g. Jane Austen Night - National Poetry Day - Social media promotions e.g new (Face)Book Group - eBook promotions - Publicity review - Partner work with vulnerable groups e.g. Wednesday Club, Eric Gray Centre - Local history partnership events	- Strong programme of author visits. Because of the positive image of the Library we are fortunate that visiting authors often contact us to offer their time free of charge. This is a real asset given the difficulty and expense of bringing authors to the island. It means we have to be flexible and organise extra events at short notice. - Variety of accessible book groups and reading promotions, new ideas tried each year. - Promotion of our digital services in outreach sessions designed, promoted and presented for hard to reach groups and for all ages.	- Continue to ensure that library events are addressing our outcomes and are worth the staff time spent – we are very busy but do not like to say 'no' to opportunities. - We are reviewing how we publicise events and reading activities to ensure that we effectively target our promotion.	- Customer feedback both written and verbal - Social media engagement and comments - Evaluation of events (log) + stats for number of events and attendees - Display evaluation - Word of mouth publicity among authors means a steady stream of contacts – e.g. David Gange involved local authors in his launch and promoted their work. - Several of our book groups are member-run after being set up by the library – positive member feedback 2018 and 2019 Summer Reading Challenge for adults, to encourage reading development during the holidays – good uptake and feedback - Local author book launches – testimony from authors and attendees about the value of the library as a venue and promoter of local publications	5

Reading environment – physical and virtual	• Inviting, welcoming space, variety of seating areas • Library refurbishment project - £1.6m investment • Mobile library review and improvements • Stock as accessible as possible given the constraints of space - refreshed displays and rotation of stock • Well promoted easy to use 'all one one app' collection of ebooks, emagazines, ecomics and eaudiobooks • Attractive easy to use online catalogue • eAudio continually demonstrated in foyer • Reading lights	• The main library is used flexibly for a variety of events and is bright and welcoming with good attention to customer comfort. • The mobile library goes right to individual homes and school/community libraries offer more access in rural areas. • Our website, e-services, and online catalogue are heavily used and well promoted. A new corporate website is being developed, which will have better smartphone accessiblity.	• Ideally we would like more space to be able to physically promote our collection. • More comfortable reading and study spaces • Improvement in some school library layouts	• Customer feedback • Footfall (CIPFA visitor numbers) • Basement Browsing stats • Improved reliability of mobile library schedules, success of Bigton fixed stock and increased mobile issue figures • Online catalogue usage stats • eBook stats – more than doubled in past year • Library refurbishment plans and consultation responses	4
Partnership working and volunteering	Examples of work with partners include - • Shetland Space Centre – Space Chase 2019 • NHS Shetland – Bookbug, Walk the Rock, Help Yourself to Health • SANDS – books and support resources for stillbirth • Shetland Family History Society – launches, customer information, resources • Museum and Archives -	• Good informal partner relationships are valued and fostered - this supports a range of activities, allowing the Library to reach a wider audience. • Volunteers offer valued support for the talking newspaper. Informal volunteering e.g. people reading or playing music at events is also a big part of library events and this is valued and encouraged by the service.	• Maintain good contacts and relationships in an every busier work environment • Investigate ways to increase volunteer opportunities – currently we are at capacity in the volunteering activity we can support	• Customer feedback • Shetland Family History society event evaluation forms • Partner feedback, attendance stats and event evaluation • Social media engagement • Volunteer feedback • Video interviews • Mareel storytime partnership feedback	5

| | WWI publications and events, themed Bookbug sessions, shared resources
• Shetland Arts – e.g. Wordplay, Big Takeover
• Disability Shetland – group visits
• Mind Your Head – Sunshine Book Group
• Care Homes - Bookbug
• Shetland Times Bookshop – launches and promotions
• Shetland ForWirds – Young Writer, launches, dialect promotion
• Orkney Library – book groups and online promotion
• Who Cares Scotland – Festival of Care
• Adult and Child Protection – Safer Internet Storytimes | | | |

Identifying Areas of 'Good Practice' to Share – Library Self Evaluation:	Identifying Areas of 'Good Practice' to Share – Peer Reviewers Comments:
- Strong partnership work to deliver and promote early literacy from birth to P1 - Wide range of reading activities and a flexible approach to trying out new ideas - Strong and concerted promotion of e-services is increasing issue figures	

Peer Review Notes

QUALITY INDICATOR 2: Readers' Experience					
Theme: Provision for readers with differing needs				**Library Self Evaluation (1 – 6)**	**4.66**
Key question: How well does the public library service meet the differing needs of all readers?				**Peer Review Evaluation (1 – 6)**	
Key areas	**Evidence**	**Strengths**	**Areas for Improvement**	**What difference have we made? Evidence of Impact:**	**Rating (1 - 6)**
Service accessibility	• Bookbug outreach • Mobile library does individual house stops and home delivery • eServices are available 24/7 and are being well promoted • No overdue charges • School libraries have community access or at the least are a public library for children in rural areas • Home delivery service and home visits for e-service assistance • Care home Bookbug • Community events e.g. Age and Opportunity Fayre • Promotion of online requests + catalogue • Talking Newspaper service improvements • Mobile Libraries Day 2019 – Aith early years session • Links with schools in outer isles	• Personalized and flexible service for people who find it difficult to reach the library • We take Bookbug and other sessions, e.g. Play Talk Read bus, to as many areas as possible, in various settings • No overdue charges reduces barriers and anxiety about borrowing, strengthening positive relationship with customers	• As broadband and mobile signals improve, seek more opportunities to promote and support people to use our e-services, particularly in the outer isles • Continue work to introduce more fixed mobile library stops at community hubs • Continue to explore better community access in our school libraries	• Examples of services and promotions reaching the socially or geographically isolated • Customer comments • Home delivery customer feedback • Teacher/partner feedback • Positive impact of work with early years on school attainment • Increased mobile Library issues and feedback from customers • Customer interviews and videos • Inter-generational Bookbug sessions in rural care homes were pioneered by Shetland Library. The sessions are very special as they benefit not only children and their parents, but also the elderly residents of the care homes	5
Accessible materials	• Stock selection policy and guidelines • Large print, quick reads, DVDs etc - variety of formats • eBooks promoted for customizable fonts • eBooks, eMags etc, all easily accessed on one app + new in-app registration	Healthy stock budget with allocated sums for large print and audiobooks. Stock guidelines provide for a wide variety of formats, and additional materials for particular needs (e.g. additional languages) are sourced on request.	• More collection development and improved display and promotion of our range of formats • DVD charges review – income is falling and the charge is a	• Customer feedback for e.g. substitute Bookbug pack items for special needs • Talking newspaper feedback, especially on recent improvements like USB players, signature music and improved online navigation	5

	• e-reference resources including dictionaries and encyclopedias • Talking newspaper – USB players provided, or online • Books in other languages; dual language books • Shetland dialect books and AV • Scots and Gaelic childrens books • Tactile and interactive children's books • Barrington Stoke dyslexia-friendly books		barrier to people on low incomes		
Support for readers	• Dementia Friend training for staff • Ongoing in house staff training in accessibility tools • 'Click' sessions and outreach support for e-reading • Partnership working, e.g. e-service drop ins • Home deliveries • Talking Newspaper home visits • Sunshine Book Group and plans for Open Book group • Wednesday Club • Magnifiers and lights	Strong promotional programme for e-services includes individual assistance	• Identify areas where we could offer better support or promote relevant services • Refresh staff awareness of resources and approaches to support customers with neuro-diverse needs • Continue to explore 'reading for wellbeing' initiatives with partners	• E-service promotion feedback e.g. Scalloway Age and Opportunity Fayre • Increased number of loans / new borrowers on RB digital • Talking newspaper feedback, especially on staff assistance	4

Identifying Areas of 'Good Practice' to Share – Library Self Evaluation:	Identifying Areas of 'Good Practice' to Share – Peer Reviewers Comments:
- RB Digital outreach to communities and schools - Inter-generational Bookbug	

Peer Review Notes

QUALITY INDICATOR 3: Learning Culture					
Theme: Stimulating and motivating learning environment				**Library Self Evaluation (1 – 6)**	**4.66**
Key question: In which ways does the library environment promote and support learning?				**Peer Review Evaluation (1 – 6)**	
Key areas	**Evidence**	**Strengths**	**Areas for Improvement**	**What difference have we made? Evidence of Impact:**	**Rating (1 - 6)**
Quality of ICT provision	• Upgrading and replacement programme • Hardware, e.g. new Windows 10 PCs, wide screens, A3 scanners • Range of software (ICT access audit) • Outreach and mobile equipment • Easy access wifi, high quality in all library buildings • Wireless printing • Customer surveys • Mobile 4G dongle – looking for simple ways to get round poor rural connectivity • National Strategic aims 2 (Digital Inclusion) and 3 Economic Wellbeing) – access to free good quality ICT	• The Library's capacity and quality of ICT provision means access is rarely 'rationed', important because many rural areas of Shetland have low speed broadband and the cost of living is high, so people on low incomes particularly rely on library ICT. People need extended access as bus or ferry times can dictate the times they use the facilities. • Good liaison between library staff and corporate ICT – regular checking and trouble-shooting means practically no down time • Wireless printing has been available for two years through a simple in house system – the library uses practical work-arounds where systems investment is expensive or unnecessary	Refresh accessibility audit	• Customer survey: comments and statistics • Use of Learning Centre – feedback from Code Club and other group/individual users • Visitor feedback – comparisons with other areas • Usage statistics (CIPFA) • Excel Notebook – how we have assisted customers • Staff and customer testimony, examples of responsiveness to feedback	6
Accessibility of learning areas and facilities	• Good opening hours including no festive shutdown – feedback • Wheelchair access + responses to needs e.g. LC doorbell • Adjustable tables and	• Saturday and evening opening has been maintained, and there is walk-in access to digital facilities and staff support during all opening hours	• Increase quiet space and dedicated study space • Screened space is needed for private	• Customer survey: 'Festive' opening comments; general comments and statistics show how the access is valued for a wide variety of needs	4

	- screens - Annual HSE work station assessments - Dedicated customer charging stations - Wifi extends outside buildings - Online booking in advance for preferred PCs (Netloan) - Customer surveys and testimonials - Use of space by partners and community groups e.g. ESOL classes - Inter-library loans - mobile and home delivery	- Excellent quality wifi with no password gives maximum customer convenience, and the wifi can be accessed 24 hours a day as it extends to external areas - There is rarely any waiting time for PCs, they can be pre-booked online and there are PCs in various areas of the library to suit different preferences	- conversations e.g. for EU Settlement applications - Mobile library – continue to explore better internet capability	- Visitor comments e.g. on assistance, wireless printing, 24/7 quality wifi access - Partner feedback from Adult Learning, Skills Development Scotland - Library refurbishment project – public demand for more study space is being incorporated	
Welcoming and stimulating learning environment	- Welcoming signage - Display evaluation - cross promotional learning themes e.g. nature, numeracy, recycling, internet safety - E-audio/e-magazine screens and 3D printer –themed use with e.g. summer workshops - Use of study areas by groups and individuals - feedback - Lighting, including high spec reading light and SAD lamp - Varied spaces for different needs – workstations, laptop	- All staff are involved in creating and evaluating ever changing displays that cross-promote library stock with learning themes – e.g. Boat Week and Wool Week tie ins, languages tie in with evening class programme. Library and partner resources are well combined and a walk through the library at any given time is extremely engaging - The 3D printer is used imaginatively for themed promotions and on show in foyer for all users to see. E-audio is also continually demonstrated in the foyer	- A single one-stop welcome area which signposts all facilities for new or nervous users - Improve spaces for family learning e.g. Bookbug - Improved learning spaces for small groups	- Social media comments - Customer surveys: excellent comments on the space and staff - Partnership feedback: comments on partner use of facilities and user feedback from their own clients who they refer to the library for help - Visitor statistics - Learner video interviews - Events programme and evaluations –e.g. local/family history, WW1, Scottish Ballet	4

	bar, study tables, sofas, 'Bookbug room', outside space • Customer surveys and examples of responses to feedback • Hot drinks machine • New Directions class visits and ESOL visits – individual guided introductions Self issue machine	• Library spaces are heavily used for a variety of large and small learning events • Staff are attentive to customer needs and small changes are continually made to library layout. Regular staff 'walk arounds' look at the spaces from a customer point of view		

Identifying Areas of 'Good Practice' to Share – Library Self Evaluation:	**Identifying Areas of 'Good Practice' to Share – Peer Reviewers Comments:**
No waiting time, and no time limits on computer use for adults Wireless printing – simple low cost system Password-free unlimited wifi – internal and external	

Peer Review Notes

QUALITY INDICATOR 3: Learning Culture					
Theme: Lifelong learning opportunities in the Library and in partnership with others				Library Self Evaluation (1 – 6)	4.8
Key questions: How does the library encourage and support learning? What opportunities are there for progression through partnerships for learning in the library?				Peer Review Evaluation (1 – 6)	
Key areas	Evidence	Strengths	Areas for Improvement	What difference have we made? Evidence of Impact:	Rating (1 - 6)
Promotion of services	- Promotion checklist - Promotion review - Performance reports - Marketing Excellence Award + e-service promo - Facebook, Twitter and Youtube engagement - Partner feedback – joint promo of Adult Learning programme - Outreach – schools and community (Summer Reading Challenge, e-services, Coding) - Local media – BBC radio, Shetland Times, Shetland News, SIBC, Promote Shetland etc - National media e.g. Radio 2, Daily Mail - In house posters and rolling screen - Staff word of mouth - Good feedback on website - dated but easy to update	- Service promotion is a central strategic aim for Shetland Library, to ensure the widest possible reach. This aligns with a focus on Participation in the CLD plan and a Corporate Plan focus on the 'hard to reach'. The Library uses all local media (and has positive relationships with the press) - Strong social media engagement - the social media strategy uses humour and inventive interaction. Website and social media arrangements allow quick and responsive posting. - Events and updates are shared with all staff to ensure good word of mouth promotion – it is recognised that a word from a trusted member of staff can still have the biggest impact on an individual and staff are very engaged with promoting learning services.	- Website upgrade (corporate project) - Promotion review – ensure range of media is best targeted - Improve physical display space - Refresh social media strategy	- Adult Learning evidence that the Library is the single best way to get word out about their classes + they do reciprocal advertising - The Library is acknowledged to have very wide reach, and evidence includes social media engagement figures, social media examples, range of local media and face to face opportunities used. - Knock-on promotion; e.g. feedback from families introduced to eBooks by children.	5
Staff training and	Annual staff reviews and PDPs	A Library priority is ensuring staff confidence and	New programme of self-led and peer led	Feedback from staff on impact of training received,	5

awareness	- In house training programme - Induction training inc. eBooks, e-resources - Job descriptions - Recruitment focus on customer care and digital awareness - LC and Click notebooks Click notebook - Library Learning, Online and LMS user group minutes - Bookbug and storytelling training - Bookbug shared practice sessions - Other training – Scratch, dyslexia, ICT accessibility, 3D printing… - Visiting trainers – e.g. Coding, Scottish PEN, Alzheimers - Council iLearn portal – coprorate training e.g. data protection - Numeracy day sessions - Library helpsheets and procedures manuals	familiarity with rapidly changing uses of ICT – this responds to national and local outcomes for digital inclusion. Recruitment focusses less on ICT expertise than on positive use of everyday tech. - The Library has developed in-house staff training of updates, refreshers and one to one support. Training is responsive, targeted at and informed by customer needs. Staff continually record what customers need help withj, this is analysed by systems and learning staff to assess and refine the training plan - The Library delivers Bookbug training to library staff and partners - Training and CPD outside Shetland is arranged as required, often funded by external agencies – sending staff away is expensive in time and money; the Library has to be as self-sufficient and inventive as possible	refreshers being developed, to keep up awareness and use system and learning staff time more effectively.	both in house and from partners e.g. Alzheimers Scotland - Feedback from partners and volunteers on usefulness of training (e.g. Bookbug) - Customer feedback – effectiveness of help given	
Strategic focus on *informal* learning	[Service plan and Performance reports] - Information Forum minutes [Adult Learning partnership agreement]	- The Library focusses on complete informality and accessibility as a strength – wherever possible no form filling, fees or appointments - The Library is clear in its role and maintains good	Informality of access means that monitoring of learners progression is minimal, deliberately so. A challenge for the Library is how to prove the impact of services	- Interviews with learners - Evidence/feedback from partners and staff - Statistics and survey returns – evidence of reach [www.shetland-library.gov.uk/Performance.]	5

	• Training plan • National digital offer • STEM strategy • Feedback from partners • CLD partnership links •	awareness of other learning providers so that learners are directed to further opportunities. Duplication of what other learning providers do is avoided • In a small community learning has to be tailored to the individual so library learning is promoted for maximum reach, but delivery is responsive to individual needs	without negatively impacting on the library 'USP' of informal access. We need to continue to find ways to gauge impact without diverting staff time or making customers feel monitored.	asp	
Formal and informal partnership work	• CLD partnership group - www.shetland.gov.uk/ community_planning_dev/CLDPlan.asp • Information forum minutes and partner links with Museum and Archives; Skills Development Scotland; Adult Learning; Shetland College; Citizens Advice; Visit Scotland • Local Learning Partnerships participation • NHS Shetland – Help Yourself to Health • Big Takeover planning group • Welfare Reform Group (poverty and benefit uptake) • Schools and early learning providers • Digital Safety	• The Library strategy is to nurture a wide and varied range of partnership links, to ensure a good reach is maintained. Organisations in Shetland are often very small and run by a few time-strapped individuals so appropriate, often informal links are of great importance • The Library provides e.g. accessible spaces, publicity and good footfall, while partners improve Library access to specific learners, e.g. for Bookbug outreach •	Better learning spaces to create opportunities for partners to deliver more formal learning in the library environment	• Partner and staff feedback + informal evidence (many people in Shetland wear various hats, including our own staff – we get direct opinion from people who work across services and voluntary organisations • Results from particular projects e.g. evaluation report on WW1 project; SLIC blog https://scottishlibraries.org/about-us/news/shetlands-war-a-plif-project • College student access to UHI Blackboard and new Brightspace VLEs • Big Takeover evaluation and film (Partner participation in The Big Takeover 2018 enabled increased engagement with young people and allowed the Library to fund very well	4

	• Committee –Safer Internet evaluation • Shetland Forwirds – Young Writer • Informal links: Shetland Space Centre; Amenity Trust; care homes; Eric Gray Centre; Disability Shetland; Age Concern; RNIB; Shetland Arts; Mind Your Head; Voluntary Services; Promote Shetland; Scottish Ballet; National Library; Family History Society; • Feedback from partners and customers			• attended learning events including drama, drawing, poetry and writing • Tutors from partner organisations bring extra skills to the library learning offer, so people get easy opportunities to try new things at no cost. The image of the library can draw people in who would not feel comfortable going to a school or college. • Evaluation of informal partnership events - e-service drop ins, run by the Library with Adult Learning and Skills Development Scotland.	
Range of opportunities	• Digital assistance on walk in basis • Click ICT help sessions – drop in or one to one appts - log and feedback • Variety of mobile devices for customers to try out • E-service drop ins • Code Clubs • 3D printing; Lego Mindstorm; Virtual Reality; • Summer Reading Challenge learning activities • Book Groups • Young Writer	• The variety of informal learning opportunities offered is a big achievement for such a small service • Digital inclusion is always a particular focus e.g. using promotion of eAudiobooks to encourage people to use tablets and phones; use of 3D printer. Code Club has been well established.	• Planning/timetabling of learning events to more clearly target Library priorities and fit with staffing schedules. The policy of the library is to be as responsive and flexible as possible, but over commitment of staff can be a problem • Work with partners or volunteers to give people chances to try coding or newer developing technology	• Code Club – families attend and siblings sign up for the next course, so we can see impact in the enjoyment and the further uptake Code clubs run to 7 sessions (national project established six). Final session is for families to attend and see what games their child/sibling has designed. • E-service promo – evidence also of knock-on intergenerational promotion • Museum Bookbug – evidence of more family access and interest in resources spurred by events	5

	• Scottish Ballet film • WW1 project • Big Takeover • Museum/Bookbug learning days • Outreach group visits			

Identifying Areas of 'Good Practice' to Share – Library Self Evaluation:	Identifying Areas of 'Good Practice' to Share – Peer Reviewers Comments:
• Responsiveness of in-house informal training • Code Club success and involvement of parents and siblings • Clarity on library role – capitalizing on reputation, trusted staff and a welcoming environment to ensure people feel able to access learning entirely informally	

Peer Review Notes

QUALITY INDICATOR 3: Learning Culture					
Theme: Provision and support for all learners				**Library Self Evaluation (1 – 6)**	**4.33**
Key question: In what ways are the needs of various learners addressed?				**Peer Review Evaluation (1 – 6)**	
Key areas	**Evidence**	**Strengths**	**Areas for Improvement**	**What difference have we made? Evidence of Impact:**	**Rating (1 - 6)**
Responsiveness to individual needs	• Staff training and awareness e.g. ICT accessibility, Click • Recruitment – emphasis on customer care • Customer comments on staff helpfulness • Customer feedback systems (e.g. LC and Click logs) • 1 to 1 appointments • Signposting to e.g. RNIB, Adult Learning • Volunteering – talking newspaper, work experience • Free inter-library loans and requests • Information from local colleges and UHI • EU Settlement – digital assistance	• Library staff are trained and able to respond well to requests for support with all everyday ICT, or to refer to other staff or partners as needed. Customers are able to make appointments or drop in at times that suit • Records of queries are used to refine the service offered, keeping up with changing uses of ICT	Refresh staff digital accessibility training	• Short video/text interviews with individual learners – e.g. case study of customer who got extensive and invaluable help with ICT to submit legal documentation • Feedback on staff support and responsiveness is excellent – this comes from partners and service users • Keeping a concise but complete log of requests for assistance from customers using our Learning Centre, has allowed us to easily and quickly identify the most important areas for staff training and refreshers	5
Accessible equipment, materials and formats	• Digital accessibility recommendations and checklist • E-services promo – outreach • Addition of e-comics • Dyslexia collections • Talking newspaper digitisation • Free inter-library loans including music scores • Free reservations + no overdue charges • Language packs – CD and	A wide range of digital and physical formats is available and well promoted. Accessibility of computers is also a priority, as is the ongoing promotion of all these resources to the public and partner organisations	• Refreshed audit of digital accessibility • Refresh staff accessibility training	Feedback evidence – e.g. customer survey, one to one interviews with learners shows how people with individual needs value the service and choice they get	4

	online • Language book stock + request service and dual language books • Learning and film DVDs junior + adult • Magnifiers and large print • Microfilm • Accessible equipment e.g. alternative keyboards mice, adjustable desks • iPads, smartphone, laptops and iMac available • Library helpsheets for staff and customer e.g scanning • Theory Test Pro and Go Citizen online – statistics • Bookbug language and sensory packs			
Local history and literature learning	• Extensive Shetland collection, multiple lending copies • Recent expansion of lending collection – access improved • Referrals as required to partners • Author support, WW1 project – direct publishing • Author support – study and research, book launches and promotion (feedback from authors and researchers) • Dialect support – Young Writer, book launches, dialect Bookbug • Inter library loans • Family History Society links • Historic local newspapers	• An extensive collection of all local books is maintained. Library policy is to encourage easy access and lending, signposting to the Archives for rare or more specialist stock • The Library has directly published and promoted popular local history books and supports authors and researchers. The Library is the preferred venue for most local authors to launch their books • The Young Writer competition has grown in reach and popularity, with a huge increase in dialect entries. Young writers are	• Refreshed programme of selective promotion and display of local materials • Programme of cataloging improvements and stock-take • Widen staff knowledge of local collection and partner resources	• Young Writer and Shetland Forwirds feedback – e.g. one multiple winner of the dialect prize has gone on to become a very respected poet, shortlisted for the Edwin Morgan prize. Record breaking 480 entries in 2019. • Feedback from authors and researchers using the collections • The lending collection area has been extended and improved in response to changing demand – e.g. for textiles, and promotions tie in with local festivals e.g. Boat Week, Wool Week,	4

| | on microfilm
• Website – local history and dialect resources | confident to speak in public and read dialect on radio and several winners have gone on to develop their writing farther | | Nature Festival | |

Identifying Areas of 'Good Practice' to Share – Library Self Evaluation:	**Identifying Areas of 'Good Practice' to Share – Peer Reviewers Comments:**
Young Writer awards, particularly the focus on dialect writing.	

Peer Review Notes