

Equality Impact Assessment for Doctoral Landscape Awards.

**Equality Impact Assessment**

Question	Response
<p><b>1. Name of policy/funding activity/event being assessed</b></p>	<p>AHRC Landscape Awards (previously known as Doctoral Training Partnerships (DTPs))</p>
<p><b>2. Council/department/project team</b></p>	<p>AHRC Skills Team</p>
<p><b>3. Summary of aims and objectives of the policy/funding activity/event</b></p>	<p>This assessment relates to supporting discovery-led student projects across all regions of the UK through the Landscape Awards. The awards will enable widening participation and access for students. The awards will be delivered by giving Higher Education Institutions (HEIs) flexibility to allocate students in line with their individual widening participation and equality and diversity (EDI) strategies. Thus, allowing universities the flexibility to support doctoral students according to their own strategies.</p> <p>AHRC intends to award 50 HEIs three studentships each per year over a five-year period. Awards will be made to HEIs following a light-touch assurance process based on widening participation with reference made to the institutions' own EDI Action Plans and strategies.</p> <p>We will also be supporting collective activity for students at HEIs within defined regional areas. This collective activity that includes cohort and individual student</p>

	<p>development activities will be coordinated by Hubs who will be funded to undertake this activity. HEIs within each region will need to decide which HEI will act as a lead for managing the award and distributing funding to the other regional HEIs. The hub will be required to submit a plan outlining the proposed activities they will provide for AHRC funded students. This will need to explain how students will access the funding.</p>
<p><b>4. What involvement and consultation has been done in relation to this policy?</b>  <i>(e.g. with relevant groups and stakeholders) Provide a brief summary of the consultation, methods and outcomes. Detailed Outcomes for each group can be detailed in under the protected characteristic table.</i></p>	<p>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 CRAC/Vitae: doctoral training in the arts and humanities report<sup>1</sup>. These principles are as follows:</p> <ul style="list-style-type: none"> <li>• Widen opportunities and welcome innovative and diverse routes to doctoral training</li> <li>• Enable collaborative learning and peer support</li> <li>• Enable professional development and expand skills capacity</li> <li>• Reduce bureaucracy</li> <li>• Support and advocate for A&amp;H doctoral students within UKRI Collective Talent Fund to deliver training in accordance with the AHRC Vision</li> </ul> <p>Additional targeted stakeholder engagement through focus groups took place in May 2023 following the results of the study. Focus groups comprised:</p>

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<sup>1</sup> CRAC/Vitae: doctoral training in the arts and humanities report ([CRAC/Vitae: doctoral training in the arts and humanities report – UKRI](#))

	<ul style="list-style-type: none"> <li>• Higher education institution within our current training grant community and beyond</li> <li>• Organisations which may be potential employers of our graduates, such as independent research organisations (IROs), other cultural organisations and the Creative Industries Clusters community</li> <li>• AHRC doctoral alumni and current students</li> </ul> <p>Senior staff also engaged with VCs from over 20 HEIs.</p> <p>Internal consultation took place with AHRC colleagues across the organisation including the Skills team, Executive Chair and Directors Group (ECDG), Senior Management Team (SMT) and the AHRC Council and Advisory Board and an Internal Working Group set up for the FDP programme.</p> <p>There has been additional engagement and consultation with current award holders between May and Oct 23. This engagement is ongoing.</p>
<p><b>5. Who is affected by the policy/funding activity/event?</b></p>	<ul style="list-style-type: none"> <li>• Those HEIs in receipt of current awards</li> <li>• HEIs offered and/or in receipt of the Landscape awards</li> <li>• hub leads</li> <li>• Candidates for future studentships within the awards</li> <li>• Supervisors and funded students</li> <li>• Non-HEI partners supporting the awards, for example through hosting placements or collaborative doctoral awards, or engaging with training events</li> <li>• Members of panels assessing the Assurance and hub proposals</li> <li>• AHRC and UKRI staff developing and managing the approach and working with award holders, throughout its lifetime</li> </ul>

<p><b>6. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?</b></p>	<ul style="list-style-type: none"> <li>• As part of the assurance process, HEIs will need to outline their strategy for widening participation and ensure EDI principles are upheld in all aspects. This includes student recruitment, student support, decision-making, governance, and management of awards, to meet the obligations outlined within the Equality Act 2010 and aligned with UKRI's Equality, Diversity and Inclusion vision and AHRC's EDI Action Plan.</li> <li>• Once studentships are awarded, HEIs will report in line with the AHRC's FDP Monitoring, Evaluation and Learning (MEL) framework to ensure intentions are met.</li> </ul>
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**GENERAL EQUALITY AND DIVERSITY CONSIDERATIONS APPLICABLE TO THIS SCHEME, RELEVANT ACROSS ALL PROTECTED CHARACTERISTICS**

Following substantial review of AHRC's doctoral offer via the Future of Doctoral Provision (FDP) engagement process, AHRC is committed to deliver a future doctoral offer that is sustainable, scalable, and equitable. To arrive at a balanced AHRC research portfolio by 2030 a different intervention and iteration of the DTP scheme is required. Doctoral Landscape Awards will be allocated to HEIs through a formula approach and the process will be fair, transparent, and streamlined.

AHRC will support 50 HEIs to fund three studentships each per year over a five-year period. Studentships can be awarded to undertake projects in any area within AHRC's remit. The HEIs supported will need to determine how they will meet the widening participation brief and undertake student recruitment accordingly. We will require HEIs to commit to using an evidenced based approach to determining how they will address this brief and working in accordance with [UKRI good practice principles in recruitment and training at a doctoral level – UKRI](#) (opens in new window). The funding will include student fees, stipend and a Research Training Support Grant (RTSG).

Funded HEIs will be grouped into regional Hubs. These hubs will receive funding to enable them to facilitate and coordinate cohort-based activities and development opportunities for the funded students as well as sharing good practice across the region. HEIs in each hub will need to work together to submit a proposal for the activity it will undertake. This proposal will be subject to an

assessment through peer review of its quality and how it meets the AHRC's aims for the hubs. It will need to outline how they will ensure that the hub activities, and the environment within which they take place, are accessible and inclusive.

### **HEI Eligibility criteria**

- All UK-based HEIs are eligible, BUT they will be chosen via a formula approach to ensure regional diversity.
- The formula approach is applied by AHRC and must be transparent, scalable and robust enough to be run at regular intervals.
- HEIs are organised by 12 ITL regions. The HEI formula score includes a capacity measure plus a quality measure. For each ITL region the HEIs are ranked by their formula score. The top ranked HEIs in each region will be supported dependent on the size of each region's allocation. This allocation is determined by the relative size of the ITL region (in terms of number of PGR students) compared to the UK as a whole.
- AHRC will require an assurance proposal from each HEI to demonstrate that they are enabling and widening participation and access for students in line with their own individual widening participation and equality and diversity strategies and commit to abiding by [UKRI good practice principles in recruitment and training at a doctoral level – UKRI](#) (opens in new window). This will apply not only to their recruitment processes but ensuring that successful students will study in an inclusive environment.

### **AHRC HEI Assurance process and hub application process**

- The HEI assurance proposal and the hub submission will both be assessed by peer review.
- The HEI assurance proposal will need to demonstrate how the HEI will recruit to its studentships in line with the requirement that students are recruited on a widening participation brief using an evidence-based strategy. The HEI will need to identify a lead contact and AHRC will encourage the HEI to take EDI into consideration in making this decision.
- The hub application process will require the HEIs submitting the proposal to outline the principles on which they will agree activities and enable access for all funded students. The Lead HEI for the hub will need to identify a lead contact and AHRC will encourage the HEI to take EDI into consideration in making this decision.
- AHRC will follow its own guidelines and good practice in the appointment of assessors and panellist to consider these documents. This will be done through two separate processes, one for the HEI assurance proposals and one for the Hub applications. AHRC will also draft assessment guidance in line with the UKRI principles.

## Standard training grant terms and conditions

- All training grant award holders are required to adhere to [UKRI's Training Grant Terms and Conditions and guidance](#), and ensure they carry out their activities in accordance with all applicable ethical, legal and regulatory requirements. AHRC doctoral training grant investments will be expected to comply with this.
- UKRI Training Grant Terms and Conditions comply with UK equality legislation and include provisions designed to mitigate potential negative impacts (e.g., sick pay, parental and adoption leave, offering the possibility of part-time and flexible working, and studentship extensions).
- Research Organisations are subject to equality legislations and have a duty to comply with it. UKRI's Training Grant Terms and Conditions 3.4 states that the Research Organisation in receipt of the training grant must ensure that *"equality, diversity and inclusion is considered and supported at all stages throughout the performance of the Training Grant"*.

Protected characteristic group	Is there a potential for positive or negative impact?	Please explain the impact including details of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
<b>Disability</b>	Yes, potential for negative impact and potential for positive impact	<p>Potential hub leads or panel members may have disabilities which impact their ability to engage.</p> <p>Doctoral candidates and funded students may have disabilities and provision of support from the institution's research support office may vary.</p>	<p>See above actions under General Equality, Diversity and Inclusion Considerations, with regards to how we intend to mitigate relevant barriers to engagement.</p> <p>Successful HEIs are expected to use the assurance process to outline their support for students and supervisors. AHRC will monitor this as part of engaging with the award holders.</p>

		<p>The Landscape awards and hubs will be expected to offer flexibility in the content and delivery of the training offered . A range of development opportunities can be used to ensure they meet the needs of the individual students (for example, in the types of cohort and collaborative opportunities offered)</p> <p>HEIs will be required to use their studentship allocation to address widening participation. They may choose to focus on supporting students with a disability.</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.</p> <p>The panel 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.</p> <p>AHRC will expect HEIs to take all reasonable steps to make adjustments to enable student participation.</p> <p>The Disabled Students Allowance (DSA) is additional support available for disabled students.</p>
<p><b>Gender reassignment (Trans identity)</b></p>	<p>Yes, potential for negative impact and potential for positive impact</p>	<p>Period of leave might be needed for reassignment / recovery. This might impact applicants / student's ability to apply within specified timeframe / study for studentship and might require periods of leave.</p>	<p>HEIs will be required to go through an assurance process where they will outline their proposed approach to widening participation and access for students in line with their own individual widening participation and equality and diversity</p>

		<p>Gender neutral language is important to support inclusivity, equality, and representation. Language which isn't gender neutral may have an adverse impact on applicants, as well as on future candidates and students.</p> <p>HEIs will be required to use their studentship allocation to address widening participation. They may choose to focus on supporting students with trans identity.</p>	<p>strategies. AHRC will monitor this as part of engaging with the award holders.</p> <p>AHRC will use and encourage the use of gender-neutral language.</p> <p>AHRC will ensure that the moderation 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>
<b>Marriage or civil partnership</b>	No impact	AHRC has identified no impact on applicants with this protected characteristic.	n/a
<b>Pregnancy and maternity</b>	Yes, potential for negative impact	<p>Pregnant persons and persons on maternity, paternity, and/ or parental leave, may miss the application deadline for the hub and be unable to participate as a panel member.</p> <p>Student candidates may not be able to meet deadlines to apply.</p>	HEIs will be required to go through an assurance process where they will outline their proposed approach to widening participation and access for students in line with their own individual widening participation and equality and diversity strategies. AHRC will monitor this as part of engaging with the award holders.



		<p>Students may miss the opportunity to undertake activities or training with other students in their own cohort.</p>	<p>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> <p>Provision of multiple cohorts enables hub and HEI to put on activity each year that enables students the chance to do participate in activities when they return from leave.</p> <p>HEIs are expected to make reasonable adjustments to enable students to participate in individual or cohort activities provided.</p>
<p><b>Race</b></p>	<p>Yes, potential for negative impact</p> <p>Yes, potential for positive impact</p>	<p>We are aware of under-representation of Black, Asian and minority ethnic groups in the arts and humanities research community across career stages, including the pool of potential student applicants, students, and AHRC Peer Review College</p> <p>HEIs will be required to use their studentship allocation to address widening participation. They may choose to focus on supporting</p>	<p>HEIs will be required to go through an assurance process where they will outline their proposed approach to widening participation and access for students in line with their own individual widening participation and equality and diversity strategies. 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>

		students from an underrepresented group.	AHRC will encourage Doctoral Landscape Awards and Hubs to ensure diversity of their studentship advertisement channels and recruitment panels.
<b>Religion or belief</b>	Yes, potential for negative impact	Potential applicants who may be on leave due to a religious festival or celebration may miss opportunities to undertake activities or training with their cohort.	<p>HEIs will be required to go through an assurance process where they will outline their proposed approach to widening participation and access for students in line with their own individual widening participation and equality and diversity strategies. AHRC will monitor this as part of engaging with the award holders.</p> <p>Provision of multiple cohorts enables Hub and HEI to put on activity each year that enables students missing activities and opportunities the chance to do this when they return from leave.</p> <p>AHRC will ensure that religious observations are considered when planning panel meetings, and meetings don't clash with major observations.</p>
<b>Sexual orientation</b>	No impact at present but this is	AHRC hasn't identified any possible barriers due to sexual orientation.	n/a

	subject to ongoing review		
<b>Sex (gender)</b>	No impact at present but this is subject to ongoing review	AHRC has identified no impact on applicants with this protected characteristic.	n/a
<b>Age</b>	Yes, potential for positive or negative impact	The Doctoral Landscape awards will have a requirement for widening participation and access – age of student could be one of the factors of widening participation.	HEIs will be required to go through an assurance process where they will outline their proposed approach to widening participation and access for students in line with their own individual widening participation and equality and diversity strategies. AHRC will monitor this as part of engaging with the award holders.

<b>Additional diversity characteristics</b>	<b>Is there a potential for positive or negative impact?</b>	<b>Please explain the impact including details of any evidence/data used</b>	<b>Action to address negative impact (e.g. adjustment to the policy)</b>
<b>Geographical location (consider UK and international offices)</b>	Both	Number of awards available is reduced.  AHRC cannot support all HEIs and studentships may not be available in the student's preferred HEI.	AHRC will be applying a formula approach to ensure geographic spread of HEIs awarded funded for Landscape awards so opportunities will be available across the UK.
<b>Socio-economic status</b>	Yes, potential for negative	Number of awards available is reduced. This could further discourage candidates from	HEIs will be required to go through an assurance process where they will outline their proposed approach to widening

	Yes, potential for positive impact	<p>some socio-economic backgrounds if the cost of relocation or commuting is a barrier for them.</p> <p>The Doctoral Landscape awards are awarded based on widening participation and access – socio-economic status of student could be one of the factors of widening participation that HEIs to decide to use.</p>	<p>participation and access for students in line with their own individual widening participation and equality and diversity strategies. AHRC will monitor this as part of engaging with the award holders.</p>
<b>Education background</b>	<p>Yes, potential for negative impact</p> <p>Yes, potential for positive impact</p>	<p>Number of awards available is reduced.</p> <p>Doctoral Landscape Awards may use a student selection process based solely or heavily on educational achievement.</p> <p>The Doctoral Landscape awards are awarded based on widening participation and access – education status of student could be one of the factors of widening participation that HEIs to decide to use.</p>	<p>HEIs will be required to go through an assurance process where they will outline their proposed approach to widening participation and access for students in line with their own individual widening participation and equality and diversity strategies. AHRC will monitor this as part of engaging with the award holders.</p> <p>AHRC will encourage the award holders to consider a range of criteria in the student recruitment process so academic excellence evidenced by past grades and HEIs the candidates graduated from won't be the only criterion</p>
<b>Parent/guardian responsibilities</b>	Yes, potential for negative or positive impact	Students with parent/ guardian responsibilities may require additional adjustments to	HEIs will be required to go through an assurance process where they will outline

		<p>enable participation in the Doctoral Landscape Awards or hub activities.</p>	<p>their proposed approach to widening participation and access for students in line with their own individual widening participation and equality and diversity strategies. AHRC will monitor this as part of engaging with the award holders.</p> <p>We will require award holders to ensure the training and development is based on the students' needs and encourage a personalised approach with a cohort element.</p>
<p><b>Carer/parent carer responsibilities</b></p>	<p>Yes, potential for negative or positive impact</p>	<p>Students with parent/ guardian responsibilities may require additional adjustments to enable participation in the Doctoral Landscape Awards or hub activities.</p>	<p>AHRC will encourage HEIs to accommodate reasonable adjustments in line with in UKRI T&amp;Cs and guidance.</p> <p>HEIs will be required to go through an assurance process where they will outline their proposed approach to widening participation and access for students in line with their own individual widening participation and equality and diversity strategies. AHRC will monitor this as part of engaging with the award holders.</p> <p>It is expected that the hub will make reasonable adjustments to their provision to accommodate student needs.</p>

<b>Political opinion (Northern Ireland)</b>	No impact	This opportunity is open to HEIs from across the UK, including Northern Ireland. Political opinions have no impact on the application process.	n/a

**Evaluation:**

Question	Explanation / justification	
Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?	Risks have been identified and considered as part of the opportunity design and internal management processes for delivery. See the general EDI section at the start of this Equality Impact Assessment, and the potential negative impacts and mitigating measures outlined above for each protected characteristic.	
Final Decision:	Tick the relevant box	Include any explanation / justification required. (See Annex 1 for template action plan)
1. No barriers identified, therefore activity will <b>proceed</b> .		
2. You can decide to <b>stop</b> the policy or practice at some point because the data shows bias towards one or more groups		
3. You can <b>adapt or change</b> the policy in a way which you think will eliminate the bias	x	<p>Possible risks and bias associated with this activity have been identified and activities have been/will be adapted accordingly.</p> <p>AHRC will provide reasonable adjustments during the application and assessment process for the submission of HEI Assurance forms and submission of hub activity plans by the hub Lead.</p> <p>The awards have been designed to accommodate diverse student needs. AHRC expects successful HEIs to eliminate barriers and bias in student recruitment and training delivery, and for hubs to</p>

		<p>implement a strategy which enables access to their activities. AHRC gives higher education institutions and their partners the flexibility and ownership to meet diverse needs within UKRI's T&amp;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>
<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 <b>proceed with caution</b> with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.</p>		



<b>Will this EIA be published* Yes/Not required</b> (*EIA's should be published alongside relevant funding activities e.g. calls and events. Consider whether data might need to be redacted before publication)	<b>Yes</b>
<b>Person completing EIA</b>	<b>Ian Broadbridge</b>
<b>Responsible owner (e.g. project board, committee):</b>	<b>Matthew McCallum, AHRC Associate Director Programmes</b>
<b>Date signed off by owner:</b>	<b>23rd April 2024</b>
<b>Review date</b> (if applicable): (An EIA is a live document and should regularly be reviewed throughout the life cycle of an activity)	<b>1st July 2024</b>

### Change log

<b>Name</b>	<b>Date</b>	<b>Version</b>	<b>Change</b>
	When published	1	

