LAHP’s Strategy 2020-25 includes the fundamental commitment to become more equal, diverse and inclusive in our recruitment and working practices and to promote positive change for our students and staff, across our HEI and non-HEI partners, and in the arts, cultural and heritage sectors in London and beyond. Key priorities and targets will be set and reviewed by an annual evidence-based action plan and implemented through collaborative work with students, partners, other DTPs and other organizations.

This action plan has been developed in response to recommendations in the Advance HE report commissioned by LAHP and LISS ESRC DTP and discussion at the EDI workshop on 18 November 2020. It has been revised following discussion at LAHP’s Core Management Group and feedback from student representatives. The EDI action plan was approved by LAHP’s Governing Council on 27 January 2021.

Progress against the EDI action plan will be reviewed by LAHP’s Governing Council, Core Management Group and Student Feedback Forum in their final meetings of the academic year.
### Strategic Objective

#### Actions

1.4 To run the open and CDA studentship competitions in a way that is fair and transparent and complies with LAHP’s fundamental commitment to become more equal, diverse and inclusive.

- **Review of information, advice and guidance to applicants to ensure clarity and accessibility, including on (i) assessment criteria and the review process and (ii) expectations about the research proposal.**
- **Wide and equal distribution of information, advice and guidance via online sessions, LAHP website and to HEIs via CMG.**
- **Recruitment of more balanced and diverse SAG membership.**
- **Training for all SAG members, including on key principles, unconscious bias and wider structures of inequality. New training session for SAG chairs.**
- **By ensuring that all SAGs, DCs and Studentship Award Panel follow correct procedures in the assessment of applications.**
- **New template for fair recruitment in CDA interviews.**

**Evidence of success**

- Positive outcome of (i) survey of applicants and (ii) annual review of studentship competitions by Governing Council and AHRC.
- Annual audit of SAG / DC membership, with increased diversity compared to 2019/20.
- Positive evaluation of training sessions for SAG members and chairs.
- Positive responses on EDI in the annual evaluation of the OSC (SAG members and chairs; SAP members; LAHP team).
- Completion of interview templates in CDA competition.

**Timescale**

- CDA studentship competition – July 2020 to late April 2020/21.
- OSC – late November to late April 2020/21, including training for SAG members and chairs (January 2021).
- Governing Council meeting 7 July 2021.
- AHRC annual report for 2020/21 (likely deadline January 2022).
- Report on OSC evaluation to be presented to CMG on 23 June 2020 and to inform changes in 2021/2.

**LAHP team**

- CDA competition: AS and VF
- Open competition: AB, HB, LK and MSE

#### 1.5 To promote positive change to increase the number and success of students applying from Black and Global Majority backgrounds and from other under-represented groups at LAHP.

- **Completion of Advance HE report (commissioned by LAHP and ESRC LISS DTP) and implementation of key recommendations.**
- **Launch and promotion of LAHP’s Black and Global Majority studentships in the OS competition.**

**Evidence of success**

- Adoption of priority recommendations in the Advance HE report in LAHP’s EDI action plan and other work.
- Increase in the number and success of students applying from Black and other Black and Global Majority backgrounds and from other under-represented groups at LAHP.

**Timescale**

- Black and Global Majority studentships: launch in December in OS competition.

**LAHP team**

- Advance HE report: AS, VF
- OSC: AB, HB, LK, MSE
### New LAHP Student Ambassador Programme

To encourage applications particularly from students from Black and Global Majority and other under-represented groups through (i) talks and networking activities and (ii) short films to showcase student experience, including from diverse and non-traditional students.

- Promotion of CDA and OS competitions through Black and Global Majority networks in Arts & Humanities subject areas
- Revision of LAHP’s Diversity Monitoring Form to provide fuller anonymised information about applicants to CDA and OS competitions and to provide the evidence base to specify other under-represented groups.
- Annual EDI audit of CDA and OS competitions to inform LAHP’s EDI priorities
- Work with partners (HEI and non-HEI LAHP partners, AHRC, other DTPs / DTCs, learned societies and other bodies) to identify priorities and actions to promote positive change

<table>
<thead>
<tr>
<th>Training &amp; Cohort Development</th>
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<tbody>
<tr>
<td>2.1 To ensure that all LAHP’s training activity is delivered in accordance with our commitment to equality, diversity and inclusion</td>
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| Requirement for all trainers to be familiar with, and to support the LAHP fundamental commitment to EDI and the LAHP Code of Conduct |

| Circulation of LAHP’s Code of Conduct to all trainers |

| Code of conduct: circulated to all training providers during 2020/21. |

| HB, LK |
### 2.3 To develop students’ understanding of issues relating to equality, diversity and inclusion

<table>
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<tr>
<th>Inclusion of a question related to EDI in the training evaluation forms (e.g. ‘Did the session meet your expectations in terms of commitment to EDI?’)</th>
<th>Positive evaluation of training sessions from attendees</th>
<th>Evaluation of training: after each session.</th>
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</table>
| Development of a compulsory training pathway on EDI, informed by the Advance HE report and EDI workshop  
Work with people and organizations with experience of the barriers faced by under-represented groups to develop training activities  
Promotion of the LAHP EDI Policy and LAHP Code of Conduct  
Inclusion of a question related to EDI in the training evaluation forms (e.g. ‘Did the session meet your expectations in terms of commitment to EDI?’)  
Work with the student representatives to increase feedback on EDI issues via the Student Feedback Forum | Positive reports on EDI training sessions and events from attendees  
Increase in applications to Student-led Activities fund and Impact, Engagement & Entrepreneurship Fund informed by consideration of EDI issues  
Inclusion of LAHP EDI Policy and Code of Conduct at induction and welcome back events and in the student handbook | New EDI training from spring 2021  
Inclusion of EDI as a standing item on the agenda for Student Feedback Forum meetings (December, February, May)  
Induction and welcome back events and student handbook: October 2020 |

### 3.3 To develop new non-HEI partnerships that help us create relevant research opportunities for Black and Global Majority and other under-represented students within a strong support structure

| Consultation with HEI partners through a survey to identify key partnerships for LAHP to develop (international and non-HEI partners)  
Review of existing partnerships and responsive approach to student feedback on them | Increase number of external partnerships (both with new non-HEI and international partners) providing added value to LAHP students and supervisors through study abroad opportunities and placements  
Ongoing review of LAHP’s existing partnerships ensuring that they are in line with our EDI priorities | Survey: January 2021  
Collaborations & Partnerships Committee: November 2020 and May 2021  
Review of existing partnerships: by GC meeting July 2021 |

**Collaborations & Partnerships**  
Survey: January 2021  
Collaborations & Partnerships Committee: November 2020 and May 2021  
Review of existing partnerships: by GC meeting July 2021  
HB, LK  
AS, VF
<table>
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<tr>
<th>3.5 To ensure that we support research that is socially engaged; addresses systemic and structural inequalities across the arts and humanities; and utilises transformative methods of engagement and practice to challenge mainstream cultural narratives</th>
<th>New wording for advertising CDAs and review of the proposal form and assessment criteria for CDAs to ensure this type of research proposal is fairly assessed</th>
<th>Increase number of CDA projects that are socially engaged and centred on addressing inequalities</th>
<th>CDA Panel – November 2020</th>
<th>AS, VF</th>
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<tr>
<td>3.6 To ensure that we effectively reach, recruit and support Black and Global Majority and other under-represented students in the CDA competition</td>
<td>Collaboration with academic supervisors and non-HEI partners in identifying suitable CDA projects</td>
<td>Increase number of CDA projects that relate to the agreed EDI priority themes</td>
<td>CDA Panel – November 2020</td>
<td>Collaborations &amp; Partnerships Committee – December 2020, May 2021</td>
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<td>Proactive promotion of CDA scheme across existing HEI and non HEI partner network, via LAHP’s Student Ambassador Programme, and across institutions that promote further education for Black and Global Majority and other under-represented groups</td>
<td>Increase in number of CDA project proposals and students’ applications</td>
<td>Information and Q&amp;A sessions – July and September</td>
<td>EDI audit of studentship competitions by CMG and GC meetings in July 2021</td>
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<td>Assessment of supervisor plans to promote studentship to under-represented groups as part of CDA awarding decision.</td>
<td>Increase in applications from Black and Global Majority and other under-represented groups</td>
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<td>New Diversity Monitoring Form for the CDA competition</td>
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<td>Student Feedback Forum, December 2020</td>
<td>AS, VF</td>
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<td>3.9 To widen student participation in the placement scheme</td>
<td>Promotion of the placement scheme to supervisors via peer to peer advocacy at LAHP supervisor events</td>
<td>Increase number of LAHP students undertaking placements</td>
<td>Student Feedback Forum, December 2020</td>
<td>AS, VF</td>
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</table>
| Impact | Promotion of the benefits of working with cultural partners for LAHP students (including those that aspire to academic careers) | Support from supervisors by providing success case studies from the academics’ point of view | End of term event – December 2020  
Placement event – spring 2021  
Supervisor event – spring 2021 |
|---|---|---|---|
| 4.3 To work with students and HEI and non-HEI partners to enhance equality, diversity and inclusion in Arts & Humanities research and careers | Including EDI as a standing item on the agendas of LAHP’s Student Feedback Forum, Collaborations & Partnerships Committee, Core Management Group and Governing Council  
Supporting LAHP’s student-led Black and Global Majority network and other networks  
Encouraging applications to LAHP’s staff- and student-led activities funds on EDI priority areas  
Work with EDI leads in HEI partner organizations via two workshops per year to identify key priorities and objectives  
Work with EDI leads in non-HEI partner organizations to identify key priorities and objectives  
Work with AHRC, other DTPs, learned societies and other organizations to promote positive change in higher education and wider sector | LAHP included as part of at least one application to the Research England / Office for Students call to improve access and participation for BAME students (deadline: January 2021)  
Liaison between the LAHP team, student representatives and student-led networks to ensure that they are effective and supported, including by raising any concerns via student representatives and/or directly to the LAHP team.  
Increased number of studentships, training sessions, placement opportunities and staff- and student-led activities fund awards addressing EDI  
Two workshops per year with EDI leads in HEI partner organizations (first one in November 2020). | See annual workplan for meetings  
Ongoing facilitation of new student-led networks in partnership with student representatives  
Deadlines for staff- and student-led activities funds  
EDI workshops – November 2020 and spring (date tbc) 2021  
AHRC DTP/CDP Directors / Managers meetings |
| | | | SFF, CMG and GC agendas:  
AB, LK  
C&P Committee agenda: AS, VF  
Student networks: MSE, VF, student representatives  
Staff- and student-led activities funds: VF  
EDI workshops: AB, MSE  
AHRC DTP/CDP Directors / Managers |
New and effective actions in partner HEIs to address inequalities and improve the pipeline from UG > PGT > PGR > ECR for Black and Global Majority students and those from other under-represented groups, including review of fair recruitment and supervisor training.

New and effective actions in partner non-HEIs to address inequalities and support positive change for people from Black and Global Majority backgrounds and other under-represented groups

meetings: AB, MSE