

## EQUALITY IMPACT ASSESSMENT FORM

### EQUALITY IMPACT ASSESSMENT

**TITLE:** Ardnamurchan Transitions Project, Season 17, 27<sup>th</sup> August – 16<sup>th</sup> September 2023

#### VERSION CONTROL

| Date     | Name        | Version | Comments   |
|----------|-------------|---------|--|
| 09/08/23 | Hannah Cobb | 1       | Note that section 5 is not completed because it repeats section 4. |

# EQUALITY IMPACT ASSESSMENT

## Stage 1 Description: Fact finding (about your policy /

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|--|---|--|--|
| School / Department  | SALC/CAHAE  | Lead officer responsible for assessment  | Hannah Cobb  |
| Faculty / Directorate  | Humanities  | Other members of team undertaking assessment   |  |
| Date   | 9 <sup>th</sup> August 2023   |  |  |
| Type of Project (mark as appropriate)  | <b>Strategy</b> <input type="checkbox"/><br><b>Project</b> <input checked="" type="checkbox"/><br><b>Policy</b> <input type="checkbox"/><br><b>Procedure</b> <input type="checkbox"/><br><b>Service</b> <input checked="" type="checkbox"/><br><b>Review</b> <input type="checkbox"/>   | Is this a new/ existing/ revision of an existing document (please mark as appropriate) | <b>New</b> <input checked="" type="checkbox"/><br><b>Existing</b> <input type="checkbox"/><br><b>Revision</b> <input type="checkbox"/> |
| Title and subject of the impact assessment (include a brief description of the aims, outcomes, operational issues as appropriate and how it fits in with the wider aims of the organisation)<br><br>Please attach a copy of the strategy/ plan/ function/ policy/ procedure/ service | <p>Ardnamurchan Transitions Project, Season 17, 27<sup>th</sup> August – 16<sup>th</sup> September 2023</p> <p>The Ardnamurchan Transitions Project (henceforth ATP) is a multiperiod landscape archaeology project and archaeological field school which takes place on the Ardnamurchan Peninsula, Highland region, on the West Coast of Scotland. The project is directed by Hannah Cobb (University of Manchester), Oliver Harris (University of Leicester) and Phil Richardson (Archaeology Scotland). The project is staffed by volunteers who work throughout the archaeological sector and it trains around 20 undergraduate students each year from the Universities of Manchester and Leicester. It also works with community volunteers through Archaeology Scotland's work.</p> <p>The project aims to provide comprehensive archaeological field skills training to all attendees whilst also investigating the past occupation of the Ardnamurchan peninsula.</p> <p>ATP is a residential project. Students and staff camp around and occupy a house within Swordle Bay, where they cook, eat, and socialise together outside of digging hours.</p> |  |  |

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| Who are the main stakeholders, and have they been engaged with? (e.g. general public, employees, students, partners, specific audiences, wider community) | <ul style="list-style-type: none"> <li>Stakeholders: All project staff, students, volunteers</li> </ul> |  |  |
| Consultation/ involvement carried out?  | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>                                     | What consultation method(s) did you use? | We meet with students before the excavation and provide information about the project and an opportunity to ask questions. An online questionnaire is created to better understand student needs and their learning aspirations. |

### Stage 2: Initial Screening:

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| Who is affected and what evidence have you considered to arrive at this analysis? (This may or may not include the stakeholders listed above) | All project staff, students and volunteers may be affected. Literature review on inclusive practice in archaeological field schools, archaeological pedagogy and archaeology more broadly has been undertaken (see stage 3) to understand this. In addition HC has experience in providing EDI guidance and support for archaeological professionals through her work with ClfA's E&D group, and all project directors have experience in running inclusive field projects (including 16 prior seasons of ATP) and working to mitigate the exclusionary dimensions that can arise in archaeological practice. |
| Who is intended to benefit and how?   | All staff, students and volunteers who will be attending the project  |
| Could there be a different impact or outcome for some groups?   | Yes – see section 3   |

|  |     |
|--|-----|
| Does this project include making decisions based on individual characteristics, needs or circumstances | Yes |
|--|-----|

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|---|---|
| Are relations between different groups likely to be affected by what you are doing? Will it favour one particular group or deny opportunities for others? | Unmitigated, archaeological fieldwork can favour those who are able bodied, as well as favouring cis gender bodies (particularly male cis gendered bodies with regard to things like tool design and PPE), and field based learning environments can often favour those who are more comfortable with vocalising their training needs (which can have a gendered and race based dimension, and impact those with any kind of physical disability or learning needs). ATP's work and the EIA below aims to ensure no one particular group is favoured and that inequalities are mitigated. |
|---|---|

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|---|---|
| Is there any specific, targeted action to promote equality? Is there a history of unequal outcomes? (Do you have enough evidence to prove otherwise?) | Archaeological field practice and residential field schools can be exclusionary places for people with a range of protected characteristics. It is important to take targeted action to ensure people with different disabilities are supported, that there are multiple options for participation to accommodate those with care responsibilities, that funds are provided for those whose attendance may be affected by socio-economic factors, that the use of pronouns is normalised, that the field school is LGBTQIA+ inclusive, and that race and gender inclusion is central to training methods and domestic arrangements. |
|---|---|

|  |     |  |                              |     |    |                   |     |  |
|--|-----|--|------------------------------|-----|----|-------------------|-----|--|
| Is there an actual or potential negative impact on these specific characteristics? |     |  |                              |     |    |                   |     |  |
| Age  | Yes |  | Marriage & Civil Partnership |     | No | Religion & Belief | Yes |  |
| Disability   | Yes |  | Pregnancy & Maternity        | Yes |    | Sex               | Yes |  |
| Gender Reassignment  | Yes |  | Sexuality                    | Yes |    | Race              | Yes |  |

|                              |     |  |               |     |  |                         |  |    |
|------------------------------|-----|--|---------------|-----|--|-------------------------|--|----|
| <b>Socio-Economic Impact</b> | Yes |  | <b>Carers</b> | Yes |  | <b>Care-Experienced</b> |  | No |
|------------------------------|-----|--|---------------|-----|--|-------------------------|--|----|

### Stage 3: Evidence

| What evidence do you have to support your findings? (quantitative and qualitative)<br>Please provide additional information that you wish to include as appendices to this document, i.e., graphs, tables, charts |  | Level of Risk<br>(High, Medium or Low) |
|---|--|--|
| General   | <p>There are significant and well documented issues with Equality, Diversity and Inclusion in archaeology. At their most simplistic, studies of disciplinary demographics, such as <i>Profiling the Profession</i> (Aitchison et al 2021 but also see all prior versions of this) and studies that look at student diversity demographics specifically (Cobb 2015 and see summary in Cobb and Croucher 2020) demonstrate that archaeology falls significantly short of the national picture in terms of numbers of people identifying with protected characteristics, and is dominated by white, cis-gendered, able bodied people, with higher numbers of men than women in senior leadership roles. For each protected characteristic, and their intersections, there are extensive publications outlining this, starting with Conkey and Spector's groundbreaking paper on gender and archaeology in 1984, and Joan Gero's 1985 and 1989 papers about archaeology and the "Women at Home ideology" and extending to the present day with papers such as Voss 2021a and 2021b which provide detailed analyses of sexual harassment in archaeology. Over the last forty years Black feminist archaeologists, enabled archaeologists, queer archaeologists, indigenous archaeologists and many more have highlighted how inequality, harassment and discrimination deeply impact their archaeological careers, and most emphasise the intersectional nature of this. Rather than complete every box here readers are directed to Cobb and Croucher 2020 for a summary of the literature, and Cobb and Crellin 2022 for additional summary of activism to address EDI issues.</p> <p>Cobb, H. and Crellin, R. J. 2022. "Affirmation and Action: A Posthumanist Feminist Agenda for Archaeology," <i>Cambridge Archaeological Journal</i>. pp. 1–15. <a href="https://doi.org/10.1017/S0959774321000573">https://doi.org/10.1017/S0959774321000573</a></p> <p>Cobb, H., and Croucher, K. 2020. <i>Assembling Archaeology: Teaching, Practice and Research</i>. Oxford: Oxford University Press. <a href="https://global.oup.com/academic/product/assembling-archaeology-9780198784258?cc=gb&amp;lang=en&amp;">https://global.oup.com/academic/product/assembling-archaeology-9780198784258?cc=gb&amp;lang=en&amp;</a></p> | High                                   |
| Age   |  | High                                   |

|                              |   |      |
|------------------------------|---|------|
| Disability                   |   | High |
| Gender Reassignment          |   | High |
| Marriage & civil partnership |   | Low  |
| Pregnancy & Maternity        |   | High |
| Religion                     |   | High |
| Race                         |   | High |
| Sex                          | Note that gendered inequalities are also considered under this heading and that the authors of this document strongly contest the conflation of sex and gender. | High |
| Sexual Orientation           |   | High |

#### Stage 4: Mitigation

Once you have assessed the impact of a policy/service, it is important to identify options and alternatives to reduce or eliminate any negative impact. Options considered could be adapting the policy or service, changing the way in which it is implemented or introducing balancing measures to reduce any negative impact. When considering each option, you should think about how it will reduce any negative impact, how it might impact on other groups and how it might impact on relationships between groups and overall issues around community cohesion. You should clearly demonstrate how you have considered various options and the impact of these. You must have a detailed rationale behind decisions and a justification for those alternatives that have not been accepted.

| Protected characteristics | Mitigating action   | Justification  | How will this be monitored?   | Officer responsible | Target date  |
|---------------------------|---|--|---|---------------------|--|
| Age                       | It is important to recognise that age based discrimination on a field training excavation can impact both younger and older participants. For older participants, ensuring that age related impairments specifically (e.g. limitations to mobility, hearing or vision) and the recognition of the tiring nature of increased physical activity and camping over a sustained period may mean that more rest breaks and accommodations to working practices are needed. For those who are very young (e.g. students for whom it is their first time away from home) it is important to ensure proper support networks are put in place to ensure both training on site and pastoral support off site are available. | Anyone affected by age related impairments will be supported both on site and off to be able to engage with the full range of activities on the project and to feel safe and secure in non digging time too. | Prior to the excavation ask all participants to complete a questionnaire to make clear any age related mitigations needed; make opportunities to discuss before and during the dig for all participants and check in on the project regularly; make clear reporting structures; post project feedback form. | HLC/OJTH/PR         | n/a - ongoing with actions needed before, during and after the project |
| Carers                    | Because of the isolated nature of the site and accommodation we recognise it is a significant challenge for those with caring needs to attend. If care responsibilities are family related we welcome families to attend and camp too, but the conditions may not be appropriate. A more realistic mitigation strategy is to facilitate those with care responsibilities attending the project for a shorter time, or being able to go home and   | Anyone with care responsibilities will be able to engage with the excavation.  | Prior to the excavation ask all participants to complete a questionnaire to make clear any caring related mitigations needed; make opportunities to discuss before and during the dig for all participants and check  | HLC/OJTH/PR         | n/a - ongoing with actions needed before, during and after the project |



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|                  | return during the excavation. Whilst present, supporting carers to be able to contact those who they care for (e.g. allowing time off site to call home at key time) is important. It is also important to recognise those with care responsibilities may feel increased anxiety being away from those for whom they usually care and to make them aware of mental health first aiders and support structures on the project to support them.   |  | in on the project regularly; make clear reporting and support structures; post project feedback form.  |             |  |
| Care-Experienced | n/a   |  |  |             |  |
| Disability       | <p>Attendees are given the opportunity to state any accessibility needs in the pre-attendance questionnaire and we will employ all adaptations needed to accommodate them. For example we will seek to make access to site as accessible as possible, to support those with sensory impairments, and ensure that anyone with any disability gets additional rest breaks as needed. There are toilet facilities close to site and where needed we can hire a wheelchair accessible portaloo. On the journey to the excavation we build in regular breaks and inform all attendees of when to expect these.</p> <p>There is space within the accommodation that can be used as a dedicated quiet room for all who need some space/calm.</p> | Any disabled attendees will have an inclusive and fulsome training experience on the excavation. | Prior to the excavation ask all participants to complete a questionnaire to make clear any disability related mitigations needed; make opportunities to discuss before and during the dig for all participants and check in on the project regularly; make clear reporting and support structures; post project feedback form. | HLC/OJTH/PR | n/a - ongoing with actions needed before, during and after the project |

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| <b>Gender Reassignment</b>              | <p>We will normalise the use of pronouns by asking students to identify these in their pre-dig questionnaire, using them in introductions and including them in all staff emails. We have a code of conduct which we ask all attendees to read and sign to show they agree to it which highlights a zero tolerance approach to harassment and discrimination against all protected characteristics. We have made clear in the code of conduct and through a verbal introductory briefing how attendees should report any harassment and discrimination they experience, and have briefed all staff to be aware of these processes and how to intervene too.</p> <p>We can ensure anyone who needs time off site can have this at any time. All toilet facilities are gender neutral. We provide free period products in toilets for all who menstruate.</p> | Anyone has reassigned gender (or who identifies with a non-binary gender) can feel confident that their chosen identity will be respected. | Prior to the excavation ask all participants to complete a questionnaire to make clear any mitigations needed; make opportunities to discuss before and during the dig for all participants and check in on the project regularly; make clear reporting and support structures; post project feedback form. | HLC/OJTH/PR | n/a - ongoing with actions needed before, during and after the project |
| <b>Marriage &amp; civil partnership</b> | n/a   |  |   |             |  |
| <b>Pregnancy &amp; Maternity</b>        | <p>We welcome colleagues and students who are pregnant or on maternity leave and will do all we can to support this, starting by discussing any needs prior to the excavation. We are in a remote place and can provide transport for antenatal appointments for</p>  | Pregnant and nursing parents will feel supported and welcome on the project. They will be able to care for infants                         | Prior to the excavation ask all participants to complete a questionnaire to make clear any mitigations needed; make   | HLC/OJTH/PR | n/a - ongoing with actions needed before, during and after the project |

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|          | pregnant attendees. We will provide as many rest breaks as needed and adapt tasks depending on the trimester of pregnancy. For breast feeding students and colleagues we will provide a private space to feed or express, and facilities to store expressed milk.   | and still engage with the dig.   | opportunities to discuss before and during the dig for all participants and check in on the project regularly; make clear reporting and support structures; post project feedback form.   |             |  |
| Religion | We have checked for religious holidays and festivals and have tried to ensure the excavation does not fall on one of these, but where it does we will make provision for attendees to worship as needed, including going home for this is needed. All participants are invited to specify holy days of rest or worship and the project will ensure that participants do not have to work on these days. If required we can create a dedicated prayer space. Attendees are asked to note any dietary requirements when they sign up to make sure that Halal, Kosher and any other dietary requirements can be met. We have a code of conduct which we ask all attendees to read and sign to show they agree to it which highlights a zero tolerance approach to harassment and discrimination against all protected characteristics. We have made clear in the code of conduct and through a | People of all faiths can feel confident that their practices of worship will be possible whilst also attending the excavation. Attendees are able to pray when needed. People of all faiths can be assured that they will be safe and respected within the conference environment. | Prior to the excavation ask all participants to complete a questionnaire to make clear any mitigations needed; make opportunities to discuss before and during the dig for all participants and check in on the project regularly; make clear reporting and support structures; post project feedback form. | HLC/OJTH/PR | n/a - ongoing with actions needed before, during and after the project |

|      |   |   |   |             |  |
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|      | verbal introductory briefing how attendees should report any harassment and discrimination they experience, and have briefed all staff to be aware of these processes and how to intervene too.   |   |   |             |  |
| Race | We have a code of conduct which we ask all attendees to read and sign to show they agree to it which highlights a zero tolerance approach to harassment and discrimination against all protected characteristics. We have made clear in the code of conduct and through a verbal introductory briefing how attendees should report any harassment and discrimination they experience, and have briefed all staff to be aware of these processes and how to intervene too. | People of all races can feel confident that they will be safe and respected within the conference environment.  | Prior to the excavation ask all participants to complete a questionnaire to make clear any mitigations needed; make opportunities to discuss before and during the dig for all participants and check in on the project regularly; make clear reporting and support structures; post project feedback form. | HLC/OJTH/PR | n/a - ongoing with actions needed before, during and after the project |
| Sex  | We will normalise the use of pronouns by asking students to identify these in their pre-dig questionnaire, using them in introductions and including them in all staff emails. We have a code of conduct which we ask all attendees to read and sign to show they agree to it which highlights a zero tolerance approach to harassment and discrimination   | Attendees can feel confident that their chosen gender identity will be respected. People of all genders can feel confident that they will be safe and respected | Prior to the excavation ask all participants to complete a questionnaire to make clear any mitigations needed; make opportunities to discuss before and   | HLC/OJTH/PR | n/a - ongoing with actions needed before, during and after the project |

|                           |   |   |   |             |  |
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|                           | <p>against all protected characteristics. We have made clear in the code of conduct and through a verbal introductory briefing how attendees should report any harassment and discrimination they experience, and have briefed all staff to be aware of these processes and how to intervene too.</p> <p>We can ensure anyone who needs time off site can have this at any time. All toilet facilities are gender neutral. We provide free period products in toilets for all who menstruate.</p> | within the conference environment.  | during the dig for all participants and check in on the project regularly; make clear reporting and support structures; post project feedback form.   |             |  |
| <b>Sexual Orientation</b> | <p>We have a code of conduct which we ask all attendees to read and sign to show they agree to it which highlights a zero tolerance approach to harassment and discrimination against all protected characteristics. We have made clear in the code of conduct and through a verbal introductory briefing how attendees should report any harassment and discrimination they experience, and have briefed all staff to be aware of these processes and how to intervene too.</p>                  | Attendees can feel confident that their sexual orientation will be respected. All members of the LGBTQIA+ community can feel confident that they will be safe and respected within the project environment. | Prior to the excavation ask all participants to complete a questionnaire to make clear any mitigations needed; make opportunities to discuss before and during the dig for all participants and check in on the project regularly; make clear reporting and support structures; post project feedback form. | HLC/OJTH/PR | n/a - ongoing with actions needed before, during and after the project |

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|----------------|---|--|---|-------------|--|
| Socio-Economic | <p>All student attendance is subsidised by their University but where additional costs are needed (e.g. for day trips and the friday fish and chips in the pub) we make clear through repeated verbal briefings that we have cost of living support funds and invite students to let us know confidentially if they require help. We are also a close knit community and keep an eye out for students who do not have the right kit and may be struggling. We bring spares of all equipment to ensure those who do not have everything they need can be assured that these will be provided. Where we do not have spares we will ensure any equipment or other materials are provided through a trip to the shop. We also make all of this clear before the excavation and invite students with any socio-economic needs to come and have a chat before the dig.</p> <p>We provide free period products and free welfare products such as suncream, insect repellent.</p> | Anyone affected by socio-economic factors will be supported to attend the project. | Prior to the excavation ask all participants to complete a questionnaire to make clear any mitigations needed; make opportunities to discuss before and during the dig for all participants and check in on the project regularly; make clear reporting and support structures; post project feedback form. | HLC/OJTH/PR | n/a - ongoing with actions needed before, during and after the project |
|----------------|---|--|---|-------------|--|

## Stage 5: Review & Conclusion

Summary: provide a brief overview including impact, changes, improvement, any gaps in evidence and additional data that is needed

| Specific actions to be taken to reduce, justify or remove any adverse impacts                        | How will this be monitored? | Officer responsible | Target date |
|--|-----------------------------|---------------------|-------------|
| Note these actions are all covered above in section 4 so I have left this blank to avoid repetition. |                             |                     |             |
|  |                             |                     |             |
|  |                             |                     |             |
|  |                             |                     |             |
|  |                             |                     |             |
|  |                             |                     |             |
| Please provide details and link to full action plan for actions                                      |                             |                     |             |
| Are there any additional assessments that need to be undertaken in relation to this assessment?      |                             |                     |             |
| Project Manager / Lead officer sign off  | Hannah Cobb                 | Date                | 26/08/23    |

|   |   |      |  |
|---|---|------|--|
| Sponsor / Business Lead sign off  |   | Date |  |
| Date for Review   | Autumn 2023 – after the 2023 excavation season and when considering the 2024 season |      |  |
| Send completed EIA forms to EDI Directorate at <a href="mailto:EqualityandDiversity@manchester.ac.uk">EqualityandDiversity@manchester.ac.uk</a> |   |      |  |



