UK Research and Innovation
Equality Impact Assessment (EIA)

for

AHRC doctoral focal awards funding opportunity 2023-24

UK Research and Innovation

Overview of activity

	Response
Name of activity being assessed	Doctoral focal awards in the arts and humanities funding opportunity launched in Nov 2023 and closing on 2nd July 2024
Council/department/project team	AHRC Skills Team
Aims and objectives of the activity	This assessment relates to those applying to receive funding to support doctoral training through the scheme. 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, i.e.: • 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 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 four cohorts of students within the following thematic areas, with the first cohort starting in October 2026: • Arts and Humanities for a Healthy Planet, People, and Place • Creative Economy Specific goals for training will be set appropriate to sector needs, these will include discipline-based skills and knowledge as well as transferable skills. Applications will be assessed against a set of criteria published with the funding opportunity on the UKRI Funding Finder. The final assessment will be moderated by a specially convened panel and involve portfolio balancing.

Who is affected by your policy/funding activity/event?	- Those applying for the training grant awards - Candidates for future studentships within the awards - Supervisors and the students that will be subsequently funded - Non-HEI partners supporting the awards, for example through hosting placements or collaborative doctoral awards, training events - Peer Review College and Moderation Panel members reviewing the applications received AHRC and UKRI staff working on the scheme throughout its lifetime
What data and consultation have you used to assess the equality impact of your activity?	The funding opportunity 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 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: - 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 Additional targeted stakeholder engagement through focus groups took place in May 2023 following the results of the study. Focus groups comprised: - 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 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.

	Targeted stakeholder engagement on the thematic areas took place in July 2023. When conducting all community engagement exercises and focus groups diversity was considered within participation in relation to protected characteristics, geographic location, and institution type.

Analysing your impact

In addition to data gathering and consultation, the guidance on protected characteristics should be used to assist in identifying impacts on different groups. Where impact has not been identified in the checklists, general EDI considerations, or where there is impact pertinent to your opportunity or activity, it should be recorded here.

Are there **general or overarching impact on multiple groups**? What actions will you take to increase positive impact, or reduce/mitigate negative impact?	A number of intersectional 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. **Scheme characteristics** • AHRC used a pre-call announcement in September 2023 to alert the arts and humanities community of this upcoming opportunity. Subsequently, the funding opportunity will be live for 9 months, from November 2023 to July 2024. This is a generous amount of time to allow applicants with diverse needs the time to access guidelines and develop their application. • 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. • One of the two themes has an explicit emphasis on addressing underrepresentation in the creative economy and in the research community engaged with it • Student recruitment will be devolved to the training grants. Please refer to the UKRI Good Practice Principles in Recruitment & Training at Doctoral Level information found here:UKRI-290124-GoodPracticePrinciplesRecruitmentTrainingDoctoralLevelJanuary2024.pdf • The awards will be guided by their EDI action plans, which must be evidence-based. Applicants may wish to use data from the UKRI Dashboard as a source of evidence of underrepresentation in the student community, on to make their case for any actions they include in their EDI action plan. • AHRC and the 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 two research themes outlined in this funding opportunity, and to the sectors of economy involved in them.

● 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.

● AHRC will give peer reviewers an appropriate amount of time to prepare and submit their reviews, considering that part of the peer review period will overlap with school holidays

● AHRC will use videoconferencing for the assessment panel to reduce the need for travel and for time away from home.

Eligibility

● 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, therefore, they must choose between the two themes. This will also limit student opportunity e.g. if their preferred HEI does not apply for the 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 framework.

● 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.

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".

Peer review process

- The membership of the Peer Review College aims to reflect the community it represents, and we will be seeking members with expertise in the delivery of postgraduate training to review and assess applications to the scheme
- Efforts will be made to select an appropriately balanced group of PRC members to review the applications during postal peer review, in terms of their protected characteristics known to the AHRC
- All members of the AHRC Peer Review College and panels complete the AHRC's online training which includes EDI
- Peer reviewers are required to evidence their views and scores • AHRC staff conduct usability checks on all peer review comments and where there is evidence of bias, or a reviewer has failed to provided evidence for their scores, the review will be considered 'unusable'.

Panel
- Whilst panel members are appointed first and foremost 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
- 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.
- It is the role of panel members to moderate and assess the quality of peer review to agree final scores for each proposal. 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 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
- Funding recommendations will be subject to the AHRC portfolio balancing activity at the panel and/or post-panel stage.
- The balancing will focus on ensuring we get as good geographic coverage, institutional and partner diversity, and range of research areas across the two themes as possible. This is intended to attract and include a wide range of higher education institutions and candidates for students.

Continued below…

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Protected characteristics

Protected characteristic	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). Detail how you plan to measure the relevant outcomes and outputs of your activity.
	Leave blank if there is no impact or unknown			
Age	☒	☒	This scheme requires an experienced team to lead the applications. Therefore, the career stage and age (indirectly) of applicants may lead to difficulties demonstrating the level of experience needed. AHRC identified no age-related barriers to candidates for studentships and for students. Mature students and those freshly out of their undergraduate education are all eligible to apply.	See actions under General or Overarching Impact on Multiple Groups part of this EIA form. 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. The EDI action plans submitted by applicants 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, among other elements of their background.

				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 their proposed activities. Age isn't a criterion. They will also consider the doctoral training and development offer in the applications, and how these respond to career needs of our research community and its age groups.
Disability	☒	☒	There is an extensive range of disabilities to consider and may include - visual, hearing and mobility impairments / neurodiversity / chronic illness (any long-lasting disease or health condition Applicants, peer reviewers, students may have a range of disabilities, health conditions and additional needs which might impact their ability to apply for call, review, study within designated time frame. Applicants, peer reviewers 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,	See above actions under General or Overarching Impact on Multiple Groups part of this EIA form, with regards to how we intend to mitigate relevant barriers to engagement, for example, call is open for nine months. Please note the requirement for applicants to submit evidence-based EDI action plans to 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. 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

			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.	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. We will also offer slides (these could be provided before and after) and/or recordings for those attending and those unable to attend. 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. The awards are expected to increase flexibility in the content and delivery of the 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.
Gender reassignment (Trans identity)	☐	☒	Period of leave might be needed for reassignment / recovery. This might impact	See above actions under General or Overarching Impact on Multiple Groups part

			applicants / student's ability to apply within specified timeframe / study for studentship and might require periods of leave. 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 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.	of this EIA form with regards to how we intend to mitigate relevant barriers to engagement, for example, call is open for nine months and flexibility within training grants 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 with this protected characteristic. AHRC will monitor this as part of engaging with the award holders. AHRC 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.
Marriage or civil partnership	☐	☐	AHRC has identified no impact on applicants, peer reviewers and panellists with this protected characteristic.	
Pregnancy and maternity/paternity	☐	☒	Pregnant persons and persons on maternity, paternity, and/ or parental leave, may miss the application deadline to be PIs of the new AHRC training grants whilst on leave.	See also above, under General or Overarching Impact on Multiple Groups part of this EIA form. Please note the requirement for the applicants to submit evidence-based EDI action plans to the

			The same applies to candidates for students in the recruitment process. Peer reviewers, panel members, candidates and students who are pregnant may need reasonable adjustments to enable their participation.	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. 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.
Race	☐	☒	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. 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	See above actions under General or Overarching Impact on Multiple Groups part of this EIA form. 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. AHRC awards are open to candidates of all ethnic backgrounds.

			and could deter them from continuing their application and any future applications with UKRI.	AHRC has undertaken work to diversify its Peer Review College in 2022 and we have increased representation of people from diverse racial backgrounds: https://www.ukri.org/blog/a-warm-welcome-to-our-new-peer-review-college-members/ We will advertise through UKRI channels using inclusive language and share the training grant opportunities with relevant organisations and stakeholders. AHRC will encourage successful training grant award holders to ensure diversity of their studentship advertisement channels and recruitment panels.
Religion or belief	☐	☒	Potential applicants who may be on leave due to observing a religious festival or celebration may miss the application deadline. There is also potential for participation in events to be impacted if organisers don't consider participant needs such as dietary requirements, need for quiet spaces etc.	See above actions under General or Overarching Impact on Multiple Groups part of this EIA form . 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. AHRC will ensure that religious observations are considered when planning panel

				meetings, and meetings don't clash with major observations. EDI Action Plans required at application stage should include relevant measures that ensure inclusivity for students and candidates of all faiths and none.
Sexual orientation	☐	☐	AHRC hasn't identified any possible barriers due to sexual orientation in training grant application and assessment process, studentship recruitment or training delivery.	See above actions under General or Overarching Impact on Multiple Groups part of this EIA form. 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.
Sex (gender)	☐	☒	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. 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 2022 | 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	The mandatory, evidence-based EDI Action Plans should ensure applicants consider the risk and mitigate against misgendering the candidates for doctoral studentships and students. See actions under General or Overarching Impact on Multiple Groups part of this EIA form. Please note the requirement for the applicants to submit 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

			arts and humanities disciplines and some disciplines may require greater work to increase gender balance or non-binary participation. There may be an impact on student candidates and current students if award holders are not sensitive to gender.	monitor this as part of engaging with the award holders. AHRC will use gender-neutral language including pronouns in the funding opportunity specification, panel guidance, etc. AHRC will ensure that the moderation panel has as balanced a gender representation as possible. We will encourage panel members to add their preferred pronouns to their names at the videoconference panel meeting to avoid mis-gendering.

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Additional characteristics

Additional characteristics	Positive impact or opportunity to benefit Leave blank if there is no impact or unknown	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).
Geographical location and place (consider UK and international offices)	☒	☒	There is a risk that unintentionally, 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.	Applications are not limited to a specific geographic location and AHRC will undertake portfolio balancing. Whilst HEIs can only be lead on one application, they can partner on others. AHRC offers funding for collaborative doctoral awards within the scheme which are a catalyst for cross-sectoral collaboration both locally and across regions. 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.
Socio-economic status	☐	☒	Eligibility requirements stipulate that lead applicants are employed at HEIs, therefore excluding candidates outside academia from leading applications for these training grant awards.	To be more inclusive, AHRC allows candidates from outside academia to be co-applicants for the training grant awards. Training grant awards holders must enable equitable access to studentships in the recruitment process, and support students

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| | | | Although UKRI stipend and rates have recently been increased by almost 20%, the level of funding available for studentships may still be a concern for candidates from some socio-economic backgrounds.

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. | from all socio-economic background according to their needs. |
|---|---|---|---|---|
| Education background | ☒ | ☒ | 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. | AHRC call specification is requiring the applicants for the training grants awards to enable diverse routes into doctoral education. This is open to including candidates with professional experience equivalent to a Master's degree.

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 won't be the only criterion. |
| Parent/guardian responsibilities | ☒ | ☒ | Persons with parent/ guardian responsibilities may require additional adjustments to enable | AHRC will:
• accommodate reasonable adjustments of peer reviewers and panel members when needs related |

			participation in the application and assessment process. 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. 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 4 cohorts, they may be more inclined to apply.	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	☒	☒	Persons 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, 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 4 cohorts, they may be more inclined to apply.	AHRC will: • accommodate reasonable adjustments of peer reviewers and panel members when needs related to caring responsibilities 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 caring 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.
Political opinion (Northern Ireland only)	☐	☐	This opportunity is open to applicants from across the UK and from all four nations, including Northern Ireland. The political opinion	AHRC will apply balancing criteria at the panel assessment stage. This may privilege some fundable applications over others to

			of applicants and assessment panel members has no impact on the application process.	ensure a balanced portfolio, including representation from the four nations.
Other characteristics	☐	☐		

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Evaluation

Final Decision:	Select the relevant box	Include any explanation / justification required
1. No negative or positive impact identified; therefore, activity will **proceed**.	☐	
2. **Adapt or change** the activity in a way which you think will eliminate negative impact or promote equality.	☒	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 stakeholder engagement and call application stage, and assessment of applications phases. 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. 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.

3. **Stop** the activity because the evidence shows bias or negative impact towards one or more groups.	☐	
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.	☐	

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Review and sign off

What are the arrangements for monitoring and reviewing the impact of your activity?	- 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 benefit from 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 subject to an AHRC FDP Monitoring, Evaluation and Learning (MEL) framework
Next review date:	31/01/2023

Will this EIA be published? * Yes/Not required	Yes
Point of contact:	George Yule (George.Yule@ahrc.ukri.org) Agnieszka Siewicz (Agnieszka.Siewicz@ahrc.ukri.org) AHRC Skills Team
Responsible owner:	Sue Carver, Head of Skills, AHRC

Accountable owner:	Matthew McCallum, Associate Director for Skills, AHRC
Signed off by (name and date):	Matt McCallum, Associate Director, AHRC. 01/03/2024

Before publishing or archiving your EIA, please remove any sensitive information.

Completed EIAs should be emailed to your council EDI team and shared with the central team via this form

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

Change log

Name	Date	Version	Change
Agnieszka Siewicz	When published	1	First version of the EIA produced and put on the UKRI Funding Finder.
George Yule	01/03/2024	2	Based on the new EIA template v0.3 and on the input received from the UKRI EDI Advocates Programme Lead, we have clarified some barriers and mitigations, and included a reference to the UKRI diversity outcomes tableau dashboard and AHRC Peer Review College recruitment outcomes information.

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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.	February 2025	Agnieszka Siewicz	Postal peer review and 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.	Cradle to grave monitoring with interim deadlines tbc. The final deadline will be in the academic year 2032/33 or whenever the final students complete their doctoral studentship projects.	Agnieszka Siewicz	Monitoring tool and frequency to be established by 2025.	Diversity of AHRC funded student population, and a good level of support for all students which enables inclusivity.