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)	Documentation 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 Documentation Policy in place. 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. Equality consideration and due regard to Public Sector Equality Duty (PSED) have been given in reviewing this policy.

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

Documentation activities take into consideration the UK Government's Public Sector Equality Duty and aim to ensure the holdings are documented in a way that enables representation of 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 Documentation 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 documentation.

In addition, Archives and Collections staff have developed in-house guidance around the documentation of material to ensure accurate, sufficient and relevant information is captured and disseminated as appropriate. Workflows are also monitored to inform forward planning. These processes however, do not always provide evidence to show how equality is considered and due regard to PSED is given in relation to documentation work. 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.

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 Archives and Collections Documentation Policy and planning and prioritisation activities in order to ensure that collections documentation work demonstrates a diversity of perspective and / or enhances access to cultural diversity in the collection. There is also potential for positive impact by	Although records of documentation activities are held by Archives and Collections, these do not contain evidence of how these activities relate to PSED. Similarly, although there is equality consideration and due regard to PSED in decision-making for collections documentation activities and programming, it has been identified that there is a lack of evidence around these decision-making processes	

	providing more information 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 access to the holdings will become more inclusive and diverse, and accessible collections will more fully represent GSA's activities and community.	and this would benefit from more clarity and transparency.	
Disability	**Positive impact**	**Negative impact**	**Neutral impact**
	As above (see Age). Digital surrogates and alternative formats can improve access for visually impaired or disabled users.	As above (see Age)	
Gender reassignment (covers Trans identities)	**Positive impact**	**Negative impact**	**Neutral impact**
	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)	
	Positive impact	**Negative impact**	**Neutral impact**

Religion or Belief	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 (SES); Asylum Seekers; British Sign Language Users, etc)	**Positive impact**	**Negative impact**	**Neutral impact**
	As above (see Age). The policy emphasises accessibility and sharing knowledge, which can support wider participation regardless of income.	As above (see Age)	

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

The above point can be addressed by ensuring that equality consideration is embedded in decision making in respect of collections documentation and in the reporting and monitoring of these decisions. For example, equality consideration is now one of the criteria around prioritisation of cataloguing activities.

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**

Promote A&C collections documentation activities through online channels and social media, so as to reach a wider audience and provide information on prioritisation and decision making	Positive	A&C Engagement Officer	AY 2026-2027
Include relevance of material to protected characteristics as a factor in collections documentation planning and prioritisation (alongside physical status and current user demands). Collating data on this work and reviewing annually.	Positive	A&C Collections Lead	AY 2026-2027
Develop an evaluation framework (including reference to object Documentation status, user needs and equality impact) for use by Archives and Collections staff in collections documentation planning work.	Positive	A&C Collections Lead	AY 2026-2027
Collate, review and report on outcomes of collections documentation work, including in relation to access and use of the material.	Positive	A&C Collections Lead	AY 2026-2027
Embed collections documentation work within research, L&T, collections care and conservation, collection development and engagement projects so as to support current research and user interests	Positive	Head of Archives and Collections / A&C Collections Lead / A&C Engagement Lead / A&C Engagement Officer	AY 2026-2027

Introduce periodical collections access review to assess whether gaps in representation of protected characteristics are being addressed through collections documentation work and update plans accordingly	Positive	A&C Collections Lead	AY 2026-2027

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 Updated Equality Impact Outcome Action Plans 2024

This EqIA 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 are 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 inform action, assess progress and measure impact

- 5.2: Systematically evaluate initiatives developed in academic schools and support services to understand what makes a difference, stop what doesn't and implement successful approaches across all of our schools as GSA policy.
- 5.4: Continue to build on the successful mainstreaming of EqIA process - Review of current EqIA practice, analysed with themes and good practice identified to inform future development across our areas of work.
- 5.6: Ensure data sets are used to identify areas of concern, note progress and/or impact and inform action.

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 the care, documentation and resulting access to 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 documentation activities is included in reporting.

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