

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	20/12/13	
School / Department:	Exhibitions	
Lead member of staff:	Jenny Brownrigg / Director of Exhibitions	
Location of impact assessment documentation (contact or web link):	j.brownrigg@gsa.ac.uk	
Area of decision making / Title of policy, procedure or relevant practice:	Student Exhibitions Strategy	
Please indicate if this is:	New:	<input checked="" type="checkbox"/>
	Existing/Reviewed:	<input type="checkbox"/>
	Revised/Updated:	<input type="checkbox"/>
<p>Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>Because this is a new document, the strategy takes into account potential impact for each of the protected characteristics, anticipating any negative impact when putting together exhibitions, both in terms of content and accessibility. The development of the strategy recognises that there are potential conflicts of interest between artistic license and issues of display and access in exhibiting work – whether these have to do with political or identity-based sensibilities, or issues of accessibility such as mobility or visual impairment. The consideration of these issues constitutes due regard for the PSED, because the aim is to foster good relations between exhibitors and their audience, and to consider how artistic output can be made accessible in a practical, if not intellectual sense. The artistic innovation that underpins the School’s ethos means that work being exhibited will sometimes challenge understandings of equality and diversity, but that any such challenge is in the spirit of a dialogue on such issues that fosters relations between the artistic community and its audience.</p>		
<p>Evidence used to make your assessment:</p> <p>The evidence used is largely qualitative, i.e. feedback from visitors, staff and students about exhibitions. There is currently no system in place to gather data on visitors or audiences for exhibitions, so impact assessment was largely determined by discussions held with the working group of public-facing departments namely GSA Exhibitions, GSA Enterprises and Archives & Special Collections.</p>		
<p>Outline of any positive or negative impacts you have identified:</p> <p>It was thought that there are a number of <u>potential</u> negative impacts for people with protected characteristics when considering an exhibitions strategy, but that in anticipating these, positive impacts might be achieved. These include mobility and access issues for elderly and disabled visitors; access for those suffering from visual or hearing impairments; considerations concerning the representation of certain groups in exhibitions that might be biased, hurtful or misrepresentative.</p>		
<p>Summary of the actions you have taken or plan to take as a result: (Please attach your action plan)</p> <p>A checklist has been designed to be issued to all GSA staff and students, in order for them to be mindful of aspects they need to consider relating to equality when they are presenting work in GSA</p>		

Galleries. This also feeds into professional practice for students showing their work elsewhere. The checklist is not designed to censor work in any way, but rather to ensure that equality considerations feature at early stages of the process. The use of and feedback from the checklist will be monitored for impact, and an impact assessment of the checklist will be conducted in June 2014.

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

The development of a checklist should lead to exhibitions staff, academic staff and students engaging with equality issues and concerns earlier in the process of putting together work for exhibition, leading to wider representation and greater sensitivity in the content displayed, as well as enhanced accessibility in the display of material also. The trial is to be monitored through 2013/14.

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

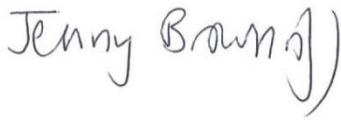
Equality outcome 1 – the checklist is designed to encourage exhibitions staff, academic staff and student to put together work that might both explore and be sensitive to hidden disability and mental health issues
 Equality outcome 2 – as above, but with regard to sexual orientation and religious belief
 Equality outcome 6 – the curriculum feeds into the display of work, and therefore a more diverse curriculum which deals creatively with issues of equality and diversity will extend into the exhibitions that result from it

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	Jenny Brownrigg
Position	Exhibitions Director
Signature	
Date	22/5/15

Executive Lead

Name	Scott Parsons
Position	Head of Marketing and Communication
Signature	
Date	May 2015

Equality Lead (Head of Student Support and Development)

Name	Jill Hammond
Signature	Jill Hammond
Date	May 2015