

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.

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 (Archives and Collections Manager)
Department or School	Archives and Collections
Date of assessment	22 August 2023

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 <i>Using our Holdings</i> and <i>Requesting Copies</i> here: https://gsarchives.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			
Age	Positive impact	Negative impact	Neutral impact
		- All spaces need children to be accompanied by an adult. - Some collections content may be unsuitable for young children. Also, see Disability below.	
Disability	Positive impact	Negative impact	Neutral impact
	Barriers to physical access due to mobility issues has been limited through the following: - Stores and reading room spaces at The Whisky Bond and gallery areas at the Reid are level access. Both buildings also have accessible toilet	There was a lack of clarity around what is available/has been done in terms of positively impacting accessibility. This could potentially discourage interest from particular groups (especially relevant to Age, Disability,	

	<p>facilities and there is free onsite parking (with disabled bays) available at TWB, and parking bays for blue-badge holders outside the Reid;</p> <p>- One of the Reading Room tables at TWB can be raised to accommodate wheelchair use.</p>	Pregnancy and maternity and Low socio-economic status).	
Gender reassignment (covers Trans identities)	Positive impact	Negative impact	Neutral impact
			No specific positive or negative impact has been identified.
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.
Impact on other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	Positive impact	Negative impact	Neutral impact
		<p>There was a lack of information about how non-GSA users can access the Archives and Collections, which could deter interest/participation.</p> <p>The language used in the policy could be deemed inaccessible</p>	

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. The negative impact has been mitigated by offering group bookings for Schools and family groups.

- Some collections content may be unsuitable for young children. The negative impact has been 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).

- Access provided through the telephone and email enquiry service has been 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 is 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 is provided on a webpage about the site's accessibility, including details about our use of ALT tags for logos and images; 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;
- Online information is offered in alternative formats upon request (e.g. subtitles on time-based media, and Alt text on images that can be read on screen readers). Details are published in detail online at <https://gsaarchives.net/accessibility/>
- it is made clear that the policy is available online as a PDF but can also be supplied as a word document on request.

Impact on other groups:

- Stress has been given to the fact that you do not need to be a staff or student of GSA to access the School's Archives & Collections.
- Similarly, reference to the process of getting access (registering) has been made more explicit, and easier to meet e.g. alternatives to photographic ID are now accepted in recognition that some potential users may not have passports or driving licences, student cards etc;
- The language of the Access Policy has been amended to be more inclusive and inviting, through using plain English rather than specialist language.
- The ability for users to provide feedback and request information is clearly displayed in physical spaces and on the website.

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
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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.	Polly Christie, Archives and Collections Manager	ongoing
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.	Polly Christie, Archives and Collections Manager	To be completed Sept 2023
Our website is not yet fully compliant with the Web Content Accessibility Guidelines version 2.1 AA standard.	We are undertaking an accessibility review and will update this Accessibility Statement with a list of any issues we find. We will also publish our plan to fix these issues where possible.	Michelle Kaye, Collections Lead	To be completed by Sept 2025

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 have been undertaken support:

EQUALITY OUTCOME 2: GSA A&C will 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: By developing an Audience Development Plan and capturing user statistics and feedback, A&C will 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 2023-2025.

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

September 2026

Signed off by Owner/Review Lead (Polly Christie – Project Lead)

30/08/2023

Signed off by Senior Leadership group Lead (Irene McAra-McWilliam - Deputy Director Research & Innovation)



Signed off by Equality Lead (Svetoslava Sergieva – Equality Officer)

01/09/2023