



**National Library
of Scotland**

Leabharlann Nàiseanta
na h-Alba

Equalities Mainstreaming Progress Report

April 2019

Contents

	Page
1 Executive summary	3
2 Introduction	3
3 The legal framework in relation to the Library and the duty	5
4 Mainstreaming the equality duty including an analysis of employee and board data and recruitment data	7
5 Progress and ongoing work of Planned outcomes for 2017-2020	16
6 Equal pay statement	35
7 Pay by Protected Characteristics (Gender, Disability, Ethnicity)	36
8 Gender Pay Gap	38
9 Occupational segregation	40

Appendices

Appendix 1	Staff Data	41
Appendix 2	Board Data	48
Appendix 3	Recruitment Data	49

1. Executive summary

As a publicly funded organisation, the National Library of Scotland has a duty to eliminate discrimination and advance equality of opportunity in its everyday work. It is also required to report on how it is achieving these objectives.

This is a progress report for the two year period from April 2017 on the progress that has been made in complying with the terms of the Equality Act of 2010. It demonstrates that the Library continues to take significant steps to ensure that equality issues are considered and addressed at all stages in the development and delivery of its services.

Progress recorded in the report includes:

- Improving access across all its services for people of all backgrounds;
- Offering a range of volunteering and career support opportunities for young people;
- Carrying out building upgrades to allow people with mobility impairment to access the reading rooms;
- Offering guided tours and assisted technology to support people with disabilities;
- Promoting dignity at work training for staff;
- Ensuring equal pay for equal work;
- Arranging cultural, equality and awareness training for staff;
- Planning the establishment of a Library equality and diversity group to ensure further progress.

The report recognises that improvement is a continuous process and identifies a range of targets for future work. It reinforces the Library's commitment to this area of work while acknowledging the significant challenges that lie in achieving further progress.

2. Introduction

The National Library of Scotland (the Library) is one of six legal deposit libraries in the United Kingdom and Ireland. These libraries are entitled to request and receive a copy of each item published in the UK and currently the Library is the custodian of over 26 million items held in trust for the people of Scotland.

The Library was formed in 1925 by the National Library of Scotland Act largely with material from the library of the Faculty of Advocates. The Faculty had been collecting material since the early 1680s and it was much of this material that became the basis of what is now the National Library of Scotland.

The Library agreed a five year strategy **The Way Forward** in 2015. It explains that;

‘The National Library of Scotland preserves the memory of the nation with collections that span the centuries, from earliest times to the digital age. Our collections document the influence of Scots at home and abroad, while reflecting the ideas and cultures of the world. They cover all aspects of human endeavour in multiple formats, including books, manuscripts, archives, websites, maps, music, moving images and sound. We are the custodians of over 24 million items held in trust for the people of Scotland. Every day over a thousand new items arrive in our buildings or onto our data servers.

We support education, research, business and innovation and our work enhances the reputation of Scotland as a country with a rich cultural heritage and a vibrant future. We are committed to providing easy access to our physical and digital collections and delivering services that are open and available to all. Our determination is to make the knowledge held within our collections available anywhere, any screen, anytime.’

Further information on the strategy can be found here: [The Way Forward](#)

The Library has six physical buildings, four in Edinburgh with the main building at George IV Bridge and two in Glasgow. The Kelvin Hall facility in Glasgow provides the west of Scotland with access to the Library’s electronic resources.

There are around 320 staff working across the Library sites, all playing a role in supporting the delivery of the strategy with the aim of moving us towards being recognised as one of the best national libraries in Europe. Staff have a wide mixture of skills, including those who are highly specialised in the fields of conservation, curatorial and archival work, those supporting public areas in the reading rooms and the corporate support functions such as finance and human resources.

Under the National Library Act of Scotland Act (2012), the Board of the Library was reconstituted and as of February 2015, we had complete Board membership. The Board as at January 2017 consisted of a Chair directly appointed by Scottish Ministers who took up the position in October 2016 and twelve members, one of whom is a nominee from the Faculty of Advocates.

In April 2015 the Library published an initial mainstreaming report and a set of equalities outcomes. In April 2017 we provided a Mainstreaming Report which provided a progress report on the delivery of the equality outcomes set in 2015.

The April 2017 report also reset the planned outcomes for the period 2017-2021 as well as presenting an analysis of the gender pay gap and our employee and recruitment data as at January 2017.

As a result of the Equality Act (Specific Duties) (Scotland) Amendment Regulations 2016 which came into force on 18 March 2016, there is a commitment to achieving greater diversity on the boards of public authorities. In light of this amendment the Library now provides information within the mainstreaming report on the number of male/female members of the Board as well as a statement from the Board on their commitment to promote greater diversity of membership as part of a wider remit of succession planning.

The results are set out through this report. We believe that the Library has made progress in mainstreaming equalities across the organisation. However, there is more to do and there are still a number of challenges for the years ahead.

3. The legal framework in relation to the Library and the duty

Under the 2012 National Library of Scotland Act we are prescribed under the general function to ‘manage the Library as a national resource for reference, study, research and bibliography, having particular regard to Scotland.’ Under the Act the Library is also specifically charged with:

- Preserving, conserving and developing its collections;
- Making the collections accessible to the public and to persons wishing to carry out study and research;
- Exhibiting and interpreting objects in the collections;
- Promoting collaboration and the sharing of good practice with and between other persons providing library and information services, and the adoption of good practice by those persons with a view to:
 - encouraging education and research;
 - promoting understanding and enjoyment of the collections;
 - promoting the diversity of persons accessing the collections;
 - contributing to the understanding of Scotland’s national culture.

Under the Equality Act 2010 the Library is specifically charged, under the public sector equality duty, to ‘exercise its functions, having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and person who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it’.

Additionally the Library has responsibilities under the Specific Duties (Scotland) Regulations 2012 to;

- report on progress towards mainstreaming the duty;
- publish equality outcomes and report on progress;
- assess and review policies and practices;
- gather and use employee information;
- publish gender pay gap information and statements on equal pay;
- consider award criteria and conditions in relation to public procurement;
- publish in a manner that is accessible.

The Protected Characteristics

There are nine listed protected characteristics under the Equality Act 2010 and these are:

- Gender
- Disability
- Race
- Sexual Orientation
- Religion or belief
- Maternity and Pregnancy
- Marital Status and Civil Partnership
- Age
- Gender Reassignment

4. Mainstreaming the Equality Duty including an analysis of employee and board data and recruitment data

The Library continues to take significant steps to ensure that equalities are mainstreamed throughout its activities. Below we have detailed some of the equality initiatives and projects which the Library has been involved with or will shortly launch in response to our Outcomes.

Young People

In 2018, we worked in partnership with the Heritage Lottery Fund to run a series of workshops for community and youth organisations, including women's groups, and organisations that support people with mobility issues and learning disabilities. The sessions were designed to encourage these groups to think about heritage / heritage projects and to introduce them to the Library and the funding streams available to support heritage projects. These workshops have generated a number of projects and visits to the Library.

In 2018, the Library worked in partnership with Youthlink Scotland to deliver an HLF-funded project which aimed to support early career youth workers to develop youth-led heritage projects. This resulted in an exhibition of young people's work and research exploring the role of women in the First World War. The Library is also working on a project with Fast Forward called Rebel Roots, which is supporting young people to research the history of youth sub-cultures in Edinburgh. In 2018, we also worked with the Superpower Agency on a project to support young people's literacy and creative writing skills.

Young People and Recruitment

The Library is committed to helping remove unnecessary barriers to the employment of young people and has pursued a range of activities to take this forward including the refinement of our recruitment processes to make our jobs more easily accessible to young people. We focus on potential rather than experience when this is appropriate for the job and create a context where candidates can show what they are capable of.

Following insights gained through our youth employability projects, we identified a potential opportunity for people with certain forms of autism to thrive in particular types of work at the Library.

We built on these insights by developing our relationship with agencies such as [Into Work](#) and [Project Search](#) who specialise in supporting the employability of people with disabilities.

Working with these agencies and meeting with their clients and support workers, allowed us to develop our ideas for new ways of recruiting staff which would remove or lower unnecessary barriers to employment while still ensuring that the recruitment process would be fair, transparent, and effective in matching the best candidate to the job.

Through 2018 we developed new approaches including opportunities for candidates to visit the Library, to take part in “Show and Tell” sessions where potential applicants and where appropriate support workers could see the work, familiarise themselves with the surroundings; and meet some of the team members. The purpose of these sessions was to reassure and encourage applicants and also to provide a realistic experience of the kind of work involved.

Vacancies have been advertised as usual and the revised recruitment process remains open to any applicant. The selection process was designed to be both youth and disability friendly, incorporating practical assessment elements directly related to the job. We have also asked shortlisted candidates to advise us if they needed any reasonable adjustments to the process. This has resulted in us:

- Making “de-stressing” adjustments to the assessment space (e.g. removing clocks from walls);
- Providing clear written instructions for practical tasks; and
- Simplifying the structure of interview questions.

We believe these adjustments enhanced the selection process for all candidates including some who have chosen not to disclose disability.

We have seen some success in more candidates with disabilities being appointed into jobs at the Library.

We have amended our standard induction process to meet the needs of each individual. In some cases, induction has included extended support from a care worker; conversations with a member of staff’s parents; adjustments to work pattern; rewriting of instructions; increased one-one training; and changes to team activities.

All of the newly recruited staff have made an excellent beginning at the Library and some staff, who may have been disadvantaged by a traditional recruitment process, have surpassed all expectations around quantity and quality of the work.

The Library also received positive feedback on the process from some unsuccessful candidates:

I would like to feedback how positive and refreshing I've found the recruitment process at NLS. From the opportunity of the show and tell session prior to the interview, to the personal response to the interview outcome, rather than a rigid standard response, I've found it really unique and effective. Thank you. It does make a difference.

Staff engagement

It is important that our staff feel involved in what we do to ensure that equality is embedded in our work and how we behave and treat people. To ensure that we focus on the priorities to achieve this we will establish an Equality and Diversity Group over the next 6 months. It will be important to ensure the right balance of membership of the Group with senior managers involved to demonstrate commitment to equality.

The purpose of the Group will be:

- To oversee the achievement of future Equality outcomes and monitor progress;
- Promote good practice;
- Support the completion and monitoring of Equality Impact Assessments (EqIAs);
- Work with staff to ensure compliance and understanding of relevant policy and procedure and the elimination of discrimination;
- Engage with partners and communities to promote equality of opportunity.

The minutes of the Group meetings will be distributed to the Board's Staffing and Remuneration Committee for information.

Improving the quality and reliability of staff data

We recognised that in a number of categories there is a lack of sufficient equalities information from staff to draw any meaningful conclusions. In an effort to address this, we launched 'Self Service' in September 2017 which allows staff access to their personal record held in the HR Management Information System. As part of the launch communication to staff, we encouraged staff to complete and update the equalities information. Reminders have since been sent out on a 6 monthly basis.

With the next reminder to staff (June 2019) we will include within the communication, information on monitoring to encourage increased completion of the equality related data.

'Library Social' events for people affected by dementia.

We are continuing to deliver a monthly event for people affected by dementia, as part of a larger programme in partnership with the National Galleries of Scotland, the National Museum of Scotland, Edinburgh Zoo, and St Cecilia's Hall. In addition to this, we have been in discussion with Sporting Memories, and with the Eric Liddell Centre, to look at developing handling boxes and outreach events based on this model. We are also developing a handling box to accompany the MacKinnon touring display, which can be used as a basis for delivering similar events in other venues.

Accessibility

We strive to make our collections and buildings accessible to all. Activities here include:

- We offer regular visits for older people who are socially isolated via a partnership with Contact the Elderly. We also offer visits for other organisations who work with older people, such as the Artlink Vintage Club. We are taking part in the Luminate Festival of Creative Aging in 2019.
- We offer regular accessible exhibition tours for people who are visually impaired and hard of hearing, and we are currently investigating the possibility of offering Deaf-led tours in partnership with other heritage organisations.
- We have a range of assistive technology in our reading rooms to enable people with visual impairments to access our print and digital collections.
- We provide access to our General Reading Rooms for all readers including those with mobility impairment. We have upgraded our infrastructure including the introduction of automated doors to maximise self-service access/egress to our reading rooms for those in wheelchairs or with other impairments.
- We publicise access to our buildings for such users by participating in Disabled Access Day “You are here” guided tours each year.
- We provide scheduled guided- tours of our exhibitions to disabled users.
- In 2018, the Library worked with Age Scotland to help deliver a year-long project, funded by HLF, to explore the history of services and campaigns for older people in Scotland.

Kelvin Hall

What Scotland Means To Me

2018 was the Scottish Government’s Year of Young People. For the Moving Image and Sound Collection, this brought the launch of a national youth film competition to proactively engage new audiences and celebrate the culture of Scotland on screen from young people’s points of view. The competition, funded through the Librarian’s Innovation fund, launched in May 2018 in conjunction with the Scottish Youth Film Festival, inviting young people to create a one minute film on the theme ‘What Scotland Means to Me’.

The call-out for films was promoted far and wide around school networks, youth groups and young filmmakers clubs. The promotional material was produced in both Scots and Gaelic to encourage young people to create their story in any language. All types of technology were eligible in the production of the films from phones, tablets and cameras. At the end of the competition deadline in October 2018 nearly 50 films were submitted from all over Scotland.

The independent judging panel, formed of award winning Scottish Film Industry talent of Kevin Guthrie, Tim Courtney, Raisah Ahmed along with a National Youth Arts Advisory Group Ambassador, were tasked with selecting a shortlist and identifying the winning films. The celebration event took place in Kelvin Hall in Glasgow on 28th November, just before St Andrews Day, when all 14 shortlisted films were screened to a full house in the auditorium.

The winning film in the 12 years and under category From Dancing Dundee was made by Sen and Lucy as they dance their way around Tayside and provide an insight into their view of Scotland. The 13 years and over category was won by St Thomas Aquinas Acrostic Account where a large group of S2 pupils shared their comical thoughts about what Scotland means to them, using individual pieces to camera. The winning films can be viewed online here: <https://www.nls.uk/film-competition>.

The Interim Head of Moving Image and Sound Collections at the National Library said: “Running this competition has been such a great opportunity to add contemporary young people’s perspectives to our moving image collections. We were amazed and entertained by the eclectic range of diverse and inclusive films we received for future generations to enjoy.”

We are engaging through the Moving Image Archive with the BFI’s Film Audience Network and its strategies for engaging young people with film and television heritage through youth programming and training initiatives.

In 2018 Kelvin Hall received a Gold Award from the Green Tourism Business Scheme (GTBS) – the largest eco-certification programme of its kind in the world – for its “highly impressive” commitment to sustainability and accessibility. The venue was also awarded five stars by Visit Scotland.

Library staff at Kelvin Hall have attended disability and cultural awareness training. Autism awareness training is planned for 2019. The venue will also complete an autism storyboard for the webpage to make planning a visit easier.

Board Statement: promoting diversity of Board membership

The Board of the National Library of Scotland is committed to the promotion of diversity of Board Membership. The Board believes that it has a role to play in promoting diversity and inclusion across our workforce. The engagement and productivity of our people are positively impacted by bringing people into the organisation from a wide range of backgrounds and experiences. The Board endeavours to lead by example in this regard.

In 2018 the Board looked at diversity succession planning and in August 2018 advertised for a Co-opted member of the Audit Committee who was at an early stage in their career as a newly qualified or trainee accountant to join the Audit Committee of the Board. An appointment was made in September 2018.

Employee Data Analysis

The tables showing the staff data are within Appendix 1. Where data is referred to, the table is referenced.

Unless otherwise stated, the information on our staff has been taken from the HR Management Information System as at 31 January 2019.

Gender and age

Overall within the Library there is a fairly balanced number of female and male employees with 54% female and 46% male (Table 1).

Within the grades there are a proportionately larger number of male staff in Grade B and C and a larger number of females in Grade D, E, H and J (Table 2). It is interesting that the predominantly female grades are within the middle and upper middle quartiles which goes against the general trend in organisations. Within these grades there is an element of occupational segregation, particularly in the following roles:

- Grade B and C – Porter, Security, Collection Support (Drivers)
- Grade D, E and H – Administrative roles, Reader Services, Curatorial Staff

The breakdown of the full-time and part-time staff (Table 4) shows a higher proportion of female staff working on a part-time basis. This is not uncommon and in line with national statistics. An element of this difference is that more female staff have caring responsibilities and in a number of cases it is through choice to work on a part-time basis. It is important to support all employees with caring responsibilities and ensure flexible working requests are treated favourably where possible.

There are a larger number of males within the higher age categories (Table 8). Within the Library there are a number of areas where there are predominantly male employees with long service and very low turnover e.g. Security and Collections Support Services.

Disability

When assessing the number of staff with a disability there is a slightly higher number of staff with a disability on the lower grades although proportionately to the staff numbers in the grade groupings this is minimal (Table 5).

Age

There is a concern over the number of staff in the 51+ age group which accounts for 43% of the staff (Table 6 & 7). The concern is in relation to the number of staff who could potentially retire and leave gaps in the levels of knowledge and skills. This is being considered through career planning and development of staff.

Ethnicity and Nationality

It is evident that the staff of the Library are predominantly white i.e. 86% of those that have disclosed which is a high representation (Table 9). This figure has decreased slightly from 2017 where it was 98%.

On nationality, the staff are predominantly British ie 92% (Table 10). This is a high representation and may increase slightly depending on the outcome of Brexit.

Sexuality

It is evident, that in the main, staff declare themselves as heterosexual ie 63% but comparisons are difficult given that 42% of staff have not disclosed or prefer not to say (Table 12).

Quality of data

Staff Data

In a number of areas it is difficult to provide valid conclusions due to the amount of incomplete data. To improve the completion of staff data, staff will continue to be encouraged to update their personal record following the introduction of the Self Service system which is part of the HR System. This is recorded as a Task in the Outcomes from 2017 (Activity 2.1).

Recruitment Data

Work has been undertaken on the e-recruitment process to improve the quality of the data provided by candidates. The data shown in Appendix 3 provides a significant improvement from the previous report in the reduction of applicants under the 'Unknown' category eg in the 2017 report the number of 'unknown' candidates in the category ethnicity was 82.9% (2,239). In this report the percentage has reduced to 2.5% (43).

The improvements have also allowed us to extract information on the number of candidates within each category that have been invited for interview and appointed.

Board Data Analysis

The tables showing the Board data are within Appendix 2.

The publication of this data is now a requirement under the Equality Act (Specific Duties) (Scotland) Amendment Regulations 2016 which came into force on 18 March 2016 and reinforces the commitment of Scottish Ministers to achieving greater diversity on the Boards of public authorities.

Prior to the Act coming into force, The Scottish Government's Programme for Government encouraged public, private and third sector organisations to sign up to the Partnership for Change and to set a voluntary commitment for gender balance on their Boards of 50/50 by 2020.

The Library was one of the first organisations to achieve gender balance within its Board.

As at 31 January 2019, including the Chair, there were more female (9) than male Board members (4).

In 2018, as a number of Board members were due to leave, the Board undertook a recruitment process with the Scottish Government and appointed 4 new members to the Board who are due to take up post in April 2019. The gender breakdown of the new Board appointees is 2 female appointments and 2 male appointments. The number on the Board will increase to 14 including the Chair and the gender breakdown from April 2019 will be 9 female and 5 male.

Recruitment Data Analysis

The tables showing the staff data are within Appendix 3. Where data is referred to, the table is referenced.

Please note that the data in the 'Withdrawn' category refers to candidates that have expressed an interest in the post but have not submitted an application.

There are no major concerns in relation to the protected characteristic categories where the number appointed to post generally correlates to the number of applicants. Where this is not so much the case is in relation to ethnicity and although with the exception of 'White', the numbers applying were low, the resulting appointments were 100% white. This will be analysed further as there may be a number of reasons why this is the case eg non eligibility to work in the UK.

It would be encouraging to see increased numbers of applicants in some areas (eg ethnicity) and the Library will continue to review recruitment and selection processes to ensure there is no stereotyping in the adverts and job descriptions and the criteria are objectively justified. It will also review the methods of advertising job vacancies to widen the pool of applicants. There are also a number of activities within the outcomes which will also raise awareness of the Library and what we do.

5. Progress against the planned outcomes for 2017-2021

Progress on the outcomes for 2017 – 2021

Representation and understanding

1. The Library will extend its appeal to people who currently do not think of it as a place, service or employer that has something to offer them.
2. We will improve our understanding of who uses us and doesn't use us, and who works for us, by improving the recording and analysis of statistics and asking ourselves and others new questions.

Valuing diversity

3. The Library will use its collection, services and policy to help foster good relations between those who share a protected characteristic and those that do not.

Dignity and equality

4. Our customers and employees will be able to enjoy our collections, buildings, services and remote services without obstacle or embarrassment.
5. Our staff will demonstrate that they understand the different needs of individuals, and the importance of equality for all.

Outcome 1

The Library will extend its appeal to people who currently do not think of it as a place, service, or employer that has something to offer them.

Relevant protected characteristic(s) and relationship to general duty:

Relates to all protected characteristics.

Activity	Task	Current or Planned Activity	Task Owner
<p>1.1 Increased External Engagement</p>	<p>1.1.1 Establish links with external equality groups to promote the Library as a service and an employer. Address any perceived or real barriers to increasing engagement and involvement.</p>	<p>Partnership with Youthlink Scotland to deliver an HLF-funded project which aimed to support early career youth workers to develop youth-led heritage projects.</p> <p>A project with Fast Forward called Rebel Roots, which is supporting young people to research the history of youth sub-cultures in Edinburgh.</p> <p>In 2018 we worked with HLF Scotland to invite a number of targeted community groups to learn about opportunities to collaborate on heritage projects with the Library. In association with Glasgow Women’s Library and independent curators, in 2019 we held a public workshop about ‘hidden voices’ in moving image and web archiving and how we</p>	<p>Associate Director of External Relations & Governance</p> <p>Head of HR</p>

		might try to improve the representation of marginalised people in these collections.	
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1.2 Increase the number of young people engaged, involved and employed within the Library.	1.2.1 Review each vacancy to determine if it is suitable for the employment of young people.	Continue to refine our Recruitment Process to make our jobs more accessible for the recruitment of young people. <i>See Young People and Recruitment on page 7.</i>	Head of HR
	1.2.2 Offer volunteering opportunities	Continue to offer volunteering opportunities as part of the summer volunteering programme within Collections Care over a 10 to 12 week period, one day a week.	Associate Director of Collections Management
	1.2.3 Continue to seek external and partnership opportunities.	Created as part of the Youngwummin project, of young people across Scotland in conjunction with Youthlink and HLF. Led by youth workers, the groups studied the lives of Scots women in the First World War and produced creative exhibits. Helped by Library staff, the young people arranged their pieces in a unique and striking display. At Kelvin Hall we have expanded the number of student work placements and internships (paid	Associate Director of Collections Management Head of HR Associate Director of External Relations and Governance

		internships and placements as part of a course of study) by working closely with academic partners and funders. These placements are mostly curatorial and/or research based.	
1.3 Through the use of media, social media and public relations seek to attract interest and participation from under-represented groups.	1.3.1 Review our corporate publications in light of equality and diversity objectives; paying particular attention to the use of images of people.	This is an on-going activity with equality and diversity considered in relation to all publications at the design stage. We are working towards ensuring our images of people represent greater diversity.	Associate Director of External Relations and Governance
	1.3.2 Review of all Library publications and channels – ongoing.	As part of our strategic editorial approach to publications such as our magazine (Discover) and digital communications such as our newsletter, we actively seek out content relevant to a wider audience – putting people and their experience of using Library collections first. As part of this, we always use, where possible, images and stories that present greater diversity among our readers and visitors.	Associate Director of External Relations and Governance

	<p>1.3.3 Plan specific advertising campaigns to target our under-represented communities.</p>	<p>Our Media plan for advertising our exhibitions uses a variety of formats from online advertising, offline, taxis, trains, radio etc. so there are multiple opportunities to 'see/hear'. We will continue to expand our use of social media – Facebook, Twitter and Instagram.</p> <p>However, acknowledging that advertising can only go so far, we actively seek to place content (where appropriate) in publications or channels that cater for our target audiences i.e. young people.</p>	<p>Associate Director of External Relations and Governance</p>
	<p>1.3.4 Seek partnership working or knowledge exchange with organisations that can assist in attracting under-represented groups and widening access.</p>	<p>As part of external relations activity, widening access and attracting a more diverse audience is at the heart of all conversations. In the past year we have either met with or are planning to learn from or partner a range of organisations such as Young Scot, Napier University, Culture Counts and BBC Scotland.</p>	<p>Associate Director of External Relations and Governance</p>

		and Wellbeing. We continue to work with Glasgow Women's Library on projects and to have a dialogue around equalities and best practice. With the help of academic and charitable partners, we have begun to conduct research on how to use moving image heritage in the context of wellbeing and have planned a number of activities around this theme for 2019-20.	
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Outcome 2

We will improve our understanding of who uses us and doesn't use us, and who works for us, by improving the recording and analysis of statistics and asking ourselves and others new questions.

Relevant Protected Characteristic(s) and relationship to General Duty:

Relates to all protected characteristics.

Activity	Task	Current or Planned Activity	Task Owner
<p>2.1 Improve our understanding of who works for us by reducing the number of 'not disclosed' and 'prefer not to say' responses to the Equalities data held for employees on the HR Information Management System to produce more meaningful, valid data.</p>	<p>2.1.1 Encourage staff during the launch of the 'Self Service' function to provide the information ensuring they are aware of how this will be used etc. under the DPA.</p> <p>2.1.2 Send reminders to staff every 6 months to check their information and update as required</p>	<p>In September 2017, the HR Management Information System launched Self Service where staff are able to view and edit their personal information.</p> <p>With the next reminder to staff (June 2019) we will include within the communication information on monitoring to encourage increased completion of the equality related data.</p>	<p>Head of HR</p>
<p>2.2 Improve our understanding of who uses us online.</p>	<p>2.2.1 Review our website to ensure it provides appropriate engagement and feedback on equality and diversity issues and to serve as a platform to communicate what we are doing in this area.</p>	<p>Our Web Editors will continue to ensure that our web presence does not have any unnecessary barriers to access by providing text in plain English, ensuring that all colour contrast is suitable for those with visual impairment and that the sites are as far as reasonably possible supportive for those with reading difficulties.</p>	<p>Associate Director of Digital</p>

	<p>2.2.2 Ensure our audience research programme encompasses both onsite and offsite users as well as the needs of potential users of the Library.</p>	<p>Continue with our mystery visit programme and include users with visual/audio/mobility impairment as part of this survey.</p>	<p>Associate Director of Access</p>
	<p>2.2.3 Identify ways to improve the customer registration system so it can allow us to gather information to identify the diversity of our users and to ascertain any barriers which can be eliminated or improve access.</p>	<p>To reduce the barriers to accessing our collections we are currently making changes to our website pages, registration form and ID requirements to make it both easier to understand and easier to join the Library.</p>	<p>Associate Director of Access</p>
<p>2.3 Review our market research and consultation practices to take account of all protected characteristics, and to look at the impact on equality and diversity of socio-economic background and rural dwelling.</p>	<p>2.3.1 Follow up broader market research findings with market research targeted specifically at under-represented communities.</p>	<p>We will ask our contracted suppliers to continue to explore the best ways to maximise the information achievable within any resource limitations that we may have.</p>	<p>Associate Director of Access</p>

	<p>2.3.2 Ensure all market research provides an opportunity to gather data on protected characteristics.</p>	<p>We deliver an ongoing research programme including mystery visits which seeks to incorporate users with protected characteristics.</p>	<p>Associate Director of Access</p>
<p>2.4 Establish methods to recover equalities data for attendance at events, exhibitions, workshops and other methods of accessing the Library and its services.</p>	<p>2.4.1 Capture data using the Library Registration System.</p>	<p>Data is captured on new readers at the point of registration via our (optional) equalities form from which we can generate reports. For other users, we capture data via our biennial customer survey.</p> <p>Under taking Mosaic Profiling through collection of postcodes of those attending one day events</p>	<p>Associate Director of Access</p> <p>Associate Director of External Relations & Governance</p>
<p>2.5 Increase our understanding of the recruitment process in relation to the correlation between applicants and appointments.</p>	<p>2.5.1 Improve the data available on our recruitment.</p>	<p>Working with 'Engage', our online recruitment system has enabled us to expand the data available to improve the level of data and reports available.</p> <p>There has been a considerable reduction in the number of applicants under the 'unknown'</p>	<p>Head of HR</p>

		categories of the equalities data. Data is now available on the number of candidates within the categories in relation to interviews and appointments.	
	2.5.2 Research the possibility of 'blind' recruitment where names are removed from applications.	Work with 'Engage', our online recruitment system to determine if this can be achieved.	Head of HR

Outcome 3

The Library will use its collection, services and policy to help foster good relations between those who share a protected characteristic and those that do not.

Relevant Protected Characteristic(s) and relationship to General Duty:

Relates to all protected characteristics.

Activity	Task	Current or Planned Activity	Task Owner
3.1 Equality Impact Assessments (EqIA) are understood and are being undertaken in relation to policy, procedures, business processes and activities.	3.1.1 Ensure the current EqIA Policy and Procedure is 'fit for purpose' ensuring clarity on when an EqIA should be undertaken and who is responsible for completion.	Review policy and procedure.	Head of HR
	3.1.2 EqIA training for all managers.	Organise training for those responsible for completing EqIAs.	Head of HR
3.2 The development of the Digitisation Programme will address issues and concerns relating to diversity.	3.2.1 Amend digital project approval process and criteria to place focus on the need for projects to contribute to the diversity and equality objectives of the Library.	There has been no new large scale selection for the mass digitisation process during this period as the programme has been working through projects from the selection made prior to April 2017. Due to the nature of content being selected for mass digitisation, it is likely that content which specifically addresses diversity and equality will come	Associate Director of Collections and Research

		<p>from digitisation linked to the Library's public programmes and specially funded projects (see 3.4 below).</p> <p>Digitised typed texts will always include conversions of the images to text which ensures wider accessibility through screen-readers and other assistive technologies.</p> <p>The Library has recently published the criteria it uses to select items for digitisation, which includes factors such as audience-driven selection, and selection for accessibility where items will be more accessible to everyone by being online.</p>	Associate Director of Digital
<p>3.3 Develop events programme to attract a greater diversity of attendees.</p>	<p>3.3.1 Expand the use of signing, subtitling and audio description at events where funding and circumstances allow.</p>	<p>We are currently exploring the further use of third party tools to support audio description at events. We will also be continuing with our signing programme where this is possible.</p>	Associate Director of External Relations & Governance

	<p>3.3.2 Complete an equality impact assessment on external events and exhibitions programme.</p>	<p>There appears to be a lack of consistency and/or understanding of this requirement and this is an area that requires training. See 3.1.</p>	<p>Associate Director of External Relations & Governance</p>
	<p>3.3.3 Review distribution and content of marketing leaflets in light of equality and diversity objectives.</p>	<p>Continue to review our marketing activity annually to ensure that it fully supports the Library's programme of activities as well as applicable legislative requirements.</p>	<p>Associate Director of External Relations & Governance</p>
<p>3.4 Involve blind and partially sighted, and deaf and hearing impaired communities in the planning and development work for the Scottish Sound Archive at the earliest opportunity.</p>		<p>Scotland's Sounds network is continuing to work across the sector to develop skills and awareness for owners and users of audio collections. The Library is the Scottish hub for 'Unlocking our Sound Heritage', the UK-wide HLF funded project. This hub will digitise around 5,000 items from across Scotland and includes public engagement programmes.</p>	<p>Associate Director of Collections and Research</p>

Outcome 4

Our customers and employees will be able to enjoy our collections, buildings, services and remote services without obstacle or embarrassment.

Relevant Protected Characteristic(s) and relationship to General Duty:

Relates to all protected characteristics.

Activity	Task	Current or Planned Activity	Task Owner
4.1 Develop our public spaces so as to improve access and increase usage and diversity of audiences.	4.1.1 Examine options for developing our physical spaces at George IV Bridge to minimise barriers to access, diversify our user base and encourage use and engagement with our spaces and collections.	Conduct a feasibility report on redeveloping identified areas on Level s11/12/13 to enable improved access and usage.	Associate Director of Access
	4.1.2 Ensure our facilities at Kelvin Hall minimises barriers to access.	Review Access Panel Report carried out on the National Library of Scotland facilities at Kelvin Hall and agree a set of recommendations.	Associate Director Collections and Research / Head of Moving Image and Sound Collections
	4.1.3 Automatic door access to enable users with physical impairments access to the General Reading Room.	The automatic door has been installed improving access to users with physical impairments.	Head of Estates

<p>4.2 Review our website, remotely accessed resources and services, and intranet to identify areas for improvement in terms of access and screen reader accessibility.</p>	<p>4.2.1 Ensure that the Library's Web Strategy addresses equality compliance as part of our plans to significantly increase digital access to content.</p>	<p>The refreshed main website has improved access and navigation. We are working with other legal deposit libraries to procure a new interface for accessing our non-print legal deposit content that will include improved provision for visually impaired readers.</p>	<p>Associate Director of Access</p>
	<p>4.2.2 Continue to review the format of the recruitment website to confirm whether it is fit for purpose for people reliant on screen reading software, and implement changes required to deliver equality of access.</p>	<p>We will continue to work on all of our recruitment activities to ensure that these are as accessible as is reasonably manageable. Applicants have the ability to increase the font size and colours of the information and application form.</p>	<p>Head of HR</p>
	<p>4.2.3 Review of the intranet to ensure compatibility with best practice standards for screen reading, sight impairment, and dyslexia.</p>	<p>Following the procurement of Office 365 in 2018, a project is now being initiated to move the old SharePoint intranet into the latest version of SharePoint. This will be hosted in the cloud, and part of Microsoft's ongoing upgrades and developments.</p>	<p>Associate Director of Digital</p>

Outcome 5

Our staff will demonstrate that they understand the different needs of individuals, and the importance of equality for all.

Relevant Protected Characteristic(s) and relationship to General Duty:

Relates to all protected characteristics.

Activity	Task	Current or Planned Activity	Task Owner
<p>5.1 Improve the understanding of the needs of all individuals and the support available and how this can be achieved.</p>	<p>5.1.1 To help ensure that we focus on the priorities to achieve the outcome we will establish an Equality and Diversity Group.</p>	<p>The Equality and Diversity Group will be established over the next 6 months. It will be important to ensure the right balance of membership of the Group with senior managers involved to demonstrate commitment to equality.</p>	<p>Head of HR</p>
<p>5.2 Run a series of staff events that raise the awareness and understanding of equality and diversity issues including discrimination and build confidence in the reporting of concern, requirements and suggestions</p>	<p>5.2.1 Equality Awareness sessions will be arranged for all staff so there is clarity and understanding of the various aspects of equality and diversity and build confidence in identifying and reporting of issues. Further management training to be organised to increase confidence in dealing with inappropriate behaviour identified by the manager or issues brought to the manager's attention</p>	<p>Training has been held to support managers in dealing with inappropriate behaviour.</p> <p>We are currently in the process of accessing relevant training including the use of e-learning. We are in the final stages of the procurement process in respect of this.</p>	<p>Head of HR</p>

		<p>The training sessions on recognising cultural differences undertaken by customer facing staff was undertaken for new staff in 2018.</p> <p>Further training in March 2019 was provided on Respect at Work.</p>	
	<p>5.2.2 Provide training and awareness sessions on depression and mental health as an area where current understanding could be improved.</p>	<p>This topic amongst others was covered in the Health at Work week held in 2018 and is due to run again in 2019.</p> <p>Mental Health First Aid training is being arranged to take place in June/July 2019.</p>	Head of HR

6. Equal Pay Statement

The Library recognises that all staff should receive equal pay for doing equal work of equal value, in line with the Equality Act 2010.

We have a job evaluation system that is supported by a procedure which includes clear responsibilities, the process and a briefing section providing information on the following:

- What is Job Evaluation
- Why we use a job evaluation system
- What we use
- The factors considered within the evaluation
- What the evaluation system does not cover
- How the evaluation system works

The job evaluation system used has been 'equality proofed' and meets the requirements of the Equality & Human Rights Commission and is supported by the trade unions recognised by the Library.

The staff conducting the evaluations have all been trained. Every post will be evaluated by a member of the HR Team and a Trade Union representative.

We will provide guidance and support to managers where they make decisions on pay and benefits for staff.

Within this report we will cover:

- Analysis and observations of our gender, disability and ethnicity profile by grade
- Analysis of our gender profile by grade within functional business area
- Recommend actions from the analysis
- Analysis and observations from the gender pay gap

7. Pay by Protected Characteristics

7.1 Gender

Average Salary Difference Men to Women by Pay Point

AVERAGE SALARY DIFFERENCE 31 DECEMBER 2018		
Grade	Difference Men to Women £	Difference Men to Women %
A	£0	0.00%
B	£0	0.00%
C	£0	0.00%
D	£0	0.00%
E	£0	0.00%
F	£0	0.00%
G	£0.01	0.06%
H	£-0.03	-0.16%
I	£0.08	0.37%
J	£0	0.00%
K	£0.46	1.45%
L	No women in grade	
Personal Contract	No women in grade	
Total	£0.52	1.73%

Differences at G and H are as a result of pay protection
Differences at I and K are as a result of the use of the recruitment & retention allowance.

Calculation = average man hourly rate less average women hourly rate/average man hourly rate

Percentage of Men and Women in each Pay Point

Grade	Men	Women
A	29.4%	70.6%
B	73.3%	26.7%
C	65.6%	34.4%
D	40.7%	59.3%
E	33.3%	66.7%
F	51.3%	48.7%
G	43.8%	56.3%
H	38.6%	61.4%
I	45.5%	54.5%
J	33.3%	66.7%
K	50.0%	50.0%
L	100.0%	0.0%
Personal Contract	100.0%	0.0%

Men and Women by Pay Point Group

Pay Point Group	Men	Women	Overall	Men %	Women %
A to E	87	93	180	48.3%	51.7%
F to H	51	64	115	44.3%	55.7%
I to L	14	16	30	46.7%	53.3%
Personal Contract	*	0	*	100.0%	0.0%
Overall		173		47.1%	52.9%

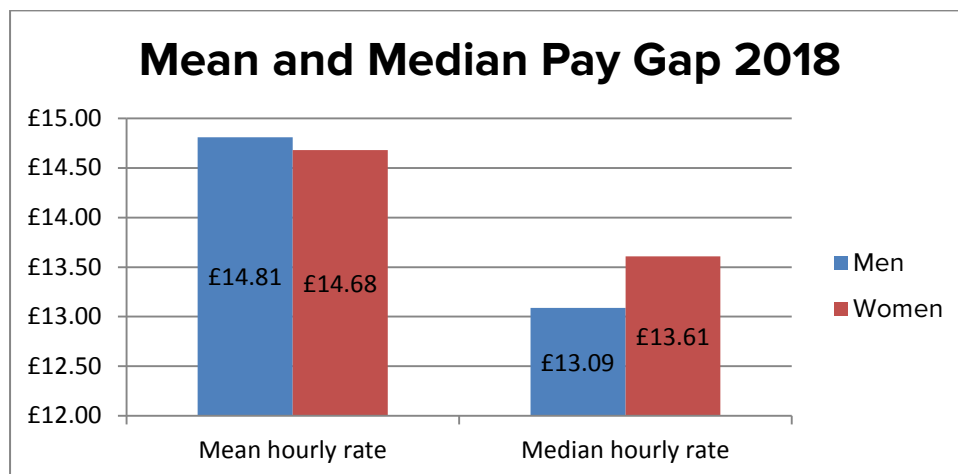
There are more women than men employed at the Library with women making up more of the lower (A to E), middle (F to H) and higher (I to L) by a small margin in the lower and higher pay point groups.

7.2 Ethnicity and Disability

On carrying out an analysis of both disability and ethnicity by grade, due to the small number of staff in the sample (less than 6 in any group), we are unable to provide the information. This is to prevent identification of anonymised individuals within the data, which would be a potential breach of the data protection legislation.

8 Gender Pay Gap

The following information will be used in the publication of the Annual Gender Pay Gap Report which is a requirement under legislation. The full report will be issued on the Library Website [Gender Pay Gap](#)



Mean Pay Gap = Sum of all employees' hourly rate of pay*/Total number of employees

A= mean hourly rate of pay of male employees

B= mean hourly rate of pay of female employees

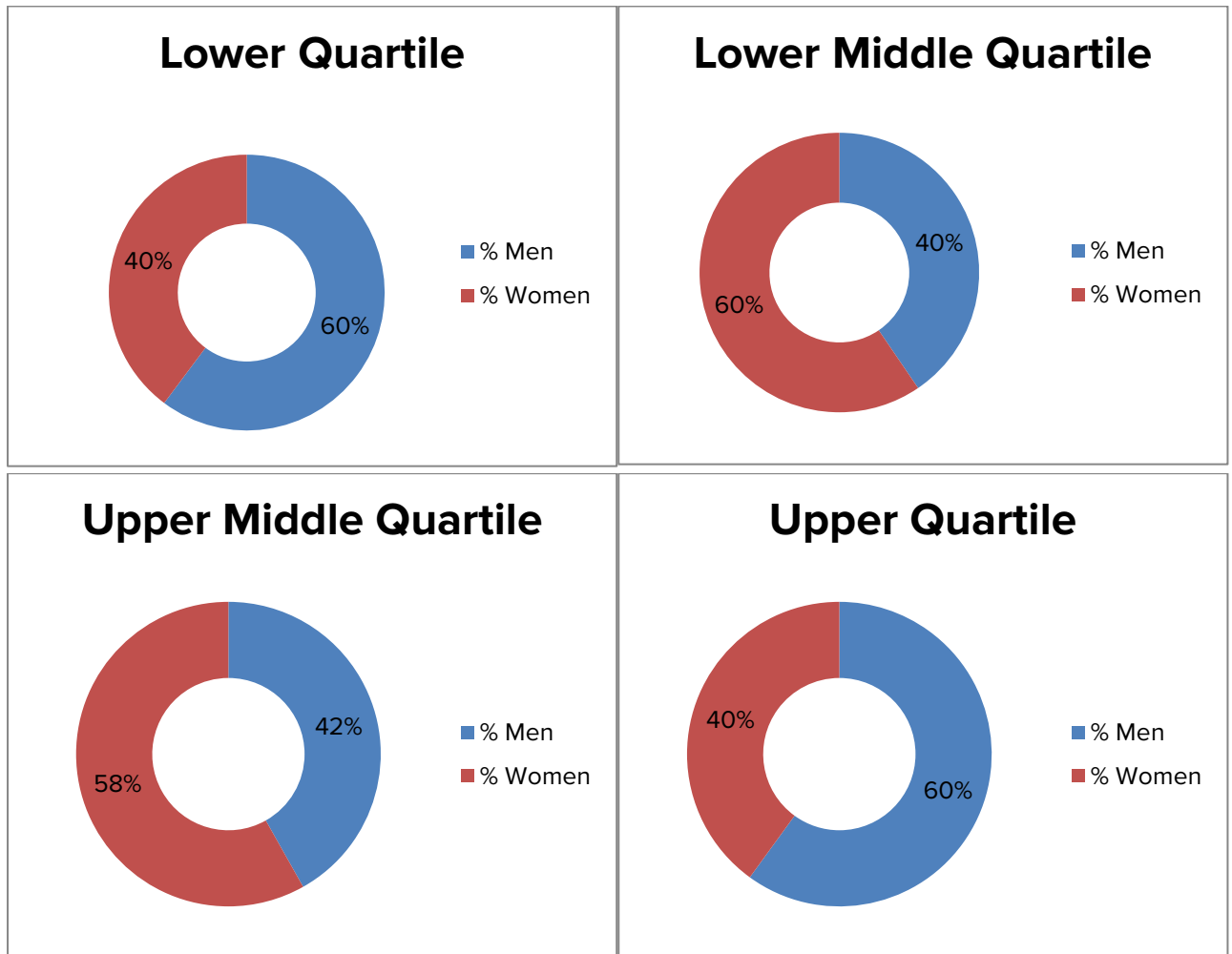
Pay Gap $A-B/AX100$

Mean hourly rate	£14.74
Mean hourly rate of male employees	14.81
Mean hourly rate of female employees	14.68
Mean Pay Gap	0.88%

Median hourly rate	£13.09
Median hourly rate of male employees	13.09
Median hourly rate of female employees	13.61
Median Pay Gap	-3.97%

The hourly rate of pay includes basic pay and the relevant allowances.

Gender Distribution by Salary Quartiles



The results show a minimal (0.88%) higher hourly rate for men using the mean hourly rate. Using the Median calculation, the results show a higher result in favour of women (3.97%).

We believe the factors that influence these results include:

- A fair and open recruitment and selection process;
- A robust pay and grading system with single fixed pay points for all posts;
- All posts are subject to a job evaluation system where gender is not a determining factor;
- Flexible working for staff at all levels in the Library;
- Last year following a review of how additional payments were applied, a number of changes were made to ensure staff were being paid on an equitable basis.

9. Occupational Segregation

	OCCUPATIONAL SEGREGATION									
PAY POINT	Library		Administration		Technical		Support		Total in Pay Point	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
A					*		*	12	*	12
B	*		*		*	*	7		11	*
C	*	*	*	16			31	*	40	21
D	8	11		*	*	*			11	16
E	16	30		*	*	*			20	40
F	12	13		*	*	*	*		20	19
G	*	16	*	*	7	*	*		14	18
H	9	18	*	7	*	*	*		17	27
I	*	*	*	*	*	*	*		10	11
J				*	*				*	*
K	*			*					*	*
L			*						*	*
Personal Contract	*	*			*				*	*
Grand Total	45	95	13	44	29	17	50	16	154	172

* shows values of 6 people or less in the pay point

It is evident that more women than men work in Library and Administration functions while more men than women work in Technical and Support functions.

APPENDIX 1

EMPLOYEE DATA

The following section provides information on our staff. Unless otherwise stated, the information on our staff has been taken from the HR Management Information System as at 31 January 2019.

Where the information states, 'not disclosed', this means the information has not been supplied and 'prefer not to say' denotes that the member of staff has chosen not to provide the information.

Where there is a small number of staff in a category, the categories have been combined to protect the anonymity of staff.

Gender

Table 1

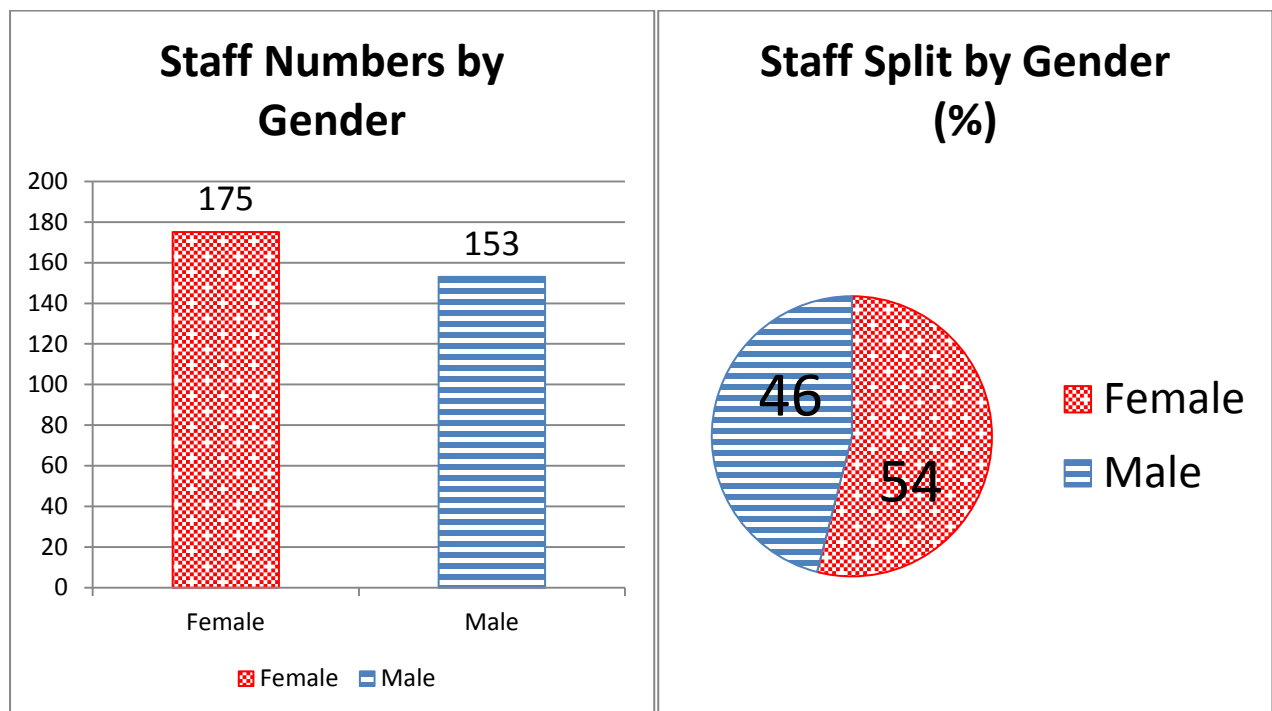


Table 2

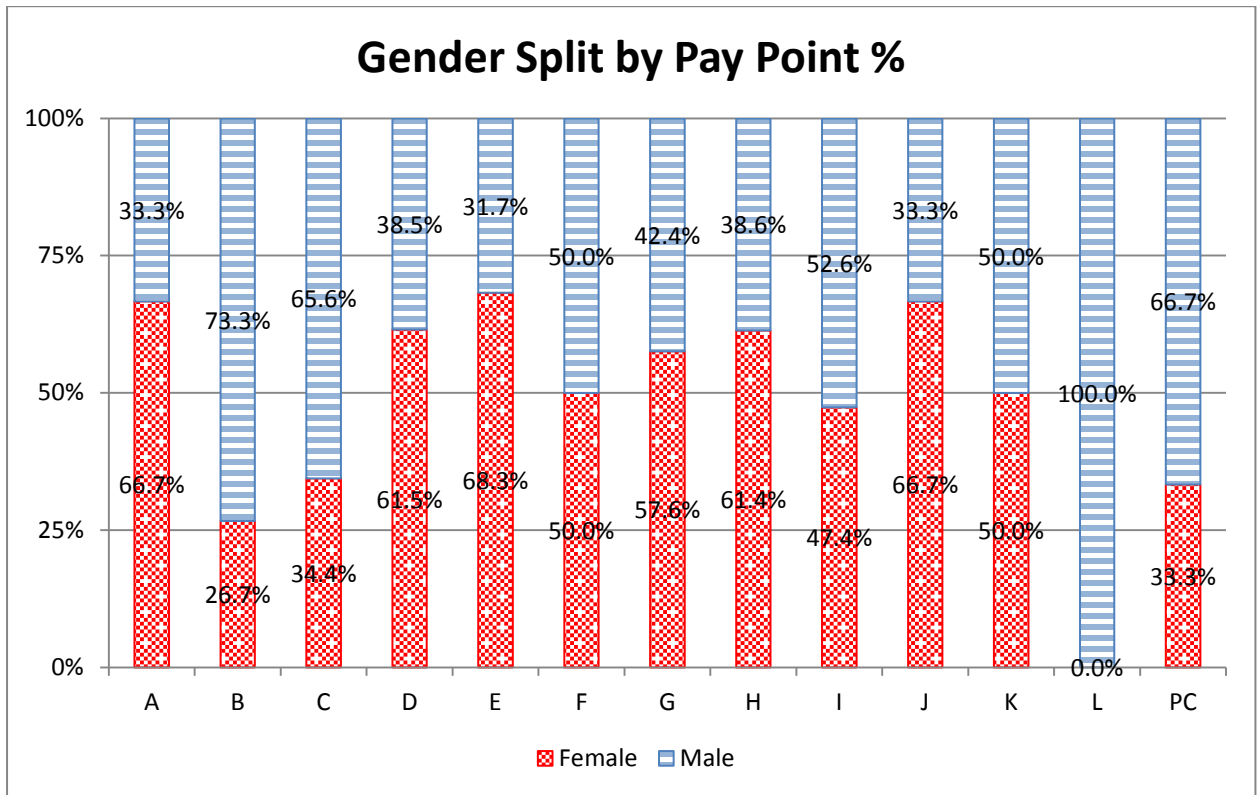


Table 3

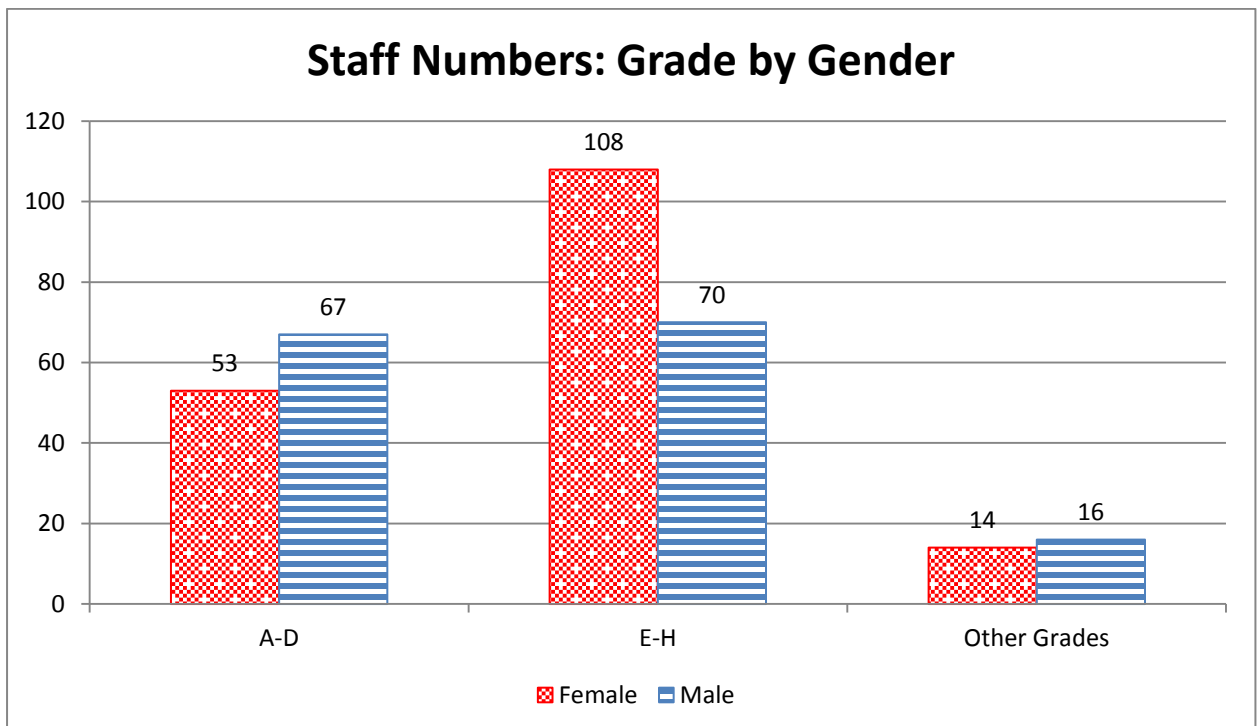
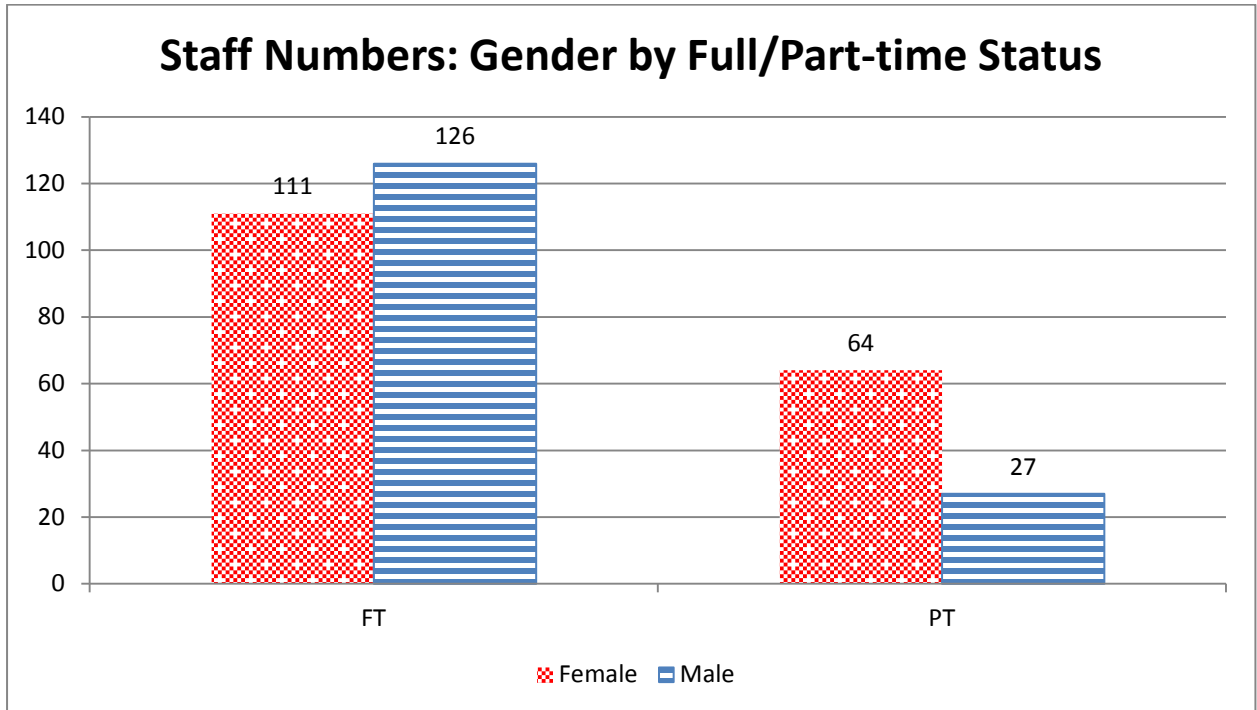
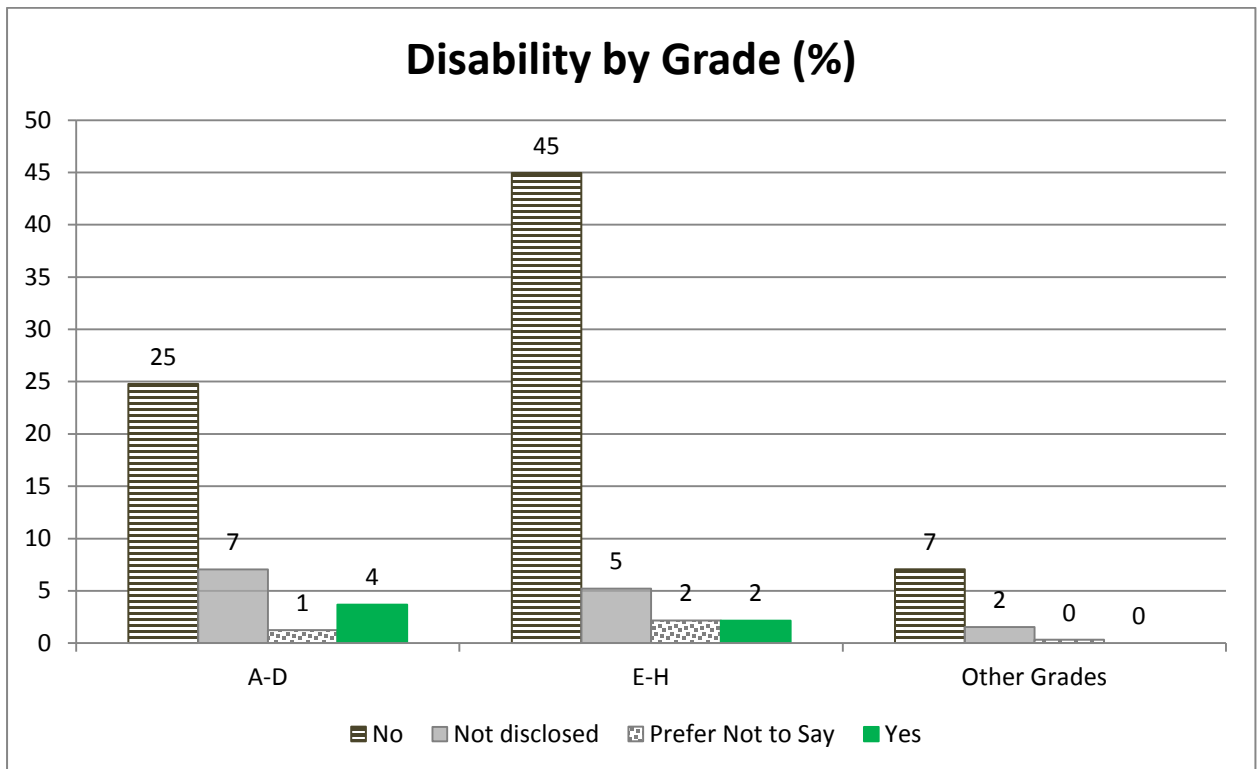


Table 4



Disability

Table 5



Age

Table 6

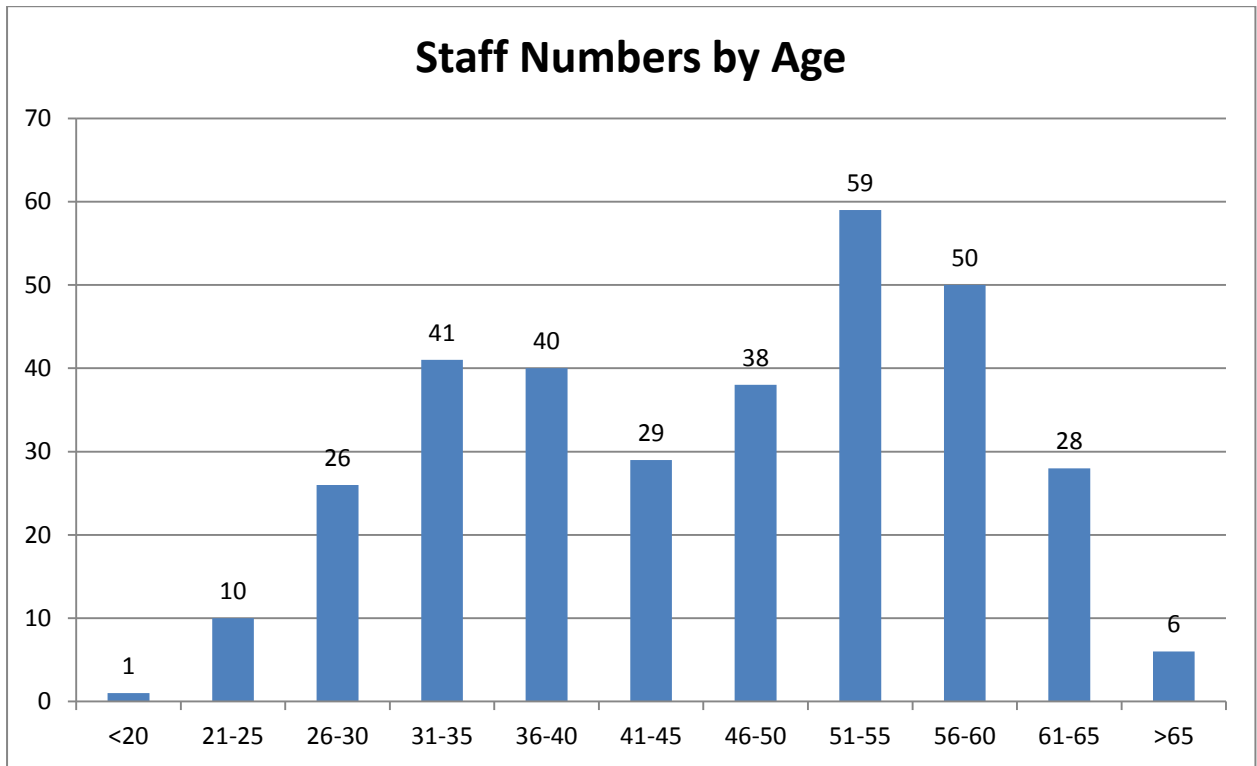


Table 7

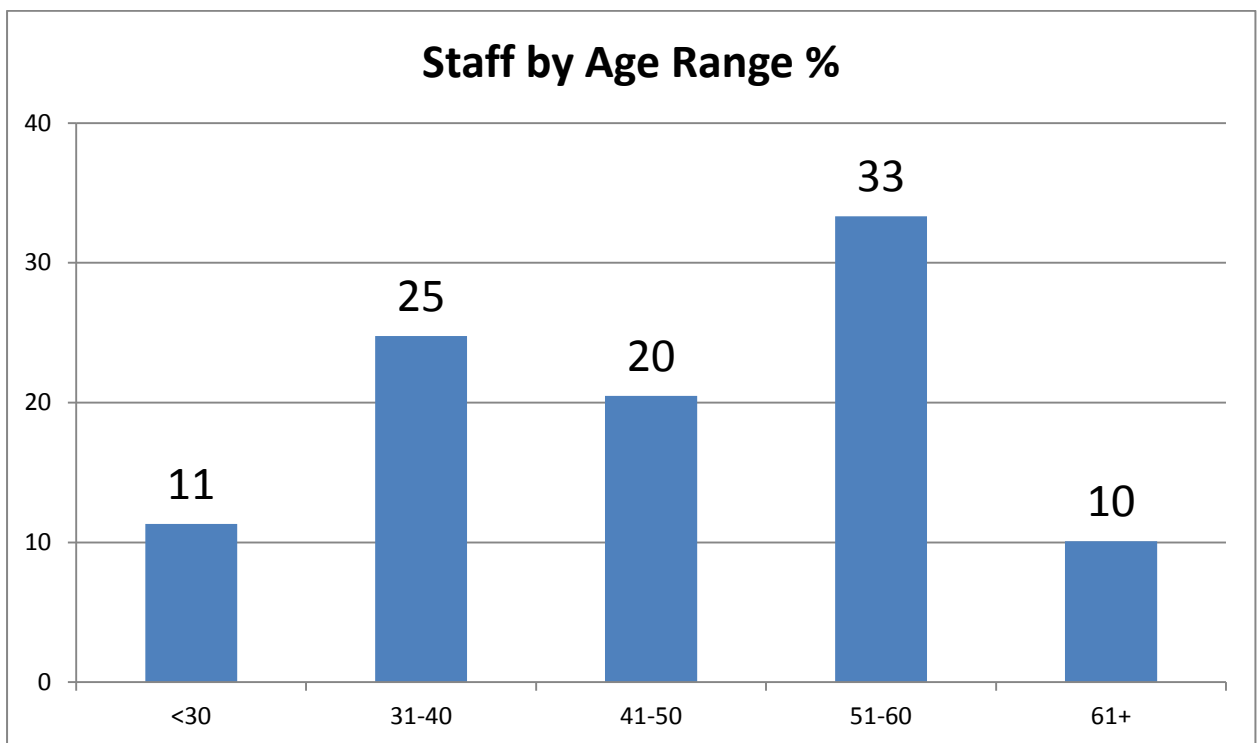
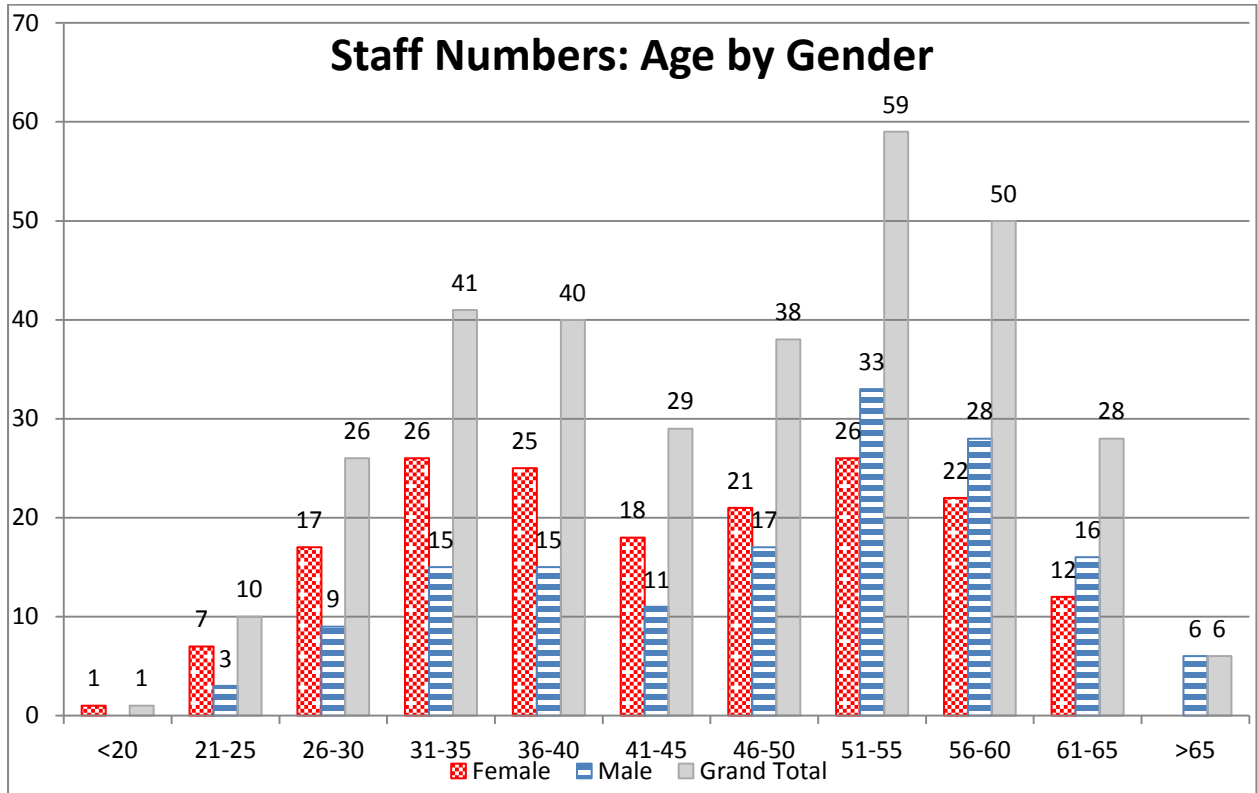
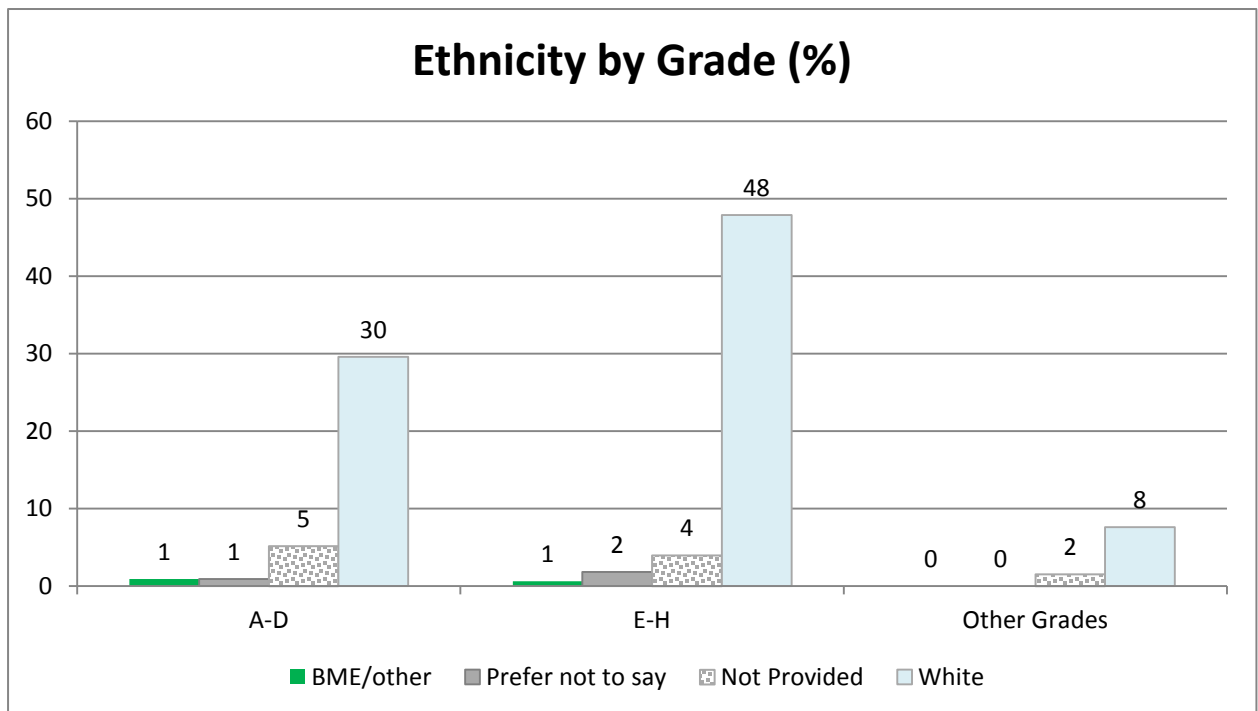


Table 8



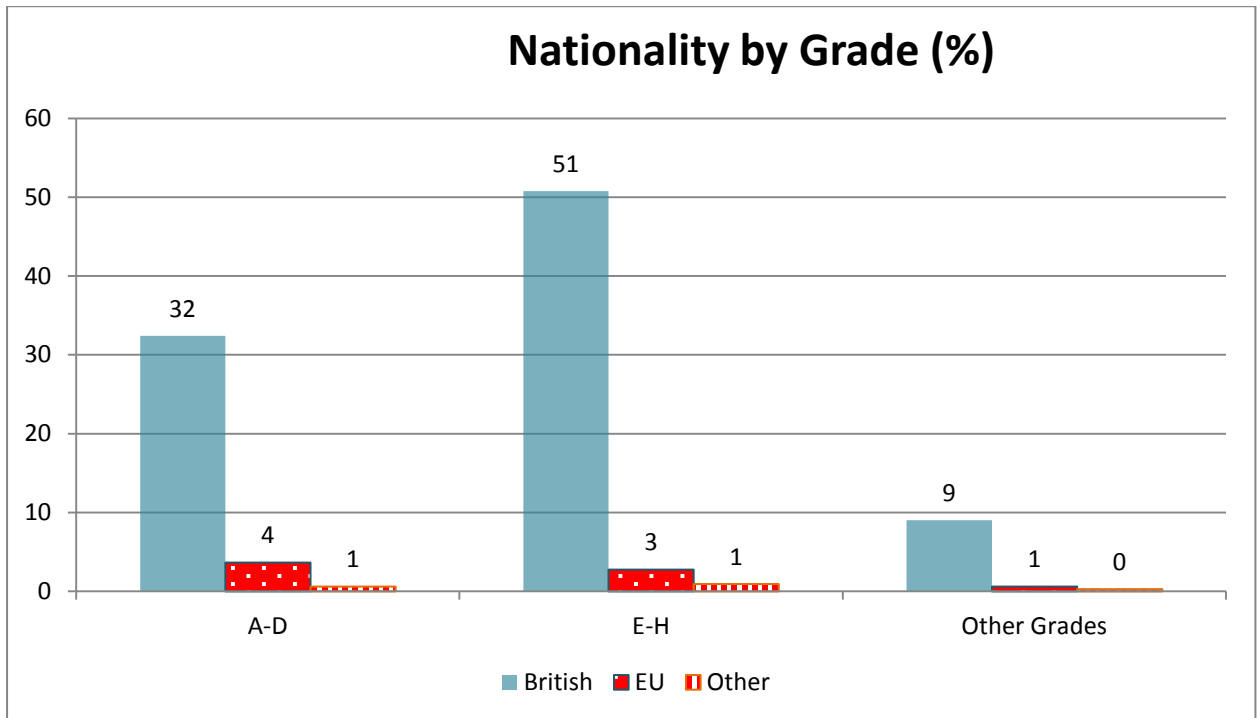
Ethnicity

Table 9



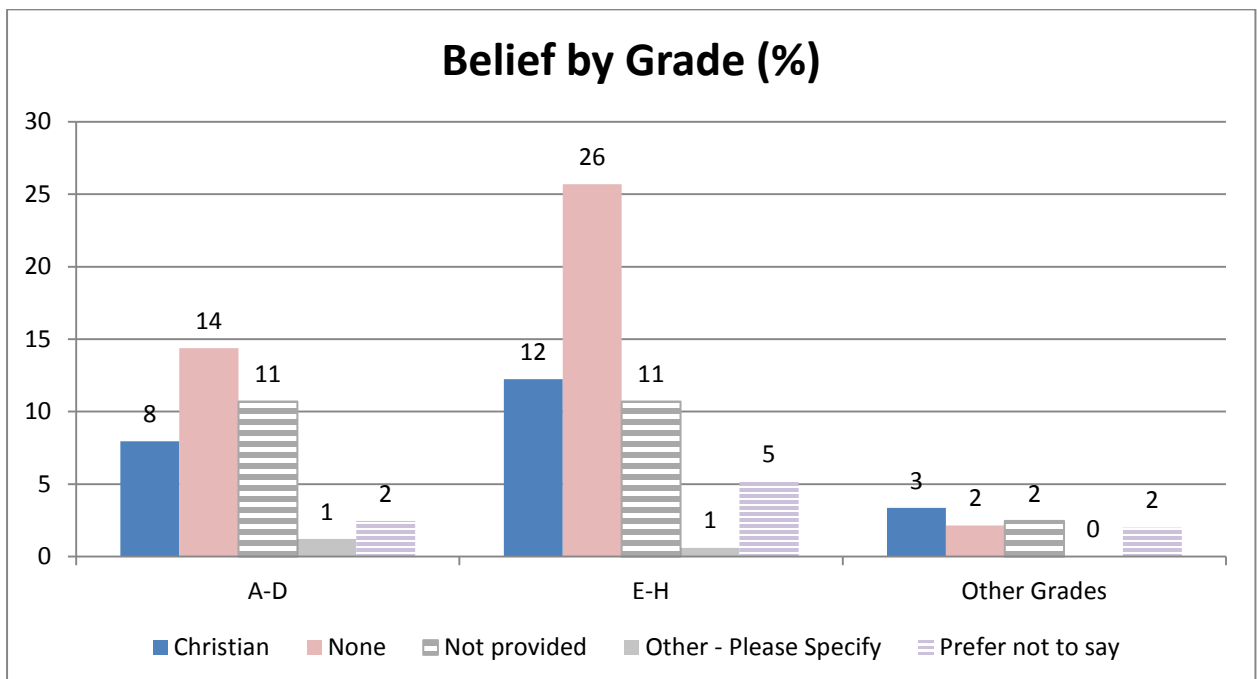
Nationality

Table 10



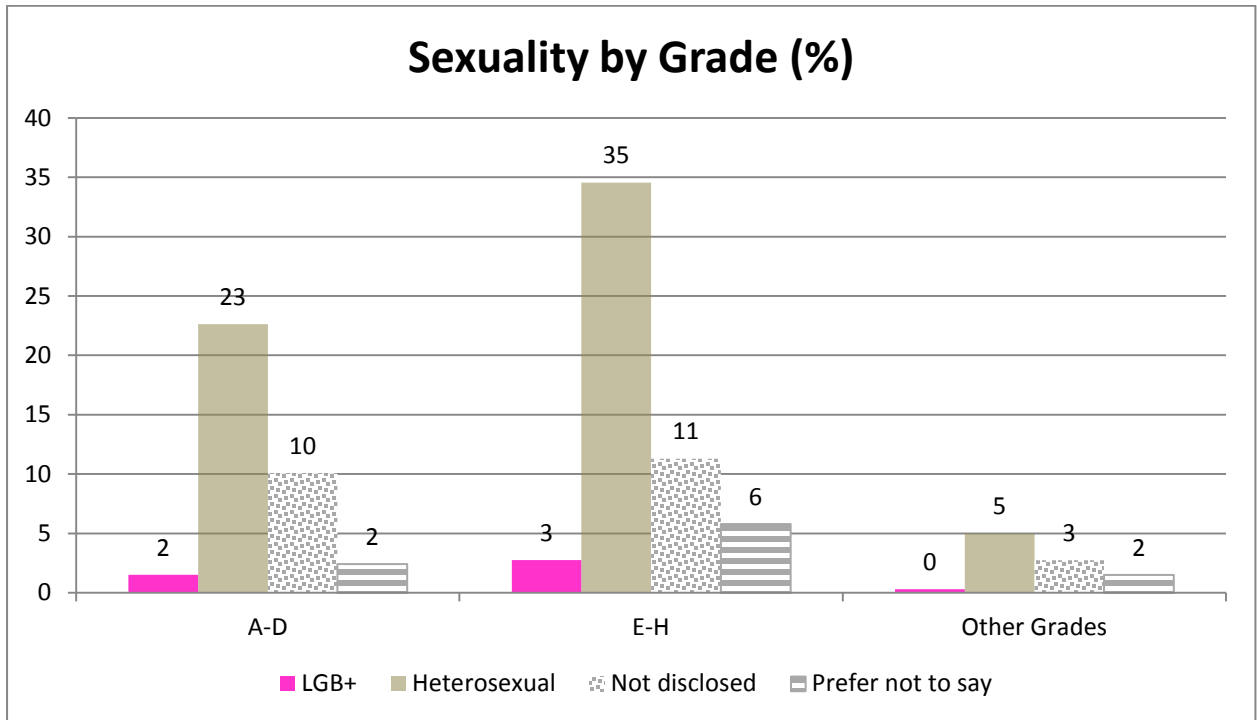
Belief

Table 11



Sexuality

Table 12



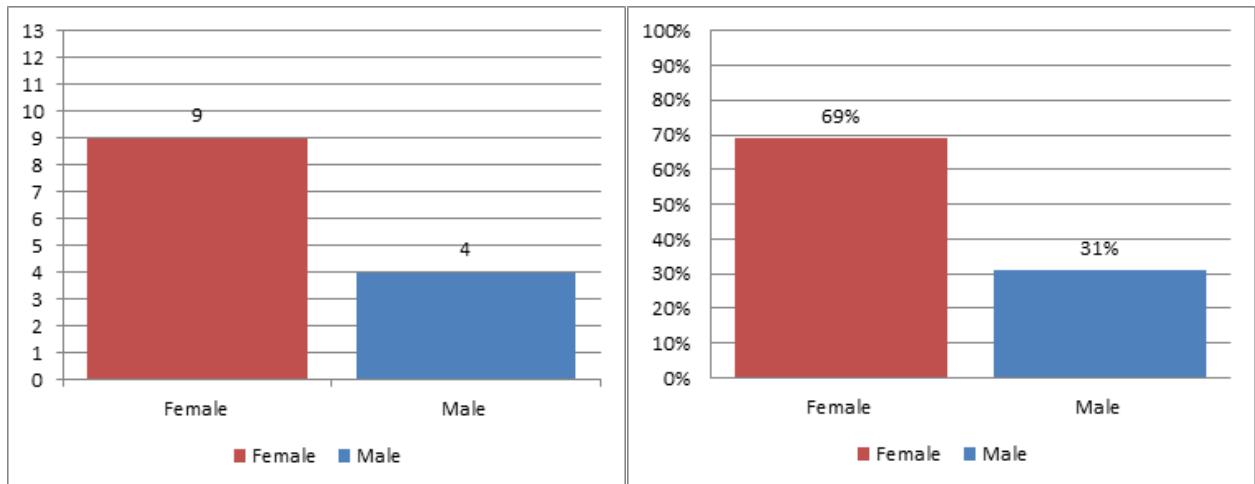
Gender Reassignment

Due to the small number in this category (less than 6 in any group), we are unable to provide the information. This is to prevent identification of anonymised individuals within the data, which would be a potential breach of the data protection legislation.

APPENDIX 2

BOARD DATA

As at 31 January 2019, there were 13 members of the Library Board



APPENDIX 3

RECRUITMENT DATA

The percentages are calculated against the total number of applicants.

* The percentage relates to the applicants appointed in relation to the total appointed

Gender

Table 1

Gender	Appointed to posts*		Interviewed		Unsuccessful at Application Stage		Withdrawn Application		Grand Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	36	60	111	6.50	768	44.96	16	0.94	895	52.40
Male	23	38	56	3.28	707	41.39	26	1.52	789	46.19
Other	1	2	2	0.11	21	1.23	1	0.06	24	1.41
Grand Total	60	100	169	9.89	1496	87.59	43	2.52	1708	100.00

Age

Table 2

Age Bracket	Appointed to posts*		Interviewed		Unsuccessful at Application Stage		Withdrawn application		Grand Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
18 - 25	11	18.33	28	1.64	477	27.93	16	0.94	521	30.5
26 - 35	29	48.33	74	4.33	533	31.21	15	0.88	622	36.42
36 - 45	8	13.33	26	1.52	237	13.88	6	0.35	269	15.75
46 - 55	7	11.66	27	1.58	150	8.78	5	0.29	182	10.66
56 - 65	5	8.33	10	0.59	77	4.51	0	0	87	5.09
66+	0	0	0	0	3	0.18	0	0	3	0.18
Prefer not to say	0	0	4	0.23	19	1.11	1	0.06	24	1.41
Grand Total	60	100	169	9.89	1496	87.59	43	2.52	1708	100

Disability

Table 3

Disability	Appointed to posts*		Interviewed		Unsuccessful at Application Stage		Withdrawn Application		Grand Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
No	54	90	149	8.72	1343	78.63	38	2.22	1530	89.58
Yes (not registered)	3	5.00	14	0.82	89	5.21	3	0.18	106	6.21
Yes (registered)	2	3.33	5	0.29	62	3.63	2	0.12	69	4.04
Prefer not to specify	1	1.67	1	0.06	2	0.12	0	0	3	0.18
Grand Total	60	100	169	9.89	1496	87.59	43	2.52	1708	100

Ethnicity

Table 4

Ethnicity	Appointed to posts*		Interviewed		Unsuccessful at Application Stage		Withdrawn Application		Grand Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
Other (Any)	0	0	1	0.05	19	1.1	1	0.1	21	1.2
Unknown	0	0	3	0.18	38	2.2	2	0.1	43	2.5
Black/Minority Ethnic/Mixed	0	0	3	0.18	89	5.2	4	0.2	96	5.6
White	60	100	162	9.48	1350	79	36	2.1	1548	90.6
Grand Total	60	100	169	9.89	1496	87.6	43	2.5	1708	100

Religion

Table 5

Religion	Appointed to posts*		Interviewed		Unsuccessful at Application Stage		Withdrawn Application		Grand Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
Buddhism	0	0	1	0.06	14	0.82	0	0	15	0.88
Church of Scotland	4	6.66	11	0.64	126	7.38	4	0.23	141	8.26
Hinduism	0	0	0	0	7	0.41	0	0	7	0.41
Jewish	0	0	2	0.12	11	0.64	0	0	13	0.76
Muslim	0	0	1	0.06	22	1.29	1	0.06	24	1.41
None	39	65	105	6.15	861	50.41	26	1.52	992	58.08
Other - please specify	3	5	6	0.35	40	2.34	1	0.06	47	2.75
Other Christian	5	8.33	14	0.82	113	6.62	4	0.23	131	7.67
Pagan	0	0	0	0	1	0.06	0	0	1	0.06
Pentecostal	0	0	1	0.06	0	0	0	0	1	0.06
Prefer not to say	3	5	14	0.82	130	7.61	2	0.12	146	8.55
Protestant	0	0	0	0	1	0.06	0	0	1	0.06
Roman Catholic	4	6.66	8	0.47	127	7.44	5	0.29	140	8.2
Scottish Episcopal Church	0	0	0	0	1	0.06	0	0	1	0.06
Sikh	0	0	0	0	1	0.06	0	0	1	0.06
Unknown	2	3.33	6	0.35	41	2.4	0	0	47	2.75
Grand Total	60	100	169	9.89	1496	87.59	43	2.52	1708	100

Sexual Orientation

Table 6

Sexual Orientation	Appointed to posts*		Interviewed		Unsuccessful at Application Stage		Withdrawn Application		Grand Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
Bisexual	5	8.33	20	1.17	107	6.26	2	0.12	129	7.55
Gay man	4	6.67	11	0.64	55	3.22	5	0.29	71	4.16
Gay woman/Lesbian	1	1.66	3	0.18	26	1.52	1	0.06	30	1.76
Heterosexual	43	71.67	119	6.97	1170	68.5	27	1.58	1316	77.05
Prefer not to say	7	11.67	16	0.94	138	8.08	8	0.47	162	9.48
Grand Total	60	100	169	9.89	1496	87.59	43	2.52	1708	100