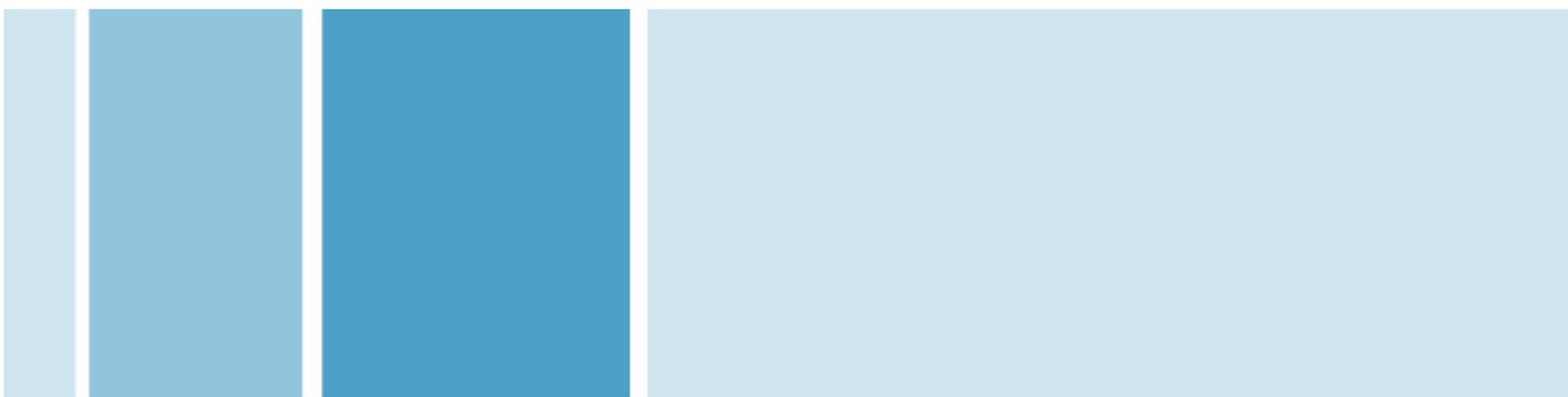




Llywodraeth Cymru  
Welsh Government

# Welsh Public Library Standards Framework 7 - Impact Toolkit



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# 1. Introduction

A review of the Welsh Public Libraries Standards (WPLS) Framework commenced in 2024. This resulted in the development of Framework 7 (F7) and the creation of a new data collection tool to streamline the analysis and collection of WPLS data. The WPLS Framework 7 focuses mainly on quantitative data. As part of this review, both the Welsh Government and the public library sector in Wales identified a need to develop and improve the approach to demonstrating the wider value and impact of library service activities in Wales. This includes collecting more qualitative data; improving the presentation of the available data; exploring possibilities for the wider dissemination of data outputs; and further analysis of the available data to evidence the impact of library services.

As a result, in March 2025 Evidence To Action Ltd was commissioned by the Welsh Government to undertake a project to inform the development of an evidence-based library impact toolkit to cover the WPLS F7 period. The project sought to review examples of other toolkits and frameworks and develop an approach that was proportionate and deliverable within expected timescales, capacity and expected budgets.

The aims of the project were to:

- conduct a review of international best practice for demonstrating library impact
- develop an evidence-based library impact toolkit tailored for the WPLS Framework 7 period
- design and produce any necessary research tools to implement the proposed impact toolkit

This report provides an overview of the process undertaken to develop the Toolkit and recommendations for the design of the Toolkit, including data collection and analysis. Drawing on a literature review, together with an analysis of the WPLS Framework 7 requirements, it describes work carried out to develop a toolkit that best demonstrates the outcomes and impact of Welsh library services during the WPLS Framework 7 period in an appropriate and proportional way. It also includes a roadmap for the Welsh Government to consider and to take forward additional suggested activities. The primary audience for this report is Welsh public library services. These services report annual returns to the Welsh Government against the Welsh Public Library Standards (WPLS). However, the findings from the literature review and the broad toolkit approach may still be of interest and use for other library services.

It should be noted that the use of a library impact toolkit is an optional addition to the WPLS Framework 7 and does not replace or supersede that Framework. The WPLS Impact Toolkit, is designed to support public libraries who want guidance and support in better measuring the impact of their services.

## 1.1. Note on definitions

For purposes of the Toolkit, we have used the following pragmatic definition of impact synthesised from the various sources reviewed:

*“The influence of libraries and their services on individuals and/or on society. The difference or change in an individual, group or community resulting from the contact with library services. This may include both intended and unintended effects that may, or may not, be linked to a library’s strategic objectives. Impact may include, but is not limited to, changes in knowledge, skills, behaviour, access, community engagement or well-being”.*

It should be noted that the terms ‘framework’ and ‘toolkit’ are not used in a consistent way in the literature: what might be referred to as a framework in one case may be called a toolkit elsewhere. In describing the proposed impact methodology for Welsh libraries, we refer to a toolkit to a) emphasise its use as a practical tool, and b) to avoid confusion with the WPLS Framework.

## 2. Literature review methodology

The first stage of this project was a review of existing literature on relevant impact frameworks and toolkits. In considering the literature review methodology, it was noted that, although highly structured search strategies have the advantage of a clear, reproducible methodology, they can miss relevant materials (e.g. Greenhalgh and Peacock, 2005; Dixon-Woods et.al., 2006). A hybrid approach was therefore adopted for this review as it was likely to include a large proportion of grey literature (e.g. reports, working papers, websites), which may not be conventionally indexed or described. Thus, whilst defined initial search terms were agreed, as set out in Table 1, these were supplemented by methods such as reference chaining and expertise within the team to identify additional relevant documentation.

**Table 1: Initial search terms**

Organisation type	Impact alternatives	Type of document/output
Library	Impact	Toolkit* (tool kit*/tool-kit*)
Public library	Outcome*	Framework*
Academic library	Evaluation	Methodology*
Health library	Assessment	Guide/guidance
School library	Performance measurement	Tool*
Special library	Value and impact	Resource*
Museum* and library*	Return on investment	Logic model

Organisation type	Impact alternatives	Type of document/output
Cultural institution*	Social impact (including digital, health & well-being, education/skills, literacy etc)	Theory of change
Cultural sector	Cultural impact	
National library	Economic impact	
Research library	Community impact	
	Quality	
	Value for Money	
	Advocacy	

\*Wildcard (e.g. to include outcome or outcomes)

The literature review included the UK, but also relevant international examples which are available in English. Particular priority was afforded to frameworks from countries which are either similar to Wales in some way (demographic/size/governance) or have comparable library delivery models. The focus was on literature published within the last 10 years (2015-25) to ensure relevance.

Frameworks and toolkits from the public library sector had the highest priority, but frameworks developed for other library sectors (e.g. academic, health) were also included where relevant, and in particular where they adopt methods not well-represented within public library literature. Relevant frameworks from adjacent sectors (e.g. cultural sector) were also included where these offered insights not available by focusing on libraries alone.

The toolkits and frameworks identified were entered into a spreadsheet, with the following information being recorded for each item: ID Number, Title, Author, Date, Format (e.g. website, pdf), Link (url), Geographical location, Sector/audience, Brief description of methodology, Themes, Data collection methods, Dissemination guidance, Strengths, Potential weaknesses, Applicability to Welsh context, and Methodological notes.

In total, 58 items were identified. On closer reading, it was apparent that 2 items were not, in fact, directly relevant to this project and another was a duplicate. Some of the remaining 55 items related to the same toolkit or framework, for example, the application of the same toolkit in different library services. This meant that the items identified relate to a total of 44 unique toolkits or frameworks.

39 of the total 55 items reviewed relate to public libraries specifically and 4 relate to library services in general. Toolkits aimed at schools' library services, academic libraries, research libraries, national libraries, museums, and the broader cultural sector were also represented in the review. A list of items reviewed is included in Annex A. This provides full details of the toolkits referred to by number in the discussion below.

Table 2 summarises the number of items reviewed from each geographical region.

**Table 2: Geographical spread of frameworks/toolkits identified**

Country or other geographical area	Number of items identified
Global	3
Australia	4
Canada	15
Czech Republic	1
Denmark	3
England	7
Estonia	1
New Zealand	1
Scotland	6
UK-wide	8
United States	6
<b>TOTAL</b>	<b>55</b>

### 3. Literature review findings

Table 3 summaries the most common methodological approaches used in the 44 unique toolkits and frameworks identified<sup>1</sup>.

**Table 3: Methodologies used in reviewed toolkits/frameworks (n=44)**

Methodology	Number of unique toolkits
Economic assessment (e.g. SROI)	16
Quantitative data collected by library (e.g. Likert scale-type user survey)	13
Qualitative data collected by library (e.g. observations, qualitative survey questions)	8

<sup>1</sup> Note: Toolkits may be in more than one section, for example, if they combine qualitative and quantitative methodologies.

Methodology	Number of unique toolkits
Case studies or action research	3
Logic model/theory of change	3
Secondary analysis of data (e.g. from national surveys)	3
Benchmarking/self-assessment	2
Advocacy-focused	3
Links to other resources (rather than a specific methodology)	4

The following section summaries the literature review findings in relation to the various methods described.

### **3.1. Economic assessment/(social) return on investment**

Overall, various types of economic impact assessment were the most common approach identified in the literature review. Amongst those employing some form of return on investment methodology, there are broadly three approaches to measure the direct value of library services.

#### **3.1.1. Contingent valuation**

This approach measures library value by directly surveying community members' hypothetical willingness to pay (WTP) for (or sometimes to accept compensation (WTA) to forfeit their access to) library services. The usually requires a large-scale user (and sometimes non-user) survey. Some approaches ask users directly what they would pay (for example, to purchase a resource at a bookshop) if a resource was not available in a library (e.g. #49). In a UK context, contingent values are most frequently calculated by reference to council tax (e.g. #25). Surprisingly, the care that might be required in positing the scenario of libraries no longer being funded through council tax in a public survey is not given a great deal of consideration in the toolkits reviewed. Alongside the practical considerations of conducting a large-scale survey, the potential political implications of this message would need to be considered.

#### **3.1.2. Private market analogues**

This approach measures the value of libraries based on the market prices of what are deemed to be comparable services.

The ways in which 'market prices' are calculated varies considerably between the toolkits that use a variation of the private market analogue method. At a more straightforward level, a number attempt to calculate direct private market analogues to the services offered by

libraries. For example, #18 calculates the market value of resources “based on an average price from consumer retailers with a discount of 40% applied because the materials are borrowed instead of owned” and uses this to determine benefits by active card holder, household, branch hour, and resident. This toolkit is also candid in acknowledging that aspects such as the “social impact of the library’s equitable space, early literacy and lifelong learning initiatives cannot be measured” [in this way]. #23 takes a similar approach and includes the value of library activities such as summer reading clubs, early literacy programmes etc. using market analogues based on an average cost of alternatives offered by the private sector.

However, rather than making direct comparisons between the private sector and services offered by libraries, some frameworks attempt to calculate a market value for longer term outcomes that it is argued the library service might deliver. Whilst this approach is more directly concerned with the impact of library services, the toolkits reviewed make quite extravagant claims about what could be deemed an equivalent for library provision. For example, #7 compares the potential benefits of attending a library Lego club to the cost of visiting an interactive museum in another part of the country and the cost of hiring a children’s entertainer, comparisons that could be highly questionable. The basis for such comparisons is not only subject to challenge at a commonsense level, but the data used to support these claims are frequently weak, for example, being based on a small or unrepresentative sample. In the case of #8, for instance, claims relating to the library service on the local population are based on the results of a survey of just 88 library customers, 83% of whom were aged 55 and over.

In a few cases, there are also ethical issues to consider, for example, #8 claims one ‘delayed suicide’ per year as the result of participating in a reading/creative writing group and the value of this ‘delay’ is calculated in terms of ‘lost years of productive activity’. There are clearly questions about whether this is an appropriate way to value a person’s life, as well as whether the reading group could be considered solely responsible for this of course. As a more general consideration, it is also worth noting that basing calculations on ‘productivity’ of an individual inevitably weights the value of services targeted at those with most ‘productive years’ to potentially benefit.

### **3.1.3. Travel costs/revealed preference**

This approach argues that the value of library services is derived from the time, money and effort users invest to make use of these services. It assumes that the value derived by users must outweigh the costs incurred, otherwise users would not make the visit. However, this suggests that decisions about library use always have a financial basis. #52 and #57 are examples of this method which is less frequently used in the library sector.

### **3.1.4. Indirect economic impact**

A number of toolkits attempt to calculate the indirect value of library services, such as library employment; library purchases of goods and services in the local economy; the value of user spending in the locality (shops, cafes, etc) during visits to the library; and non-user benefits of libraries. In some cases, the method adopted is not explained clearly in the

materials available. In other instances, the process is explained but relies on the introduction of values (for example, salary figures), which would have to be determined for the Welsh context. #54 does have some relevant data considered representative for Wales, but this concerns museum provision and measures such as the economic impact of overnight visitors have less relevance for most libraries.

For all forms of economic valuation, there is of course the consideration that figures need to continually be reviewed and updated. The more complex the process of calculating figures is, the more this becomes a barrier for libraries to use this method on an ongoing basis.

### **3.2. User surveys**

User surveys are another common form of impact assessment in the toolkits reviewed. Some user surveys are based around quantitative questions (e.g. using a Likert scale) and data analysis, whilst others combine qualitative and quantitative feedback from users. Several library services use the user perceptions framework devised by Seismonaut (#2, #3, #4, #17, #20) and based on the AHRC-funded Cultural Value Project. The results of this user survey are presented as an 'Impact Compass' composed of 12 impact parameters distributed across four dimensions. This methodology asks users questions about their perceptions of the library service under the following dimensions: 1. Haven or Emotional Impact (The extent to which the library (collection, events, physical facilities, staff guidance) creates well-being; stirs emotions; and creates opportunity for immersion and concentration) 2. Perspective or Intellectual Impact (The extent to which the library stimulates reflection or provides food for thought; expands horizons through new knowledge or information; and helps improve critical thinking skills) 3. Creativity or Creative Impact (The extent to which the library stimulates the imagination; strengthens or develops skills; and provides motivation to try or do something new) 4. Community or Social Impact (The extent to which the library stimulates conversations; creates opportunities for togetherness; and provides insight into other people's lives).

#2 uses a national questionnaire survey conducted among a representative sample of c.1,500 adult citizens in Denmark. #17/#20 surveyed 2,800 library customers. The organisation and analysis of such a survey (especially a national representative survey) is clearly a major undertaking requiring time and resource, as well as political will. A disadvantage of this approach is that the voices of under 16s are not included directly. Also, the phrasing of some of the statements users are asked to comment on, may be difficult for all adult users to relate to or easily understand<sup>2</sup>. It is also worth noting that this approach is solely concerned with user perceptions. Aside from a number of observations and interviews conducted at two libraries, no data from other sources is used to triangulate the survey data<sup>3</sup>.

In this approach (along with a number of other surveys reviewed), users are asked about different facets of the library service (e.g. collections, staff guidance). There is a question to

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<sup>2</sup> This may be affected by the translation of the statements from Danish.

<sup>3</sup> For example, someone may believe the library has improved their critical thinking skills, but a more objective assessment may find this is not the case.

consider about how relevant these divisions are in terms of users' experiences of impact. For example, if the collections could only be used with staff guidance, that will have implications; likewise, if the physical facilities make it difficult for some users to access collections, it will affect their impact.

#11 demonstrates another approach that employs a user survey of adults, but it is limited to fairly standard customer satisfaction questions (e.g. for digital services: 'I know what digital services Suffolk Libraries offer; I find it easy to access the digital services; I enjoy using the digital services'). This toolkit does address impact, but only through a general description and links to other resources.

#10 provides a question bank of suggested closed (Likert scale type) and open questions under various outcome areas. Examples from 'enriching learning experiences' include: 'I tried something new'; 'I was surprised by something I learned'; and 'I learned something from this experience that I wouldn't have otherwise'. Organisations are expected to select questions from this question bank to learn more about how users perceive their services. This means that questionnaires can be adapted to meet local needs, but a standard set of questions would need to be agreed in order to aggregate results at a national level.

#48 is another user perceptions survey with a suite of tools including survey design templates and a digital platform to collect data and report results. This methodology allows library services to demonstrate changes in users' perceptions and use of libraries year on year, as well as facilitating benchmarking between libraries. Another feature of this framework is its link to national (in this case, Australian) strategies. However, once again, only adult users take part in the survey.

The questions suggested for a user survey in #26 are more explicitly linked to impact or 'outcome indicators'. Rather than focus exclusively on user perceptions of a library service, some of the questions relate to concrete actions (e.g. 'You prepared a resume or applied for a job using the library computers'). Libraries can choose how to measure outcomes (i.e. which survey questions to ask), making this approach difficult to scale up to provide national data without agreement on the questions. In addition, it is worth noting that these types of closed questions may not capture unanticipated outcomes.

#29 considers both immediate and longer-term impacts. Immediate surveys measure changes in knowledge, confidence, awareness and behaviour (i.e. intended application of the prior three components). Follow up surveys are intended to understand if users have changed their behaviour or continued to benefit as a result of the programme or service. Another noteworthy feature of this approach is the menu of commonly asked questions from which libraries can select additional items or open-ended questions. This allows some local adaptation whilst also providing comparable national-level data. However, like many of the surveys reviewed, the voices of children and young people are missing from this approach. The feasibility of contacting users to complete follow up surveys is an important practical consideration.

#58 adopts a similar framework to #29, asking customers about the learning (skills), knowledge, confidence and changes in outlook they gain or experience as a result of taking

part in library activities. The statements in the user survey are linked to strategic outcomes. In this approach, however, there are no follow up surveys.

Several other user survey approaches were considered, but these have limited relevance to Welsh public libraries. For instance, #45 uses a Net Promoter Score (NPS) to measure loyalty and satisfaction (perceptions of quality) amongst users of a research library, and #46 is a survey of business owners about the impacts of using a specialised business service.

### **3.3. Observation/case studies**

Several toolkits that rely primarily on quantitative measures supplement these data with case studies. In most cases, less detail is provided about the methods used for case studies compared to the quantitative methods. #2 and #3 supplement a user survey with observations and interviews. #8 collects data via library visits, interviews with staff and document reviews to produce case studies from different libraries under a set of common themes.

#30 conducts case studies using background research and site visits. However, this framework takes a more quantitative approach to case studies. For each institution, an economic input-output analysis is conducted to estimate how the institution's revenue and spending circulate through the local economy. In addition, a network map is developed to represent how each institution is connected to organisations in their community.

A small number of toolkits focus on ethnographic methods. #39 describes an approach designed to collect stories and qualitative outcomes over time in a meaningful and organised system. The tool allows staff to record notes, videos, photos etc. as part of an observation. It allows observations to be structured according to pre-designed templates, and the observer can link their record to predetermined themes. This potentially could help to present a more holistic view of the library and allow for easier collection of case study data in different media throughout the year. Providing a consistent observation framework could also allow for easier scaling up from local to national level.

#57 has similarities to this approach but is a manual system. It therefore does not capture impact activities in different media, and comments provided by customers or staff need to be entered and coded manually post hoc. #58 has a digital recording system for impact stories, but this is limited to written reports from staff.

### **3.4. Logic models/theory of change**

Although there are differences between logic models and theories of change, they are considered together for the purposes of this review because a) they are relatively few in number, and b) the terms are often used interchangeably in practical contexts.

#13-15 present a logic model designed for research libraries, outlining Inputs (What we invest); Outputs (Activities - What we do and Participation - Who we reach); and Outcomes & Impact divided into (a) Short term results - learning, b) Intermediate results - action; and c) Long term results - conditions. This model describes a "measures to insights" gradient that indicates a shift from quantitative measures, typically used for the input and output

columns, towards qualitative or interpretative approaches, often used to document outcomes and impact. Whilst this framework is interesting conceptually, it does not discuss how evidence might be collected. In addition, it would need to be adapted to a public library context.

#44 takes a logic model approach, but although it lists library activities and outputs, these are not explicitly linked to specific outcomes. In addition, the outcomes included are not clearly defined (e.g. what does a positive experience of the library look like?) and there is little explanation of how short-term outcomes might become intermediate outcomes and so forth.

#40 presents a theory of change model for schools' library services. However, at the time the article was written, this was in the early stages of development with limited testing. Whilst not a theory of change, #34 does include a summary of literature that can help to demonstrate library impact in a number of areas. This type of resource could help to evidence the links between inputs, outputs and impact presented in a logic model.

### **3.5. Secondary analysis of data**

The economic assessment/Return On Investment approaches described above often make use of existing data collected by library services, government departments and other organisations (e.g. employment data, market comparison data). However, beyond this, a few toolkits make use of existing datasets in other ways. #30 uses PLS (Public Libraries Survey) data to estimate a single measure for library presence and usage at various geographic scales. This is displayed as a map showing the distribution of library presence deciles (i.e. low to high levels of library presence and usage). For each index (theme), relevant variables obtained from external survey data (e.g. relating to income, labour force participation, educational attainment etc.) are loaded into a factor analysis then converted to a standardised index score for individual counties. Multivariate analyses are then conducted to better understand the associations between the Museum and Library Indexes, and dimensions of social well-being. Whilst academically robust, this method takes considerable time, resource and expertise, as well as the availability of the necessary data from existing surveys. It is also worth noting that, in this study, the method did not produce evidence of strong correlations with library presence and use and social well-being.

#28 adopts an action research approach with a focus on data already collected by libraries. The document reviewed presents a broad approach that would need to be adapted to suit local circumstances elsewhere. This would make it tricky to scale up this approach to a national level in a consistent way.

### **3.6. Summary of advantages and challenges of methodologies commonly adopted**

Table 4 summaries some of the advantages and potential challenges of the methodologies most commonly reported in the toolkits reviewed.

**Table 4: Advantages and disadvantages of methodologies in reviewed toolkits/frameworks**

Methodology	Advantages	Disadvantages
<b>Economic assessment/ROI/SROI</b>	<ul style="list-style-type: none"> <li>• Can provide an immediate, often visual, representation of library impact.</li> <li>• Potentially makes use of some of the quantitative data already collected via WPLS.</li> </ul>	<ul style="list-style-type: none"> <li>• It is difficult (if not impossible) to capture all library impact in monetary terms.</li> <li>• Need for regular updating of values.</li> <li>• Depends on access to data (often from sources beyond the library service).</li> <li>• May require large-scale surveys.</li> <li>• More complex methodologies would require specialist input.</li> <li>• Market analogues can appear unrealistic.</li> <li>• Contingent Valuation methods could have political implications (e.g. concern about library cuts and/or council tax rises).</li> </ul>
<b>User surveys</b>	<ul style="list-style-type: none"> <li>• Captures user perceptions and feedback that may influence decision makers.</li> <li>• Able to gather data from large numbers of library users.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing, implementing and analysing a (representative) national survey would require time and resource.</li> <li>• Existing survey methodologies are unlikely to map closely to Welsh priorities.</li> </ul>

Methodology	Advantages	Disadvantages
<b>User surveys (continued)</b>	<ul style="list-style-type: none"> <li>• Can be adapted to local needs in addition to capturing comparable national data.</li> </ul>	<ul style="list-style-type: none"> <li>• Some surveys solely capture user perceptions (whilst valuable, these would benefit from triangulation with other data).</li> <li>• Few surveys capture the voices of children and young people.</li> <li>• Timing surveys to capture impact can be tricky (e.g. locating people to complete follow up surveys about longer term impacts).</li> </ul>
<b>Observation/case studies</b>	<ul style="list-style-type: none"> <li>• Could be scaled from local to national level if a consistent recording approach is implemented.</li> <li>• Can be useful for sharing success stories /advocacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Few examples to draw from in the literature and where they are used, methodologies are often not well-described.</li> <li>• Potential difficulties scaling up from local to national level.</li> <li>• Can be time-consuming to collect and analyse.</li> </ul>
<b>Secondary analysis of data</b>	<ul style="list-style-type: none"> <li>• Makes use of existing data.</li> <li>• May draw on data from well-respected sources, including representative national surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• Depends on data available.</li> <li>• May not provide evidence of library impact.</li> </ul>

### 3.7. Impact themes

Public libraries provide a wide range of services that produce beneficial outcomes for their members in a broad range of ways. In impact frameworks or toolkits, these are often categorised into a number of ‘impact themes’. This can be useful in the presentation of data to various audiences, as well as helping libraries to better understand the range of impacts their service is delivering. As impact themes can vary between different library sectors (e.g.



#6, #33, #38). The tools used to create these templates include PowerPoint, Canva and Word.

Whilst the outputs from some of the frameworks are quite academic in style, others offer approaches that may be helpful to share the impact of Welsh libraries more broadly, in particular, in the design of infographics or other visuals (e.g. #2/3, #12, #18, #21, #22, #24, #41-43). Many of these focus on the presentation of quantitative data, but there are some examples of effective presentation of qualitative data (e.g. #19 includes 'user portraits').

A few resources are primarily about advocacy (rather than data collection). #38 offers guidance on telling stories that 'interweave information and emotion' to demonstrate impact and justify funding. The toolkit makes use of data already collected by libraries and provides guidance on sharing this through visualisation and storytelling. This is a potentially useful approach as it explores how to construct stories depending on audience attitudes (e.g. positive, negative), story structure (discovery, transformation or continuity), motivation (achievement, benchmarking, justification), and goals (understanding needs, serving needs, building on strengths, addressing deficits). However, like many resources, it appears to make limited use of qualitative data. #41-43 also reflects on key messages and communication channels for different stakeholder groups. It has a calendar of 'date hooks' when libraries may be able to take advantage of publicity around a particular issue. #36 and #34 both have links to relevant research and case studies that help to demonstrate library impact for various themes.

## **4. Design of a Welsh impact toolkit**

### **4.1. Impact and the WPLS**

The Welsh Public Library Standards (WPLS) report on statutory library provision and primarily focus on the measurement of inputs and outputs, with the inclusion of some impact measures. Annual reporting against the WPLS is a statutory requirement for each Welsh authority.

The Welsh Public Library Standards Framework 7 Impact Toolkit is intended to complement the data collected through WPLS and provide libraries with a means of understanding and demonstrating the impact of their service. Use of the Impact Toolkit is optional.

Below are key definitions of the terms impact, inputs, outputs and outcomes as used in this report and the development of the Impact Toolkit. It should be noted that there is no single definition of these terms, as demonstrated in the review of the literature. Based on the available definitions we have derived the following simple and pragmatic definitions to use throughout this report and with the Impact Toolkit.

**Table 5: Key definitions**

<b>Term</b>	<b>Suggested definitions for Welsh public libraries</b>
<b>Impact</b>	The influence of libraries and their services on individuals and/or on society. The difference or change in an individual, group or community resulting from the contact with library services. This may include both intended and unintended effects that may, or may not, be linked to a library's strategic objectives. Impact may include, but is not limited to, changes in knowledge, skills, behaviour, access, community engagement, or well-being.
<b>Inputs</b>	The resources devoted to providing library services. This includes staff, funding, collections (physical and digital), facilities/spaces, technology, equipment and other supporting assets.
<b>Outputs</b>	The products or services delivered by the library. For example, number of loans, number of downloads, number of training or events attendances and user visits.
<b>Outcomes</b>	The direct, pre-defined effect of library services on individuals, groups or communities which are explicitly related to goals or objectives in the library service's planning documents.

Connections between inputs, outputs and impact are often represented using a logic model. Figure 2 shows the statistically significant correlations between library inputs and outputs, as evidenced through WPLS data (2023-24), and indicates how these may be linked to impacts.

Inputs (quantitative)	Outputs (quantitative)	Impact (qualitative and quantitative)
Acquisitions (CE3; CE8; QIA1/5) <ul style="list-style-type: none"> <li>• Adult</li> <li>• Children</li> <li>• Welsh language</li> </ul> Materials expenditure (B6) <div style="text-align: right; margin-right: 20px;">  </div>	Issues <sup>i</sup> (QIB2/QIA5) <ul style="list-style-type: none"> <li>• Adult</li> <li>• Children<sup>ii</sup></li> <li>• Welsh language<sup>iii</sup></li> </ul> Satisfaction (QIB3) <ul style="list-style-type: none"> <li>• Book choice</li> <li>• Online resources</li> </ul>	<div style="background-color: #003366; color: white; padding: 10px;"> <h3 style="margin: 0;">Impact toolkit</h3> <p style="margin: 5px 0 0 0;">User surveys to explore impact on adults' and children's Awareness, Confidence, Knowledge and application in the following areas:</p> <ul style="list-style-type: none"> <li>• <b>community: bringing communities together</b></li> <li>• <b>culture: offering cultural opportunities not available elsewhere</b></li> <li>• <b>learning: developing skills and confidence</b></li> <li>• <b>well-being: improving health and well-being</b></li> </ul>   <h3 style="margin: 0;">WPLS</h3> <ul style="list-style-type: none"> <li>• <b>QIB1</b> a/b: % of adults and children who feel the library has made a positive difference to their lives c: qualitative examples provided d: case study of positive difference to an individual or group</li> <li>• <b>QIB4b: case study of impact of health and well-being provision</b></li> </ul> </div>
Library service points (CE5; QIA2) Maintenance expenditure (QIB6)	Library use (QIB2) <ul style="list-style-type: none"> <li>• Visits</li> <li>• Active borrowers</li> <li>• Library members</li> </ul>	
Library opening hours (CE5; QIA3) <ul style="list-style-type: none"> <li>• Staffed</li> <li>• Volunteer</li> <li>• Unstaffed</li> </ul> <div style="text-align: right; margin-right: 20px;">  </div>	Library use (QIB2) <ul style="list-style-type: none"> <li>• Visits</li> <li>• Active borrowers<sup>iv</sup></li> <li>• Library members</li> </ul>	
Library staffing (CE2; QIA4) <ul style="list-style-type: none"> <li>• All staff</li> <li>• Qualified staff</li> <li>• Trained staff</li> </ul> Staffing expenditure (QIB6)	Library use (QIB2) <ul style="list-style-type: none"> <li>• Informal support</li> </ul> Satisfaction (QIB3) <ul style="list-style-type: none"> <li>• Customer care</li> </ul>	
Digital provision (CE6; CE7; CE13) Acquisitions (CE3; QIA1) <ul style="list-style-type: none"> <li>• E-resources</li> </ul> Materials expenditure (QIB6) <div style="text-align: right; margin-right: 20px;">  </div>	Issues (QIB2) <ul style="list-style-type: none"> <li>• E-resources<sup>v</sup></li> </ul> Library use (QIB2) <ul style="list-style-type: none"> <li>• Website visits</li> </ul> Satisfaction (QIB3) <ul style="list-style-type: none"> <li>• IT provision</li> <li>• Online services</li> </ul>	
Overall provision	Satisfaction (QIB3) <ul style="list-style-type: none"> <li>• Overall adults</li> <li>• Ratings under 16</li> </ul>	

Figure 2: Logic model showing inputs, outputs and impacts

Reflecting on the strengths and weaknesses of various approaches in the literature review and a review of WPLS Framework 7, ideally a Framework 7 Impact toolkit should:

- complement (but not duplicate) impact data collected via the WPLS
- if possible, make use of WPLS data collection processes and/or data already collected via WPLS
- allow results to be presented at a local level, but also scaled up to national level
- provide an immediate, visual representation of library impact
- collect evidence of impact likely to be convincing to a range of stakeholders
- not be an excessive burden for library services in terms of time or resources required

## 4.2. Suggested toolkit themes

Based on the literature review discussed in section 3.7, plus a review of the WPLS Framework 7, a set of four overarching themes were identified to guide the evaluation of library impact. The Impact Toolkit themes are therefore based on a review of international library literature, in addition to consideration of themes emerging during the last few years in the impact case studies/statements library services are required to provide as part of the WPLS return. This approach means that the themes proposed are grounded in empirical research from a range of countries and regions, but also take account of the practical concerns and priorities of Welsh public libraries. In addition, it is worth noting that there is frequently a link between impact themes and data collection methods; the proposed themes therefore take account of the methods of data collection and analysis that are likely to be feasible and robust in a Welsh public library context. The themes proposed are therefore centred around communities, culture, learning and well-being and are intended to reflect the important contributions that Welsh libraries make in each of these areas, both locally and nationally:



**Strengthening communities:** Libraries foster a sense of belonging, and support social connections and cohesion within and across communities



**Celebrating culture:** Libraries encourage participation in the literature, cultural heritage and contemporary culture of Wales, including a thriving Welsh language



**Promoting learning:** Libraries inspire engagement in learning throughout life, including the development of literacy, creativity and digital skills, and confidence



**Improving well-being:** Libraries support individual and community well-being, thus helping to make Wales a more equitable and healthier place to live

(Note: We suggest having a colour scheme and icons to represent the four themes in infographics etc. The examples presented in this document are not intended as a final design, but are purely an illustration of the concept.)

These themes are based on an analysis of common themes used to demonstrate library impact around the world. Whilst they are not explicitly connected to Welsh Government strategies, the four themes can be mapped onto a number of current strategy and other policy documents, thus demonstrating how aspects of library impact can be connected to national priorities. Annex D maps the proposed themes to a number of current Welsh Government documents.

### 4.3. Impact assessment methods

No single tool or method will capture all aspects of library impact. The sections of the WPLS directly concerned with impact consist of a) broad questions within a user survey (QIB1a, b and c), and b) qualitative case studies (QIB1d and QIB4b). Based on the review of existing impact frameworks and toolkits, as well as consideration of the context of Welsh public libraries, the following complementary data collection methods are recommended:

1. a **customer impact survey** to collect data to demonstrate impact under the four impact themes identified. Delivered locally initially, with the possibility for this to be undertaken directly by the Welsh Government at a later date.
2. **value measures** for library issues and activities to demonstrate the direct financial value of library provision.

These methods are intended to complement the approaches already being undertaken by libraries as part of the WPLS, and in considering the overall impact of their services, libraries are encouraged to draw on data from both the WPLS and the Impact Toolkit.

#### 4.3.1. Customer impact survey

A customer impact survey has the advantage of allowing data collection from a large number of customers. Once analysed, this can be presented visually to demonstrate library impact in an immediate and compelling way. A survey can also be used to collect qualitative data that can be persuasive to a variety of stakeholders.

A framework that asks about different forms of impact has advantages over one solely concerned with user perceptions of libraries. Several of the survey tools reviewed divide customer engagement into a number of distinct areas (e.g. knowledge-confidence-awareness-behaviour, or learning-knowledge-confidence-changes in outlook). However, exploring various sets of questions that were used in toolkits included in the literature review, none was felt to be a perfect fit for Welsh libraries. Some were based around programmes or initiatives specific to a particular country or area; others were lengthy, asking many detailed questions about interactions of library services, which would likely be a burden on services to analyse, as well as potentially off-putting for respondents. Perhaps most importantly, however, none included the voices of children and young people.

The proposed survey therefore draws on ideas from several toolkits to draft a suggested customer impact questionnaire for Welsh libraries. This questionnaire links to the impact themes (Community, Culture, Learning and Well-being) and asks 5 questions in relation to each: 4 Likert-style questions asking about customers' Awareness, Confidence, Knowledge

and Application, plus one open-ended question. The categories for the Likert-style questions are based on structures used by well-established surveys included in the literature review. This approach lends itself to being presented visually (e.g. as a radar chart) (See Table 6).

A survey, naturally, allows for the collection of data from individuals about how the library has impacted on their lives. However, through questioning a sufficiently large sample (as set out in the WPLS guidance), results can be aggregated to demonstrate library impact at a community level.

As library services are required to undertake a customer survey at least once during the Framework 7 period, these additional impact questions could be included as part of this data collection process, minimising the additional work required by library services. In the longer term, the Welsh Government could explore the feasibility of implementing an impact survey nationally on behalf of library services.

An important consideration is that the surveys included in the literature review were designed for adult users. In the context of Welsh libraries, it is vital that the voices of children and young people are included in assessing library impact. It is therefore proposed to have a simplified children's impact survey which, like the adult survey, could be included as part of the WPLS data collection process (See Table 6).

Annex B contains the questions for both adults and children in a questionnaire format that can be copied and simply added to the existing WPLS survey if authorities choose to do so. It should be noted that no personal data would be required to be collected as part of these surveys.

**Table 6: Survey framework (adult)**

Through using library services... (Strongly agree – Agree – Neither agree nor disagree – Disagree – Strongly disagree)	Strengthening Community	Celebrating Culture	Promoting Learning	Improving Well-being
<b>Awareness</b>	I am more aware of things that are happening in my community	I am more aware of Welsh culture (e.g. literature, heritage, music, art, Welsh language)	I am aware of resources that can help me to learn something new	I am more aware of support and resources that can help to take care of my or my family's well-being
<b>Confidence</b>	I feel part of my community	I feel more confident attending cultural venues and events	I feel I am able to learn new things	I feel better able to take care of my or my family's well-being
<b>Knowledge</b>	I have gained insights into other people's lives	I have increased my knowledge of Welsh culture	I have learnt things that are helpful in my everyday life	I understand my own health and well-being better
<b>Application</b>	I have become more involved in my community	I have taken part in cultural activities (e.g. author visits,	I have used what I have learnt through using the library	I have changed at least one thing to improve my physical or mental well-being

	<b>Strengthening Community</b>	<b>Celebrating Culture</b>	<b>Promoting Learning</b>	<b>Improving Well-being</b>
<b>Application (continued)</b>	(Open-ended: How have you become more involved?)	reading/book groups, literary discussions, storytelling, poetry, music, creative writing groups)  (Open-ended: What activity did you enjoy most? Why did you enjoy it?)	(Open-ended: Please explain how you have used what you have learnt)	(Open-ended: If you are happy to do so, please describe what aspects of your physical or mental health you have changed)

**Table 7: Survey framework (children and young people)**

Visiting the library helps me to... (Agree a lot - Agree a little - Disagree - Not sure)	Community	Culture	Learning
	...meet new people or make friends	...take part in activities like reading groups, story times, music, art or Welsh language activities	...learn new things

**Well-being question**

When I visit the library, I usually feel...

Circle all the words that describe how you feel. You can also add your own words if you would like to.

Happy, confident, cheerful, nervous, worried, sad, calm, bored, relaxed, excited, tired, angry, safe, confused (Note: Words will be presented as a cloud-style diagram).

### **4.3.2. Data analysis**

To analyse the quantitative survey data collected, an Excel template is provided, along with guidance to allow library services to produce their own impact ‘windmills’ and ‘diamonds’ (See section 4.4.1.). Results from the children’s survey can be presented as pictograms illustrating the percentages of young people agreeing with statements and the five most commonly-circled words.

Guidance is also provided to support libraries analysing open-ended responses from the impact survey. For each question, libraries will categorise responses under a set of pre-determined topics. If there are 105 or more responses, services may systematically sample so that a maximum of 104 answers only need to be coded. Detailed guidance is provided on approaches to coding. Services may choose to do this manually or using simple open-source coding software (See Annex C).

### **4.3.3. Comparable service measures**

The Impact Toolkit focuses on collecting data to demonstrate impact under the four ‘impact themes’ presented. However, to supplement that in a proportional and manageable way, there are some simple value measures that libraries could choose to collect, drawing for the most part on data already collected as part of the WPLS. There are a number of approaches to value measurement in libraries. The most straightforward, and perhaps simplest to communicate, is to measure the value of libraries based on the market prices of what are deemed to be comparable services. Of course, this approach does not capture the full remit of library activities or impact, but it can be useful to demonstrate the value of certain activities in monetary terms. It is also important to note that, in opting for simplicity, there are caveats that should be considered. For example, values for physical issues and activity figures are based on average values that may not fully reflect the range of materials or activities used within a service. Likewise, the digital issues formula is based on an annual subscription cost, which may not reflect how all customers make use of digital resources. Libraries are therefore encouraged to include clear caveats when presenting any economic benefit figures.

#### **Physical issues**

The proposed methodology is based on that described by Broad, Parr and Turda (2015), who in turn draw on work by Martin Prosperity Institute<sup>4</sup> (2013) in relation to Toronto Libraries. Similar methodologies have been adopted by a number of Canadian library services.

This uses WPLS figures for the number of issues for Adult, Children’s and Welsh language resources. To calculate a value for physical loans, the retail value of items is assigned as a “high value”. A “low value” is obtained by discounting the value by 80%, given that these items are used numerous times by library users. A “midpoint value” is then ascertained by adding the high value and low value and dividing by two (i.e. 60% of the retail value). The

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<sup>4</sup> <https://www.torontopubliclibrary.ca/content/about-the-library/service-plans-strategies-frameworks/So.Much.More.Economic.Impact.Study.pdf>

'direct economic benefit' (or valued saved for the community) can be obtained by using an average for each category of issues obtained via the LMS.

Thus, 'issues value' = WPLSQI B5e x 0.6 x average retail value (obtained via LMS).

For example, if the average retail value of an adult book is calculated to be £15, the 'midpoint value would be 60% of £15 = £9. Using the data provided for the 2023-24 WPLS, this would equate to direct economic benefits for users nationally of 4,754,746 issues x £9 = £42,792,714.

## Digital issues

Digital services are valued by looking at average monthly usage and subscription costs in the retail market. There is less detail on this methodology in the literature as e-resources have only become heavily used in recent years. The approach suggested is to identify the number of unique borrowers of e-books per annum then compare that to the cost of a commercial e-book subscription. At present, the most appropriate multiplier is an annual Kindle Unlimited subscription, discounted by 20% to allow for differences in accessibility between Kindle Unlimited and a library authority's BorrowBox offer (i.e. the potential need to reserve books that are not immediately available and the limited loan period). In 2025, a Kindle Unlimited subscription is £113.88 per annum<sup>5</sup>. This figure should be reviewed annually using the Amazon website. At the time of writing, figures are only available for BorrowBox users, but if data for other providers becomes available in the future, a similar process could be adopted.

Thus, digital issues value = number of unique BorrowBox users x 0.8 x £113.88.

Based on 2024-25 BorrowBox data alone, this would equate to direct economic benefits for users nationally of 124,619 unique users x 0.8 x £113.88 = £11,353,289.

## Activities

The comparable service value of library activities is determined by researching similar programmes provided by the private sector, obtaining a number of price points and then determining an average that can be multiplied by the number attending activities (Broad, Parr and Turda, 2015).

As a total event attendance figure is provided in the WPLS (rather than separate figures for Rhyme times, digital skills sessions, author talks etc.), a single 'activities' value has been calculated based on the average market value of activities listed in WPLS Framework 7 Section 1.1.

- [Book group](#): £1
- [Craft group](#): £4
- [Older people social group](#): £4
- [Creative writing group](#): £2.50
- [Language conversation group](#): £3

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<sup>5</sup> <https://www.aboutamazon.co.uk/news/entertainment/kindle-unlimited-subscription-faqs>

- [Games club](#): £3
- [Coding club](#): £7
- [Storytimes](#): £5
- [Reminiscence](#): £3
- [Carers' group](#): £3
- [Memory cafe](#): £3

This suggests a figure of £3.50 per event attendance, acknowledging that this represents the costs an individual might be expected to pay to attend similar activities elsewhere, rather than any benefits they may derive from attending. This figure will of course be a very rough estimate as different services will offer different types of activities lasting different lengths of time. It is recommended that this average event cost figure is adjusted in line with annual inflation in April each year, and a review of price points for activities undertaken every 3 years.

Therefore:

'activities' value = number of attendances reported in WPLSQI B5a x £3.50

As an example, based on data provided for the WPLS in 2024-25, this would equate to direct economic benefits for users of library activities of £3,581,802 nationally.

## **4.4. Presentation of data**

The effective presentation of data is important to help communicate the impact of libraries to a wide range of audiences. The development of a template for authorities to use to present their impact data was considered as part of this project. However, this is problematic given not all authorities will have access to the same software, potential updates to software during the Framework 7 period and the need authorities may have to conform to distinct corporate requirements in the design of public communication materials. The approach taken is therefore to provide a means for libraries to easily produce charts to represent the data they have collected using Excel and to offer examples of how these, and other impact data, might be incorporated into an infographic. These examples (see annexes E to H) are intended to act as inspiration to help libraries in the design of their own materials. The graphics follow a simple layout that could be reproduced in a variety of software packages depending on what is available in particular local authorities.

### **4.4.1. Impact survey**

Quantitative data from the customer impact survey will be presented visually. Data from the adult survey can be presented as a radar chart (referred to here as a 'windmill'). The following is an example based on dummy data.

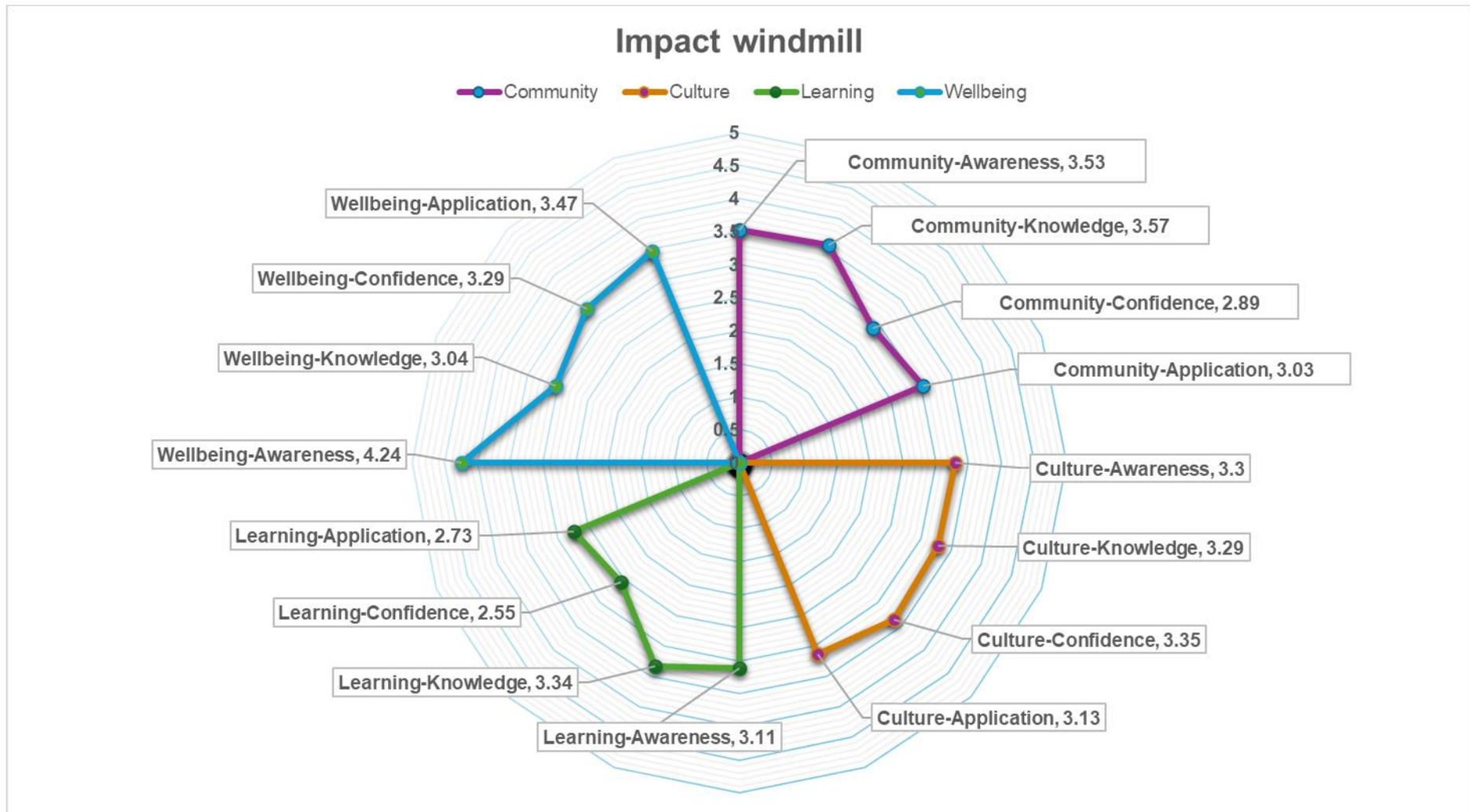


Figure 3. Impact windmill

This can form part of an **‘overall impact’ infographic**, which also includes:

- % adults who feel the library has made a positive difference to their lives (WPLSQI B1a)
- % young people who feel the library makes their life better (WPLSQI B1b)
- quotes alongside images relating to each theme (community, culture, learning, and well-being). In selecting quotes, libraries should draw on data collected from both adults and children/young people. Guidance on analysing data gathered via the impact survey is provided below. However, libraries are also welcome to draw on relevant examples from the WPLS open-ended responses (QIB1a/b) if they wish
- any selected comparable service measures (e.g. value of physical issues, digital issues or activities).

Annex E provides an example of an overall impact graphic. Annex F provides an alternative presentation of overall data for a library service.

**Thematic infographics** highlight impacts under the four Toolkit themes. This will include an ‘impact diamond’ for the theme (showing the adult impact survey responses), plus results from the relevant question in the children’s survey and analysis of the qualitative data. For example, the ‘Community infographic’ could include:

- an impact diamond

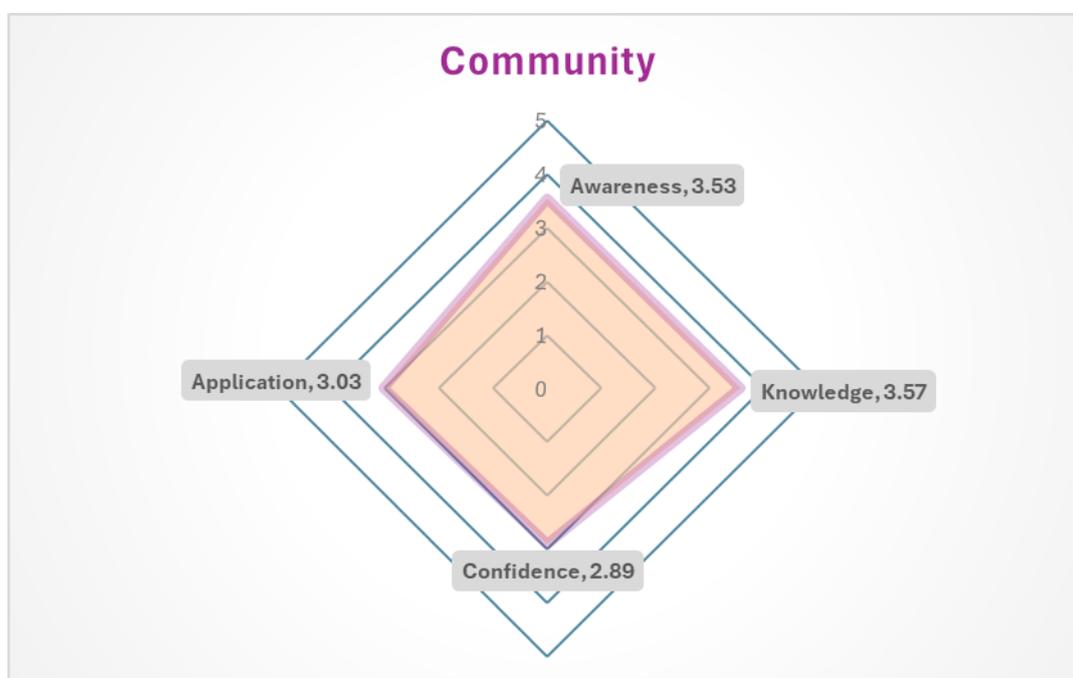


Figure 4. An example impact diamond

- a pictogram showing the percentage of children/young people who meet new people or make friends

- quotes to reflect different types of involvement - Attending activities or groups in or beyond the library, developing friendships, volunteering in or beyond the library, other types of civic engagement (plus relevant quotes from young people from open-ended WPLSQI B1b)

Annex G provides an example of a well-being impact graphic utilising the impact diamond and quotes. Annex H provides an example of a learning impact graphic utilising the impact diamond and quotes.

#### 4.4.2. Additional notes on presenting data

This report provides some examples of how data might be presented, although it is recognised that ultimately this will be a local decision for each authority to make. There is no single template that suits all authorities, and library services will use different design packages. These principles support consistency without limiting local creativity.

**Align data with the purpose and scope of the presentation.** Select the most meaningful indicators to suit your purpose, for example, advocacy or evaluation. Not every result needs to be included. You might choose indicators that provide an overview of the performance of the service overall across all four thematic areas. Alternatively, you may choose to focus on one or more specific thematic areas for a particular audience. This might involve presenting a particularly strong or significant finding; reflecting areas of local strategic priority; or focussing on strong quotes about a particular topic.

**Keep the message concise.** Impact materials are often most effective when they focus on clear takeaway messages.

**Chose the most appropriate balance of quantitative and qualitative data.** Quantitative data gives scale, and narrative can give a personal perspective. You may choose to include additional data from other sources including annual WPLS indicators where appropriate.

**Present the data in a way that works for your local context.** Each service has its own corporate identity, communication protocols and audiences. Services should adapt the presentation style to match local colour palettes and design standards, and suit different readerships, including councillors, senior managers, library customers and community partners.

**Consider links to further information.** Consider whether you want to include a link to further information or qualification about the data presented. This might include, for example, a QR code that directs people to definitions of terms used or more detailed data contained in a report.

#### 4.5. Reflections on the pilot process

Two library services piloted the impact customer survey for both adults and children during September-October 2025. One service did it across the whole service in conjunction with their WPLS customer survey, whilst the other did a smaller scale pilot in two branches. As a result of feedback from the piloting process, the following changes were made:

- the analysis spreadsheet was checked and refined
- the open-ended question relating to Culture was changed to focus responses more clearly on customers' perceptions of the impact of cultural activities
- The questionnaire scale was adjusted to assist services using the impact survey in conjunction with the WPLS customer survey.

Feedback suggested that an additional survey for teenagers may be useful, but it was decided that, on balance, the additional work involved in distributing and analysing three surveys (for children, teenagers and adults) is unlikely to be something many services have capacity to do. However, if services are conducting an impact survey *separate to the WPLS survey*, they may wish to open the adult survey to young people aged 13 and over. (Please note: If services conduct an impact survey in conjunction with the WPLS survey, their priority should be ensuring the data is collected from the correct age range for WPLS reporting purposes).

It is acknowledged that qualitative analysis can be time consuming dependent on the number of open-ended responses. Some services may consider using specific software or AI programmes to assist with this analysis. For example, AI packages can be used to categorise open ended responses based on the coding framework for each theme. It is important to check the outputs of AI for consistency which might include sample testing every tenth response to assess whether it has been consistently categorised. Please refer to Annex C for further details.

Pilot data were analysed to explore the internal consistency of survey responses. Cronbach's alpha was used to measure the extent to which all items (i.e. questions in the survey) measure the same concept (i.e. community, culture, learning, or well-being impact). The values calculated for each concept indicate a highly reliable to very highly reliable level of internal consistency. Table 8 sets out the results.

**Table 8: Cronbach's alpha for pilot data**

	Authority A	Authority B
<b>Number of responses</b>	53	570
<b>Cronbach's alpha Community impact</b>	0.894	0.882
<b>Cronbach's alpha Culture impact</b>	0.811	0.824
<b>Cronbach's alpha Learning impact</b>	0.871	0.901
<b>Cronbach's alpha Wellbeing impact</b>	0.879	0.903

## 5. Next steps and future developments

The Impact Toolkit is available for Welsh public libraries to use over the Framework 7 period. The report authors suggest additional actions for the Welsh Government to consider, which may further support libraries in the use of the Toolkit. It is acknowledged that any actions or decisions on which to implement would need to be considered in the context of available capacity and budget.

- Roll out the Toolkit for all authorities to use for the duration of Framework 7 of the WPLS, and offer regular support and guidance; in particular, it is likely there will be a need for ongoing clarification on what is required for the WPLS and what is optional (i.e. the impact survey questions).
- Welsh Government to monitor feedback and evaluate the process, and to continue to explore correlations between inputs and outputs listed in Figure 2, to provide evidence to support the logic model (Fig 2). These data could also feed into a post Framework 7 review.
- Welsh Government to explore the feasibility of providing a national-level infographic, drawing on data provided by library services, to demonstrate the collective impact of Welsh libraries; this will require a process to be developed through which services can submit their impact data to be included in the national-level summary (this could be done alongside the WPLS or as a separate exercise).
- Welsh Government to explore the feasibility of implementing an impact survey nationally on behalf of library services.

As library services are required to undertake a customer survey at least once during the Framework 7 period, these additional impact questions could be included as part of this data collection process, minimising the additional work required by library services. However, libraries could undertake the impact survey at a different time to the WPLS customer survey. Whilst there would be additional cost and administrative requirements borne by the Welsh Government, if a national survey was provided, there are also some advantages to consider; these include: support from the Welsh Government may encourage more authorities to conduct what is an optional survey; it would ensure consistency about how questions are presented; a national survey would standardise the data collection and reporting period across all participating services; and the process of creating a national-level infographic will be simplified as Welsh Government will not need to undertake a separate exercise to collate local data.

It is recommended that over the period of the WPLS Framework 7 that the Welsh Government explores whether it is possible to develop a plan to implement a national impact survey (see Annex B) on behalf of library services. It is acknowledged that any decision to do so will be dependent on a range of factors including budget, capacity and prevailing government priorities, and that it may not be actively implemented during the Framework 7 period.

## Annex A: List of resources reviewed

The following is a list of the toolkit sources referenced in the review.

	<b>Title</b>	<b>Author</b>
1	How good is our public library service?	SLIC
2	The Impact of Public Libraries in Denmark: A Haven In Our Community	Roskilde Central Libraries and Seismonaut
3	A Guide to the Impact Compass. The impact of public libraries in Denmark: a haven in our community	Seismonaut and Roskilde Central Libraries
4	Experience Impact Compass	Seismonaut
5	Valuing Ontario Libraries Toolkit: Executive Summary	Ontario Library Service and the NORDIK Institute
6	Valuing Ontario Libraries Toolkit (VOLT)	Ontario Library Service and the NORDIK Institute
7	An impact analysis of services of Suffolk libraries	MOORE Kingston Smith Nonprofit Advisory
8	Libraries for living, and for living better. The value and impact of public libraries in the East of England	University of East Anglia CreativeUEA and Health Economic Consulting
9	The value and impact of Scotland's libraries	Éadaoín Lynch for Scottish Book Trust
10	National Museums Scotland - Social Impact Toolkit Introduction and Guide	National Museums Scotland
11	Suffolk Libraries Impact Engagement Toolkit	Suffolk Libraries and The Audience Agency
12	Suffolk libraries creating positive well-being & making lives better	Suffolk Libraries and MIND
13	Canadian Association of Research Libraries (CARL) Library Impact Library Toolkit Project Overview	Romaiuk and Wheeler, University of Calgary

	<b>Title</b>	<b>Author</b>
14	The CARL Library Impact Framework: A Logic Model Approach to Impact Assessment for Research Libraries	Robertson, Gottschalk and Wheeler
15	CARL Library Impact Framework Worksheet	
16	Assessing the Economic Impact of Vancouver Island Regional Library on our Member Communities	Vancouver Island Regional Library Administration
17	British Columbia Measuring Social Impact of Public Libraries	British Columbia Public Library Partners
18	The Economic Impact of Barrie Public Library 2018	Barrie Library
19	Enabling Torontonians to grow and thrive Measuring the social impact of Toronto Public Library	Seismonaut
20	Enabling Torontonians to Grow and Thrive Social Impact Study Executive Summary	Seismonaut
21	The Economic Impact of Vaughan Public Libraries on the City of Vaughan	Vaughan Public Libraries
22	The Total Economic Impact of Milton Public Library Summary	Milton Public Library
23	The-Value-of-Sault Ste Maries Public Library	NORDIK Institute
24	Under the Umbrella Stratford Public Libraries Economic Impact	Stratford Public Library
25	The health and well-being benefits of public libraries 2015	Fujiwara, Lawton, Mourato
26	Guidelines_standards_and_outcome_measures_for_australian_public_libraries	Deakin, ACT: Australian Library and Information Association
27	What Is the Value of a Public Library? Possibilities, Challenges, Opportunities	Joseph Matthews

	<b>Title</b>	<b>Author</b>
28	Unlimited Value: Leading Practice In Unlimited Value Creation	Libraries Unlimited, University of Exeter, Hawkins, Beverley; Bailey, Adrian; Coles, Tim; Harvey, Will; Smart, Andi; Waters, Hugh
29	Project Outcome	Public Libraries Association
30	Understanding the Social Well-being Impacts of the Nation's Libraries and Museums ILM 2021	Michael H. Norton, Mark J. Stern, Jonathan Meyers, Elizabeth DeYoung
31	NHS Value and Impact Toolkit	Knowledge for Healthcare Team NHS
32	Research and Assessment Cycle Toolkit	ALA (American Library Association)
33	Impact Toolkit	CILIP
34	Working towards measuring library impact	National Library New Zealand
35	Measuring Impact	Arts Council England
36	Libraries shaping the future: good practice toolkit	DCMS
37	Duplicate	
38	Data Storytelling Toolkit for Libraries	Professor Kate McDowell
39	Observation Deck	Madison Public Libraries, Waupaca Public Libraries, Skokie Public Libraries
40	Theory of Change: a new approach to data by Schools Library Services in the UK	Thebridge, S and Harris G
41	Well-being-and-Scottish-Public-Libraries-Supporting-Narrative	Scottish Library and Information Council (SLIC)

	<b>Title</b>	<b>Author</b>
42	Well-being and Scottish Public Libraries Communications Plan	Scottish Library and Information Council (SLIC)
43	Well-being and Scottish Public Libraries Slides	Scottish Library and Information Council (SLIC)
44	Rochester Public Library Logic Model	Rochester Public Library and Wilder Research
45	Contemporary evaluation methods of library's impact used in the National Library of Estonia	National Library of Estonia
46	British Library Economic Impact Assessment of the Business & IP Centre (BIPC) National Network	ERS Research and Consultancy
47	ISO 16439:2014 Information and documentation - Methods and procedures for assessing the impact of libraries	Technical Committee ISO/TC 46/SC 8
48	Public Libraries Evaluation Network	Culture Counts
49	Evaluating the Economic Impact of a public service - the case of the Municipal Library of Prague	Stejskal & Hejak
50	Value Study of GLAMs In Canada Report for the Ottawa Declaration Working Group	Oxford Economics
51	Library Return on Investment Reviewing the evidence from the last 10 years	IFLA
52	LIBRARIES WORK! The socio-economic value of public libraries to Victorians	SGS Economics and Planning
53	The Economic Value of Public Libraries	Copenhagen Economics
54	Economic impact of independent museum sector	Dr. Stephen Connolly (DC Research) and Jonathan Durnin (Durnin Research)
55	Libraries Deliver: Ambition for Public Libraries in England 2016-2021	Libraries Task Force
56	The answer is libraries: The value of public libraries in South Australia	SGS Economics and Planning

	<b>Title</b>	<b>Author</b>
57	Evidencing impact in Kent	Sarah Bottle Service Manager - Innovation, Digital & Libraries, Kent County Council
58	Impact The Evaluation Tool	Jan Holden Nick Little Norfolk Library and Information Service

## Annex B: Customer questionnaires

An authority should conduct customer surveys at least once during the period 2025-28. Whilst authorities may carry out a separate customer impact survey if they wish, it is recommended that the questions below are added to the WPLS Framework 7 survey. Further guidance on conducting surveys is provided in the WPLS Definitions and Guidance document. You should seek advice from your local authority specialists if you are unclear about conducting surveys.

Surveys should capture opinions from both physical and online library visitors. Services are free to choose how best to present these questions based on the software they use or approach they take, including any standard logos or data protection statements. Surveys should be available in print format in all branches. However, for ease of data collation and to allow customers greater privacy in completing surveys, it is recommended that customers are also offered the option of completing the survey online (e.g. via a tablet with the survey preloaded or providing a link/QR code they can scan with their own device). Individual services should decide how to best promote the survey to their customers, but this is likely to include: posters or notices in libraries; directly promoting the survey in conversations with library customers; and via social media.

The online survey should be accessible via a link from the library website, and you may wish to distribute this link in other ways too (e.g. via social media).

You should aim for around 400 completed questionnaires. Whilst the survey is not intended to be representative of library customers, ensure there are some responses from each branch.

The children's survey should also be available in all branches. You may also wish to make this available online if you have a dedicated page with online resources for children and young people. You should aim for between 350 and 400 responses.

### Adult survey

We would like to know how important the library service is for you and the impact it has on your life. Your answers can help us to understand how customers are using our services and develop even better services for you. All answers are voluntary and will be treated confidentially. Any responses used in reports or shared in other ways will be anonymised. Thank you for your cooperation.

1. Through using [insert local authority name] library services...

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
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a)...I am more aware of things that are happening in my community.					
b)...I feel part of my community.					
c)...I have gained insights into other people's lives.					
d)... I have become more involved in my community.					

e) If you answered 'agree' or 'strongly agree' to question d, please tell us how you have become more involved in your community.

2. Through using [insert local authority name] library services...

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
a)... I am more aware of Welsh culture (e.g. literature, heritage, music, art, Welsh language).					
b)... I feel more confident attending cultural venues and events.					
c)... I have increased my knowledge of Welsh culture.					
d)... I have taken part in cultural activities (e.g. author visits, reading/book groups, literary discussions, storytelling, poetry, music, creative writing groups).					

e) If you answered 'agree' or 'strongly agree' to question d, please tell us which activity you enjoyed most and why you enjoyed it.

3. Through using [insert local authority name] library services...

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>

a)... I am aware of resources that can help me to learn something new.					
b)... I feel I am able to learn new things.					
c)... I have learnt things that are helpful in my everyday life.					
d)... I have used what I have learnt through using the library.					

e) If you answered 'agree' or 'strongly agree' to question d, please explain how you have used what you have learnt.

4. Through using [insert local authority name] library services...

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
a)... I am more aware of support and resources that can help to take care of my or my family's well-being.					
b)... I feel better able to take care of my or my family's well-being.					
c)... I understand my own health and well-being better.					
d)... I have changed at least one thing to improve my physical or mental well-being.					

e) If you answered 'agree' or 'strongly agree' to question d, and if you are happy to do so, please describe what aspects of your physical or mental health you have changed.

## Children's survey

We would like to know what you think about the library. It is up to you to decide whether you want to take part in this survey. We may use your answers in reports about the library, but we will make sure that you are not identified.

1. Visiting the library helps me to meet new people or make friends.

I agree a lot / I agree a little / I disagree / I'm not sure

2. Visiting the library helps me to take part in activities like reading groups, story times, music, art or Welsh language activities.

I agree a lot / I agree a little / I disagree / I'm not sure

3. Visiting the library helps me to learn new things.

I agree a lot / I agree a little / I disagree / I'm not sure

4. When I visit the library, I usually feel...

Worried

Happy

Confident

Tired

Excited

Cheerful

Sad

Calm

Safe

Angry

Bored

Relaxed

Confused

Nervous

Circle **all** the words that describe how you feel when you visit the library. You can also add your own words if you would like to.

# Annex C: Data analysis guidance

## Quantitative data

Stage 1: Convert answers to numerical scores as follows:

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly agree

Stage 2: Paste your data into 'raw data' tab on the analysis spreadsheet. If you have more than 400 responses, insert more rows. The average for each question will be calculated automatically.

Stage 3: Click on the 'chart' tab. Your impact diagrams will be produced automatically. You may need to adjust the position of the labels on your charts.

## Qualitative data

Open-ended responses from the customer impact survey should be coded (categorised) according to the framework below. If there are less than 105 responses to an open-ended question, library services should code all the responses. If there are 105 responses or more, libraries may choose to systematically sample responses if they wish.

## Sampling

Example: In response to the Community open-ended question, "How have you become more involved," a library service receives 247 responses.

1. List the responses in a spreadsheet.
2. Calculate the 'sampling interval' as follows:

Total number of responses / Ideal minimum sample size (70)

$$247 / 70 = 3.53$$

Round this up or down to the nearest whole number.

3.53 - gives a sampling interval of 4.

3. Select a random number between 1 and 4.

2 is selected as the random number.

4. Code every 4<sup>th</sup> answer, starting with the selected random number.

Code the responses on lines 2, 6, 10, 14, 18, 22 etc. on the spreadsheet.

## **Coding**

The framework below sets out the codes or tags for each of the open-ended survey questions. To code the responses, decide which category is the best fit for each statement. Inevitably, there will be responses that do not easily fit into a single category. In these cases, you can choose to include the response in more than one category if you wish.

### **Community: How have you become more involved?**

- Attending group(s) in the library
- Attending group(s) beyond the library
- Informal involvement (e.g. making friends)
- Volunteering in the library
- Volunteering beyond the library
- Other types of civic engagement or community involvement (e.g. community organising, campaigning)

### **Culture: What activities have you taken part in?**

- Reading
- Storytelling
- Writing
- Visual art
- Music/singing
- Theatre/film
- Heritage and Culture: Welsh
- Heritage and Culture: Other
- Other

### **Learning: Please explain how you have used what you have learnt.**

- Support formal education
- Support a family member or friend
- Put a skill into practice
- Support employment/career

- Civic engagement
- Self-development/well-being
- Other

**Well-being: If you are happy to do so, please describe what aspects of your physical or mental health you have changed.**

- Managing stress/anxiety/depression
- Combatting loneliness
- Managing another aspect of mental health
- Managing a physical health condition
- Maintaining a healthy lifestyle: Healthy eating
- Maintaining a healthy lifestyle: Exercise
- Maintaining a healthy lifestyle: Other
- Other

There are a number of methods you can use to code the open-ended survey responses.

### **Option 1: Manual coding**

Choose a highlighter colour for each code or category. Highlight each response to indicate the best fit code for that statement. (e.g. For responses to the Culture question, orange=reading; yellow=storytelling; green=writing etc). You can do this process on paper, or by highlighting the responses in a Word document.

### **Option 2: Open-source coding software**

[Taguette](#) is an open-source document tagging tool. You can use it as an app or download it to your own computer. For further details, see the [Getting Started](#) guide. A 'codebook' is provided to library services as a csv file. Once you have set up a project, you can 'import codebook' on the Project Info tab to set up the codes (called Highlights in Taguette). You then need to import your responses by clicking on 'add a document' under the 'Documents' tab. If you are using the Taguette app analyse your data, make sure you have anonymised the responses before they are uploaded, for example, removing names, locations or job titles that could identify an individual.

### **Option 3: AI coding**

A range of AI packages are available for which coding prompts can be developed based on the categories in the coding framework. Suitable prompts will vary depending on the AI package used.

## Annex D: Mapping to strategic priorities

Note: This list is not exhaustive, rather it highlights those priorities likely to be most closely related to library impact themes.

Strategy	Strengthening communities	Celebrating culture	Promoting learning	Improving well-being
<b>Priorities for Culture</b>	<p>Libraries foster a sense of belonging and support social connections and cohesion within and across communities</p>	<p>Libraries encourage participation in the literature, cultural heritage and contemporary culture of Wales, including a thriving Welsh language</p>	<p>Libraries inspire engagement in learning throughout life, including the development of literacy, creativity and digital skills, and confidence</p>	<p>Libraries support individual and community well-being, thus helping to make Wales a more equitable and healthier place to live</p>
<p>1. Culture is inclusive, accessible and diverse.</p> <p>3. Culture is embedded in place-making.</p> <p>4. Culture reflects the needs and aspirations of children and young people, and strengthens the connection between generations.</p> <p>10. Our collections and historic assets are cared for and used to support learning, creativity, place-</p>	<p>2. Cultural democracy and cultural rights are central to culture.</p> <p>6. Culture supports and promotes the Welsh language and reflects Wales as a bilingual and multilingual nation.</p> <p>7. Culture has a high profile in how Wales is marketed to visitors and in how we establish and develop international relationships.</p>	<p>10. Our collections and historic assets are cared for and used to support learning, creativity, place-making and cultural well-being.</p>	<p>5. Cultural participation supports individual and community well-being.</p> <p>10. Our collections and historic assets are cared for and used to support learning, creativity, place-making and cultural well-being.</p>	

Strategy	Strengthening communities	Celebrating culture	Promoting learning	Improving well-being
<b>Priorities for Culture (continued)</b>	making and cultural well-being.	<p>8. The profile of culture is raised by celebrating and promoting culture at a local, national and international level.</p> <p>12. Culture and heritage bodies will work collaboratively to maximise the full potential of specialist teams and collections, working with others to explore and leverage the power of culture.</p> <p>13. Culture is supported and enhanced by good digital practice.</p> <p>15. The culture sector is a great place to work and volunteer, with a professional and skilled workforce.</p>		

Strategy	Strengthening communities	Celebrating culture	Promoting learning	Improving well-being
Well-being of Future Generations	<p><b>Cohesive Communities:</b> attractive, viable, safe and well-connected communities.</p> <p><b>More Equal:</b> a society that enables people to fulfil their potential no matter what their background or circumstances.</p>	<p><b>Vibrant Culture &amp; Thriving Welsh Language:</b> promotes and protects culture, heritage and the Welsh language, which encourages people to participate in the arts, and sports and recreation.</p>	<p><b>Prosperous Wales:</b> develops a skilled and well-educated population.</p>	<p><b>More Equal:</b> a society that enables people to fulfil their potential no matter what their background or circumstances.</p> <p><b>Healthier:</b> a society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>
Age Friendly Wales: Our Strategy for an Ageing Society	<p><b>Aim 3: Building and retaining people’s own capability:</b> community participation (Tackling loneliness and isolation; Improving access to and availability of places to meet; Encouraging intergenerational contact).</p>		<p><b>Aim 3: Building and retaining people’s own capability:</b> lifelong learning (Delivering a new right to lifelong learning; Supporting informal learning; Promoting digital confidence).</p>	

Strategy	Strengthening communities	Celebrating culture	Promoting learning	Improving well-being
<b>A Healthier Wales: Our Plan for Health and Social Care</b>				<p><b>Services which are seamless, delivered as close to home as possible.</b></p> <p><b>Longer, Healthier and Happier Lives:</b> people to take more responsibility, not only for their own health and well-being, but also for their family and for people they care for, perhaps even for their friends and neighbours.</p> <p><b>A whole system approach to health and social care:</b> a ‘wellness’ system, which aims to support and anticipate health needs, to prevent illness, and to reduce the impact of poor health.</p>

Strategy	Strengthening communities	Celebrating culture	Promoting learning	Improving well-being
<b>Anti-racist Wales Action Plan</b>	<p>Embed anti-racist practice, facilitate equality of access and outcomes, and maximise participation for Black, Asian and Minority Ethnic people.</p> <p>Promoting and delivering a balanced, authentic and decolonised account of the past - one that recognises both historical injustices and the positive impact of Black Asian and Minority Ethnic communities.</p>	<p>Support all parts of the society in Wales to embrace and celebrate its diverse cultural heritage while understanding, and recognising the right to, freedom of cultural expression.</p>	<p>Deliver anti-racist education and learning; including interpretation, marketing and educational materials that recognise and celebrate the rich and diverse cultural mix of our society, encourage widespread physical and intellectual engagement and so promote anti-racist practice and principles throughout.</p>	
<b>Cymraeg 2050</b>	<p><b>3. Creating favourable conditions:</b> Community and economy, support the socioeconomic infrastructure of Welsh-speaking communities.</p>	<p><b>2. Increasing the use of Welsh:</b> in the workplaces, services and social use of Welsh.</p>	<p><b>1. Increasing the number of Welsh speakers:</b> developing and sustaining skills through education and training, from the early years to Welsh-language provision for adults.</p>	

Strategy	Strengthening communities	Celebrating culture	Promoting learning	Improving well-being
<b>Cymraeg 2050 (continued)</b>		<b>3. Creating favourable conditions:</b> Culture and media, ensure that the Welsh language is safeguarded as an integral part of our contemporary culture.		
<b>Digital Strategy for Wales</b>	<b>Mission 2: digital inclusion:</b> Equip people with the motivation, access, skills and confidence to engage with an increasingly digital world, based on their needs.		<b>Mission 2: digital inclusion</b> (Equip people with the motivation, access, skills and confidence to engage with an increasingly digital world, based on their needs).  <b>Mission 3: digital skills</b> (Create a workforce that has the digital skills, capability and confidence to excel in the workplace and in everyday life).	

Strategy	Strengthening communities	Celebrating culture	Promoting learning	Improving well-being
<b>Strategic Equality Plan 2020-24</b>	<p>1. Take action to mitigate the risk of people falling into poverty, improving outcomes for those most at risk and who live in low income households.</p> <p>6: We will build on our existing policies and interventions and develop a monitoring framework to measure progress towards community cohesion and the fostering of good relations.</p>			
<b>LGBTQ+ Action Plan for Wales</b>	<p>Make Wales a safer place; make Wales a Nation of Sanctuary for LGBTQ+ migrants; improve inclusion and participation in all areas of life; listen to, and work with, our LGBTQ+ communities; defend and promote the rights of</p>		<p>Ensure education in Wales is inclusive.</p>	<p>Improve healthcare outcomes.</p>

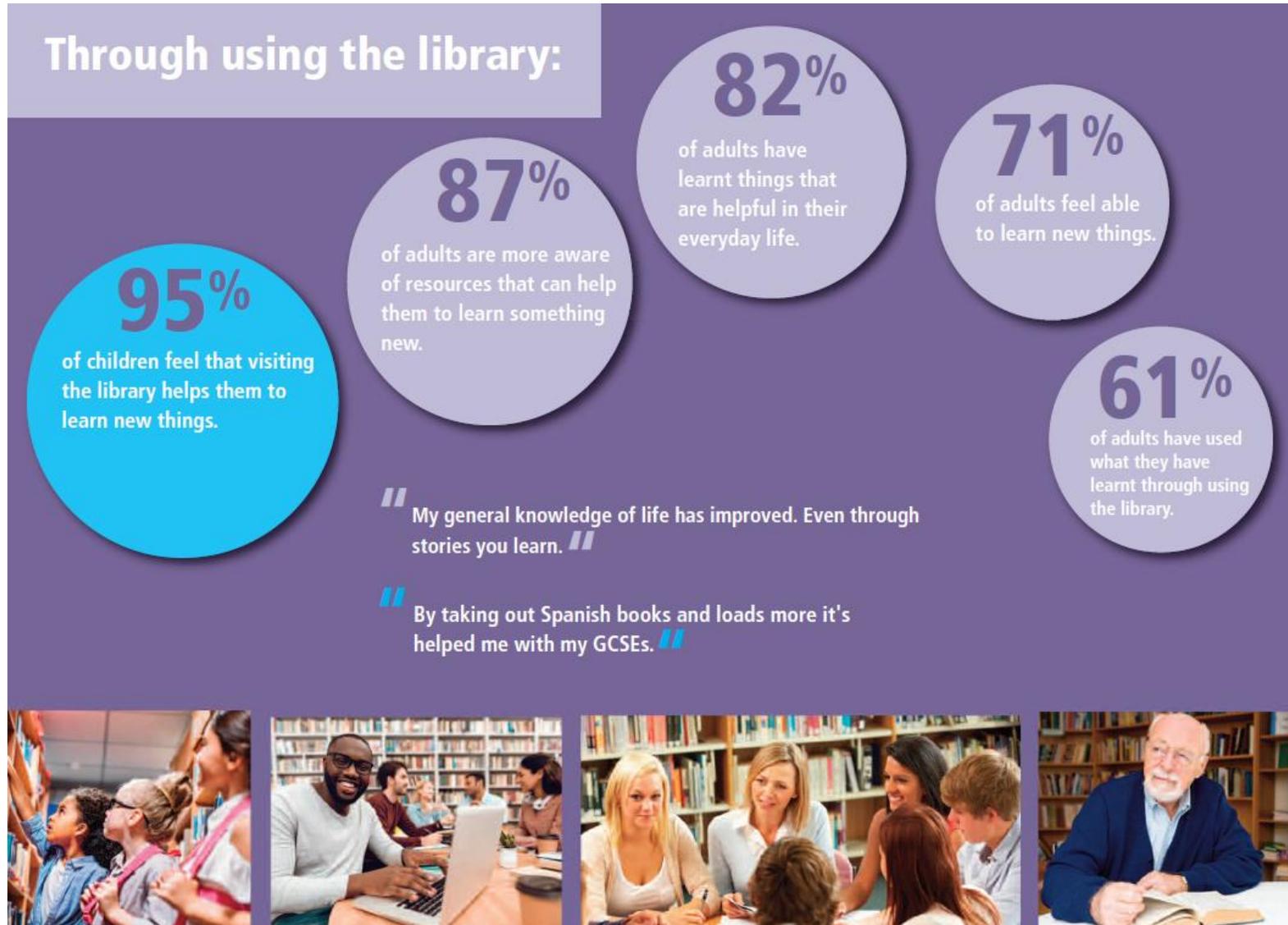
Strategy	Strengthening communities	Celebrating culture	Promoting learning	Improving well-being
LGBTQ+ Action Plan for Wales (continued)	trans and non-binary people.			
Connected Communities	<p><b>Priority 1: Increasing opportunities for people to connect</b> (Promoting and Enabling Volunteering; Raising awareness of opportunities to connect).</p> <p><b>Priority 2: A community infrastructure that supports connected communities</b> (Making the most of digital technology to connect people; Making better use of community spaces).</p> <p><b>Priority 3: Cohesive and supportive communities</b> (Developing More Cohesive Communities).</p>	<p><b>Priority 1: Increasing opportunities for people to connect</b> (Promoting and Enabling social connections through culture, heritage and the arts).</p>	<p><b>Priority 1: Increasing opportunities for people to connect</b> (Supporting and enabling digital inclusion).</p>	<p><b>Priority 1: Increasing opportunities for people to connect</b> (Promoting and Enabling Volunteering; Raising awareness of opportunities to connect; Supporting and enabling people to connect through well-being services; Supporting those at greatest risk).</p> <p><b>Priority 3: Cohesive and supportive communities</b> (An integrated health and social care system that supports well-being and community engagement).</p>

Strategy	Strengthening communities	Celebrating culture	Promoting learning	Improving well-being
<b>Connected Communities (continued)</b>	<b>Priority 4: Building Awareness and Promoting Positive Attitudes</b> (Supporting children and young people to establish and maintain meaningful social connections).			<b>Priority 4: Building Awareness and Promoting Positive Attitudes</b> (Building a national conversation to promote mental well-being and raise awareness; Supporting children and young people to establish and maintain meaningful social connections; Supporting good mental health, well-being and resilience among the wider population).

# Annex E: Overall impact graphic example



## Annex F: Alternative presentation of overall impact example



## Annex G: Well-being theme impact graphic example



# Annex H: Learning theme impact graphic example



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- i Strong positive correlation between the size of the book budget and issue figures (Pearson's  $r = 0.768$ ;  $p < 0.001$ )
  - ii Strong positive correlation between children's issues and expenditure on children's books (Pearson's  $r = 0.878$ ;  $p < 0.001$ )
  - iii Strong positive correlation between spend on Welsh language resources and the number of issues (Pearson's  $r = 0.735$ ;  $p < 0.001$ )
  - iv Strong positive correlation between opening hours and active borrowers (Pearson's  $r = 0.894$ ,  $p < 0.001$ )
  - v Positive correlation between e-issues and spend on e-resources (Pearson's  $r = 0.553$ ;  $p = 0.004$ )