EQUALITY &

DIVERSITY

STRATEGY

2015–20

FALMOUTH
UNIVERSITY

CONTENTS

"

Diversity: the art of thinking independently together.

"

Malcolm Forbes

INTRODUCTION

We believe that positively engaging with equality and diversity will mean we are better placed to provide the best possible experience for our students, improve staff satisfaction, strengthen our decision-making and our overall performance. Increasing evidence across the sector suggests that diverse and inclusive institutions are more efficient, more productive and deliver better outcomes.

To take full advantage of these opportunities we will need to ensure that we plan for a diverse workforce to create a talent pipeline that reflects a global mind-set, one that is culturally fluent and adept at working across traditional boundaries, internationally as well as across sectors.

One of the goals of the Government's White Paper on Higher Education is to drive fairness of opportunity in access to university education, with a specific aim to double the proportion of people from disadvantaged backgrounds entering Higher Education by 2020. In addition to this national focus on widening participation, Falmouth's Strategic Plan 2015-20 sets out ambitious targets for the institution, including specific measures of success in relation to student satisfaction levels, diverse modes of study, and student headcount, with major increases in the numbers of international students and students from Cornwall.

The University's equality and diversity agenda is important in supporting the achievement of these targets and goes beyond compliance and the meeting of legal requirements. Ensuring equality of opportunity will provide Falmouth with access to the widest possible talent pool to recruit both staff and students from, while valuing the diversity of our staff and student groups helps to uncover the potential of all individuals, as well as promoting Falmouth as an attractive and inclusive place to work and study. The University's equality and diversity mission is therefore:

"To support Falmouth in being a world class place to study and work, by providing an inclusive environment where there is equal opportunity for a diverse student and staff community to reach their full creative, academic and entrepreneurial potential."

This strategy describes to staff, how together, we will build on the equality work we have already undertaken to achieve this mission, and the specific objectives and measures of success that will be monitored by Falmouth's Equality & Diversity Group to ensure we are making good progress towards this aim.
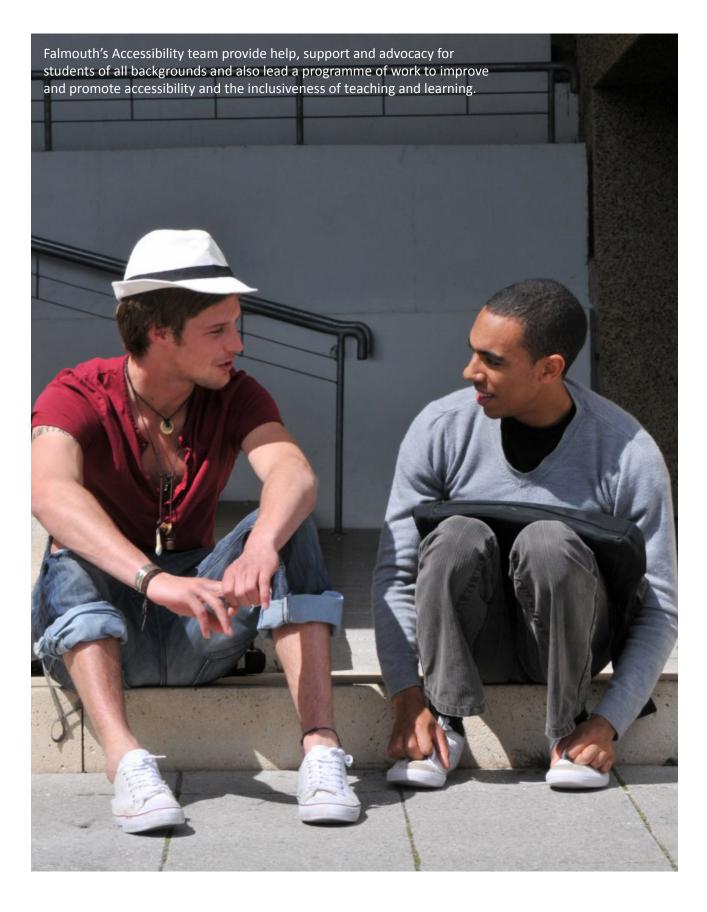
Professor Anne Carlisle
Vice-Chancellor & Chief Executive
Falmouth University

CONTEXT AND DRIVERS

OUR AIMS

Falmouth's equality work aims to have the following impacts:

- To ensure that anyone with talent and potential should be able to study with us by promoting inclusion, advancing equality of opportunity, and creating a diverse student population in which all students, regardless of background are offered the same choices and opportunity

- To have a staff group that reflects the makeup of, and is able to effectively support, our increasingly diverse and global student profile

- To attract staff and students from all backgrounds to ensure the widest possible talent pool from which to recruit

- To create and maintain a diverse and inclusive working environment that is reflected in staff and student satisfaction and engagement, and in our reputation

- For every staff member to have the opportunity to reach their potential within the organisation – maximising performance and motivation

- To have a workforce with a diverse range of experiences, outlooks and approaches to bring maximum flexibility, creativity, and problem solving skills

- To ensure Falmouth is compliant with its legal responsibility to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between people of different protected groups

Falmouth's Accessibility team provide help, support and advocacy for students of all backgrounds and also lead a programme of work to improve and promote accessibility and the inclusiveness of teaching and learning.

Objective 1

TO ENHANCE ACCESS FOR DISADVANTAGED STUDENTS

HOW

To be inclusive and raise aspirations
We will raise the aspirations of Cornish students by promoting an inclusive environment, by making the curriculum clearer, and by reducing barriers to create an experience in which all our students feel welcome and supported to realise their full potential.

Introduce new roles and support
We will introduce new roles in each academic department to coordinate access activity, provide further targeted tutoring support, and increase specific initiatives to promote employability. We will require every course at Falmouth to offer entrepreneurial content, industry-led curriculum and professionally connected staff.

Prioritise access for specific groups
On selected courses we will offer guaranteed interviews and guaranteed places for students from specific schools and colleges.

A supportive staff group
We will ensure our academic staff understand the University's aim to prioritise access for specific groups and are appropriately supported in its implementation. We will introduce departmental targets and measures to track our progress.

Do it with partners
We will develop and deliver a range of access projects in partnership with local schools and colleges, including events and open days, and co-delivered or University validated courses. We will extend outreach work to help support access for groups who are under-represented in higher education.

WHY

To improve access, retention, and employment outcomes for students from disadvantaged groups and higher education 'cold spots' in Cornwall supports the following of Falmouth's Strategic Plan objectives:

- 'To Produce Satisfied Graduates Who Get Great Jobs' – While Falmouth is already rated 6th in the UK for graduate employment in the Destination of Leavers from Higher Education Survey, the improved retention and progression of Cornish students, particularly those from disadvantaged groups, is consistent with Falmouth's targets to increase the proportions of leavers in graduate level employment, self-employment, and in work or study within the South West, and the institutional target to achieve a 95% student retention rate.

- 'To Help Grow Cornwall' – Falmouth has a specific target to increase the numbers of undergraduate students from Cornwall with the aim of retaining more of our creative talent for the benefit of Cornwall.

Measures of Success	Baseline 2015	Target 2020
Number of undergraduate students recruited from Cornwall	662	1,126
Percentage of students recruited from Low Participation Neighbourhoods (reaching the Higher Education Statistics Agency (HESA) benchmark of 12.7%)	8.7%	12.7%
Percentage of students from State Schools (exceeding HESA benchmark of 93.6%)	95%	95%

Falmouth University's annual CreatEd exhibition showcases and celebrates work produced by Year 11, 12 and 13 students studying creative subjects. Falmouth University is committed to working with schools and colleges to raise awareness and inspire local students to progress to higher education.

Objective 2

TO PROVIDE STUDENTS WITH AN INCLUSIVE EXPERIENCE

HOW

Extend support for disabled students at all stages of the student journey
We will take a whole lifecycle approach to supporting students with disabilities, starting with increased collaboration on outreach activities with our partner institutions, schools and colleges across the county.

Extend support for international and Black and Minority Ethnic (BME) students at all stages of the student journey
We will focus on not only extending our outreach work but also building and delivering a targeted programme of events and initiatives. This will be underpinned by the delivery of our inclusive learning project which aims to embed inclusive teaching and learning practice across all subject areas.

Enhance awareness of the support for transgender students
In partnership with FXU, we will increase awareness of the range of support available for transgender students, with the aim of helping to ensure that students feel safe and comfortable with who they are during their time at university and able to access advice when needed.

Enhance the inclusivity of our teaching and learning
We will develop a range of bespoke resources that meet the needs of the creative sector. We will implement an online inclusive learning audit tool, provide specialist training and support, and improve ease of access to students' Individual Learning Plans.

Increase students' knowledge and capability to use Assistive Technology
We will proactively support students to use assistive technology to build independence and better prepare students with the skills they need for both their academic studies and securing great jobs.

Improve the accessibility and inclusiveness of the student journey
We will address student accessibility priorities through activities such as an audit of campus buildings, improvements to website accessibility, effective implementation of Individual Learning Plans, and disability awareness training for staff including enhancing knowledge about reasonable adjustments.

Do it with Partners
We will work collaboratively with specialist charities, accessibility specialists, education partners and a wide cross-section of other organisations (for example, third sector and BME organisations) to deliver the changes required.

WHY

Falmouth believes that students from every background should be supported to reach their full potential, and is committed to increase student retention to 95%. Across the higher education sector, the retention rates of students with disabilities and their degree attainment tends to be on average less than those without disabilities. The higher than average instance of specific learning difficulties and mental health conditions amongst the Falmouth student cohort requires the University to target these groups for additional support to further improve retention rates, the student experience, and degree and employment outcomes. This will help not only to better meet the needs of specific students but also improve the quality of learning for all. Additional support will be offered to further improve retention rates, the student experience, and degree and employment outcomes. This will help not only to better meet the needs of disabled students but also improve the quality of learning for all.

Accessibility advisers are available to discuss students' needs in a confidential environment and arrange support to assist them with their studies.

Measures of Success	Baseline 2015	Target 2020
Retention rate of at least 95% for disabled, BME and international students	TBC	95%
Increased student satisfaction on the accessibility and inclusiveness of student life. The university:		
• environment is accessible for all students	58% agree	85% agree
• does a good job of making adjustments for students with a disability	63% agree	90% agree

Objective 3

TO EXTEND AND BENCHMARK DATA COLLECTION AND ANALYSIS

HOW

Better understand our workforce
We will develop an Equality Dashboard to provide an overview of the protected characteristics of our workforce, enabling easier identification of any trends or unintended bias, as well as showing progress against specific targets. We will review what additional information outside the protected characteristics it may be beneficial to collect.

Broaden our understanding of the student journey
We will review the student record dataset to ensure that outcomes for application, offer, acceptances, enrolment and progression are harmonised. We will ensure future reporting of our student profile and degree attainment includes more detailed analysis by age, gender, race, disability and part time status for both undergraduate and postgraduate groups.

Embed equality analysis
We will ensure that Equality Analysis is integral to strategy and policy development as a means to improve our understanding of the needs and experiences of our workforce and students and to make evidence based decisions.

Do it with partners
We will benchmark ourselves against our peers both within the sector, and outside to ensure that new proposals and initiatives and are informed by best practice.

WHY

In relation to our workforce, improving our data collection and analysis capabilities will allow us to better understand and support our staff, impacting staff engagement, motivation and performance, and helping to ensure all individuals are given the opportunity to reach their potential within the organisation. In relation to our students, a fuller data set will enable a broader analysis of the student journey and ensure more targeted and responsive planning to areas of need.

Having comprehensive data sets also allows Falmouth to measure our progress towards the objectives set out in the Strategic Plan by enabling the University to:

- Benchmark ourselves both within the sector, and outside

- Set clear, measurable targets

- Regularly monitor and report on our performance

Measures of Success	Implementation date
Development of Equality Dashboard	2017
Enhanced reporting of student profile and degree attainment	2017

The Higher Education Statistics Agency (HESA) is the official agency for the collection, analysis and dissemination of quantitative information about higher education in the UK. Like other higher education institutions, Falmouth University has to routinely pass certain personal data on staff and current and former students to HESA and HESA's agents and contractors. Data collection and analysis also enables the university to monitor its equal opportunities policies and ensure that the welfare needs of staff and students are met.

HESA

Objective 4

TO FURTHER PROMOTE AND IMPROVE GENDER EQUALITY

HOW

Review our staff gender balance
We will undertake a review of the gender balance at each grade and occupational group, and the balance of representation on Falmouth's main committees.

Identify any gender pay gap
While the JNCHES Gender Pay report 2015 rated Falmouth as being in the top 5 UK universities in terms of pay parity for academic staff, we will undertake a more detailed analysis to understand whether this is the case in all occupational groups and levels of seniority.

Analyse and Respond
We will investigate the reasons for any differences in gender representation and pay, and put in place an action plan to address any imbalance identified.

Do it with partners
We will work with key organisations such as the Equality Challenge Unit as well as with specialist partners and national and international higher education institutions to benchmark our work and findings.
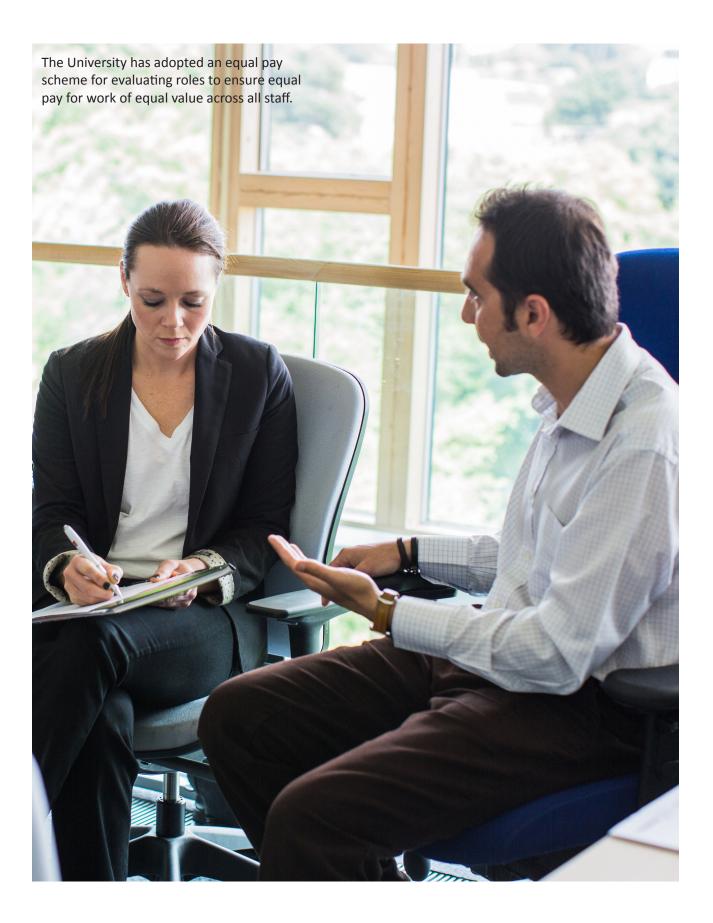
WHY

We are committed to ensuring we systematically address any gender differences in terms of pay and opportunity because it is important to:

• Provide the University with access to the widest possible pool of talent

• Benefit from the better business performance that is correlated with diverse management teams

• Build Falmouth's reputation as a fair employer that provides equal opportunity for individuals to reach their full potential

• Demonstrate the University's commitment to have due regard to the need to eliminate discrimination and advance equality of opportunity

• Support objective 4 of the University's Strategic Plan 'to escalate our research and innovation' by evidencing our commitment to gender equality which is increasingly a requirement of research bids

• Ensure Falmouth is compliant with best practice guidelines and prepared for future legislation.

Measures of Success	Implementation date
Gender balance review for pay grades and committees and action plan	2017
Gender pay gap review and action plan	2017

The University has adopted an equal pay scheme for evaluating roles to ensure equal pay for work of equal value across all staff.

MONITORING OUR PROGRESS

Governance

Falmouth's Equality and Diversity Group is responsible for monitoring the University's progress against the objectives set out in this strategy and will advise and update the Board of Governors through the Vice-Chancellor's Executive Group on progress.

Related strategies

The objectives in this strategy are supported by related work-streams, including Falmouth's Access Agreement, our Learning, Teaching and Employability Strategy 2015-2020, the Research and Innovation Strategy 2015-2020 and our Workforce Planning process. The objectives of this strategy are also underpinned by the business plans for academic departments and professional services areas which support the objectives at a local level, and reflect the institution's commitment to equality and diversity in everything we do.

Measures of Success

We have developed a set of performance indicators, which use quantitative and qualitative information to provide an overview of progress against each of our equality objectives. We will use the information gathered to develop and refine our strategy and objectives and to communicate the resulting achievements and outcomes.

EQUALITY AND DIVERSITY TOOLKIT

This toolkit is designed to signpost staff and students to resources related to Equality and Diversity at Falmouth, such as sources of information and support. The toolkit will be updated on an ongoing basis by representatives of Falmouth's Equality and Diversity Group.

EDT (1)	Where can I view Falmouth's Equality and Diversity policies?
EDT (2)	Where can I view Falmouth's Equality and Diversity dashboard?
EDT (3)	Where can I access training on Equality and Diversity?
EDT (4)	How can I find out more about Dignity at Work?
EDT (5)	How do I complete an Equality Impact Assessment?
EDT (6)	What is the University doing about the gender pay gap?
EDT (7)	I have a disability - how can I access help and support?
EDT (8)	I am an international student - how can I access help and support?
EDT (9)	What additional support does the University provide for international students?
EDT (10)	What additional support does the university provide for Black and Minority Ethnic students and staff?
EDT (11)	Where do I go to find out about career progression at Falmouth?
EDT (12)	What are the opportunities for flexible working?
EDT (13)	Why is it important to record my personal information?
EDT (14)	What should I be aware of as a recruiting line manager?
EDT (15)	How do I access additional support for a student?

EDT (16)	Where can I find out more about my study skills, strengths and weaknesses?
EDT (17)	Where can I find information on my students' study skills' strengths and weaknesses?
EDT (18)	How can I find tools to audit how inclusive I am in my teaching?
EDT (19)	Where can I access students' Individual Learning Plans?
EDT (20)	Where can students access online mental health support?
EDT (21)	Where can I find study skills' tools, resources and apps?
EDT (22)	Where can I find information on inclusive teaching and learning?
EDT (23)	Where is the University's Accessibility Audit Tool?
EDT (24)	Where can I find the student Accessibility questionnaire?
EDT (25)	How do I access study skills support?
EDT (26)	Where do I go for drop-in accessibility support?
EDT (27)	Where do I go to borrow specialist equipment?
EDT (28)	How do I access assistive technology training?
EDT (29)	Where do I go for support on using apps to help me with planning, organising and mind mapping?
EDT (30)	What support or resources are available for transgender staff or students, including those who are transitioning?