



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:	Delivery of Micro Learning Courses on Consent and Bystander Intervention to all new students
General background/aims of policy/practice:	Following a successful pilot in 2023/24, the University will deliver micro-courses on key student welfare and experience topics, with the aim of improving student experience and promoting inclusive behaviours.
School/Dept:	Student Experience
Assessed by: (name & job title)	Katrina Castle Deputy Director Student Recruitment & Admissions
Sign off by: (name & job title)	Shelagh Green Director for Careers & Employability
Sign off date:	27/8/2024
Review date:	August 2025

B. Reason for EqlA	(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 checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	Religion or belief (including no religion or belief)	<input checked="" type="checkbox"/>	Sex	<input checked="" type="checkbox"/>
Gender reassignment	<input checked="" type="checkbox"/>	Pregnancy and maternity	<input checked="" type="checkbox"/>	Sexual orientation	<input checked="" type="checkbox"/>
Other characteristics	<input checked="" 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?

The micro-courses will be disseminated to all incoming UG, PGT and PGR students in the 2024/25, 2025/26 and 2026/2027 academic years, and as such may impact upon all protected characteristic groups. These courses focus on Consent Matters and Active

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.

Bystander training and have been specifically developed to promote inclusive behaviours and improve student experience.

In 2021 the University set out four equality outcomes. Outcome 1 is that staff and students feel confident and are supported to report harassment, hate crime and gender-based violence. These resources contribute to our endeavours in this area.

In addition, student behaviours are covered by a Code of Student Conduct. These resources provide support to students to adhere to aspects of the Code of Conduct.

It is not anticipated that the introduction of these resources will have a negative impact on any equality groups. However, there is a risk that different cultural, religious or racial norms may view behaviours addressed within the content differently, e.g. sexual behaviours. This is not justification for not sharing this material. Training courses containing this content will have trigger warnings, and although students are encouraged to complete these courses, they are not mandatory, and all students have the option to opt out.

The courses deal with topics relevant to the promotion of inclusivity and are intended to support behaviours which will benefit groups who suffer discrimination, e.g. racial discrimination. The content of the training courses is intentionally designed to be inclusive and appropriately representative of diversity. It is envisioned that the Consent training is likely to have a particularly positive impact on female students, as data shows they are disproportionately impacted by gender-based violence.

Links to these resources will be sent to students via SMS text, student email and MyEd notifications ensuring all students can access and benefit from them.

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.

Key staff, EUSA and EUSU have been consulted on the introduction of these courses and were involved in the evaluation of the pilot in the 2023/24 academic year. During the pilot year over 10,000 students completed the Consent course and over 5,000 completed the Active Bystander course.

We will continue to consult with staff and students on the content and effectiveness of these courses over the next three academic years, and will adjust course content, mode of delivery and supporting communications in response to their feedback.

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.