



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:

EqIA [Guidance and Checklist](#)

EqIA [Policy Statement](#)

EqIA 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:	BRAID Massive Open Online Course (MOOC) on Responsible AI Innovation for SMEs
General background/aims of policy/practice:	The BRAID MOOC intends to equip Small-Medium Enterprises (SMEs) and micros with a basic understanding of responsible AI innovation. Having completed the course, learners will understand the potential benefits, risks, and limits of different AI tools, methods and approaches, be able to demonstrate an awareness of the relevant policy and regulations relevant to AI adoption, and know and use the right questions to ask when seeking to use a proprietary or open-source AI system for the first time. The course will include exposure to general principles and best practices for responsible AI use, and widely available tools and resources to support organisations in Responsible AI practice.
School/Dept:	Edinburgh College of Art (Ewa Luger, BRAID Co-I) and School of Philosophy, Psychology and Language Sciences (Shannon Vallor, BRAID Co-I)
Assessed by: (name & job title)	Ciara Wilton, Senior Research Project Manager (FRC)
Sign off by: (name & job title)	Tina Donnelly, Operations and Engagement Manager (BRAID)
Sign off date:	20/02/2025

Review date:	01/07/2026 (a year after the course has been live)
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B. Reason for EqIA	(check one)
New policy/ practice is proposed	<input checked="" type="checkbox"/>
Change to existing policy/practice is proposed	<input type="checkbox"/>
Other (describe in Section D below)	<input 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 checked="" type="checkbox"/>	Race (including ethnicity and nationality)	<input checked="" 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?

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.

- 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?

Equality Groups

The MOOC Development Team are experienced at building courses that are accessible for people with a range of disabilities, and they will use their expertise and knowledge to guide the development of the course to ensure it is accessible. The Media team, who are responsible for filming and editing the videos that will appear in the MOOC, have a good understanding of how to create and edit videos that are accessible for people with a range of disabilities.

As an entry level course, the MOOC will not require any previous experience or knowledge of AI and responsible AI. Effort is being taken to ensure key concepts and definitions are introduced and fully explained to ensure the MOOC is widely accessible. In addition, the MOOC will draw from a number of case studies to provide a practical and tangible grounding to concepts and ideas, whilst a variety of different learning types (e.g., learning through acquisition, learning through discussion, learning through practice) will be employed throughout the course.

There is a member of the BRAID team who has an EDI background and is continually reviewing and monitoring the development of the MOOC and the approach that is being taken. Notably, they are working with the wider team to ensure that inclusion is a regularised part of the course design conversation and encouraging any potential issues to be flagged for discussion.

Discrimination and Barriers

There will be a number of external experts and SMEs contributing to the MOOC to illustrate practical examples of where AI has been used responsibly, why responsible engagement with AI is necessary, and how to avoid pitfalls and harms that commonly occur when using an AI system. A conscious effort is being made to ensure that the MOOC has a diversity of contributors representing different sectors, different regions across the UK, a range of ages, racial diversity, and a gender balance.

Equality of Opportunity and Good Relations

The BRAID MOOC is not addressed to large, well-resourced organisations who have legal, policy, and ethical governance expertise at hand to advise them on AI applications and their risks and benefits. Rather, the MOOC aims to be accessible and of use to any proprietor of a traditional SME (selling anything from jewellery or books to garden supplies) who has limited or no knowledge regarding responsible AI, but is considering deploying an off-the-shelf AI tool and who may not have the resources to source dedicated expertise. The course will be free to enroll, sector agnostic, and, as an entry course, no previous learning or understanding will be required.

The course will have a means for learners to interact to support one and other as they are developing their understanding, and will aim to build a supportive and engaged community. There will be a chance for learners to provide feedback on the course, which will take into

consideration the opportunities the course provides for connection. There would, then, be the option to incorporate feedback via course edits and updates.

Accessibility

Accessibility will be considered through the course build and in the editing of videos, to ensure the course is accessible to people with a number of disabilities. For example, there will no moving text, no text that is fully capitalised, and attention will be given to contrast and graphics.

We have considered the potential of British Sign Language (BSL) for the videos within the MOOC. However, due to the complexity of the panel videos (one host and three guests) and the length of the videos, we are not able to provide BSL but the videos will be subtitle and the transcripts available for download. Subtitles will be large enough to be readable by everyone and on every screen (e.g., laptop, mobile phone, tablet).

The BRAID MOOC will be hosted on Coursera, who will check the quality check the course, including its accessibility, prior to the course going live. Coursera provides their content creating partners with guidance on how to create accessible content and how to utilise the accessibility features of the platform, which have been availed of. The majority of pages and features on Coursera are compatible with a variety of screen readers, including Jaws (windows), NVDA (Windows), VoiceOver (iOS and Mac), TalkBack (Android). All lecture videos have native language closed-caption subtitles and Coursera support the downloading of video transcripts. There is potential for assessment to be saved as a draft and returned to later to provide more time for completion, and quizzes can be retaken and videos rewatched as many times as required. Videos can also be downloaded from Coursera so they can be watched offline and, where required, deadline can be reset to provide more time to complete the course.

We are exploring the options of how the project can support the completion certificate fees for learners from under-represented communities.

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 checked="" 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.

The course will ask learners to provide demographic information where they are comfortable with doing so. This will provide a means to understand the diversity of the learners that the course is attracting, which can be reviewed to support ongoing marketing and promotion and with informing edits and updates of content.

During the MOOC development, launch, and review, we will remain in contact and consultation with various stakeholders (ranging from MOOC users to the Department for Science, Innovation and Technology, the MOOC Development Team, the Scottish AI Alliance, the Edinburgh Chamber of Commerce, etc.) to ensure that we integrate feedback into course edits and updates where possible, as well as to support with the promotion and dissemination of the course across a number of varying channels. The BRAID project is setting up a stakeholder engagement forum, who will be contributing to the continual review and monitoring of BRAID and the MOOC will be part of their remit.

Coursera provides a means for learners to submit accessibility-related feedback and requests for reasonable modification of policies, practices, and procedures. If a learner is using a screen reader, Coursera presents them with an email when they submit a support ticket that is only 'visible' to assistive technologies and which can be used by learners to report issues with screen-readers or more general accessibility issues on the platform.

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.