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)	Collections Development Policy
New or reviewed	Reviewed
Owner/Review Lead and role	Michelle Kaye, Collections Lead
Department or School	Archives and Collections
Date of assessment	07/04/2026

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

The GSA Archives and Collections has a formal Collection Development Policy in place. This 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 i.e. what material is added to or removed from the museum and archive collections.

The Collection Development Policy 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's Archives and Collections (as a result of gift, bequest or purchase) 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. Priority will be given to material created during the maker's association with GSA. Collection development activities take into consideration the UK Government's Public Sector Equality Duty and aim to ensure the holdings represent GSA's diverse and evolving learning & teaching, research and cultural environment as it is now and as it was in the past. This policy ensures that The Glasgow School of Art acts in accordance with nationally agreed standards for museums and archives in the UK with regard to acquisitions and disposals."

The decision-making process around identifying suitable material for the holdings is further clarified in the A&C's Decision Guide. In September 2023 a Collection Development Plan was finalised which 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. In order to meet identified strategic goals, GSA's Archives and Collections plans to prioritise:

A. acquiring material which fills existing gaps in GSA's historical collections to achieve the full range of media and disciplines at GSA now and throughout its history
B. acquiring material to fill gaps in the collection as a result of the 2014 and 2018 Mackintosh Building fires
C. acquiring material to maintain a sustainable programme of contemporary acquisition
D. acquiring material to meet the wants and needs of the GSA community, reflecting the strategic priorities of the School over time in terms of Research and Learning and Teaching, and the diversity of culture and perspectives existing within GSA's staff and student community, including those with protected characteristics
E. appraising existing holdings to ensure they align with GSA's current Collection Development Policy, and prioritise non-compliant material for deaccession

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

Collection development activities take into consideration the UK Government's Public Sector Equality Duty and aim to ensure the holdings represent GSA's diverse and evolving learning & teaching, research and cultural environment as it is now and as it was in the past. Other examples of EqIAs from the museums sector in Scotland have been consulted when undertaking this assessment (i.e. National Museums Scotland:

https://www.nms.ac.uk/index.php/actions/tools/tools/download-file?id=642838 and East Lothian Museum: https://www.eastlothian.gov.uk/download/downloads/id/35118/museums_service_collections_management_framework_policies_iia.docx) and the Collection Development policy ensures that The Glasgow School of Art acts in accordance with nationally agreed standards for museums and archives in the UK with regard to acquisitions and disposals.

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	The potential for positive equality impact has been identified where equality consideration and due regard to the PSED is embedded into the Collection Development Policy, into the Collection Development Plan and criteria set for new acquisitions in order to ensure that acquisitions demonstrate a diversity of perspective and / or enhance cultural diversity in the collection. There is also potential for positive impact by providing more information to potential donors and by promoting this area of the A&C's activities so that a wider range of stakeholders can engage with these processes, the service and the holdings. If the actions in this EqIA are undertaken the holdings will become more diverse and will more fully represent GSA's activities and community.	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, however this is addressed in the development of the 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.	
Disability	**Positive impact**	**Negative impact**	**Neutral impact**
	As above (see Age)	As above (see Age)	
	Positive impact	**Negative impact**	**Neutral impact**

Gender reassignment (covers Trans identities)	As above (see Age)	As above (see Age)	
Marriage and Civil Partnership	**Positive impact**	**Negative impact**	**Neutral impact**
	As above (see Age)	As above (see Age)	
Pregnancy and Maternity	**Positive impact**	**Negative impact**	**Neutral impact**
	As above (see Age)	As above (see Age)	
Race	**Positive impact**	**Negative impact**	**Neutral impact**
	As above (see Age)	As above (see Age)	
Religion or Belief	**Positive impact**	**Negative impact**	**Neutral impact**
	As above (see Age)	As above (see Age)	
Sex	**Positive impact**	**Negative impact**	**Neutral impact**
	As above (see Age)	As above (see Age)	
Sexual orientation	**Positive impact**	**Negative impact**	**Neutral impact**
	As above (see Age)	As above (see Age)	
Impact on other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status	**Positive impact**	**Negative impact**	**Neutral impact**
	As above (see Age). We acquire sketches, preparatory work and archival material as well as finished artworks meaning those from a lower socioeconomic status are not excluded from donating material or being represented in the collections.	As above (see Age)	

(SES); Asylum Seekers; British Sign Language Users, etc)			

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

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. In addition to this, the documentation of existing holdings is under review (see Documentation Policy EqIA), to ensure the diversity of material already present in the holdings is accurately described and accessible to all.

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**
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	Positive	A&C Collections Lead	AY 2026-2027
Ensure curatorial principles in respect of disposal clearly set out how equality consideration and due regard to the PSED is given	Positive	A&C Collections Lead	AY 2026-2027

Update Collections Development Policy to commit to PSED and to developing a collection which reflects the diversity of GSA past and present	Positive	A&C Collections Lead	AY 2026-2027
Update website information to highlight collecting priorities	Positive	A&C Collections Lead	AY 2026-2027
Update Decision Tree to further clarify collecting priorities	Positive	A&C Collections Lead	AY 2026-2027
Update Collection Development Plan to identify how the collection can be developed to better represent the student and staff body, and any protected characteristics therein	Positive	A&C Collections Lead	AY 2026-2027
Promote Archives & Collections acquisition activities through online channels and social media, so as to reach a wider audience	Positive	A&C User Services Team	AY 2026-2027
Embed acquisition work with research, L&T, collections documentation and care, and engagement projects so as to support current research and user interests	Positive	Head of Archives and Collections A&C Collections Lead	AY 2026-2027
Introduce periodical collection review to assess whether gaps in representation of protected characteristics are being addressed and update collections plan	Positive	A&C Collections Lead	AY 2027-2028 (ongoing)

accordingly			

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

Head of Archives and Collections

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

This EqIA and the actions that emerged from it support:

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?

The actions that emerged from this assessment support the above duties by demonstrating that GSA understands and values equality perspectives and the contribution of different artists from different cultural backgrounds and from different protected characteristics through its artefacts and the development of its collections.

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

The action plan above will be monitored as actions are incorporated into the Archives and Collections Operational Plans. Progress in relation to Collections Development activities is included in acquisitions reporting to Academic Council.

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	

Signed off by Owner/Review Lead (Michelle Kaye – Collections Lead)	07/04/2026
Signed off by Senior Leadership group Lead (Irene McAra-McWillam – Deputy Director, Research and Innovation)	
Signed off by Equality Lead (Ceit Mackintosh, Equality Officer)	16/04/2026