



UK Research and Innovation
Equality Impact Assessment (EIA)
for
AHRC doctoral focal awards funding
opportunity: Focal Awards: Art History, Visual
Arts and Creative Practice

*See guidance document for detailed support.

* Delete the guidance text in the response column when completing your EIA.

Overview of activity

	Response
Name of activity being assessed	“Focal Awards: Art History, Visual Arts and Creative Practice” which launches in December 2025 and closes in February 2026.
Council/department/project team	AHRC Skills Team/AHRC Design, Commercialisation and Innovation Team.
Aims and objectives of the activity	<p>This assessment relates to those applying to receive funding to support doctoral training through the scheme and to the doctoral candidates and students they will be supporting.</p> <p>The scheme is designed to develop doctoral researchers in the arts and humanities in the UK where AHRC has identified a high priority training need. We aim to support doctoral students within strategic or challenge-focussed themes where these training grant awards can address skills gaps and increase capacity to meet sector needs. Awards are intended to:</p> <ul style="list-style-type: none">• Equip doctoral researchers with a highly sought after and relevant skillset for a range of careers within and beyond academia• Support high quality research training environments led by robust leadership teams to train internationally competitive doctoral students through a cohort training approach <p>We will undertake a competitive assessment process which will allow Higher Education Institutions (HEIs) to engage with non-academic sector partners in producing their training grant application and delivering the award if successful. Award holders will need to work with partners to ensure students receive tailored support. We intend to support 3 cohorts of students within art history, visual arts, and creative practice, with the first cohort starting in October 2026.</p> <p>Specific goals for training will be set appropriate to sector needs; these will include discipline-based skills and knowledge, as well as transferable skills.</p> <p>Applications will be assessed by a panel against a set of criteria published with the funding opportunity on the UKRI Funding Finder. Portfolio balancing will also be implemented.</p>
Who is affected by your policy/funding activity/event?	<ul style="list-style-type: none">• Those applying for the training grant awards• Candidates for future studentships within the awards• Students that will be subsequently funded and their supervisors

	<ul style="list-style-type: none"> • Non-HEI partners supporting the awards, for example through hosting placements or collaborative doctoral awards or supporting training events • Peer Review College and Panel members reviewing the applications • AHRC and UKRI staff working on the scheme throughout its lifetime
<p>What data and consultation have you used?</p>	<p>The Focal approach has been informed by a community engagement exercise regarding AHRC future doctoral provision delivered for the AHRC by CRAC/Vitae in 2021-22. The opportunity is part of the implementation of AHRC's Future Doctoral Provision (FDP) Programme which aims to deliver against a set of principles, which are in line with the findings of the Future of Doctoral provision report. These principles are as follows:</p> <ul style="list-style-type: none"> • Widen opportunities and welcoming innovative and diverse routes to doctoral training • Enable collaborative learning and peer support • Enable professional development and expand skills capacity • Reduce bureaucracy • Support and advocate for A&H doctoral students within UKRI Collective Talent Fund to deliver training in accordance with the AHRC Vision <p>In developing the FDP approach, additional targeted stakeholder engagement through focus groups took place in May 2023 following the results of the study. Focus groups comprised:</p> <ul style="list-style-type: none"> • Higher education institutions within our current training grant community and beyond • Organisations which may be potential employers of our graduates, such as independent research organisations (IROs), other cultural organisations and the Creative Industries Clusters community • AHRC doctoral alumni and current students <p>Internal consultation took place with AHRC colleagues across the organisation including the Executive Chair and Directors Group (ECDG), Senior Management Team (SMT) and the AHRC Council and Advisory Board.</p>

Analysing your impact

In addition to data gathering and consultation, the guidance materials should be used to assist in identifying impacts on different groups.

Protected characteristics

Protected characteristic	Positive impact or opportunity to benefit	Negative impact	Please explain the impact or why there is no impact including details of any evidence/data used	Detail actions taken/ that will be taken to increase positive or reduce negative impact (or why action is not possible). Detail how you plan to measure the relevant outcomes and outputs of your activity.
	Leave blank if there is no impact or unknown			
Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>This scheme requires an experienced team to lead the applications. Therefore, the career stage and age (indirectly) of applicants may lead to difficulties for those early in their career to demonstrate the level of experience needed. There should be no age-related barriers to candidates for studentships and for students. All ages of student are eligible to apply.</p>	<p>Panel members will be briefed to make clear that they should be assessing the application in front of them. They will assess an individual's capability to deliver the proposed activities. Age isn't a criterion in assessment. They will also consider the doctoral training and development offer in the applications, and how these respond to career needs of our research community across age groups</p> <p>See actions under General or Overarching Impact on Multiple Groups part of this EIA form (below). Please note the requirement for applicants to submit evidence-based EDI action plans to the AHRC. Successful award holders are expected to use the plans to inform recruitment and their support for students and supervisors with this protected characteristic. AHRC will monitor this as part of engaging with the award holders. The EDI</p>

				<p>action plans should outline relevant support for students and ensure supervisors and administrative staff are equipped to provide it, catering for each student's needs, which will include the student's age.</p>
Disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Applicants, peer reviewers, students may have a range of disabilities, health conditions and additional needs which might impact their ability to apply to the opportunity, review applications, apply for a studentship or engage with the training provision offered. The tight timescale may mean it is more difficult.</p> <p>Applicants and panel members with specific accessibility constraints may be unable to participate/engage unless reasonable adjustments are made. The same applies to students, from recruitment to delivering their research projects and attending training and development. On the other hand, when these adjustments are made, this may increase participation. For disabled applicants, candidates for students, and students, the provision of support from their HEI research support office may vary.</p>	<p>Applicants will be asked to submit an evidence-based EDI action plan as part of their full application. Successful award holders are expected to use the plans to inform their support for students and supervisors with this protected characteristic. AHRC will monitor this as part of engaging with the award holders.</p> <p>All documentation will adhere to UKRI accessibility guidelines and AHRC will take the necessary steps to ensure that electronic information is accessible to all participating within the application and assessment process. AHRC will take all reasonable steps to make adjustments to enable participation. We will offer closed captioning at virtual panels and events promoting the call using Zoom or Teams. We will upload webinar recordings to the Funding Finder for those attending and those unable to attend. The panel will be online to mitigate any barriers members might have accessing a meeting in person. AHRC will make all reasonable adjustments to support members with specific needs.</p> <p>The awards are expected to increase flexibility in the content and delivery of the</p>

				training offered and we are providing funding to support this. A range of development opportunities can be used to ensure they meet the needs of the individual students (for example, placements are encouraged but not mandatory). The Disabled Students Allowance (DSA) sets out the support available for disabled students. The 2025 update have sought to further address student needs.
Neurodiversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Applicants, panel members, and students may identify as neurodiverse (for example, autistic, dyslexic, or with ADHD). They may require tailored adjustments in communication, assessment formats, or training delivery.	Award holders will be expected to consider neurodiverse needs within their EDI action plans, ensuring inclusive recruitment practices and flexible training environments that value different ways of thinking and working. Practical adjustments may include providing clear and structured guidance in plain English, offering alternative formats such as visual summaries or checklists, allowing flexible deadlines, creating sensory-friendly environments for training, and enabling supervisors to adapt communication styles (e.g., written summaries after meetings).
Gender reassignment (Trans identity)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	A period of leave might be needed for reassignment/recovery. This might impact applicants' or students' ability to apply within specified timeframe and might require periods of leave during the studentship. Gender neutral language is important to support inclusivity, equality and representation. Language which isn't gender neutral may have an adverse impact on applicants, reviewers, and panel	There is flexibility within training grants for students and award holders to take periods of leave. Please note the requirement for the applicants to submit evidence-based EDI action plans to the AHRC. Successful award holders are expected to use the plans to inform their support for students and supervisors. AHRC will monitor this as part of engaging with the award holders. AHRC

			<p>members, as well as on future candidates and students. Mis-gendering or deadnaming may happen in the application and assessment process. This could have a negative impact on applicants and could deter them from continuing their application and any future applications with UKRI.</p>	<p>will use and encourage the use of gender-neutral language including pronouns. UKRI Training Grant terms and conditions are flexible in nature and recognise absence because of medical treatment including treatment related to gender reassignment.</p>
Marriage or civil partnership	<input type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Pregnant persons and persons on maternity, paternity, and/or parental leave, may miss the application deadline to be Project Leads. The same applies to candidates for students in the recruitment process.</p> <p>Peer reviewers, panel members, candidates and students who are pregnant may need reasonable adjustments to enable their participation</p>	<p>Applicants are required to submit evidence-based EDI action plans. Successful award holders are expected to use the plans to inform their support for students and supervisors with this protected characteristic. AHRC will monitor implementation of the action plan as part of engaging with the award holders.</p> <p>Assessment panels will be organised as a video conference to mitigate any barriers members might have accessing a meeting in person. AHRC will make all reasonable adjustments to support members with specific needs, including needs related to pregnancy and maternity, paternity, and/or parental leave. Provision for parental leave for students (including maternity leave, paternity leave and leave related to surrogacy and adoption) are covered in the UKRI training grant terms conditions.</p>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>We are aware of underrepresentation of Black, Asian and minority ethnic groups in the arts and humanities research community, that extends across career stages, and includes the pool of potential applicants, students, as well as AHRC's Peer Review College.</p>	<p>Please note the requirement for the applicants to submit evidence-based EDI action plans to the AHRC. Successful award holders are expected to use the plans to inform their support for students and supervisors with</p>

			<p>In case of applicants, panellists and candidates with names which aren't broadly popular in the UK, there's a risk of mis-gendering people from different nationalities, racial and ethnic groups, which may happen in the application and assessment process. This could have a negative impact on applicants and could deter them from continuing their application and any future applications with UKRI.</p>	<p>this protected characteristic. AHRC will monitor this as part of engaging with the award holders.</p> <p>AHRC awards are open to candidates of all ethnic backgrounds.</p> <p>AHRC has undertaken work to diversify its Peer Review College in 2022 and we have increased representation of people from diverse racial backgrounds:</p> <p>https://www.ukri.org/blog/a-warm-welcometo-our-new-peer-review-college-members/</p> <p>The opportunity will be available on Funding Funder using inclusive language.</p> <p>AHRC will encourage successful training grant award holders to ensure diversity of their studentship advertisement channels and recruitment panels.</p>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Potential applicants may be on leave due to observing a religious festival or celebration and may miss the application deadline. There is also potential for student participation in events to be impacted if organisers don't consider participant needs such as dietary requirements, need for quiet spaces etc.</p>	<p>Please note the requirement for the applicants to submit evidence-based EDI action plans to the AHRC. Successful award holders are expected to use the plans to inform their support for students and supervisors with this protected characteristic. AHRC will monitor this as part of engaging with the award holders.</p> <p>AHRC will ensure that religious observations are considered when planning how long the opportunity is open for, when it closes, and when panel meetings take place, to avoid clashes with major observations. Due to tight timeline of the call, AHRC is taking care to consider appropriate timings</p>

Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>		
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Being mis-gendered may happen in the application and assessment process. This could have a negative impact on applicants and could deter them from continuing their application and any future applications with UKRI.</p> <p>In the current AHRC doctoral community there is a representation of both men and women with approximately a 60% women/40% men split as per the UKRI diversity data dashboard (EDI Funding data 2023-24 Tableau Public) AHRC is aware, that we don't have baseline data about non-binary members of our community. The gender split may vary across arts and humanities disciplines and some disciplines may require greater work to increase gender balance or non-binary participation.</p> <p>There may be an impact on student candidates and current students if award holders are not sensitive to gender.</p>	<p>The mandatory, evidence-based EDI Action Plans should ensure applicants consider the risk and mitigate against misgendering the candidates for doctoral studentships and students. Successful award holders are expected to use the plans to inform their support for students and supervisors with this protected characteristic. AHRC will monitor this as part of engaging with the award holders.</p> <p>AHRC will use gender-neutral language including pronouns in the funding opportunity specification, panel guidance, etc.</p> <p>AHRC will ensure that the assessment panel has as balanced a gender representation as possible.</p> <p>We will encourage panel members to add their preferred pronouns to their names at the videoconference panel meeting to avoid mis-gendering.</p>

Additional characteristics

Additional characteristics	Positive impact or opportunity to benefit	Negative impact	Please explain the impact including details of any evidence/data used	Detail actions taken/ that will be taken to increase positive or reduce negative impact (or why action is not possible).
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Leave blank if there is no impact or unknown				
Geographical location and place (consider UK and international offices)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>There is a risk that most or all applications AHRC receives are from lead applicants who are concentrated in certain parts of the UK. Demand management will limit applications and could reduce spread. There is also a risk that applications from one or very few regions are the only ones proposed for funding based on merit. Therefore, gaps may occur on the map of AHRC doctoral training awards. Subsequently, this may discourage future candidates from applying for doctoral studentships due to the cost of relocation or travel.</p>	<p>Applications are not limited to a specific geographic location and AHRC will undertake portfolio balancing to ensure that “the two new training grant awards include engagement across more than one region of the UK”. Whilst HEIs can only be lead on one application, they can partner on others.</p> <p>We will aim to ensure that the focal training grant awards which we fund are not clustered and will be accessible to students from a range of geographic locations</p>
Socio-economic status	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Eligibility requirements stipulate that lead applicants are employed at HEIs, therefore excluding candidates outside academia from leading applications for these training grant awards.</p> <p>Although UKRI stipend and rates have recently been increased, the level of funding available for studentships may still be a concern for candidates from some socio-economic backgrounds.</p> <p>Another factor to consider is demand management and location. For example, students may need to be located close to their HEI. This could further discourage candidates from some socio-economic backgrounds if the cost of relocation, commuting or a change in cost of living is a barrier.</p>	<p>To be more inclusive, AHRC allows candidates from outside academia (such as IROs) to be co-applicants for the training grant awards and requires project partners who can be any organisation with the capacity to offer direct or in-kind contributions.</p> <p>Training grant awards holders must enable equitable access to studentships in the recruitment process, and support students from all socio-economic background according to their needs.</p>

Education background	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Students from a range of education backgrounds will be encouraged to apply. Having a Master's degree may be a prerequisite to apply for a PhD at some institutions, which is likely to limit representation of candidates who don't have a Master's degree, even if they have appropriate skills acquired outside academia.</p>	<p>The opportunity requires applicants for the training grant awards to enable diverse routes into doctoral education. This is open to including candidates with professional experience equivalent to a Master's degree.</p> <p>Once the training awards are made, we will encourage the award holders to consider a range of criteria in the student recruitment process in an inclusive way, so academic excellence evidenced by past grades and HEIs the candidates graduated from aren't the only criterion.</p>
Parent/guardian responsibilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>People with parent/guardian responsibilities may require additional adjustments to enable participation in the application and assessment process.</p> <p>Such applicants may find application deadlines to be lead applicants or co-leads of the training grants challenging whilst on leave due to their parent/guardian responsibilities. They may also miss the recruitment deadline.</p> <p>For students, due to the flexible nature of training and development, and the availability of part time studentships and special leave, as well as the fact we will fund 3 cohorts, they may be more inclined to apply.</p>	<p>AHRC will:</p> <ul style="list-style-type: none"> • accommodate reasonable adjustments of peer reviewers and panel members when needs related to parenthood/guardianship are disclosed to us • work with panellists to remove any barriers to their participation in the panel activities and panel meeting, including barriers occurring due to parental responsibilities • enable the award holders to tailor the training and development based on the students' needs, and encourage a personalised approach with a cohort element
Carer/parent carer responsibilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>People with carer/parent carer responsibilities may require additional adjustments to enable participation in the application and assessment process and in the training and development opportunities,</p>	<p>AHRC will:</p> <ul style="list-style-type: none"> • accommodate reasonable adjustments of peer reviewers and panel members when needs related to caring responsibilities are

			<p>Such applicants may find meeting application deadlines to be lead applicants or co-leads of the training grants challenging whilst on leave due to their caring responsibilities. They may also miss the recruitment deadline, For students, due to the flexible nature of training and development, and the availability of part time studentships and special leave, as well as the fact we will fund 3 cohorts, they may be more inclined to apply</p>	<p>disclosed to us</p> <ul style="list-style-type: none"> • work with panellists to remove any barriers to their participation in the panel activities and panel meeting, including barriers occurring due to caring responsibilities • enable the award holders to tailor the training and development based on the student's needs, and encourage a personalised approach with a cohort element.
Political opinion (Northern Ireland only)	<input type="checkbox"/>	<input type="checkbox"/>		
Other characteristics	<input type="checkbox"/>	<input type="checkbox"/>		

<p>Are there general or overarching impacts on multiple groups? What actions will you take to increase positive impact, or reduce/mitigate negative impact?</p>	<p>A number of impacts have been identified and considered as part of the funding opportunity design and internal management processes for delivery. the potential negative impacts and mitigating measures outlined below.</p> <p>Scheme characteristics</p> <ul style="list-style-type: none"> • A timeline of key milestones will be provided when the opportunity is launched to aid applicant planning. • AHRC requires that all training grants funded through the scheme offer holistic doctoral training and development, preparing students for careers within and beyond academia and be open to candidates from a diverse range of backgrounds. • The opportunities will include mandatory events which each award holder will establish depending on their focus and their students' needs. These may be in person, online or hybrid. • Student recruitment will be devolved to the training grants who should refer to the UKRI Good Practice Principles in Recruitment & Training at Doctoral Level. • The awards will be guided by their EDI action plans, which must be evidence-based.
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	<ul style="list-style-type: none">• Panellists will review the EDI action plans as part of the application process, considering protected characteristics' baselines, impacts, risks, and mitigations which are universal to doctoral training grants as well as those specific to the theme outlined in this funding opportunity.• AHRC will host an information webinar which will be recorded and published online for the benefit of candidates unable to watch the webinars live, including candidates who might be on leave due to a religious celebration, sick leave, caring responsibilities, school holidays, pregnancy or parental leave.• The assessment panel will be held online to reduce the need for travel and for time away from home. <p>Eligibility</p> <ul style="list-style-type: none">• The funding opportunity is open to all UK-based Higher Education Institutions (HEIs) that are eligible to receive research council funding for research and have the infrastructure in place to deliver postgraduate training.• The thematic focus will limit which HEIs and candidates may find this call and recruitment of interest.• Applicants may only lead one application. This will also limit student opportunity e.g. if their preferred HEI does not apply for a thematic area in which they are interested, though HEIs can partner on other applications.• AHRC will require an EDI action plan from each applicant, outlining the strategy for ensuring EDI principles are upheld in all aspects of being an AHRC training grant award holder. We will require updates from the award holders on the delivery of the EDI action plans as part of our monitoring and evaluation.• Award holders are expected to monitor, review and, if needed, modify the EDI actions throughout the lifetime of the awards, to best address student needs and the awards' EDI ambitions.• AHRC contact details will be provided on UKRI Funding Finder to support queries related to the scheme, including EDI. <p>Panel</p> <ul style="list-style-type: none">• Whilst panel members are appointed primarily based on experience, we will aim to appoint a diverse moderation panel• We will attempt to balance the panel by gender, ethnicity and geography and seek to ensure a diversity of institutions
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- We will aim to ensure that the Chair and deputy Chair of the panel are not the same gender if possible
- All panel members will receive guidance which covers issues including fairness, objectivity and unconscious bias
- Panels are instructed to assess the application in front of them and not to 'read between the lines' or give the benefit of the doubt based on the reputation of the individual or team, as this would be a form of confirmation bias
- Panel members will be briefed on unconscious bias and encouraged to feel empowered to constructively challenge potential bias where they identify it
- For each proposal we appoint three academic panel introducers who formally moderate and score the proposals, with all panel members. Each proposal will be assessed by peer review assessment panel then asked to participate in discussions to ensure that an open and transparent assessment process is undertaken, and a diverse range of views is represented.

AHRC Portfolio balancing approach

- Portfolio balancing will be undertaken by AHRC following the assessment process, where we will consider the following:
- The balancing will focus on:
 - diversity of higher education institution types and non-HEI partner organisations, to ensure all funded consortia are diverse and collaborate with a diverse group of partner organisations
 - research focus, to ensure we fund consortia across a range of art history, visual arts and creative practice approaches
 - geographic coverage, to ensure the two new training grant awards include engagement across more than one region of the UK
 - support already provided through Focal awards

Continued below...

Evaluation

Final Decision:	Select the relevant box	Include any explanation / justification required
1. No negative or positive impact identified; therefore, activity will proceed .	<input type="checkbox"/>	
2. Adapt or change the activity in a way which you think will eliminate negative impact or promote equality.	<input checked="" type="checkbox"/>	<p>Possible risks and bias associated with this activity have been identified and activities have been/will be adapted accordingly. AHRC will provide reasonable adjustments during the application and assessment stages.</p> <p>The funding opportunity has been designed to accommodate diverse student needs. AHRC expects successful training grant award holders to organise and deliver doctoral training in a way which eliminates barriers and bias. AHRC gives higher education institutions and their partner organisations in the training grant award consortia the flexibility and ownership to meet diverse needs within UKRI's T&Cs and guidance.</p> <p>AHRC will continue to consider EDI throughout the activity and will review this EIA accordingly. Lessons learned from this funding opportunity design and delivery, in line with our monitoring, evaluation and learning approach, will help us to make future doctoral training funding opportunities more inclusive.</p>
3. Stop the activity because the evidence shows bias or negative impact towards one or more groups.	<input type="checkbox"/>	

4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the activity (e.g. in **extreme cases** or where **positive action** is taken). Therefore, you are going to **proceed with caution** with this activity knowing that it may favour some people less than others, providing justification for this decision.

Continued below...

Review and sign off

What are the arrangements for monitoring and reviewing the impact of your activity?	<ul style="list-style-type: none"> • Scheme details are available on the UKRI Funding Finder website to all interested parties and the public. This includes the EIA, which the AHRC will use as a point of reference throughout the scheme, and update when needed • AHRC will consider potential impacts of funding when balancing the portfolio of awards, this will include ensuring a diversity of HEIs are participating in the scheme • Equality, Diversity and Inclusion (EDI) plans will be mandated as part of the application process and will be a part of the formal assessment of the proposals. Applicants will need to outline their strategy for ensuring EDI principles are upheld in all aspects of being an award holder. This includes student recruitment, student support, decision-making, governance, and management of awards and meeting the obligations outlined within the Equality Act 2010 and aligned with the vision of UKRI's Equality, Diversity and Inclusion strategy and AHRC's EDI Action Plan • Once funded, award holders will be included in the AHRC FDP Monitoring, Evaluation and Learning (MEL) framework
Next review date:	February 2026

Will this EIA be published? * Yes/Not required	Yes
Point of contact	Tom Stranks (tom.stranks@ahrc.ukri.org) Becci Hutchins (Becci.Hutchins@ahrc.ukri.org)
Signed off by (name and date):	Jaideep Gupte 16/12/25

Before publishing or archiving your EIA, please remove any sensitive or confidential information such as personal identifiable data.

Once your EIA is completed or updated:

1. Upload it to the UKRI central repository via [the EIA submission form](#)

EIAs for ODA and non-ODA ISPF programmes should be emailed to: ISPF@ukri.org

Change log

Name	Date	Version	Change
		1	E.g. Based on input received from consultation groups at the business case stage, added actions under the gender section
		2	E.g. Based on input received from x at the announcement of opportunity stage, added/removed/edited x
		3	E.g. Based on input received from x at the investment authorisation stage, added/removed/edited x

Continued below...

Action plan

Use the table below to define the actions you intend to take (or have taken) to address the indications of negative impact you have identified or to promote equality. Actions should be SMART (Specific, Measurable, Achievable, Realistic, Time-bound).

Action	Deadline	Owner	How will it be monitored?	What is/will be the impact/outcome?
Review EDI action plans submitted by applicants as part of the assessment process	At panel meeting	Becci Hutchins	Moderation panel.	Awarding focal grants to applications which are of the best quality including their EDI provision
Monitor the delivery of EDI action plans on an ongoing basis throughout the lifetime of the AHRC focal awards until their funding end date.	Final reporting requirements. Date tbc tbc. The final deadline will be in the academic year 2032/33 or whenever the final students complete their doctoral studentship projects.	Becci Hutchins	Monitoring tool and frequency to be established by 2025.	Diversity of AHRC funded student population, and a appropriate of support for all students which enables inclusivity.