

Equality Impact Assessment (EIA)

Question	Response
1. Name of policy/funding activity/event being assessed	AHRC Collaborative Doctoral Partnership scheme: Round 4 scheme
2. Summary of aims and objectives of the policy/funding activity/event	<p>Overall purpose: The CDP scheme provides opportunities for doctoral training in collaboration with non-Higher-Education Institutions (non-HEIs).</p> <p>Objectives of the scheme: Collaborative research training will be supported through:</p> <ol style="list-style-type: none"> 1. Giving non-HEI organisations greater autonomy in the selection of doctoral projects they would like to support and supervise. 2. Providing non-HEI organisations or consortia with a firm funding horizon of collaborative doctoral awards to support their research training strategy, and to enable the development of enhanced programmes of doctoral study that provide students with career development opportunities outside the standard academic route. 3. Fostering collaboration between CDP-holding organisations and consortia in the development of wider training and development opportunities for the doctoral students they support.
3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)	<p>The following consultations have taken place in relation to designing this call:</p> <p>Internal: Consultation took place with AHRC colleagues across the organisation to understand how we could encourage a diverse range of AHRC stakeholders to consider applying for this scheme, and address any barriers which might exist which prevent organisations applying for this scheme.</p> <p>External: Online information session on 22nd June 2021 for interested organisations to attend. Over eighty people attended. Event was promoted via a range of channels, e.g. AHRC website, blog, AHRC stakeholder mailing lists.</p>

	<p>Consultation with current CDP award holders in the form of a questionnaire to understand weaknesses and strengths of the current scheme and how we can improve it.</p> <p>Town Hall delivered on 23rd November 2021 for interested organisations to find out about this call – open event, details shared via a range of comms channels: external e.g. website / blog / social media; internal e.g. email and AHRC newsletter; external stakeholder networks managed by colleagues across AHRC e.g. mailing lists. Over seventy people attended.</p>
<p>4. Who is affected by the policy/funding activity/event?</p>	<p>Within the AHRC: This project is designed by AHRC’s Skills team and will be jointly delivered by the Skills and Operations teams. A range of AHRC teams and internal and external stakeholders will be interested in this doctoral funding opportunity.</p> <p>Within the UKRI: UKRI TALENT team, teams who support doctoral funding in other research councils.</p> <p>External: A diverse range of non–HEI organisations and HEIs who will become award holders and Training Grant holders. A diverse range of students who apply for these studentships. Other external organisations who support student development opportunities.</p>
<p>5. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?</p>	<p>AHRC needs to ensure that award holders put in place measures to enable access to doctoral funding for students from a diverse range of backgrounds. Award holders need to mitigate any barriers to participation, ensuring that opportunities are promoted across a diverse range of platforms, and recruitment practices adhere to rigorous EDI principles.</p> <p>It is therefore important that we encourage a diverse range of organisations to apply to this funding opportunity and ensure successful applicants demonstrate their commitment to Equality, Diversity and Inclusion (EDI) principles in all that they do.</p> <p>AHRC will require CDP applicants to submit an EDI action plan which will lay out a strategy for ensuring EDI principles are upheld in all aspects of being a CDP award holder in terms of recruitment of students, ongoing support of students, training,</p>

	<p>decision making, governance and management of awards.</p> <p>CDP award holders need to ensure their EDI plan are compliant with the 2010 Equality Act and UKRI's Equality, Diversity and Inclusion vision.</p> <p>The plan will need to outline how the CDP will work with the HEI partner and any other collaborators to ensure all recruited students have equitable access to opportunities and receive the support they need to successfully complete their studies and develop their careers.</p> <p>AHRC will be exploring options for allocation of some studentships in a targeted way to address protected characteristics identified as under – represented within the current portfolio. AHRC will monitor those awards in terms of their impact in addressing the area of under – representation.</p> <p>Monitoring and review of CDP activity will be carried out via completion of annual reports by award holders and regular discussions with award holders in the CDP business meetings which AHRC attend.</p> <p>The annual reports will enable AHRC to gather evidence on the progress and benefits of the CDP scheme and further understand how non-HEI award holders, HEI partners and doctoral students benefit from the scheme. Award holders will be expected to reflect on monitoring, governance, recruitment, training and development processes, as well as Equality, Diversity and Inclusion (EDI) issues and the health and well-being of their students.</p>
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Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Disability	Possible negative impact	We need to ensure CDP studentships are as accessible as they can be for students with a disability and students with a	AHRC will require CDP award holders to submit an EDI action plan which will lay out a strategy for ensuring EDI principles will be upheld in all aspects of being a CDP award

		<p>disability do not feel underrepresented.</p> <p>The nature of the scheme may require regular travel between host RO and non-HEI organisations. Some awards require physical access to archives/collections, which may have limited access for disabled students.</p>	<p>holder in terms of recruitment of students, ongoing support of students, training, decision making, governance and management of awards.</p> <p>CDP award holders need to ensure their EDI plan is compliant with the 2010 Equality Act and UKRI's Equality, Diversity and Inclusion vision.</p> <p>The plan will need to outline how the CDP will work with the HEI partner and any other collaborators to ensure all recruited students have equitable access to opportunities and receive the support they need to successfully complete their studies and develop their careers.</p> <p>Approaches to support students with a disability applying for a CDP studentship could include:</p> <ol style="list-style-type: none"> 1. Targeted advertising 2. Mentoring 3. Considering whether some research projects might focus on issues relating to diverse histories and cultures or connect with widening public
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			<p>participation initiatives at cultural institutions.</p> <p>4. Reviewing all project descriptions to ensure that they are attractive to diverse groups.</p> <p>5. Targeted recruitment days/linking in with Disability forums at universities.</p> <p>6. Positive action. For example, using Disability status as a “tie breaker” at recruitment stage.</p> <p>7. Reviewing the diversity of recruitment panels.</p> <p>8. Reviewing the potential to use anonymised applications.</p> <p>9. Providing EDI training, including unconscious bias training, to recruitment panels.</p> <p>Interested students should feel supported and empowered to discuss any personal needs based on this protected characteristic in confidence with the non – HEI and HEI they are affiliated with. Following such conversations, AHRC expects efforts to be made by HEIs and non HEI partners to provide reasonable</p>
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			<p>adjustments and a welcoming work culture. This should be compliant with the EDI Plan the non – HEI created in their application, should adhere to UKRI’s policies and approach to equality, diversity and inclusion and the EDI plans and policies of the non – HEI and the HEI.</p> <p>All students with a disability have access to the Disabled Students Allowance (DSA) to help cover the cost of any additional support that a person studying for a doctorate might need as a result of a disability, mental health problem or specific learning difficulty.</p> <p>Where feasible, supervisors and partner organisations should offer the option of virtual, rather than physical, meetings. They should also ensure that wherever feasible, partner organisations can provide full access to archives/collections.</p>
Gender reassignment	Possible negative impact	Potential students who have had/are in the process of gender reassignment may feel disinclined to participate if language isn’t sensitive. Therefore, gender	AHRC will use gender-neutral language, e.g. pronouns such as ‘they’ or ‘you’ instead of ‘he/she’, in scheme documentation,

		<p>neutral language is important to support inclusivity, equality and representation.</p> <p>Students who have had/are in the process of gender reassignment might feel more comfortable using gender-neutral facilities.</p>	<p>We will encourage non-HEI partners, RO host institutions and students to use gender neutral language throughout their interactions.</p> <p>We encourage non HEIs and HEIs to meet best practice in relation to the employment of transgender staff such as that laid out in the Government Equalities Office guidance on 'The recruitment and retention of transgender staff'.</p> <p>Students should feel supported and empowered to discuss any personal needs based on this protected characteristic in confidence with the non – HEI and HEI they are affiliated with. Following such conversations, AHRC expects efforts to be made by HEIs and non HEI partners to provide reasonable adjustments and a welcoming work culture. This should be compliant with the EDI Plan the non – HEI created in their application, should adhere to UKRI's policies and approach to equality, diversity and inclusion and the EDI plans and policies of the non – HEI and the HEI.</p>
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<p>Marriage or civil partnership</p>	<p>Possible negative impact</p>	<p>Those with commitments to a certain locality because of marriage / partnership might be reluctant to apply for an opportunity which means they would have to travel extensively between HEI and non HEI partner.</p> <p>Data on participant's marital or partnership status will not be sourced.</p>	<p>To ensure that the potential geographical location of the HEI / non HEI organisation they are affiliated with is not a barrier to a student applying to the scheme, both CDP partners should be flexible as possible in terms of future interaction with the student i.e. whenever possible online meetings, giving student access to online collections / databases so research can be carried out remotely, online attendance of training and development opportunities, the chance to visit collections in 'blocks of time' so they can focus on physically accessing an archive for a concentrated period of time to carry out research and then return to their 'home' base.</p> <p>Students should feel supported and empowered to discuss any personal needs based on this protected characteristic in confidence with the non – HEI and HEI they are affiliated with. Following such conversations, AHRC expects efforts to be made by HEIs and non HEI partners to provide reasonable adjustments and a welcoming work</p>
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			<p>culture. This should be compliant with the EDI Plan the non – HEI created in their application, should adhere to UKRI’s policies and approach to equality, diversity and inclusion and the EDI plans and policies of the non – HEI and the HEI.</p>
<p>Pregnancy and maternity</p>	<p>Possible negative impact</p>	<p>Those who are pregnant or on maternity leave, or planning to start a family, might be put off applying for a CDP studentship as they feel they will not be supported in doing so or they will face unconscious bias from non-HEIs and host RO if they are aware the student will imminently need to take a period of leave.</p> <p>The nature of the scheme may require regular travel for students between host RO and non-HEI organisations.</p>	<p>Ensure non-HEI partners, RO host institutions and students are aware of UKRI maternity policies and part-time studying options.</p> <p>Advertising of student opportunities should provide information about how studentships are flexible opportunities, they can be completed part time and students are entitled to maternity / paternity / shared parental leave adhering to UKRI Training Grant terms and conditions.</p> <p>Ensure that students are assessed, given appropriate support and work practices adapted appropriately e.g. students given access to virtual collections in case physically accessing a site is difficult. Meetings take place virtually which again can make attendance more accessible.</p>

			<p>Students should feel supported and empowered to discuss any personal needs based on this protected characteristic in confidence the non – HEI and HEI they are affiliated with. Following such conversations, AHRC expects efforts to be made by HEIs and non HEI partners to provide reasonable adjustments and a welcoming work culture. This should be compliant with the EDI Plan, adhering to UKRI’s policies and approach to equality, diversity and inclusion and the EDI plans and policies of the non – HEI and the HEI.</p>
<p>Race</p>	<p>Possible negative impact</p>	<p>Low representation of students from BAME backgrounds might be a barrier to students from BAME backgrounds applying for a CDP studentship as they feel underrepresented in cohorts.</p>	<p>AHRC will require CDP award holders to submit an EDI action plan which will lay out a strategy for ensuring EDI principles will be upheld in all aspects of being a CDP award holder in terms of recruitment of students, ongoing support of students, training, decision making, governance and management of awards.</p> <p>CDP award holders need to ensure their EDI plan is compliant with the 2010 Equality Act and UKRI’s Equality, Diversity and Inclusion vision.</p>

			<p>The plan will need to outline how the CDP will work with the HEI partner and any other collaborators to ensure all recruited students have equitable access to opportunities and receive the support they need to successfully complete their studies and develop their careers.</p> <p>Approaches to support students from BAME backgrounds to apply for a CDP studentship could include:</p> <ol style="list-style-type: none">1. Targeted advertising2. Mentoring3. Considering whether some research projects might focus on issues relating to diverse histories and cultures or connect with widening public participation initiatives at cultural institutions.4. Reviewing all project descriptions to ensure that they are attractive to diverse groups.5. Targeted recruitment days/linking in with BAME forums at universities.6. Positive action. For example, using BAME
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			<p>status as a “tie breaker” at recruitment stage.</p> <p>7. Reviewing the diversity of recruitment panels.</p> <p>8. Reviewing the potential to use anonymised applications.</p> <p>9. Providing EDI training, including unconscious bias training, to recruitment panels.</p> <p>Students should feel supported and empowered to discuss any personal needs based on this protected characteristic in confidence with the non – HEI and HEI they are affiliated with. Following such conversations, AHRC expects efforts to be made by HEIs and non HEI partners to provide reasonable adjustments and a welcoming work culture. This should be compliant with the EDI Plan the non – HEI created in their application, should adhere to UKRI’s policies and approach to equality, diversity and inclusion and the EDI plans and policies of the non – HEI and the HEI.</p>
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Religion or belief	Possible negative impact	<p>A student might need take time off for a religious purpose (to mark or celebrate a religious festival for example)</p> <p>Data on religion or belief will not be sourced.</p>	<p>Students should feel supported and empowered to discuss any personal needs based on this protected characteristic in confidence with the non – HEI and HEI they are affiliated with. For example, the need to take time off for a religious purpose, such as to mark or celebrate a religious festival. Following such conversations, AHRC expects efforts to be made by HEIs and non HEI partners to provide reasonable adjustments and a welcoming work culture. This should be compliant with the EDI Plan the non – HEI created in their application, should adhere to UKRI’s policies and approach to equality, diversity and inclusion and the EDI plans and policies of the non – HEI and the HEI.</p>
Sexual orientation	Possible negative impact	<p>There is potential for a student to feel they are in an environment which is not inclusive of LGBTQ+ communities.</p> <p>Data on applicants’ sexual orientation will not be sourced.</p>	<p>Students should feel supported and empowered to discuss any personal needs based on this protected characteristic in confidence with the non – HEI and HEI they are affiliated with. Following such conversations, AHRC expects efforts to be made by HEIs and non HEI partners to</p>

			<p>provide reasonable adjustments and a welcoming work culture. This should be compliant with the EDI Plan the non – HEI created in their application, should adhere to UKRI’s policies and approach to equality, diversity and inclusion and the EDI plans and policies of the non – HEI and the HEI.</p>
<p>Sex (gender)</p>	<p>Possible negative impact</p>	<p>See ‘Pregnancy and maternity’. Another gender-specific barrier might occur if a student is going through or is experiencing any sex-specific health issue. The point about inclusive language made under ‘Gender reassignment’ is also important here due to persons who identify as non-binary/ gender-queer or transgender (irrespective of whether they had gender reassignment).</p>	<p>Students should feel supported and empowered to discuss any personal needs based on this protected characteristic in confidence with the non – HEI and HEI they are affiliated with. Following such conversations, AHRC expects efforts to be made by HEIs and non HEI partners to provide reasonable adjustments and a welcoming work culture. This should be compliant with the EDI Plan the non – HEI created in their application, should adhere to UKRI’s policies and approach to equality, diversity and inclusion and the EDI plans and policies of the non – HEI and the HEI.</p> <p>AHRC will use gender-neutral pronouns such as ‘you/they’ instead of ‘he/she’ in in scheme</p>

			<p>documentation, in the interim reporting and in the end-of-award reporting. By publishing this EIA, we also want to encourage non-HEI partners, RO host institutions and students to use gender neutral language throughout their interactions.</p>
<p>Age</p>	<p>Possible negative impact</p>	<p>Not being able to undertake study full time. Concerns about being able to study uninterrupted for a sustained period of time. Concerns with managing study with caring responsibilities.</p>	<p>CDP studentships can be undertaken on a full or part time basis, students can change from full to part time study, periods of leave can be taken. UKRI Training Grant Funding Guidelines offer more detail.</p> <p>Students should feel supported and empowered to discuss any personal needs based on this protected characteristic in confidence with the non – HEI and HEI they are affiliated with. Following such conversations, AHRC expects efforts to be made by HEIs and non HEI partners to provide reasonable adjustments and a welcoming work culture. This should be compliant with the EDI Plan the non – HEI created in their application, should adhere to UKRI’s policies and approach to equality, diversity and inclusion and the</p>

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Evaluation:

Question	Explanation / justification	
<p>Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?</p>	<p>As the CDP scheme is open to a wide range of non-HEI partners, RO host institutions and doctoral students, risk still exists as those engaged will have varying levels of experience in supporting EDI.</p> <p>The risk is mitigated as follows:</p> <ul style="list-style-type: none"> • Signposting CDP award holders, host RO institutions and students to UKRI policies and principles i.e. EDI vision, UKRI Training Grant Funding Guidelines. • Asking CDP award holders to create EDI plans outlining how they will embed and adhere to EDI principles and assessing these appropriately in the moderating process. • Consistent consultation with non-HEI partners and RO host institutions through regular CDP business meetings and annual report process to ensure principles in their EDI action plans are being adhered to and delivered. 	
Final Decision:	Tick the relevant box	Include any explanation / justification required
<p>1. No barriers identified, therefore activity will proceed.</p>		
<p>2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups</p>		
<p>3. You can adapt or change the policy in a way which you think will eliminate the bias</p>	<input checked="" type="checkbox"/>	<p>The scheme will adhere to UKRI EDI policies and guidelines, and will implement any future directives as they are issued.</p> <p>The scheme has also been designed to be flexible to accommodate diverse needs. AHRC expects non-HEI partners, RO host institutions and students to assist in delivering and taking part in the scheme in ways which eliminate barriers or bias and promote equality, diversity and inclusion.</p> <p>Lessons learned from previous CDP schemes will help us to make the CDP 4 scheme and future calls more inclusive.</p>

<p>4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.</p>		
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<p>Will this EIA be published* Yes/Not required (*EIA's should be published alongside relevant funding activities e.g. calls and events:</p>	
<p>Date completed:</p>	<p>[INSERT DATE HERE]</p>
<p>Review date (if applicable):</p>	<p>[INSERT DATE HERE]</p>

Change log

Name	Date	Version	Change
James Phillips on behalf of AHRC Skills Team	When published	1	First publication

Annex 1: Examples of recently completed EIA templates

Council	Activity
EPSRC	Inclusion Matters Call
EPSRC	New Investigator Awards
EPSRC	Policy change: Limit to the number of applications at a standard panel
BBSRC	BBSRC Future Leader Fellowships (FLF) Scheme
BBSRC	BBSRC/STFC/Innovate UK Biofilms programme