**AHRC ‘Crafting Care for a Healthy Place, Planet and People’**

**Doctoral Focal College**

**Equal Opportunities Monitoring Form**

The AHRC ‘Crafting Care’ Doctoral Focal College carries out equalities monitoring so that we can analyse applicant demographics and use the data gathered to inform our Equity, Diversity and Inclusion activities and encourage widening participation.

Studentship applicants are, therefore, asked to help us do this by marking ALL appropriate boxes below. We very much appreciate your support in enabling us to continue to improve EDI across the college.

**Data protection statement**

The following section is mandatory but will not be used as part of the assessment process. It will not be passed to assessment panels, will be anonymised at the earliest opportunity, and within the college will only be accessible to Professional Services staff. Data will only be kept until the Training Grant expires. For reporting purposes, only **anonymised** data will be shared with the AHRC. However, if there are any questions you do not wish to provide information for, or where you would prefer your anonymised data not to be shared with the ESRC, please select ‘prefer not to disclose’.

|  |  |
| --- | --- |
| **Name:** |  |
| **Email address:** |  |
| **Nationality / Residential Status:** |  |

# Gender

Woman  Man  Non-Binary  Prefer to self-describe

If ‘prefer to self-describe’, please specify:

Prefer not to disclose

# Is your Gender Identity the same as the sex you were assigned at birth?

Yes  No

Prefer not to disclose

# Age

0 - 29  30 – 39  40 – 49  50 – 59  60 +

Prefer not to disclose

# Disability

The Equality Act (2010) defines a disability as a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities. This does not necessarily require a formal diagnosis to have been confirmed. Please select all that apply.

Learning difference such as dyslexia, dyspraxia or AD(H)D

Social/communication conditions such as a speech and language impairment or an autistic spectrum condition

Long-standing illness or health condition (e.g. cancer, HIV, diabetes, epilepsy), including chronic, fluctuating conditions (e.g. Fibromyalgia, ME/CFS, Long Covid, autoimmune conditions, amongst others)

Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety

Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)

D/deaf or have a hearing impairment

Blind or have a visual impairment uncorrected by glasses

Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language

An impairment, health condition or learning difference not listed above

If ‘not listed above’, please specify:

No known impairment, health condition or learning difference

Prefer not to disclose

# Ethnicity

***Asian or Asian British***

Indian  Pakistani  Bangladeshi  Chinese

Any other Asian background

***Black, Black British, Caribbean or African***

Caribbean  African

Any other Black, Black British, or Caribbean background

***Mixed or multiple ethnic groups***

White and Black Caribbean  White and Black African

White and Asian

Any other Mixed or multiple ethnic background

***White***

English, Welsh, Scottish, Northern Irish or British  Irish

Gypsy or Irish Traveller  Roma

Any other White background

***Other ethnic group***

Arab

Any other ethnic group

If ‘any other ethnic group’, please specify:

Prefer not to disclose

# Religious Belief

Buddhist  Christian  Hindu  Jewish

Muslim  Pagan  Sikh  No Religion

Other

If ‘other’, please specify:

Prefer not to disclose

# Sexuality

Bisexual / Pansexual  Gay man  Gay woman / Lesbian  Heterosexual

Prefer to self-describe

If ‘prefer to self-describe’, please specify:

Prefer not to disclose

# Socio-economic Background

Capturing socio-economic background information is a critical step in enabling us to consider what can to be done to improve socio-demographic diversity within our college. The questions here are based on the measures set out by the [Social Mobility Commission](https://socialmobilityworks.org/toolkit/measurement/?) to help understand the complex elements that constitute socio-economic background.

***What was the occupation of your main household earner when you were about aged 14?***

*Modern professional & traditional professional* occupations such as teacher, nurse, physiotherapist, social worker, musician, police officer (sergeant or above), software designer, accountant, solicitor, medical practitioner, scientist, civil / mechanical engineer.

*Senior, middle or junior managers or administrators* such as finance manager, chief executive, large business owner, office manager, retail manager, bank manager, restaurant manager, warehouse manager.

*Clerical and intermediate occupations* such as secretary, personal assistant, call centre agent, clerical worker, nursery nurse.

*Technical and craft occupations* such as motor mechanic, plumber, printer, electrician, gardener, train driver.

*Routine, semi-routine manual and service occupations* such as postal worker, machine operative, security guard, caretaker, farm worker, catering assistant, sales assistant, HGV driver, cleaner, porter, packer, labourer, waiter/waitress, bar staff.

*Long-term unemployed* (claimed Jobseeker’s Allowance or earlier unemployment benefit for more than a year).

*Small business owners who employed less than 25 people* such as corner shop owners, small plumbing companies, retail shop owner, single restaurant or cafe owner, taxi owner, garage owner.

*Other* such as retired, this question does not apply to me, I don’t know.

If ‘other’, please specify:

Prefer not to disclose

***Which type of school did you attend for the most time between the ages of 11 and 16?***

A state-run or state-funded school

Independent or fee-paying school

Independent or fee-paying school, where I received a means tested bursary covering 90% or more of the total cost of attending throughout my time there

Attended school outside the UK

I don’t know

Prefer not to disclose

***If you finished school after 1980, were you eligible for free school meals at any point during your school years?***

Yes

No

Not applicable (finished school before 1980 or went to school overseas)

I don’t know

Prefer not to disclose

***Did either of your parents attend university and gain a degree (e.g. BA/BSc or equivalent) by the time you were 18?***

No, neither of my parents attended university

Yes, one or both of my parents attended university

Do not know / not sure

Prefer not to disclose

***Have you spent time in care (i.e. are you care experienced)? This includes any time spent in foster care, residential care, kinship care (being looked after by relatives or friends), or being adopted after being in care.***

Yes

No

Prefer not to disclose

**Caring Responsibilities**

Please tell us about any caring responsibilities you have for dependants:

Children under the age of 18       Dependant adults

Children under the age of 18 and dependant adults

Not applicable

Other

If ‘other’, please specify:

Prefer not to disclose

# Confirmation

I confirm that the information provided above is accurate and I agree to the AHRC ‘Crafting Care’ Doctoral Focal College recording and using personal data contained in this form for the purpose of Equity, Diversity and Inclusion monitoring, and for statistical reporting.

|  |  |
| --- | --- |
| **Signature:** |  |
| **Date:** |  |