



## Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and Guidance and Checklist Notes, and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at [www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment](http://www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment)

EqIA covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

**A. Policy/Practice (name or brief description):**

**Commissioning Art Guidelines**

The guidelines communicates the procedures and ethos for commissioning art at the University of Edinburgh. It is written with the aim of promoting commissioning as an exciting, inspiring and worthwhile and crucially to provide clear instruction to University community of how best to commission art. For reference, commissioning is a practice that involves the engaging of an artist in the production of a new work of art. Historically this included paying artists to create statues, religious iconography or portraits of family members, but in the present day it covers an ever expanding range of materials, processes and possibilities

The guidelines are an updated version of original guidelines written in 2010. They sit within the University Collections Management Policy 2020-2030. Importantly it only provides instruction for commissioning.

As guidelines, it is difficult to assume the needs of equality groups and how each commission might affect them. This will need to be carried out on a case-by-case basis when commissioning. The EqIA is for the guidelines only and does not cover any commissioning activity from 2019 onward.

**B. Reason for Equality Impact Assessment (Mark **yes** against the applicable reason):**

- Proposed new policy/practice
- Proposed change to an existing policy/practice
- Undertaking a review of an existing policy/practice - **Yes**
- Other (please state):

**C. Person responsible for the policy area or practice:**

Name: Jacky MacBeath

Job title: Head of Museums

School/service/unit: Library and University Collections, Information Services

**D.** An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:

- affects primary or high level functions of the University- **Yes**
- is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? - **Yes**
- It is one which interested parties could reasonably expect the University to have carried out an EqlA? - **Yes**

**E.** Equality Groups

To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership<sup>1</sup>

Add notes against the following applicable statements:

The guidelines has the potential to impact all equality groups as staff, students and visitors to the University all have the potential to be impacted by a piece of art.

Namely, the guidelines have been updated to include a section regarding ethics of commissioning. This is to prompt those commissioning to be reflective of the ethics and potential impacts of the artwork being produced. It is stated that at all stages, 'risk assessments and consultations should be undertaken with historical, social, and political contexts in mind. Dialogue should be open and transparent, include all stakeholders, and give particular consideration to underrepresented voices or interests.' Guidelines direct people to complete an EqlA. This was written with the intention of being mindful on a case-by-case basis, raise awareness and to ensure that no form of prohibited conduct occurs

The guidelines have been shortened (from 2700 to 2000 words) and information has been presented in clearer, layered approach to suit the needs of someone who has no experience in commissioning through to an arts expert.

Having said this, the guidelines could have the potential to impact:

Age – Artists can be discriminated against for their age, especially with payment. References to paying artist policy ensures fair pay in spite of age.

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<sup>1</sup> Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

Disability – there may be an impact on this group in terms of the format as a physical document and online access. Alternative formats will be available free of charge on request to ensure minimised impact on group. However, we acknowledge the potential that the provision of online version offers a benefit of greater accessibility to a range of readers. We feel the ethics section detailed above will minimise impact and accessibility issues for disability users. Disabled artists can be discriminated against due to their disability. The guidelines outline a clear way to ensure fair selection process with accountability. This is further strengthened by the ethics section.

Religion or belief- We feel the ethics section of the guidelines detailed above will minimise impact and accessibility issues in relation to this equality group. Reference to Christmas in the guidelines was also removed to reflect the more inclusive term of ‘festivities’ on the final page.

Race – The guidelines are produced in English, as English is the main teaching language of the University we do not envisage this causing major disadvantage.

Sex- The guidelines have been developed with the aim of achieving gender balance in commissioning. Male artists have been typically commissioned in the past. For example, there are only two permanent exterior sculptures by women out of twenty. Equally, we wish to ensure there is no positive discrimination of women and tokenism. The guidelines outline a clear way to ensure fair selection process with accountability. This is further strengthened by the ethics section. References to paying artist policy ensures fair pay in spite of sex.

Pregnancy and maternity- There may be the possibility that the provision of electronic copy of the guidelines offers greater accessibility to information off campus and off site. This improved flexibility and for those with caring responsibilities is a positive impact on these groups.

- **On any available information about the needs of relevant equality groups:**

The new practice will enable more ethical commissioning, following up-to-date best practice methods. Internally the Disability Officer has reviewed the guidelines. Updates were carried out in consultation with key University and sections and in line with best practice methods. Committee chaired by Academic Professor oversaw the process of rewriting the guidelines. Work has been led by the Art Collections Curatorial team with input from ECA Principal, Director of Talbot Rice and Estates and Building representative. Additional information for guidelines was supplied by University Collections Advisory committee, and through consultation with public art experts and the Information Services Disability Officer.

Nevertheless, we will continue to monitor feedback from all users related to equality issues both positive and negative. Should an individual from an equality group provide negative feedback or require further support, we will endeavour to respond to these quickly and smoothly.

- **Any gaps in evidence/insufficient information to properly assess the policy, and how this will be addressed:**

At this stage, we feel we have sufficient evidence to proceed.

- **If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:**

We do not envisage that any users should experience any form of prohibited conduct as a result of this policy. We acknowledge that the guidelines are produced in English. As mentioned above, English is the main teaching languages of the University so we do not envisage this causing major disadvantage. Where a disabled artist or users of these guidelines requires any reasonable adjustments then these will be put in place as appropriate.

- **If the policy/practice contributes to advancing equality of opportunity<sup>2</sup>**

The guidelines will contribute significantly to advancing equality of opportunity by fostering meaningful, ethical commissioning following best practice methods. The guidelines have been written with the intention of being as inclusive and accessible as possible from how information is presented to and inclusion of an ethics section and reference to fair payment.

- **If there is an opportunity in applying this policy/practice to foster good relations:**

We have undertaken an EQIA and considered impacts of the guidelines on protected characteristics. We are committed to Equality and Diversity issues and to fostering good relations, and eliminating any prohibited conduct. All feedback will be monitored for any positive or negative impacts on any of the 9 protected characteristics and acted on accordingly.

The inclusion of ethics section was done with the intention of being mindful on a case by case basis and to ensure no form of prohibited conduct occurs.

More generally, having a standard set of guidelines for the University that promotes best practice, ethical considerations will lead to greater consistency and thoughtfulness to audiences when commissioning.

- **If the policy/practice create any barriers for any other groups?**

It is unlikely that the guidelines will create barriers for any other groups negatively. However, the guidelines have the potential to positively impact low income earners.

The guidelines will be available free of charge, online and in physical formats. Moreover, artists and creative practitioners often operate under precarious economic and employment conditions. The guidelines have been redrafted with reference to appropriate paying policy and promotion of fair payment of artists. The guidelines promote commissioning and acquisition activity as a benefits a wider arts ecology and industry and acknowledges that commissioning promotes sustainable growth, influences cultural activity and creates much needed economic benefit.

- **How the communication of the policy/practice is made accessible to all groups, if relevant?**

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<sup>2</sup> This question does not apply to the protected characteristic of marriage or civil partnership

The guideline will be able in both electronic and physical formats. It will be available online through the Collections website. Alternative formats will be made available free of charge on request

The guidelines are shorter and written in much clearer, simpler language. Technical language is minimally used and is explained if used. The guidelines are more accessible from literacy perspectives than previous version.

- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?

Internally the Information Services Disability Officer has reviewed the EqIA and guidelines. Any revisions will follow this screening process. All feedback will be monitored for any positive or negative impacts on any of the 9 protected characteristics and acted on accordingly.

- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations:

We have undertaken an EQIA and considered impacts of the guidelines on protected characteristics. We are committed to Equality and Diversity issues and to fostering good relations, and eliminating any prohibited conduct. All feedback will be monitored for any positive or negative impacts on any of the 9 protected characteristics and acted on accordingly.

The inclusion of ethics section was done with the intention of being mindful on a case by case basis and to ensure that no form of prohibited conduct occurs.

#### **F. Equality Impact Assessment Outcome**

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision

**Option 1:** No change required – the assessment is that the policy/practice is/will be robust for reasons detailed above.

#### **G. Action and Monitoring**

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

The EqIA and Guidelines will be presented to Library Committee and University Collections Advisory Committee as part of the Collections Management Policy and assuming approval, the policy will then be presented to the University Executive for full approval and sign off.

All feedback will be monitored for any positive or negative impacts on any of the 9 protected characteristics and acted on accordingly.

Staff will be made aware of the need to make reasonable adjustments and to provide content in alternative formats to disabled users on request.

**2. When will the policy/practice next be reviewed?**

The guidelines will be reviewed no later than 2025 and at a minimum of every 5 years thereafter in accordance with the University Collection Management Policy review periods and the EqlA updated at this stage

The guidelines will also be reviewed when there is any significant change to this policy or when we receive any positive or negative feedback related to any of the 9 protected characteristics and likewise the EqlA will be updated at this stage

**H. Publication of EqlA**

Can this EqlA be published in full, now? **Yes**

If No – please specify when it may be published or indicate restrictions that apply:

**I. Sign-off**

EqlA undertaken by (name(s) and job title(s)): **Liv Laumenech, Public Art Officer, Museums, Library & University Collections, ISG & Julie-Ann Delaney, Art Collections Curator, Museums, Library & University Collections, ISG.**

Accepted by (name): **Jacky MacBeath, Head of Museums, Library & University Collections, Information Services Group.**

Date:

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)