

**GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT**

Date of Assessment:	<b>June 2014</b>	
School / Department:	Learning Resources	
Lead member of staff:	Alison Stevenson	
Location of impact assessment documentation (contact or web link):	<a href="http://www.gsaarchives.net/policies/">http://www.gsaarchives.net/policies/</a>	
Area of decision making / Title of policy, procedure or relevant practice:	Archives and Collections service Collections Development Policy and Acquisitions Plan	
Please indicate if this is:	New:	<input type="checkbox"/>
	Existing/Reviewed:	<input checked="" type="checkbox"/>
	Revised/Updated:	<input type="checkbox"/>

**Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):**

The GSA Archives and Collections service has a formal Collection Development Policy in place. That policy ensures that the Glasgow School of Art acts in accordance with nationally agreed standards for museums in the UK with regard to acquisitions and disposals. It describes the standard procedures around acquisition such as

“the Archives and Collections Centre will not acquire any object or specimen unless it is satisfied that the object or specimen has not been acquired in, or exported from, its country of origin (or any intermediate country in which it may have been legally owned) in violation of that country’s laws”

The Collection Development Policy also includes a definition of the Archives and Collections service’s themes and priorities for future collecting:

“The extent of future acquisitions for the Glasgow School of Art Archives and Collections Centre (as a result of gift, loan, bequest, purchase or exchange) will be restricted to items of a fine art, design or architectural nature. All future acquisitions will relate to either the history or development of teaching at the School, or will consist of work and/or records either produced by, or in the collection of, former staff and students of the School, current staff and students of the School or by individuals or groups directly associated with the School. “

The supplementary Acquisitions Plan sets out in more detail the goal that the collections should be a high-profile and widely-used resource which should provide a window onto the diverse and evolving Learning & Teaching and Research environment of the School as it is now and as it was in the past. Specifically a comprehensive collection which represents

- work by staff and students, past and present
- the full range of practice undertaken at the GSA now and throughout our history
- the Learning and Teaching and Research environment of GSA now and throughout our history

Acquisition of contemporary work by students is managed through the GSA prize giving process.

Equality consideration and due regard to the PSED has been applied to each section of the Collections Development Policy and Plan , including:

- Statement of purpose and overview of the collection and future priorities for collecting
- Acquisition and disposal procedures

The assessment has examined how GSA Archives and Collections service collection development

ensures that all collections take account of diversity and representation across all protected characteristics.

**Evidence have used to make your assessment:**

It was identified that there is currently no specific evidence in relation to the operation of the Collections Development Policy other than the collection itself. The assessment has highlighted the following gaps in evidence:

- Need analysis of how current acquisitions of contemporary student work succeed or fail to represent existing cultural diversity or representation of equality perspectives within the student community.

It was also identified that decision making process around all acquisitions, whether through purchase or donation, of historic or contemporary works, would benefit from more clarity and transparency.

These gaps will be addressed as part of action planning.

**Outline any positive or negative impacts you have identified:**

The following key impacts have been identified:

i) Potential for positive impact

- The potential for positive equality impact has been identified where equality consideration and due regard to the PSED is embedded into the Archives and Collections service statement of purpose [see 1 of the Archives and Collections service Collection Development Policy], into the Collections Development Plan and criteria set for new acquisitions in order to ensure that acquisitions demonstrate a diversity perspective and / or enhance cultural diversity in the collection.

ii) Potential for negative impact

- Across the current policy the potential for negative impact arises due to the fact that there is no reference to the need to give equality consideration and due regard to the PSED in the acquisition and disposal of artefacts or in the development of the Archives and Collections service Collection Development Plan.
- Whilst the drive to develop GSA's archives and collections is inclusion, there is currently no evidence to demonstrate how diversity of culture or the perspectives of protected characteristic or under-represented groups is reflected or represented.

Both the above points can be addressed by ensuring that equality consideration is embedded in decision making in respect of collection development and in the reporting and monitoring of these decisions.

**Summary of the actions you have taken or plan to take as a result:**

(Please attach your action plan)

Action	Timeframe
<ul style="list-style-type: none"><li>• Articulate, document and make publically available the decision making process for determining if a particular work should be added to the GSA archives and collections</li></ul>	<ul style="list-style-type: none"><li>• Completed January 2015</li></ul>
<ul style="list-style-type: none"><li>• Consideration to be given to expanding the Archives and Collections service statements around the definition of a "comprehensive collection" to include equality objectives ie that such a collection would represent the diversity of culture and perspective of protected characteristics existing within the GSA staff and student community. This will help answer the question the decision making guide as to whether something "fills a gap"</li></ul>	<ul style="list-style-type: none"><li>• September 2015</li></ul>

<ul style="list-style-type: none"> <li>• Reflect on the membership of the Museum and Archives Committee, which is the governing body for Archives and Collections service to ensure that future appointments augment the body's equality and cultural perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Nov 2015</li> </ul>
<ul style="list-style-type: none"> <li>• The Equality Act 2010 and the PSED should be referenced under a separate point under (9) in the Collection Development Policy in order to ensure that equality consideration is embedded into the procedure for acquisition</li> <li>• Undertake review of collections acquired through degree show purchasing after 2 years of process to assess whether use of prize winners mechanism is resulting in a collection that reflects diversity of culture.</li> <li>• Following this review, any focus for equality related developments related to acquisition of contemporary student work to be defined and agreed.</li> </ul>	<ul style="list-style-type: none"> <li>• November 2015</li> <li>• September 2015</li> <li>• November 2016</li> </ul>
<ul style="list-style-type: none"> <li>• Curatorial and financial principles in respect of disposal to clearly set out how equality consideration and due regard to the PSED is given</li> </ul>	<ul style="list-style-type: none"> <li>• November 2015</li> </ul>

**Summary of what you anticipate will change as a result of your actions and where / when these will be reported and reviewed:**

It is anticipated that acquisitions processes will be clearer and more transparent in general and specifically with regard to cultural diversity. Secondly it is expected that the impact of changes to acquisition processes will be analysed to determine if the collection is representative of the current diversity within the GSA.

The action plan above will be monitored as actions are incorporated into the Learning Resource's department operational plans for 14/15 and 15/16. Progress against these plans is reported at the GSA Executive.

**State how these changes will contribute to the delivery of GSA's equality outcomes:**

These changes particularly contribute to equality outcomes (2) and (7) by demonstrating that GSA understanding and values equality perspectives and the contribution of different artists from different cultural background and from different protected characteristics through its artefacts and the development of its collections.

**Please indicate the outcome of your assessment:**

No action – no potential adverse impact

Amendments or changes to remove barriers / promote positive impact ✓

Proceed with awareness of adverse impact

**Sign-off, authorisation and publishing:**

**Review Lead**

Name	Alison Stevenson
Position	Head of Library and Learning Resources
Signature	Alison Stevenson
Date	April 2014

**Executive Lead**

Name	Craig Williamson
Position	Registrar
Signature	Craig Williamson
Date	May 2015

**Equality Lead (Head of Student Support and Development)**

Name	Jill Hammond
Signature	Jill Hammond
Date	May 2015