

Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form. If you need assistance, please contact the EDU. Please return the completed form to the EDU.

STEP 1 – Define policy/practice			
i. Name of policy/practice/significant change			
James McCune Smith PhD Scholarship			
ii. Owner of policy/practice (College, School/Research Institute or Service)			
College of Science and Engineering Graduate School (on behalf of University as a whole)			
iii. Date of policy/practice approved			
26th July 2021 (SMG/2020/470)			
iv. Approved by? (Committee, College, School or Service)			
SMG			
STEP 2 – Description of policy/practice			
i. What are the aims?			
To recruit Black or Mixed-Black UK PGR students			
ii. Who does it cover?			
Prospective Black and Mixed-Black UK students			
iii. How often is this policy/practice reviewed?			
Annually			
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?			
STEP 3a – Yes, there is a potential implication or barrier for a protected characteristic group.			
Please tick all that are relevant			
	Protected Characteristics	Tick ✓	Notes
	Age		
	Disability (including BSL users)		
	Gender Reassignment (including Gender Neutral Language)		
	Marriage and Civil Partnership		
	Pregnancy and Maternity		
	Race	✓	
	Religion or Belief		
	Sex		
	Sexual Orientation		
If any of the above have been ticked - Go to Step 4			

STEP 3b – No, there are no potential implication or barrier for a protected characteristic group.
Go to Step 8

STEP 4 – What evidence do you have for this conclusion (potential implication for a protected characteristic group)?
Briefly explain:
<p>There is a wide range of research into the low numbers of Black students studying at PGR level, and this significantly impacts the academic pipeline at all levels. An example of recent articles, blogs and research includes</p> <ul style="list-style-type: none"> - Recruiting more Black PhD students isn't so hard if you really want to do it (https://www.timeshighereducation.com/blog/recruiting-more-black-phd-students-isnt-so-hard-if-you-really-want-do-it) - The Broken Pipeline – Barriers to Black PhD Students Accessing Research Council Funding (https://leadingroutes.org/the-broken-pipeline) - Black students aren't getting funded PhDs. Who's responsible for fixing that? (https://wonkhe.com/blogs/black-students-arent-getting-funded-phds-whos-responsible-for-fixing-that/)

In 2021, the University of Glasgow launched the Understanding Racism Transforming University Cultures Report and Action Plan to address a wide range of recognised racial inequalities across all aspects of the University. This included looking in detail at the experiences of Black, Asian and Minority Ethnic (BAME) students at all levels of study.

Through this research the University identified in the three years 2017-18 to 2019-20 the University had only 21, 29 and 26 UK domiciled Black and Mixed-Black PGR students. This is 1.4%, 2% and 1.7% respectively of our PGR student population. [Please note, the University collects the ethnicity categories as defined by HESA, and reports these as a legal requirement to HESA on an annual basis.] When this is compared to the UK census data, the percentage of Black and Mixed should be 4%, at the 2011 census.

Therefore the intention is to launch a new scholarship which is specifically designed to target Black and Mixed-Black UK students.

STEP 4a – Does the evidence show a positive impact?

Please provide an example and attach evidence:

There is no direct negative impact, however we do note that other minoritised groups have low partition rates for PhD's. However, the external research and our own data support the initial focus on UK Black and Mixed-Black prospective students in the first instance. The University will monitor the data (internal and new census data) and external research as the scholarship progresses. If we identify evidence of other ethnic minorities who should benefit from the scholarship we will consider expanding the scope of the scheme.

Go to Step 5

STEP 4b – Does the evidence show a negative impact?

You need to consult with relevant stakeholders – the EDU will assist with this process.
Provide brief details and attach evidence:

Go to Step 6

STEP 4c – Does the evidence show NO impact?

Attach evidence:

No - see data on second sheet.

Go to Step 8

STEP 5 – Continue to promote good opportunity for all people

Promote and implement as exemplar policy/practice

The Scheme will be overseen by CoSE Graduate School but will include all Colleges working together. The University will fund two studentships in each College. Colleges will also be encouraged to seek funds from external partners to support additional students.

Go to Step 8

STEP 6 – Involve and consult stakeholders to address any negative impacts?

EDU will assist with this process. Provide brief details of involvement and consultations:

Consultation has taken place with: Black PhD students to gain an understanding of their experience and how this could be better supported; the Head of Equality, Diversity and Inclusion, Ms Bonnie Dean, VP for Innovation and Corporate Engagement and Race Champion, Prof. Satnam Virdee (Co-Chair of the Race Equality Group) the VP for Research, Dr Tanita Casci, External Relations, all Deabs of Graduate Schools and industry partners. It has been approved by the PGR Executive Committee and SMG.

Go to Step 7

STEP 7 – Outline any changes made to the policy/practice as a result of the consultation

Provide details of changes:

The proposal has been strengthened and revised based on advice from the Head of EDI on legislation.

Go to Step 8

STEP 8 – Publish results (as required by law)

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:

James McCune Smith PhD Scholarship Proposal

Go to Step 9


STEP 9 – Regular review

Regular reviews ensure 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 are being implemented, the policy owner should define a timescale for review.

Please give details of review process:

The practice will be reviewed on an annual basis and amended where evaluation suggests this is required.

SIGN OFF PROCESS

Name of EIA Owner	Prof Richard Hartley
Signature	
College/School/RI/Service	CoSE

Date of Completion	06/09/2021
Date received by EDU	07/09/2021
Approved in Principle?	YES NO
Any actions required? Please specify	No actions required
Signed on behalf of EDU	Mhairi Taylor
Date	7 September 2021