

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	02 November 2021	
School or Executive Group Area:	Deputy Director Research & Innovation	
Department:	Archives and Collections	
Lead member of staff: e-mail:	Susannah Waters s.waters@gsa.ac.uk	
Area of decision making/title of policy, procedure, programme or relevant practice:	Documentation Policy	
Please indicate if this is:	New:	<input type="checkbox"/>
	Existing/Reviewed:	<input checked="" type="checkbox"/>
<p>1.Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>The Documentation Policy ensures GSA pursues best practice in the documentation of its collections and archive holdings so that this material can be appropriately managed and accessed.</p> <p>Equality consideration and due regard to Public Sector Equality Duty (PSED) has been given in reviewing this policy.</p>		
<p>2.Evidence used to make your assessment:</p> <p>The Archives and Collections (A&C) have developed in-house guidance about the documentation of material to ensure accurate, sufficient and relevant information is captured and disseminated as appropriate. Work flows are also monitored to inform forward planning. These processes however, do not provide evidence to show how equality is considered and due regard to PSED is given in relation to documentation work.</p> <p>It has therefore been identified that reference to PSED should be included in documentation guidance materials, and that the decision-making process around forward planning and prioritisation of documentation work would benefit from more clarity and transparency.</p>		
<p>3.Outline any positive or negative impacts you have identified:</p> <p>Potential for negative impact</p> <p>In 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 PSED in relation to the type of information captured, how this information is made accessible, and how documentation activities are reviewed and programmed.</p> <p>Potential for positive impact</p>		

If equality consideration and due regard to PSED is included in documentation guidelines (e.g. around what information is captured, what terminology and language is used, and how this information is presented to users), there is potential for positive impact as this will support the creation of relevant and accessible documentation about the holdings for stakeholders, and will enable staff to assess the use of the collections in relation to equality impact.

For example, catalogue descriptions are currently tagged with key words to enable users to find relevant information more easily. However, at the moment, key words relating to protected characteristics such as LGBTQ, BAME, Women’s History etc. either don’t exist or have not been used to their full potential (i.e. there is a need to identify relevant material and tag it accordingly). This means that these areas of the A&C’s holdings are ‘hidden’ from staff and potential users, and that the management of them, and access to them is hindered.

It has been identified that in order to ensure relevant terminology is used, there is a need to consult with a wide range of stakeholders. Working with stakeholders and sharing information about documentation activities will help to identify relevant terms and areas of the collection that need further documentation. This may in turn promote greater understanding and engagement with the holdings and reduce barriers to access.

It has also been recognised that some items in the collection may cause offense or distress to users due to (i) imagery or wording that may have historically been more acceptable or commonplace but which is now offensive, and (ii) due to potentially sensitive subject areas (e.g. violence, nudity), that have been addressed by the artists represented in the holdings. In order to reduce the potentially negative impact of such material, information will be included in the A&C catalogue to alert users to its existence and explain its context.

Although updating documentation guidelines can be completed in a relatively short time frame, reviewing current catalogue entries and documenting uncatalogued material will be an ongoing, long-term task. The Archives and Collections are committed to transparency in this work and will explain gaps in documentation, and disseminate information about activities currently underway to address such gaps through the A&C website, blog and social media channels.

Embedding equality impact into the decision-making process around documentation planning, and into the reporting and monitoring of this work will provide evidence and promote informed decision making in regard to PSED. Currently, the prioritisation of material for cataloguing projects is mainly based on the current documentation status of the collection (i.e. is it catalogued or not), and the current user demand. The relevance of the material to protected characteristics and its potential to increase access to these groups is not considered. Going forward, this factor will be included in the planning process to ensure the documentation of collections supports access for a wide range of stakeholders and not just current users.

If the above actions are undertaken, there is potential for documentation work to enhance access and reduce barriers to the School’s heritage.

Overview of actions in relation to protected characteristics:

Protected Characteristic	Action	Impact
Age Disability Race Religion and Belief	Review cataloguing key words to include terms relating to protected characteristics e.g. LGBTQ, Black History, Women’s History etc. Work with stakeholders to ensure terminology is relevant.	Positive – makes information in the holdings relating to protected characteristics easier to find, engages stakeholders in documentation processes.

<p>Pregnancy and Maternity</p> <p>Marriage and Civil Partnership</p> <p>Gender Reassignment (including Trans and Non-Binary)</p> <p>Sex</p> <p>Sexual Orientation</p>	<p>Explain on catalogue homepage that the holdings may contain some material (imagery and wording) which could cause offense due to the way protected characteristics are represented; and provide contextual information within the catalogue for such material.</p> <p>Explain on the catalogue homepage that the holdings also contain material that may be deemed as of a sensitive nature (e.g. images of nudity), and which may cause offense or distress to some users. Explain why this material is part of the holdings (e.g. tradition of life drawing at UK art schools).</p> <p>Explain on website/catalogue where gaps in documentation relating to protected characteristics exist and steps being taken to address this. Disseminate further information about such activities via website, blog and social media.</p> <p>Include relevance of material to protected characteristics as a factor in documentation planning and cataloguing prioritisation (alongside collection needs and current user demands).</p>	<p>Reduces negative impact by providing users with an explanation of A&C holdings in advance of them accessing the online catalogue, and supports positive impact by (i) facilitating the interpretation of this information within its historic context and (ii) clearly distinguishing between these terms/images and current day practice.</p> <p>Reduces negative impact by providing users with an explanation of our holdings in advance of them accessing the online catalogue, and supports positive impact facilitating the interpretation of this information within a wider context.</p> <p>Reduces negative impact by acknowledging improvements need to be made and outlining what work is taking place to address this.</p> <p>Potentially positive as material relating to protected characteristics is more likely to be prioritised for cataloguing going forward and in turn cataloguing will make this material more accessible.</p>
<p>Disability</p>	<p>Online resources meet The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations</p> <p>Information offered in alternative formats as required</p>	<p>Positive – ensures online information is more accessible to people with disabilities.</p> <p>Positive – provides documentation in alternative formats to support accessibility for people with disabilities (e.g. audio or brail versions of written documentation)</p>

4.Actions you have taken or planned as a result of your findings:

(Please complete the action plan in this section)

Action	Equality Impact	Person responsible	Time frame
Include in the Documentation Policy (i) more details about the type of information captured and (ii) a commitment to creating accessible documentation.	The potential for positive impact by ensuring documentation is accessible and relevant to end-users.	Susannah Waters	Completed November 2021
Review Documentation Guidelines in relation to equality impact and PSED. For example, include guidance on reviewing material in relation to protected characteristics; creation and use of relevant terminology (working with stakeholders); and inclusion of contextual information to facilitate understanding and interpretation.	The potential for positive impact by ensuring PSED is embedded into working practices. In addition, working with stakeholders may promote greater understanding and engagement of the holdings.	Michelle Kaye	AY 2021/22
Add information to catalogue about (i) how holdings may contain material (imagery and wording) which could cause offense due to their representation of protected characteristics and, (ii) about current gaps in documentation relating to protected characteristics and work being undertaken to address this	<p>The potential to reduce negative impact by providing users with an explanation of A&C holdings in advance of them accessing the online catalogue; by acknowledging improvements need to be made; and by outlining what work is taking place to address this.</p> <p>Supports positive impact by facilitating the interpretation of this information within it's a wider</p>	Michelle Kaye	AY 2021/22

	context.		
Develop an evaluation framework (including reference to collection needs, user needs and equality impact) for use by Archives and Collections staff in relation to documentation planning and review.	The potential for positive impact can be increased through the use of a clear framework (which includes equality consideration) for planning documentation work, and for reviewing progress in this area.	Michelle Kaye	AY 2021/22
Provide updates on documentation work through A&C website, blog and social media channels.	The potential for positive impact can be increased through working with stakeholders to ensure their views and needs are taken into consideration in relation to documenting the holdings.	Michelle Kaye	AY 2021/22

5. Where/when will progress and the outcomes of your actions be reported and reviewed:

Changes to the Documentation Policy will be submitted to the Senior Leadership Group and the Museum & Archive Committee for approval.

Other actions will be incorporated into the Archives and Collections operational plan for 2021/22.

Ongoing progress with documentation work will be reported to the Museum & Archive Committee.

6. How will your actions and intended outcomes contribute to the delivery of GSA's equality outcomes:

The above actions support GSA equality outcome 1: *Actively foster and support an organisational culture in which dignity and respect for self and others is understood and practiced, where confidence is encouraged and promoted, and where ignorance, prejudice and bias is challenged;* and GSA equality outcome 2: *Continue to evaluate our physical and digital environment, aiming to optimise accessibility and inclusivity by acknowledging and providing for the needs of our students, staff and stakeholders.*

The outcome of your assessment:

No action (no potential for negative or positive impact)

Action to remove barriers/mitigate negative impact

Action to promote positive impact

Sign-off, authorisation and publishing

Review Lead

Name	Susannah Waters
Position	Archives and Collections Manager
Signature	Susannah Waters
Date	02 November 2021

Executive Lead

Name	Irene McAra-McWilliam
Position	Deputy Director Research & Innovation
Signature	Irene McAra-McWilliam
Date	08/11/2021

Equality Lead (Head of Student Support and Development)

Signature	Julie Grant
Date	08/11/2021