**Equality Impact Assessment**

|  |  |
| --- | --- |
| **Question** | **Response** |
| **1. Name of policy/funding activity/event being assessed** | SPIE Global Early Career Researchers. |
| **2. Summary of aims and objectives of the policy/funding activity/event** | This initiative will support Early Career Researchers (ECR) and Post-Graduate Students working in quantum photonics to develop their careers through two-way exchanges. |
| **3. What involvement and consultation has been done in relation to this policy?** *(e.g. with relevant groups and stakeholders)* | The fund and calls have been developed by the Centre for Quantum Technology Community Building Sub-group, in consultation with Centre Leadership Team and the School of Engineering and School of Physics and Astronomy administrative team. |
| **4. Who is affected by the policy/funding activity/event?** | Post-graduate students applying for funding through the scheme;  ECRs applying for funding through the scheme. |
| **5. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?** | We will use feedback from applicants to monitor the scheme and ensure any issues with the process can be identified and addressed.  Given the small number of applications, any statistics collections on protected characteristics would not be statistically relevant in assessing the EDI impact of the policy and would present considerable risk of individual being identified given the very low sample. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Protected Characteristic Group** | **Is there a potential for positive or negative impact?** | **Please explain and give examples of any evidence/data used** | **Action to address negative impact (e.g. adjustment to the policy)** |
| **Disability** | Possibly | Applicants might have difficulties in accessing the guidance for applicants or in compiling forms.  Projects are likely to include lab work in spaces that may not be accessible. Visiting institutions may not be able to provide the same accommodations as the home institution which may prevent disabled students and researchers from applying. | Guidance and forms are designed to pass the “accessibility test” for standard word documents. |
| **Gender reassignment** |  | It is not expected that this will have an impact, although some people may be marginalised in the research environment. |  |
| **Marriage or civil partnership** | Unlikely | It is not expected that this policy will have any impact. |  |
| **Pregnancy and maternity** | Possibly | Additional risks/costs associated with pregnancy/childcare may prevent those with caring duties from participating.  Traveling abroad for a 3 months placement could be very difficult for those with caring responsibility for school age children, in particular for single parents. | Full timeline with all deadlines, allowing early engagement on mitigations.  An additional £1,000 per application will be made available to help offset the costs of childcare. |
| **Race** | Unlikely | It is not expected that this policy will have any impact. | Advertisements will be publicly posted and widely circulated; circulated to special interest groups. |
| **Religion or belief** | Possibly | Assessment activities could coincide with religious holidays. | Full timeline with all deadlines, allowing early engagement on mitigations. |
| **Sexual orientation** | Unlikely | It is not expected that this will have a major impact, although some people may be more marginalised within their research group and community. |  |
| **Sex (gender)** | Possibly |  | Assessment criteria language has been reviewed to ensure it is gender neutral. |
| **Age** | Unlikely | The call is open to all students and ECRs (includes those with 2-7 years of experience since completion of their first PhD or equivalent doctoral degree). There is no age criteria. |  |
| **Across All Groups** | Possible positive impact |  | One of the evaluation criteria is “Enhancement of diversity of quantum photonics community”  All those participating in assessments will have completed equality and diversity training. |

**Evaluation:**

|  |  |  |
| --- | --- | --- |
| **Question** | **Explanation / justification** | |
| **Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?** | A number of risks have been identified, in particular around disability, maternity and caring responsibility and these factors have been actively considered. These risks have been mitigated as far as possible. Further risks could emerge, and we will actively monitor the EDI aspects to minimise the likelihood that processes are discriminatory. | |
| **Final Decision** | **Tick the relevant box** | **Include any explanation / justification required** |
| 1. No barriers identified, therefore activity will **proceed**. |  |  |
| 2. You can decide to **stop** the policy or practice at some point because the data shows bias towards one or more groups |  |  |
| 3. You can **adapt or change** the policy in a way which you think will eliminate the bias |  |  |
| 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 **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision. |  | It is not possible to eliminate all possibility that applicants with disabilities will not receive the same accommodations at visiting institutions as they have available in their home institutions. We will work with applicants to try and maximise participation.  We also recognise the barriers to travel in attending a 3-month placement for those pregnant or caring for school aged children. We are offering additional funds to offset the costs but recognise that this may not eliminate all of the barriers to childcare (ie. difficulty in accessing 24h care if necessary).  Though this is the case, one of the evaluation criteria is “Enhancement of diversity of quantum photonics community” which should have a positive impact on EDI.  We have also made adaptions:   1. Equality, Diversity and Inclusion training will be a requirement for all assessors 2. Ensure the Guidance and Application Forms pass the accessibility test. |

|  |  |
| --- | --- |
| **Will this EIA be published\* Yes/Not required** (\*EIA’s should be published alongside relevant funding activities e.g. calls and events: | Yes |
| **Date Completed** | 7 April 2022 |
| **Review date (if applicable):** |  |