# THE GLASGOW SCHOOL OF ART

# Equality Impact Assessment Form (EqIA)

**As a public sector organisation, GSA has a legal duty under the Equality Act 2010 to assess the impact all of its new or revised policies, practices, procedures or projects may have on protected groups (as defined by the Act).**

The purpose of this assessment is to use relevant evidence and critical thinking to identify any impact (positive, negative or neutral) the policy, practice, procedure or project that is being assessed may have on the people it affects or is intended for.

The EqIA is a tool which helps mainstream equality into everything GSA does. It requires us to consider how we can mitigate or eliminate negative impact and, in turn, advance positive outcomes. Therefore, it must be undertaken during the development / review of the policy, practice, procedure or project it refers to and not after it has been finalised. Ideally, EqIAs should be a team effort of relevant parties to ensure a variety of perspectives have been consulted. All finalised EqIAs must be signed off by a Senior Leadership group lead and either the Head of Student Support and Development or GSA's Equality Officer, however, support from the Equality Officer is available at any stage of completion.

**Further guidance on how to complete an EqIA can be found on GSA's website and the Equality and Diversity section on the staff intranet. If you have any additional questions, please contact equality@gsa.ac.uk.**

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| **Name of Equality Impact Assessment** (E.g. Area of decision making/title of policy, procedure, programme or relevant practice) | Archives and Collections Access Policy |
| **New or reviewed** | Reviewed |
| **Owner/Review Lead and role** | Polly Christie – p.christie@gsa.ac.uk (Engagement Lead) |
| **Department or School** | Archives and Collections |
| **Date of assessment** | 12 January 2022 |

## 1. Purpose of policy / practice / procedure / project being assessed – brief description

The Access Policy ensures GSA pursues best practice in making its collections and archive holdings accessible to all both in person (physical access) and online (virtual access). Being more explicit about the access to both analogue and digital collections and services provides users with a choice of options and supports in-person and remote access to the collections. This in turn reduces physical and geographical barriers to access or participation.

## 2. Evidence used when undertaking this assessment – this can comprise of internal and external reports, survey data, etc

Information is available online about how access is offered to the Archives and Collections' holdings (see sections on *Using our Holdings* and *Requesting Copies* here: https://gsaarchives.net/policies/) and the service is also promoted through published information (leaflets, bookmarks). These information sources have been reviewed, alongside the Access Policy to establish where gaps in service provision or barriers to access exist.

Information is collected about numbers of enquiries, visitors and online viewings. These show to what extent the collections are being accessed but they do not collect demographic information. In order to obtain a better understanding of users' experiences, a feedback questionnaire is being developed and other mechanisms of gathering user data are being considered.

## 3. Type of impact by protected characteristic – please provide details of the potential impact (could be more than just one type); make reference to relevant evidence (from the list you provided above) where applicable

| | Positive impact | Negative impact | Neutral impact |
|---|---|---|---|
| **Age** | | - All spaces need children to be accompanied by an adult.<br><br>- Some collections content may be unsuitable for young children.<br><br>Also, see Disability below. | |
| | **Positive impact** | **Negative impact** | **Neutral impact** |
| **Disability** | **1. Barriers to physical access due to mobility issues has been limited through the following:**<br>- Stores and reading room spaces at The Whisky Bond and gallery areas at the Reid are level access. Both buildings also have accessible toilet facilities and there is free onsite parking (with | - The language of the Access Policy should be more inclusive and inviting. Plain English as opposed to specialist language should be used.<br><br>**There is a lack of clarity around what is available/has been done in terms of positively impacting accessibility. This could** | |

disabled bays) available at TWB, and parking bays for blue-badge holders outside the Reid;

- One of the Reading Room tables at TWB can be raised to accommodate wheelchair use.

**2. It is ensured that online information is accessible:**
- Online resources meet The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations;

- Online information is offered in alternative formats as required (e.g. subtitles on time-based media, and Alt text on images that can be read on screen readers)

**potentially discourage interest from particular groups (especially relevant to Age, Disability, Gender reassignment, Pregnancy and maternity, Care experienced and Low socio-economic status). The following information should be made known/introduced:**

- Access provided through the telephone and email enquiry service should also be included in the policy, thereby opening up access to users unable to attend in person, and those with limited access to web resources;

- More information should be included in the Access Policy around digital access, and the website and catalogue's compliance with The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 and Web Content Accessibility Guidelines (WCAG);

- More detail should be provided in a webpage about the site's accessibility, including details about our use of ALT tags for logos and images; and the use of subtitles in time-based media; the flexibility of print, in terms of adjusting fonts, legibility and translatability; the new website's adoption of more curated presentations of our holdings, offering walk-throughs etc;

- The ability for users to provide feedback and request information should be clearly

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| | | displayed in physical spaces and on the website. | |
| **Gender reassignment** (covers Trans identities) | **Positive impact** | **Negative impact** | **Neutral impact** |
| | | See Disability above. | |
| **Marriage and Civil Partnership** | **Positive impact** | **Negative impact** | **Neutral impact** |
| | | | No specific positive or negative impact has been identified. |
| **Pregnancy and Maternity** | **Positive impact** | **Negative impact** | **Neutral impact** |
| | | See Disability above. | |
| **Race** | **Positive impact** | **Negative impact** | **Neutral impact** |
| | | | No specific positive or negative impact has been identified. |
| **Religion or Belief** | **Positive impact** | **Negative impact** | **Neutral impact** |
| | | | No specific positive or negative impact has been identified. |
| **Sex** | **Positive impact** | **Negative impact** | **Neutral impact** |
| | | | No specific positive or negative impact has been identified. |
| **Sexual orientation** | **Positive impact** | **Negative impact** | **Neutral impact** |
| | | | No specific positive or negative impact has been identified. |

| | Positive impact | Negative impact | Neutral impact |
|---|---|---|---|
| **Impact on other groups** (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc) | | - Stress should be given to the fact that you do not need to be a staff or student of GSA to access the School's Archives & Collections. **While this positively impacts groups, lack of information may deter interest/participation.**<br><br>- Similarly, reference to the process of getting access (registering) should be more explicit (registration form put online?). The need for alternatives to photographic ID should be considered because some users may not have passports or driving licences, student cards etc;<br><br>- The policy states "it is advised to make an appointment" – there should be information on if and how casual visitors, who haven't made an appointment, will be managed.<br><br>Also, see Disability above. | |

**4. How has the identified negative impact been mitigated?** – please provide details of undertaken actions broken down by protected characteristic

**Age:**
- *All spaces need children to be accompanied by an adult*. - **Negative impact mitigated by offering group bookings for Schools and family groups.**
- *Some collections content may be unsuitable for young children*. - **Negative impact mitigated by providing information about this online and in advance of reading room bookings for groups with children.**

**Disability:**
- Physical access barriers minimised through ensuring level access, accessible toilet facilities, free disabled parking and special parking bays for blue-badge

holders, and wheelchair-friendly facilities (see Disability in section 3);
- Remote/online access meets relevant accessibility legislation and information is offered in alternative formats as required (see above).

**5. Any outstanding mitigation (where applicable)** – please provide a concise action plan with action owner and a timescale for completion

| Action | Equality Impact | Person Responsible | Time frame |
|---|---|---|---|
| Update the Access Policy, to include reviewing terminology and including more info on access arrangements, registering as a visitor and drop-in visits, online services, feedback mechanisms and ensure cross-referencing to other documents is clear and easy to use. | Positive | Engagement Lead | April 2022 |
| Convene working group on re-opening the Window on Mackintosh Visitor Centre and establish plan for summer 2022. | Positive | Engagement Lead | AY 2021/22 |
| Review all supporting docs in relation to equality impact and PSED. Ensure documents are accessible, screen-readable and branded consistently. | Positive - by ensuring PSED is embedded into all print and online materials pertaining to accessing the collection. | Engagement Lead | AY 2021/22 – 2022/23 |

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| Update the feedback procedures and ensure they are disseminated and made accessible through all available channels. | Positive through collecting and reviewing user feedback. | Engagement Lead | AY 2021/22 |
| Consider how we can capture quantitative data around equality impact in the course of gathering user statistics. | Positive - If we can quantify the impact we have on people with protected characteristics, we can better evaluate our success in giving due regard to the Public Sector Equality Duty. | Engagement Lead | AY 2021/22 |
| Producing an audience development plan as part of a new Access Plan. | Positive by understanding A&C's users more fully, and thence providing access plans to meet their needs. | Engagement Lead | AY 2022/23 |

## 6. Who has been consulted while undertaking this assessment? – please list all relevant internal stakeholders

Svetoslava Sergieva (Equality officer)

## 7. How does the outcome of this assessment and the actions undertaken support GSA's 2021 - 2025 Equality Outcomes

This assessment and the actions that emerged from it support:

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.*

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.*

EQUALITY OUTCOME 5: *Develop a comprehensive and robust equality and diversity data set which enables us to identify gaps, inform action, assess progress and measure impact for each Equality Outcome.*

**8. How does the outcome of this assessment and the actions undertaken support the three main duties GSA has under the Equality Act 2010 Equality Act 2010 to:**
**- eliminate discrimination, harassment and victimisation;**
**- advance equality of opportunity;**
**- foster good relations between people who share a relevant protected characteristic and those who do not?**

Subject to action completion, this policy will encourage a broader range of users, including disabled users, to access GSA's archives and collections. It will advance equality of opportunity through catering for a broad range of needs, supporting both GSA staff and students, as well as the wider community to engage with the archives and collections. Embedding the importance of EDI and outlining the ways in which accessibility has been advanced within this policy and any resources mentioned (which will be publicly available) will in turn positively impact on fostering good relations between those who share a protected characteristic and those who do not.

**9. Where/when will action progress and outcome be reported and reviewed?**

Changes to the Access 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 and 2022/2023.

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

| **Next review date** – please consider any outstanding actions outlined above; the review period must be in line with the policy/service review and/or at intervals of no more than three years | March 2025 |
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| **Signed off by Owner/Review Lead** (Polly Christie – Project Lead) | 21/02/2022 |
| **Signed off by Senior Leadership group Lead** (Irene McAra McWilliam - Deputy Director Research & Innovation) | 01/04/2022 |
| **Signed off by Equality Lead** (Svetoslava Sergieva – Equality Officer) | 22/03/2022 |