



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

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): Edinburgh Law School Policy on content warnings regarding potentially sensitive content in teaching activities.

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

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

C. Person responsible for the policy area or practice:

Name: Dr Edward Dove

Job title: Director of Education

School/service/unit: Edinburgh Law School.

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

- 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 EqIA? **Yes**

E. Equality Groups

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

This policy potentially affects a wide range of students, as material may be sensitive and challenging for students depending on their particular life experiences, including identity. Particular groups which may be affected include: race, religion or belief, sexual orientation, gender reassignment. Disability as a category, including those experiencing Post Traumatic Stress Disorder (PTSD) would be especially affected and benefit from such a policy.

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:
 - See above note on the position of students suffering from PTSD and others with particular characteristics.
- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:
 - As this is a new policy, there is no information on its application. The implementation and application of the policy will be monitored by the Education Committee.
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:
 - It is not foreseen that this policy will lead to discrimination for particular equality groups. Rather, this policy is intended to promote engagement amongst students from these groups (amongst others).
- If the policy/practice contributes to advancing equality of opportunity¹
 - Yes, the policy is intended to advance equality of opportunity by facilitating engagement by students who might otherwise disengage on particular topics. Content warnings have been demonstrated to facilitate engagement by allowing students to prepare for topics which they may find particularly sensitive or difficult based on previous life experience or background.
- If there is an opportunity in applying this policy/practice to foster good relations:
 - It is hoped that this policy will encourage staff and students to engage with potentially challenging topics with sensitivity.
- If the policy/practice create any barriers for any other groups?
 - There is a concern that content warnings themselves might be triggering for certain students. This concern however is outweighed by the overall benefit of such a policy, particularly if implemented in a sensitive manner.
- How the communication of the policy/practice is made accessible to all groups, if relevant?
 - The policy will be presented at a meeting of the School of Law and will be made available to all teaching staff as part of the School's policies.
- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?
 - The policy originated in the School of Law's EDI Committee. It has been developed by the Director of Education and the Head of Student and Academic Services. Discussion at the Education Committee included interventions from the Director of EDI and others.
- 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:
 - It is envisaged that this policy will have a positive impact. See responses to above questions.

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

¹ This question does not apply to the protected characteristic of marriage or civil partnership

Option 1: No change required – the assessment is that the policy/practice is/will be robust.

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).
 - Teaching staff implementing this policy will be instructed to direct any feedback on their experience of implementing this policy to the Director of Education and/or the EDI Director.
2. When will the policy/practice next be reviewed?
 - June 2026

H. Publication of EqIA

Can this EqIA be published in full, now? Yes/No

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

I. Sign-off

EqIA undertaken by Stephen Coutts (EDI Director)

Accepted by (name): Edward Dove (Director of Education, School of Law)

[This will normally be the person responsible for the policy/practice named above. If not, specify job-title/role.]

Date: 1 May 2024

Retain a copy of this form for your own records and send a copy to equalitydiversity@ed.ac.uk