



THE UNIVERSITY *of* EDINBURGH

Equality Impact Assessment Template

If you require this template in an alternative format, such as large print or a coloured background please contact HRHelpline@ed.ac.uk.

You'll find it useful, before filling in this assessment template, to complete the online course:

[Introducing Equality Impact Assessment](#)

This template is designed to be used alongside the:

EqlA [Guidance and Checklist](#)

EqlA [Policy Statement](#)

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

A. Key Information	
Policy/practice name:	Metafutures School online course access.
General background/aims of policy/practice:	Students on the Interdisciplinary Futures Undergraduate course will be given access to the 'Conflict Transformation' online course delivered by Metafutures School
School/Dept:	Edinburgh Futures Institute, CAHSS
Assessed by: (name & job title)	Emma McAllister, Learning Technology and Design Lead, Edinburgh Futures Institute
Sign off by: (name & job title)	
Sign off date:	
Review date:	

B. Reason for EqlA	(check one)
New policy/ practice is proposed	<input type="checkbox"/>
Change to existing policy/practice is proposed	<input type="checkbox"/>
Other (describe in Section D below)	<input checked="" type="checkbox"/>

C. Who will most impacted by this proposal?

Consider carefully how your proposal will impact both positively and negatively on people from different groups.

Consider the 9 protected characteristics as below in your proposal. There may be other identity characteristics that you wish to also include in your impact assessment. It is expected that you will consider all equality groups for impact. Please indicate below (with a tick) which groups you feel will be most affected by your proposal.

Age	<input type="checkbox"/>	Race (including ethnicity and nationality)	<input type="checkbox"/>	Marriage and civil partnership¹	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	Religion or belief (including no religion or belief)	<input type="checkbox"/>	Sex	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	Pregnancy and maternity	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Other characteristics	<input type="checkbox"/>				

D. Consideration of Impact

Show your considerations of how all of the above protected characteristics may be impacted. The following prompts will help you to reflect:

- What information and evidence do I have about the needs of relevant equality groups – is this sufficient to fully assess impact?
- Could this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, or create barriers or less favourable treatment for particular groups and how can you mitigate any negative impacts?
- Does this policy/practice contribute to advancing equality of opportunity and fostering good relations?
- How can communication of the policy/practice be made accessible to all relevant groups?

Online resources and learning content, if not compliant with Web Content Accessibility Guidelines 2.0 (WCAG 2), could exclude students with hearing or vision impairments. To ensure this does not discriminate against students with these disabilities, I need evidence that the website has been developed to meet WCAG guidelines.

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

Metafutures School host their online course on the Teachable platform, Teachable publish their accessibility policy below:

<https://theteachableproject.org/accessibility-statement/#:~:text=of%20our%20population.-,We%20are%20committed%20to%20making%20our%20web%20site%20and%20its,in%20educational%20settings%20and%20beyond.>

The company meets the WCAG 2.0 guidelines by providing:

- Text alternatives for audio or video content
- Captioning, video description and transcripts for audio and/or video content
- Content can be presented in different ways without losing information or structure
- All functionality can be controlled by keyboard (helpful for students with motor disabilities)
- Optimised contrast between foreground and background
- Optimised to work with screenreader applications.

E. 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.	(check one)
Outcome 1: No change required – the assessment is that the policy/practice is/will be robust.	<input checked="" type="checkbox"/>
Outcome 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.	<input type="checkbox"/>
Outcome 3: Continue the policy or practice despite the potential for adverse impact, and which can be justified.	<input type="checkbox"/>
Outcome 4: Stop the policy or practice as there are adverse effects which cannot be prevented/mitigated/or justified.	<input type="checkbox"/>

F. Action and Monitoring

Describe any actions you will take to address the findings of this EqIA.

- How can I involve equality groups or communities in the ongoing monitoring, review and potential future development, of this policy/practice?

Describe how the policy/practice will be monitored going forward, to ensure that impact is frequently reviewed. Make sure you add a review date in Section A above.

We will continue to review the Metafutures online course annually to consider whether it will be used within the Interdisciplinary Futures curriculum in the next year, as part of this, we will assess its usability and accessibility features (consulting with students and staff on the course).

G. Publish

Send your completed EqIA to the HR EDI team (equalitydiversity@ed.ac.uk) to published, and keep a copy for your own records.