

Equality Impact Assessment Form

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| STEP 1 - Define policy/ practice |
| i. Name of policy/ practice/ significant change |
| Ring-fencing Studentships for SGSAH DTP Open Competition |
| ii. Owner of policy/ practice (College, School or Service) |
| Scottish Graduate School for Arts and Humanities |
| iii. Date of policy/ practice approved |
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| iv. Approved by? (Committee, College, School or Service) |
| SGSAH Board |

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| STEP 2 - Description of policy/ practice |
| i. What are the aims? |
| We aim to increase representation of Black, Asian and Minority Ethnic (BAME) PGRs in our community (11.2%) to be more representative of that seen in the UK population (12.8%). With an average of 60 studentships per annum, in order to meet representation for the National Average population at 12.8% and the BAME PGRs in our arts community at 11.2%, we will require a minimum of 6 BAME studentships per annum. For the 2022 studentship competition, we suggest ringfencing 3 studentships, to encourage 50% increase from previous years, with year on year % increases until we align with the national averages by 2025. |
| ii. Who does it cover? |
| All prospective UK domiciled black and ethnic minority PHD applicants to our AHRC Doctoral Training Partnership (DTP) 2 competition. It does not apply to any of our other programmes at this stage. |
| iii. How often is this policy / practice reviewed? |
| This scheme is run annually, therefore will be reviewed annually by the SGSAH Executive Committee and Board on completion of the process. |

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| STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/ practice? |
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| STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group. | |
| Please tick all that are relevant | ✓ |
| Age | Notes |
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| Gender Reassignment (including Gender Neutral language) Marriage and Civil Partnership Pregnancy and maternity | Disability (include BSL Users) | ✓ | Those who have declared a disability may require reasonable adjustments throughout application process | Go to Step 4 |
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| | Race | ✓ | There will be positive implication for this group | |
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| | Religion or Belief | ✓ | There will be positive implication for this group | |
| Sex | | | | |
| Sexual Orientation | | | | |

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| STEP 3b - No , there is no potential implication for a protected characteristic group. | Go to Step 8 |
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STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?

Briefly explain:

We conducted an internal data review and external benchmarking alongside consultation and development for our Vision, Mission and Values alongside our EDI Policy and Strategy. We also recruited an Equalities Research Intern for 3 months FTE to explore further evidence. The intern worked alongside SGSAH's EDI working group (currently drawn from its Executive) and broader stakeholders, to research, develop and deliver policy and activities which interrogated SGSAH's current practices. This has furthered SGSAH's commitments and responsibilities in the area of equalities, diversity and inclusion with regards to arts and humanities doctoral study, within the contexts of broader AHRC/UKRI, SFC and individual HEI policies.

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| STEP 4a - Does the evidence show a positive impact? | Go to Step 5 |
| Please provide an example and attach evidence: | |
| <p>In reviewing Reviewing Advance HE Equality + Higher Education Student Statistical Report 2020 https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020, We found representation of BAME students as below:</p> <ul style="list-style-type: none"> - All BAME students in the Arts 15.2% - All BAME PGR students 18.1% - Under Graduate BAME Arts students 12.1% - PGR BAME Arts students 11.2% <p>As our applicants are PGR, 11.2% representation for PGR BAME Arts is our benchmark, as point 4. above, which is 1.6% lower than the UK representative population. From our data from our student competition results from 2019-2022 an average of 3.24% of our successful applications have identified as UK domiciled Black, Asian and Minority Ethnic. This figure does not include International non-UK domiciled BAME applications. This is 9.56% less than the National average population, and 7.96% less than the BAME PGRs in our arts community. 3.24% over three years equates to an average of 2 studentships per annum.</p> | |
| STEP 4b - Does the evidence show a negative impact? | Go to Step 6 |
| You need to consult with relevant stakeholders - the EDU will assist with this process Please provide brief details and attach evidence: | |
| Consultation and input from SGSAH Executive Committee (representation from 16 HEIs) and the EDI working group (representation from 4 member HEIs, Stirling, Edinburgh, Edinburgh Napier, UWS, with SGSAH, SGSSS and student representation) | |
| STEP 4c - Does the evidence show no impact? | Go to Step 8 |
| Attach evidence to this form | |
| The evidence show that there will be no detrimental impact to other protected characteristics. | |
| STEP 5 - Continue to promote good opportunity for all people | Go to Step 8 |
| Promote and implement as exemplar policy/ practice | |
| Our policy and values can be found on our website at: https://www.sgsah.ac.uk | |
| STEP 6 - Involve and consult stakeholders to address any negative impacts | |
| EDU will assist with this process | |
| Please provide brief details of involvement and consultations: | |

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| <p>We have had input from the SGSAH core team alongside consultation from:-</p> <ul style="list-style-type: none"> - SGSAH Executive (representation from 16 HEIs) - Doctoral Researchers undertaking internships with SGSAH with a focus on Internationalisation and Equality, Diversity and Inclusion - The EDI working group, with representation from four member HEIs, Stirling, Edinburgh, Edinburgh Napier, UWS, with SGSAH, SGSSS and PhD researcher representation. - Wider Scottish arts and humanities doctoral researcher community, through an open consultation event and survey conducted by our EDI and Internationalisation Interns. | Go to Step 7 |
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| STEP 7 - Outline any changes made to the policy/ practice as a result of the consultation | Go to Step 8 |
| Please provide details of changes: | |
| Consultation was undertaken in development of this proposal and as a result, all input was added at the development stage, therefore no further changes have been required. | |

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| STEP 8 - Publish results (as required by law) | Go to Step 9 |
| Please return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website. Please note items sent to EDU here: | |
| Completed EIA; Scheme proposal and supporting evidence; Competition Guidance | |

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| STEP 9 - Regular review | |
| Regular reviews ensures that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions is being implemented, the policy owner should define a timescale for review. | |
| Please give details of review process: | Process will be reviewed on completion of the 2022 AHRC DTP Studentship Competition by June 2022. |

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| SIGNING OFF PROCESS | | | |
| | Name of EIA Owner | Monica Callaghan | |
| | Signature | Monica Callaghan | |
| | College/ School/ Service | SGSAH | |
| | Date of Completion | 08-Oct-21 | |
| | Date received by EDU | | |
| | Approved in principle? | Yes | <input checked="" type="checkbox"/> |
| Any actions required? None | | | |
| Signed on behalf of EDU: Mhairi Taylor Date: 22 Nov 2022 | | Signature | |