FALMOUTH
UNIVERSITY

EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT 2020/21

1   SUMMARY

1.1   The University has continued to embed equality, diversity and inclusion (EDI) considerations within the core activities of the University. Equality, diversity and inclusion 'is everybody's business' and not considered to be the responsibility of specialist individuals at the University.

1.2   This report sets out, in detail, progress over the past twelve months, including statistics for our students and staff. Despite the challenges of the Covid-19 pandemic, the previously approved action plan and ongoing commitment to EDI has shown some key successes that demonstrate our achievements and are worth highlighting:

- Protected Characteristics (PCs) do not underachieve academically (see 4.3).
- There is a higher proportion of LGBTQ+ community members at Falmouth – with an increase in discourse – all of whom are performing well (see 4.3).
- Enhanced digital learning has helped many groups with different learning styles or needs e.g. students on the autistic spectrum or with caring responsibilities (see 5.8).
- New initiatives have been introduced to help students and staff understand equality through improved reporting and training (see 5.6/5.7).

1.3   All staff are required to complete Equality, Diversity & Inclusion mandatory training, and all line managers are required to complete Unconscious Bias mandatory training. Completion rates are 83% and 85% respectively.

1.4   Equality Impact Assessments (EIA) are embedded into key University report templates although a review during the year has confirmed that this process needs to be improved to encourage EIA thinking improves across the institution in support of our equality, diversity and inclusion mission.

1.5   To continue to guide our equality, diversity and inclusion initiatives an action plan for 2021/22 has been created detailing specific areas of focus for the next 12 months.

1.6   Specific action relating to students is contained within the University's published Access and Participation Plan (APP).

2   INTRODUCTION

2.1   Equality, diversity and inclusion are key elements of the University's 2030 People Strategy where we state that:

> *'We are able to harness the diversity of thought and talent across our entire workforce to produce world-class research and product development and to enable the next generation of innovators and creative entrepreneurs.'*

2.2   The associated Equality, Diversity & Inclusion Charter[1] confirms that our work is directed by our equality, diversity and inclusion mission:
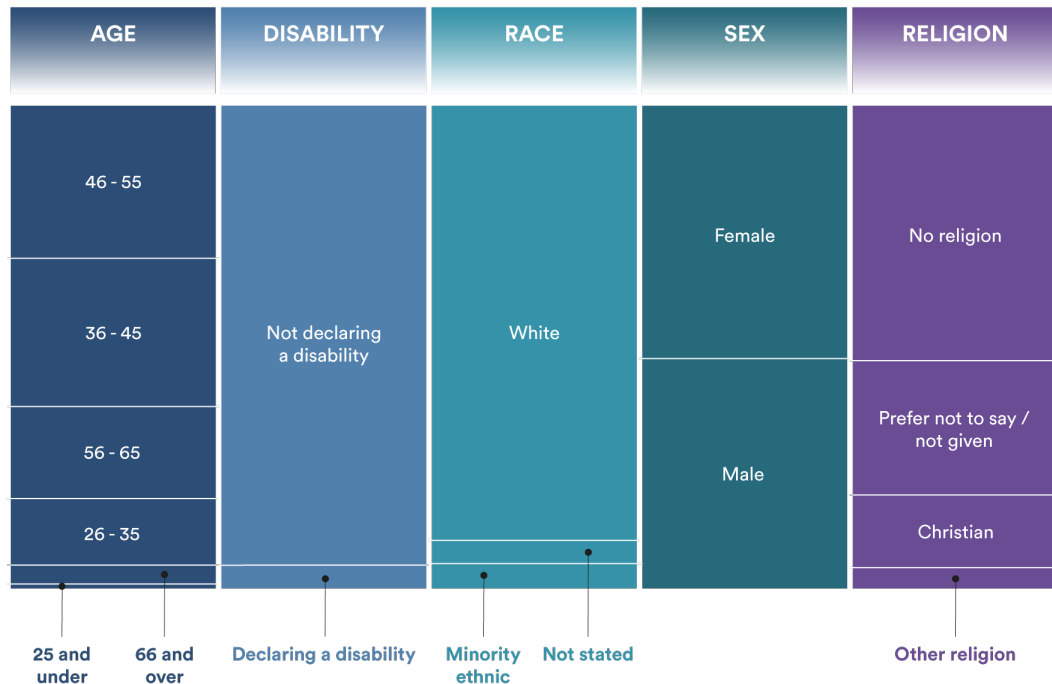
> *'To support Falmouth University in being a world class place to study and work, by providing an inclusive environment where there is equal opportunity for a diverse student and staff community to reach their full creative, academic and entrepreneurial potential.'*

2.3   The action plan to deliver this mission has been distilled into specific equality objectives for both staff and students and these have been firmly embedded into our governance and operating models.

2.4   An Equality, Diversity & Inclusion Group is in place to monitor and report progress against these objectives with the results published in the Equality, Diversity & Inclusion Annual Report.

2.5   To support the evaluation of progress staff and student equality and diversity dashboards have been created to monitor the core metrics within the University.

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[1] Falmouth University Equality, Diversity & Inclusion Charter

3   STAFF PROFILE

Staff profile by protected characteristic %

AGE	DISABILITY	RACE	SEX	RELIGION
46 - 55	Not declaring a disability	White	Female	No religion
36 - 45				Prefer not to say / not given
56 - 65			Male	
26 - 35				Christian

| 25 and under | 66 and over | Declaring a disability | Minority ethnic | Not stated | | Other religion |

3.1   Our staff equality and diversity dashboard is used to monitor the core metrics within the University and support the evaluation of progress. This is attached in Appendix 1.

Local context

3.2   Our data should be viewed considering the local context as a significant proportion of the workforce are recruited locally. The last Office for National Statistics (ONS) census in 2011[2] indicated that Cornwall has:

- More females (52%) than males (48%).
- A population that is growing at a slower rate (6.7% population growth between 2001 and 2011) than the South West region and England and Wales.
- An aging population, with a significant increase between 2001 and 2011 in the population at all age groups above 60 years old.
- A less ethnically diverse population than average, with 1.8% of the population stating they were from a minority ethnic group (compared to 4.6% in the South West region, and 14% in England and Wales).
- More health problems, with 21.36% stating that their health limits their daily activities a little or a lot, which is more than double the national figure of 10% and may be linked to the age of the population in Cornwall.

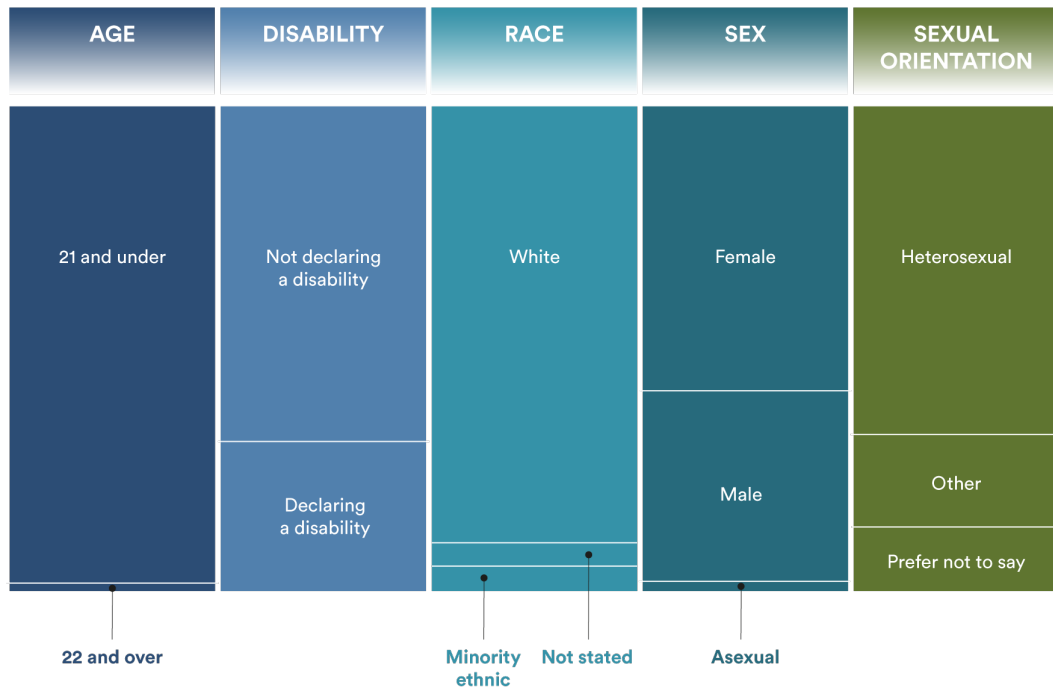3.3   The table below details progress against the protected characteristics defined by the Equality Act 2010:

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[2] Source: https://www.ons.gov.uk/census/2011census. The next ONS census will be taken in 2021 and when analysis is available these data points will be revised.

AGE	In previous Annual Reports, it has been noted that Falmouth's academic staff group has an older age profile than the national average for the same staff group. The latest equality dashboard data illustrates that this position remains broadly unchanged. Falmouth has a much smaller percentage of its academic staff group in the under 35 age groups than the national average (14.71% compared to 28.82% nationally). This percentage has increased since the 2020 report (11.94%) and the 2019 report (14.05%). The percentage of academic staff at or above the minimum retirement age of 55 has risen slightly to 27.94% from 27.86% in 2020 and 25.79% in 2019. During the year we have continued to develop our support for academic staff wishing to move into research roles, a core part of which has been an Equality Impact Assessment of our activities under the Research Excellence Framework, which was submitted early in 2021. We have also developed clearly defined career pathways for progression and related support for academic staff working with our Trade Union colleagues. This new framework is scheduled to commence in Autumn 2021. Falmouth's professional staff group has a marginally younger age profile than the national average for the same staff group. Falmouth has 13.1% of its professional staff group in the over 55 age groups, compared to the national average of 16.81%.
DISABILITY	The percentage of staff at Falmouth reporting a disability in 2021 (6.03%) is an increase on the same figure in 2020 (5.58%). This is higher than the national sector average in 2021 (5.52%) which has also increased in recent years (from 5.25% in 2020, and 4.99% in 2019). We are pleased to see a sustained higher reporting of disabilities from our staff and students and believe that this demonstrates the supportive and inclusive environment at the University where we recognise and value the diversity of our community and are committed to providing support to enable everyone to contribute and achieve to their maximum potential.
GENDER REASSIGNMENT	Falmouth does not currently request or collect information on staff gender identity. As the number of staff at Falmouth identifying themselves as being of a different gender to that they were registered at birth is likely to be too small to undertake any statistical analysis of, the disadvantages of collecting this highly sensitive information are currently considered to outweigh any advantages.
RACE	Falmouth has a smaller proportion of staff from minority ethnic backgrounds (4.66%) than the national average for higher education (14.31%). This figure has increased from previous years, with 2.99% of Falmouth staff reporting being from minority ethnic backgrounds in 2020, and 3.18% in 2019. The proportion of Cornwall residents from a minority ethnic background, as reported in the 2011 census figures, is 1.8%.

	The Race Equality Working Group met throughout the year to proactively improve our understanding of, and reduce, barriers to equality of opportunity and equality of experience.
RELIGION OR BELIEF	Data on religion and belief in HEIs is limited, and so no benchmarking has been completed on this data. Our data does show that the levels of staff not disclosing their religion or belief (by indicating 'prefer not to say' or leaving the field blank) continues to decrease, moving from 33.6% in 2019, to 32.9% in 2020, and to 28.3% in 2021. This could indicate increasing confidence in disclosing this protected characteristic. This may also reflect studies that more people are turning to religion in the current difficult time although over half of those staff who disclose a religion quote 'no religion'.
SEX	The latest Higher Education Statistics Agency (HESA) figures from 2019/20 show that the national male/female split for all staff within higher education is 54.13% female and 45.72% male, with a further 0.14% of staff recording their sex as 'other'. The dashboard illustrates that the Falmouth staff profile has shifted the balance slightly further in favour of female staff over the last 12 months, with the male / female split changing from 51.43% female and 48.44% male in last year's report (with 0.13% of staff not specifying their sex), to 52.45% female and 47.55% in 2021. While these figures show a relatively even male / female split in Falmouth's staff group, it should be noted that this balance is not so even when analysed across pay grades and occupational groups. There is a separate Gender Pay Gap Action Plan that has a number of responses to address such disparities. A new mentoring initiative was launched during the year to help promote and support career progression and we have promoted access to the AdvanceHE Aurora programme to female staff across the institution to undertake leadership training.
SEXUAL ORIENTATION	Since 2015 Falmouth has been working to ensure that better quality data is held with regards to the sexual orientation of staff. This year 6.94% of staff indicated their sexual orientation as either lesbian, gay, bisexual (LGB) or other, compared to 6.10% the previous year, and 5.79% in 2019. This figure is significantly higher than the latest ONS 2019 figures that show 2.7% of the UK population age 16 or over identify as LGB. We celebrate the diversity of our University community and continue to work to ensure that we develop an inclusive environment for all staff and students and continue to develop partnerships with external organisations locally to enable us to play a key role in supporting a more connected and inclusive environment across the local region.

4   STUDENT PROFILE

Student profile by protected characteristic %

AGE	DISABILITY	RACE	SEX	SEXUAL ORIENTATION
21 and under	Not declaring a disability	White	Female	Heterosexual
	Declaring a disability		Male	Other
				Prefer not to say

22 and over   **Minority ethnic**   **Not stated**   **Asexual**

4.1   The key demographic data available for students during 2020/21, alongside commentary and sector and subject comparison is set out below[3].

AGE	The University's student population is overwhelmingly aged 21 and under, although the development of our online offer is increasing the proportion of students aged over 21 and this is forecast to continue. As we develop more online courses, the traditional on-campus offer becomes less relevant to incoming students and the talent pool increases both globally and across all ages.
DISABILITY	During 2020/21 **31%** (+2%) disclosed a disability likely further increasing the previously large gaps to the sector where the national average is c. 12%. It also remains c. 9% greater when compared to the Creative Arts and Design subject area and 10% greater than GuildHE. The vast majority of these continue to fall within specific learning difficulty (e.g. dyslexia) (11%, twice the UK average) and long-term mental health conditions: 11% (twice the UK average) and 11% of *all Falmouth students* respectively.
RACE	The University's undergraduate student population remained predominantly white (c.90%) in 2020/21 with, as reported last year the next largest ethnic group is "mixed" at almost 5% of our

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[3] Falmouth data drawn from RaDAR Equality and Diversity Report (30 Sept 2021), the Falmouth Degree Outcomes comparisons drawn from the AdvanceHE Students Statistical Report 2019 (Available from https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019)

	population. This is less diverse than our mission group (86% white) and the sector. As a result, the University has an absolute target to increase the percentage of BAME entrants to 12.8% as part of the University's Access and Participation Plan (APP). Application data suggests that minority ethnic students have a better application to accept ratio than white students indicating that the challenge continues to lie within the reach of our recruitment activities to minority ethnic students and this is being addressed as part of our actions under our Access and Participation Plan and, within that, Challenge 4.
SEX	The University continues to maintain a broadly 40/60 split between male and female students respectively. The University has a small but growing number (2%) of students identifying outside of male/female definitions. Our student demographic is more balanced in this regard than the national figure for Creative Arts and Design[4] and GuildHE (33/67), driven by increasing numbers of students in the Games Academy (73% male) and Cornwall Business School (36% female) which tend to have a greater proportion of male students enrolled. This caries its own, subject level challenges to ensure that disciplines are open and welcoming to all genders and although the University has no external targets in this area (e.g. as part of the APP) it suggests the University has further work to do to increase the attractiveness of subjects beyond their stereotypical reach. This is being addressed through our Growth Team and outreach activity promoting female applicants towards computer programming (Games) and engineering (Product Design) and both the Games Academy and CBS have seen an increase in the proportion of female students enrolled in 2020/21.
SEXUAL ORIENTATION	In common with the relative diversity of our staff profile in this area, c. a fifth (19%) identify their sexual orientation as something other than heterosexual, far outstripping the 2% national average. A declining but significant proportion (13%) decline to provide the information, suggesting that the real figure may be higher still. Further testifying to the diversity of our student body, a plurality (4%) of students also Identify as 'other' (e.g. asexual). As noted in 5.3 below Falmouth has a strong inclusive reputation in this respect.

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[4] The University has students in seven "subject" areas as defined by the Higher Education Statistics Agency (HESA) Common Aggregation Hierarchy, which allows the coding of subject studied for statistical purposes. Within this 55% of Falmouth students study a subject considered to be "Creative Arts and Design". This is used as a subject comparison as numbers are relatively small across the remaining six subject areas.

Good honours attainment

4.2   Good honours (First and 2:1 degrees) remains an important factor in enabling students to pursue their chosen futures and it is a measure used in the University's Access and Participation Plan (APP) targets. Across the University 78% of our graduating students achieved a good honours award in 2020/21 (against 73% in the previous year).

4.3   This is not spread evenly cross our different demographic groups of students and we have commenced an investigation to understand where a difference in outcomes is observed.

> **Age:** good honours by age group does not materially vary from the institutional mean given the low numbers of students outside of the 18-21 age category. Although there is a slight dip between the ages of 21-25 (75%), older student groups all outperform younge**r** students.

> **Disability:** As noted in the recent Academic Board annual report, the University has seen a significan**t** up-tick in the proportion of students who disclose a disability achieving good honours. **This has increased +8% to 77%,** just one percent below the institutional average. Unusuall**y** students in receipt of disabled students allowance marginally under-performed students with disabilities underperform the institutional average. Both figures are now much more in line with sector comparisons (78% in 2019/20[5]. This is despite, as previously noted, the sector as a whole also awarding **proportionally** more good honours awards in general.
>
> Although this may be considered to be a result of greater use of learning technologies and digital pedagogies, often regarded as more inclusive and accessible, Academic Board has asked for further analysis of the data to establish if there is causal practice, from among the many changes, which can be identified and embedded going forwards. In 2020/21 the newly launched student advisor service for on campus students has been proactively encouraging at risk students to utilise the do it profiler to identify any undiagnosed conditions. In addition, the service uses the tool to support student awareness of their academic skill level (such as time management and academic writing) so that appropriate specialist support such as Individual Learning Plans (ILPs), Disable Students Allowance (DSA), or Academic Writing support via Student Services can be put in place early to support retention. It is possible there is a correlation to the improvement linked to this additional activity.
>
> Should this performance be maintained this would, to all intents and purposes, satisfy the University's APP target in this area.

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[5] [2019/20 HESA Data](#) (latest available)

Figure 1: good honours performance of disabled students 2017/18 – 2020/21
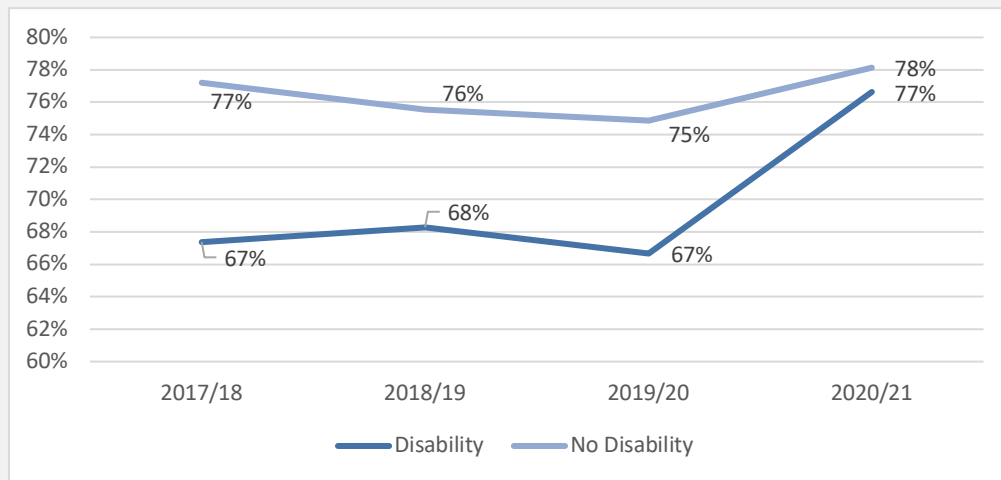

Ethnicity: white students continue to just outperform the institutional average with 79% achieving good honours. Disappointingly the University has seen a stratification (as illustrated in figure 2) of the proportion of good honours awarded to students of different ethnicities, reversing a trend of narrowing in this area. Although the number of students within each demographic are small (excluding students who identify as "white" only one ethnic group has more than 25 students in the 2020/21 graduating cohort) and therefore volatile, it is concerning that there is a 40-percentage point difference between the highest performing group ("mixed race") and the lowest ("black").

Figure 2: Good honours by ethnicity
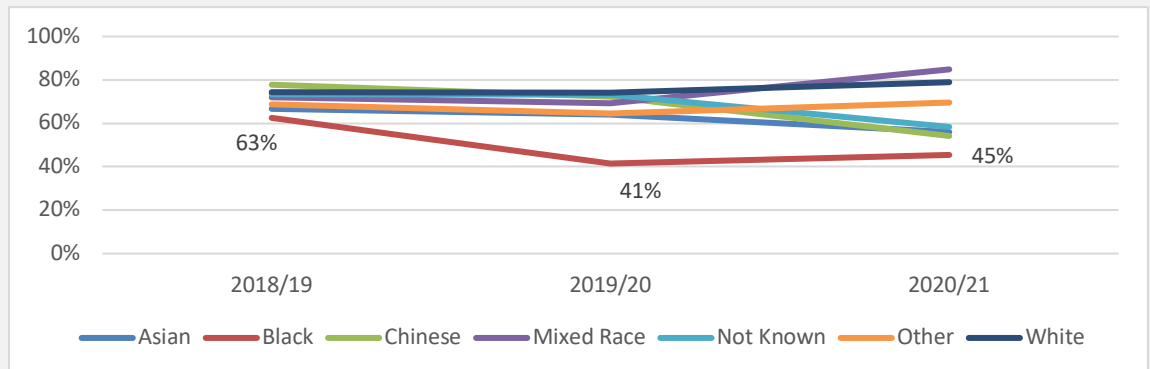
Sex: the proportion of female and male students obtaining a good honours award is broadly similar to the institutional mean at 81% and 72% respectively. This represents a narrowing in the performance gap with male students improving by +6% against a 1% improvement of female students. Both are now in line with the sector.[5] Those students who do not identify as either male or female achieved a good honours rate of 87%, significantly above the institutional average.

Sexual orientation: following the continuing development of our reporting tools, the University can ow report on the comparative good honours performance of students by their declared sexual orientation. Pleasingly given the University's strong recruitment of LGBTQ+ students, the

data suggests there are no material differences in their success when compared to the University population.
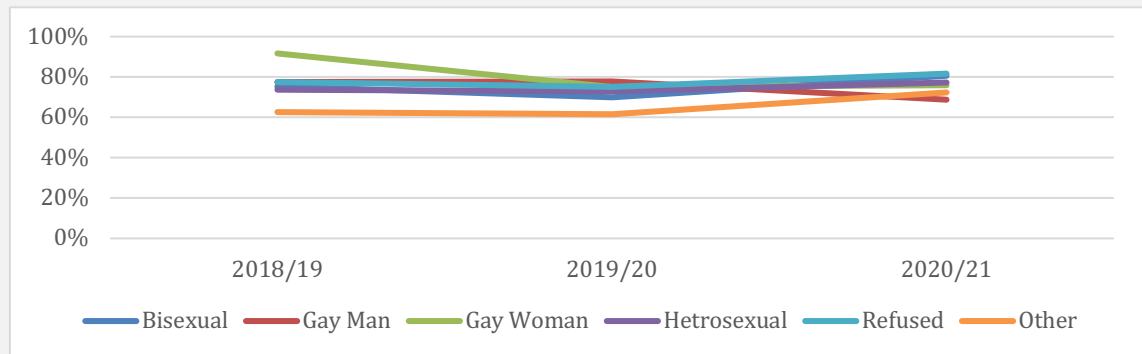
Graduate outcomes

4.4 Results by demographic groups are shown below:

Disability: our disabled graduates are less likely to enter graduate-level work or further study by 7% based on 2018-19 data, although they are just as likely to be in work. This is a slightly improved gap than 2017-18 data, where the gap was 9%.

Race: The datasets for all minority ethnic groups are too small to accurately describe differences, although graduates who describe themselves as 'Black' are less likely to enter graduate-level work or further-study by 8%.

Sex: Females are slightly more likely to be employed than males by 2%, however males are 9% more likely to be working in graduate-level roles. This is similar to the previous year. Two percent more females are undertaking further-study than males, the opposite of the previous year. Overall 5% more males are engaged in graduate-level work and further study overall (down slightly from a 7% gap in the previous year). This clearly indicates a challenge with our female graduates less likely to access graduate-level work than males.

Index of Multiple Deprivation: All quintiles are broadly as likely to be in work, with no real differences between these groups. However, there is a 13% difference between Q1 and Q5 of those graduates in graduate-level work, where our most disadvantaged students remain disadvantaged. Compared to the 2017-18 data this has increased from around 9%. Q1 students are also the least likely to enter PG study, which is the same in both years of data.

Polar: using POLAR4, there is a 14% difference in our Q1 and Q5 students overall results, again demonstrating that our more disadvantaged students remain more disadvantaged after University. This is a significant increase from 2017-18 leavers where there was only a 4% gap on this metric. Like IMD, POLAR Q1 students are also the least likely to go onto PG study.

Salary: based on UK, First-degree graduates:

- The average salary of a Falmouth graduate (UK, First Degree) is £16,378 (up from £16,076)
- The average salary of a graduate in graduate level work is £19,058 (up from £16,463)

- Females from Falmouth, on average earn £2,500 less than male graduates (last year these were balanced)
- IMD Q1 Graduates from Falmouth earn £1,800 less than Q5 graduates, on average (slightly reduced from £1,900)
- POLAR4 Q1 Graduates from Falmouth earn £600 less than Q5 graduates, on average (reduced from £1,800)
- Disabled graduates from Falmouth earn £1,500 less than non-disabled graduates, on average (reversed from last year).

5 ACHIEVEMENTS

Strategic

5.1 Equality, diversity and inclusion considerations have been embedded into the development of the University's 2020 Challenges. The following Challenges have particular alignment to our equality, diversity and inclusion mission: Digital Learning & Teaching Plan; Widening Access & Participation Plan; Integrated Academic, Research & Innovation Framework and are currently being implemented. Under review currently is our Joined-up Student Support challenge, which will look at reframing our student support offer beyond just the pastoral or academic, but also the social and wellbeing aspects.

5.2 The University's plans for growing franchise off campus provision also have the potential to deliver some of the diversification required by the Access & Participation Plan's access-related targets, with limited environmental impact compared to the campus-based model of Higher Education.

5.3 A recent UCAS report stated that in a survey with LGBTQ+ students, LGBT report , Falmouth University were listed in the top 5 institutions in the Country as offering an exceptionally positive experience.

5.4 The Student Advisors pilot project commenced in 2020/21 and will run for two years (due to end July 2022). It was designed to pilot longitudinal and pro-active pastoral support to students, acting as a critical point of contact to enhance student wellbeing and has been useful in promoting higher quality outcomes (e.g. continuation) for students recruited through the access and participation agenda. The pilot and its outcome will also inform our Joined-up Student Support challenge moving forward.

5.5 New posts to support the University's Access & Participation Plan have been pivotal in developing the University's understanding of demographic challenges to access, success and progression, and the widening participation agenda in HE. These new posts form the APP Hub and are driving forward the APP agenda in conjunction with Equality, Diversity and Inclusion. All activities have been defined through a theory of change model, align with the APP 'Strategic Measures' and increase performance across the whole student lifecycle.

5.6 The development, in collaboration with The Students' Union and the University of Exeter, of Falmouth and Exeter Speak Out[6] to simplify and improve reporting and

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[6] See https://www.exeter.ac.uk/speakout/report/cornwall/

support for our combined student community. As highlighted by the 2020 Equality and Human Rights Commission report on Tackling Racial Harassment in Universities[7] recognising that such events are under-reported and institutions have insufficient information to effectively address bullying and harassment, initiatives such as this will allow anonymous and first stage (formal) reporting of bullying/harassment incidents and provide support and resources to students who do not wish to formally engage.

5.7   Adoption and implementation of an institute-wide short digital course made available to all existing, new and returning students. This course is related to awareness raising of "sexual consent" and has formed part of our institutional induction programme.

Team highlights

5.8   Falmouth's website was updated during the year and published an accessibility statement to comply with Accessibility Regulations. All other Falmouth and FX Plus websites, Virtual Learning Environments (VLEs) and mobile applications have also been reviewed and an action plan for each has been drawn up by a multi-departmental team to drive and achieve this compliance. Embracing the legislation means that all content uploaded has to pass through an accessibility checker to ensure the material is in optimal accessible format. A system has been devised and implemented so any user can request information in an alternative format if the tools in the site cannot provide this. The regulations have brought accessibility to the fore, particularly in new module design. The drive for compliance is a very positive step to inclusivity making online content accessible to everyone.

5.9   The University had secured £380k of ESF Priority Axis 1 funding (Inclusive Labour Markets) to support students with mental health issues in the transition from university to employment. The overall ESF program is designed to provide students who face particular labour market disadvantage (i.e. mental and physical health issues or disability) with additional support delivered in creative ways so that they can effectively compete in the labour market and improve their employability. This programme will deliver to 250 students over 3 years (to June 2023). The aspiration is to optimise the creative practice specialisms in the University and offer (test and learn) complementary sustainable delivery methodologies that surface and address the barriers students have in this transition to employment. The aim is to provide opportunities to co-discover, co-design and develop a model(s) and activities that will engage students with mental and physical health needs, help build relationships and confidence and co-design solutions leading towards employment that can be embedded within the mainstream employability offer and support provided by the University.

5.10   The successful Government initiative called the Uni Connect programme (formerly known as the National Collaborative Outreach Programme -NCOP) is delivered in the South-West region by Next Steps South-West. NSSW fund the role of 'Institutional Outreach Officer' at each of their college and university partners campuses. This role has recently been appointed and is now based at and employed by Falmouth University. The Institutional Outreach Officer at Falmouth will work in collaboration with both the university and NSSW, to raise young peoples' aspirations, and encourage them to progress onto HE. The Officer will be working with school year 9 to mature student, in

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[7] See https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassment-universities-challenged

schools and colleges across Cornwall, and will be a part of the newly formed Outreach Team. They will be working predominantly with learners from POLAR 4, Quintiles 1 & 2 areas, which is an indicator of areas with low progression rates to HE. The purpose of the Uni Connect programme is to develop and deliver a range of activities/projects/events that breakdown the perceived barriers to progressing further onto HE, therefore raising the ambitions and aspirations of local young people. This initiative aligns well with our APP milestones for reducing the access gaps for students from POLAR 4 areas, Cornish students, and those who are first in their family to attend university.

5.11   The Outreach & Access Manager has implemented and trained a team of specialist 'Raising Aspirations Ambassadors'. These are student ambassadors who also identify with differing widening participation characteristics, and so can talk to others from a lived experience perspective. The RA Ambassadors are booked for 'Student Life' talks both on and off campus, and in a mentoring capacity, are all from diverse backgrounds themselves and, as such, are excellent role models.

5.12   The Outreach & Access Manager has been working with the Student Ambassador Team to develop specialist roles within the RA Ambassadors profile. One of these roles is 'Race Equity Ambassador'. The Job Description for this role has been written specifically to allow the university to recruit students who identify as Black, Asian, or Minority Ethnicity, to progress our work in attracting and retaining more students who identify within underrepresented race and ethnicities at Falmouth. The university have had a few students this year who have led extremely impactful projects relating to their experiences of race and racism on campus, including CPD for staff.

5.13   In response to the Black Lives Matter movement, The Students' Union President (extended for a second term of office) (Welfare and Inclusivity) collaborated with Students' Union groups and Black and Minority Ethnic Students, to create a student-led and representative Black History Month programme. The SU President (Welfare and Inclusivity) and SU Team continue to celebrate important cultural dates such as religious holidays, including collaboration with the food outlets on the campuses, to raise awareness and open discussions on religious diversity.

5.14   Race and equality issues were incorporated into the Core Academic and Technical Training Week for staff during summer 2021 and included external speakers to encourage conversation and awareness on anti-racist issues. In addition, Black Cultural Conversations were arranged within the Fashion & Textiles Institute as part of the Guest Speaker programme which attracted in excess of 160 students confirming the appetite for EDI content.

5.15   Falmouth have developed a new Outreach Framework called 'The Raising Aspirations Programme'. This programme has been promoted to schools, colleges, third party, partners, and other organisations, across the Country. The programme consists of various activities including campus visits, presentations and workshops, mentoring programmes, campus and subject specific events. The aim of the programme is to increase engagement with learners who identify with both the university's APP milestones, and other widening participation criteria, to raise application levels from learners from disadvantaged areas and underrepresented groups.

5.16 There has been extensive delivery of asynchronous and synchronous activities online during and following the pandemic as we negotiated various lockdown restrictions. These webinars have included: the application process, including portfolio help and student life in general. The UniBuddy platform has also been utilised for online support, and there are plans to develop a mentoring service in the future through UniBuddy. These will principally be delivered by student ambassadors and student mentors, and it is noted that UniBuddy gets excellent conversion rates.

5.17 The Higher Education Access Tracker (HEAT) system is now being implemented with best practice guidance sought through conversation and in-depth and ongoing training and support from HEAT member support staff. Integration of HEAT with Falmouth's CRM is being considered. The HEAT system has a database along with HEAT data collection forms, training sessions from HEAT (ongoing) and HEAT briefing paper.

5.18 All school and college accounts have been re-profiled to include a higher number of accounts within disadvantaged areas/with significant percentage widening participation cohorts. Both the regional recruitment team alongside the outreach team deliver outreach activities and projects both in accounts and on campus in conjunction with their normal recruitment conversion activity. This means that Falmouth University are offering outreach events, activities, and projects to a wide range of schools and colleges across the Country.

5.19 The Growth and Outreach teams at Falmouth have developed a range of teacher/adviser professional development workshops promoting the university, delivering workshops to support the in-school activities. There has also been the promotion of other Falmouth-led professional development workshops for schools such as the annual 'Teacher & Adviser Conference' which was successfully delivered on campus in June this year.

5.20 Falmouth have offered to new applicants across the Country 'Mock Interview' sessions and 'Portfolio Building', either in person or online. This has helped those learners who are feeling anxious about their application. Falmouth also implemented regional interviews in target areas including Manchester, Bristol, Birmingham and London, during the February half term. They were designed to specifically reach those students who may not have engaged well with the interview process and provided a good opportunity to meet first generation to university families, who are less likely to travel to Falmouth. During lockdown, all interviews reverted to online.

5.21 To support measures to increase participation through awareness and aspiration raising, and particularly to contribute to attainment raising, Falmouth additionally developed the 'Falmouth Challenges' programme, which is a portfolio of academic masterclasses, developed by academic departments. The challenges were a set of creative briefs originally set for current students which were sent to schools and colleges as a creative competition for Year 12 and Year 13 students.

5.22 Falmouth's Do-It Profiler was delivered to all eligible students which allows staff and students to identify gaps in study skills; provide information for academic staff about the profiles of students; and helps students to decide about having full assessments for Specific Learning Differences. The Do-It Profiler was promoted by the new Student Advisers as an important tool to assist with learning and skills.

5.23   A new internship is now being offered at Falmouth by the RealWORKS employability team, funded by APP, and is targeted towards students who meet different widening participation criteria.

5.24   Falmouth University are now signatories in the Care Leavers Covenant. This is a new Government initiative that both companies and educational institutions alike are trying to be a part of, and entails an enhanced offer to all students who are care-leavers or care-experienced.

5.25   The University have become part of the National Saturday Club Trust, a charitable organisation that aims to help 13 to 16 year olds to discover and develop an interest in a creative career. This is achieved by attending a National Saturday Club each week for a whole year during term time. The clubs are offered within colleges, universities and community groups across the Country. Young people from disadvantaged areas or under-represented groups are targeted in the first instance to become club members. Falmouth will be offering 3 clubs starting in January 2022, these are the Fashion & Business Club; the Art & Design Club; and the Writing & Talking Club, and will include projects/workshops from each academic school. The Saturday Club Trust also organise London Shows where the club members can showcase their work, and a 'Masterclass Day' where prestigious companies are booked to work with the clubs. This outreach programme increases local young people's aspirations, motivation, self-confidence, and breaks down barriers to continuing study.

5.26   A transition programme called 'Step Into Falmouth' has been delivered the week before Welcome Week, offering an extra layer of support to those new applicants who are feeling anxious, concerned and generally overwhelmed by the transition to HE. This week of online webinars included study skills, wellbeing, orientation, and bespoke sessions for any student with a disability/learning difference, International students, care- leavers/care-experienced students and mature students. This programme has been delivered by 16 different teams and has aided inclusivity, helping our new students to feel more at ease as they start this new term at a new institution/area.

5.27   Falmouth are taking part in a Wellbeing Partnership Group (alongside Exeter University, FX+ Plus and the Students` Union). This wide-reaching project is intended to better align our approaches to wellbeing, including healthy curriculum, sexual safety and staff training workflows (amongst others) which will have benefits for EDI inherent as part of our joint conversations and works.

Student Union highlights

5.28   We became an incorporated Charity (CIO) on the planned date of 1 August, with the process of transferral complete.

5.29   We are currently within the final stages of analysis and decision-making for our strategic review which will lead to the production of a simple three-year strategic plan. Further reflective interviews were conducted with key University stakeholders during the summer period and feedback from students broadly aligns with other key stakeholders.

5.30   Digital developments have continued with the completion of the creation of a new feedback tool which forms a critical aspect of the academic representative system. This brings the functionality in house as opposed to the previous outsourced model,

progressing our aim to better utilise the tools available to us within our specialist SU systems.

5.31 The SU have replaced their external feedback tool ROS, with a new internal feedback tool, the Octopus (https://www.thesu.org.uk/voice/feedback/). It sits within the SU website and will be promoted widely through email signatures, banners on the SU website, newsletters and printed promotion. The platform will become the main source of constant student feedback across the academic year, and its main benefits include a streamlined tool which will allow for quick input.

5.32 The BIPOC (black, indigenous and people of colour) Forums, co-hosted by the SU President for Welfare & Inclusivity and the SU's Race & Equality Part-Time Officer, went extremely well. Two forums were hosted inn May 2021, one for Falmouth University students and one for staff. This was supported by the Student Voice Team and both sessions produced a considerably large amount of feedback, which is going to be taken to key contacts on both sides to get the actions progressed. Due to the success of the forums, one our ongoing priorities is to include more consistent forums as a regular touchpoint for student feedback and to also keep these conversations on important topics going. Therefore, we are having conversations about setting up a forum on the topic of Gender, which seeks to cover key questions around personal safety as well as the representation of the non-binary and transgender student communities. With the feedback from the above, it would be great to use this as a starting point to help facilitate conversations in Falmouth's Gender Equality Group.

5.33 Planning for the Autumn has been our main priority, continuing the hybrid approach of delivery but with a clear in-person focus. Our new year long project and approach internally labelled as 'SU On The Go' will deliver a range of micro activities across both campuses. A range of creative, unusual physical and wellbeing and lifestyle activities will be co-created with students with the aim of reducing barriers to engagement, helping to foster new friendships and connections whilst having fun. This runs alongside new approaches to in person activities and events running throughout Welcome and beyond.

6 ANTI RACISM

6.1 The Race Equality Working Group, a representative group of staff and students, held regular meetings throughout the year to discuss and recommend actions to reinforce anti-racist strategies and support protected characteristic groups across our campus community.

6.2 We continue gather information and evidence in support of our application for the Advance HE Race Equality Charter Mark and have identified a number of work packages to help us towards this goal. These work packages are set out below:

Work package	Institutional lead
Letter of Endorsement	Vice Chancellor
The self-assessment process	Director of Business Services
Institution and local context	Director of Business Services
Staff profile	Head of Talent Management
Academic staff: recruitment, progression, development	Head of Talent Management

Professional staff: recruitment, progression, development	Head of Talent Management
Student pipeline	Head of Business Intelligence
Teaching and learning	Director of L&T

6.3   The Head of Fashion & Textiles is also taking the lead on the academic elements of the application for the University such as decolonising the curriculum and is managing the teams involved.

6.4   The Group is reviewing our anti-racism statement while recognising the positive actions being taken across our campuses. We are also working with the local Jewish community to better understand and incorporate anti-Semitism within the work we are doing. As part of this the Students' Union is further encouraging student societies for protected characteristics groups where students can join together, arrange activities and support one another.

6.5   Finally, the Group noted two initiatives that will help to improve our understanding of equality on campus:
- a research project is being commissioned with a third-party provider to look at the accessibility and inclusiveness of our student support services for Black and Minority Ethnic students, and;
- a film that Springboard studios is creating to explore Equality, Diversity and Inclusion and what it means for young people today.

7   GENDER PAY GAP

7.1   Over the past year we have also continued further work and analysis on our employment gender pay gap and gender composition of our workforce. This work has predominantly been focused in two areas:

Review our Staff Gender Balance by grade and occupational group

7.2   The equality dashboard at Appendix 1 has been designed with a particular focus on the gender balance across the University. The dashboard this year shows that within the academic staff group at Falmouth, 48.11% are female and 51.89% are male. This is lower than the 2019/20 national average proportion of male academic staff of 53.18%[1], and shows a reduction from the percentage of male academic staff reported at Falmouth last year, of 53.23%, and 56.81% in 2019.

7.3   Within the professional and support staff group at Falmouth, 57.57% are female and 42.43% are male. This is a lower percentage of female professional / support staff compared to the 2019/20 national average of 62.64%[8], but shows a slight increase from the percentage of female professional / support staff reported at Falmouth last year of 56.52%.

7.4   When analysed by grade, the dashboard shows a trend towards more senior roles having a higher proportion of male post holders, as was the case in 2020. This trend is particularly pronounced in the professional and support staff group, with only 3.88% of females in this staff group being at grade 8 or above, compared to 10.47% of male

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[8] Source: https://www.hesa.ac.uk/data-and-analysis/staff/working-in-he/characteristics

professional and support staff. Within the academic staff group 2.18% of female staff are at grade 8 and above, compared to 6.48% of male academic staff.

Identify any Gender Pay Gap

7.5 Falmouth's gender pay gap has been calculated in accordance with legislative requirements, and the figures are set out below, alongside the previous year's figures.

Male to Female as at 31 March 2021	2021	2020
average gender pay gap as a mean average	9.4	10.0
average gender pay gap as a median average	11.1	10.4
average bonus gender pay gap as a mean average	-27.6 (F/M)	0.7
average bonus gender pay gap as a median average	-20 (F/M)	44
proportion of females receiving a bonus payment	5.3	8.8
proportion of males receiving a bonus payment	9.4	14.0

7.6 These figures show a steady reduction since 2018 and further decrease in the gender pay gap from 2020 to 2021:
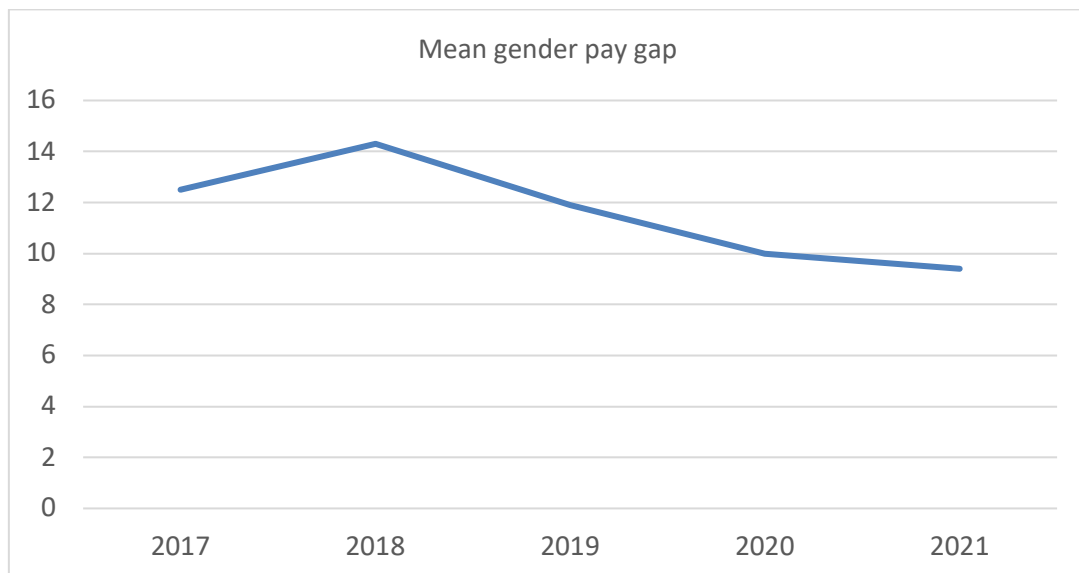
7.7 The significant decrease in the mean bonus gender pay gap reflects the fact that no bonuses were paid to the senior team during the year.

7.8 The proportion of males and females when divided into four groups ordered from lowest to highest pay was as follows:

Falmouth University	Female 2021	Male 2021
Q1 - Lower quartile	65.6%	34.4%
Q2 - Lower M Quartile	50.8%	49.2%
Q3 - Upper M Quartile	53.1%	46.9%
Q4 - Upper quartile	39.7%	60.3%
Key comparatives:		
Senior team (Vice Chancellor's Executive Group)	28.6%	71.4%
Board of Governors	42.9%	57.1%

7.9 The University is committed to further reducing the gender pay gap at higher levels of the management structure (Q4) and activities are included in the attached action plan for 2021/22. These include offering flexible working for those with caring and parental responsibilities, signing up to the Aurora programme to provide training for women in leadership positions, and positive recruitment strategies to encourage more women to apply for senior roles.

8   APPENDICES

1.   Staff Equality & Diversity Dashboard 2021
2.   Equality, Diversity and Inclusion Action Plan 2020/21
3.   Equality, Diversity and Inclusion Action Plan 2021/22

FALMOUTH UNIVERSITY

Appendix 1 – Staff Equality & Diversity Dashboard 2021

Academic Staff Age Profile

■ Falmouth　■ National average

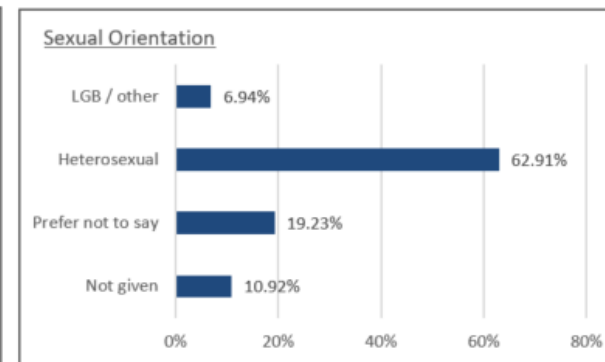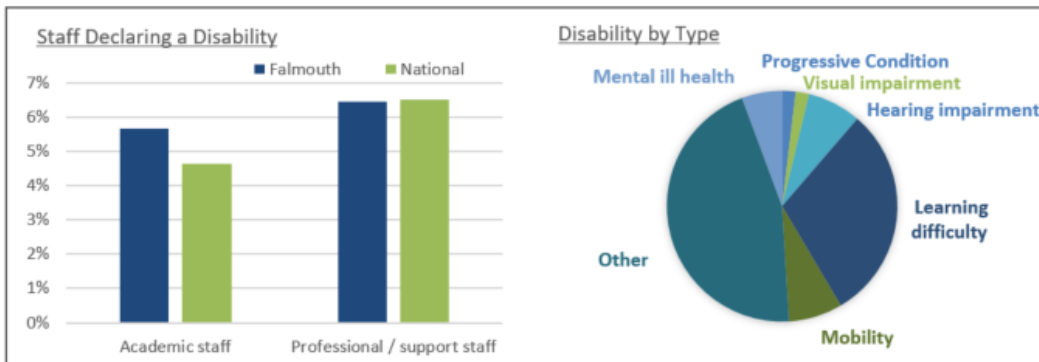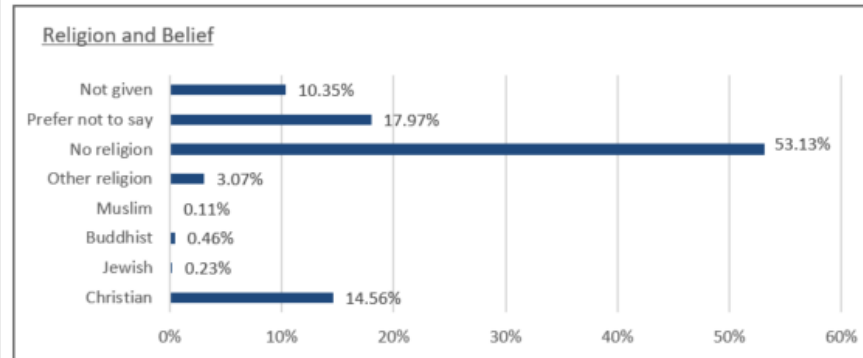| Age	Falmouth	National average
25 and under	~1%	~3%
26 - 35	~13.5%	~25.5%
36 - 45	~31%	~28%
46 - 55	~31.5%	~24.5%
56 - 65	~19.5%	~15%
66 and over	~3%	~3.5%

Professional / Support Staff Age Profile

Staff Declaring a Disability

■ Falmouth　■ National

Disability by Type

Mental ill health　Progressive Condition　Visual impairment
Hearing impairment
Learning difficulty
Other
Mobility

Ethnicity

■ Falmouth　■ National Average

	Falmouth	National Average
Not stated	5.35%	7.36%
Non white	4.66%	14.31%
White	89.99%	78.33%

Religion and Belief

Not given	10.35%
Prefer not to say	17.97%
No religion	53.13%
Other religion	3.07%
Muslim	0.11%
Buddhist	0.46%
Jewish	0.23%
Christian	14.56%

Sexual Orientation

LGB / other	6.94%
Heterosexual	62.91%
Prefer not to say	19.23%
Not given	10.92%

Equality, Diversity and Inclusion Action Plan 2020/21 – summary

Access and Participation Plan

A separate action plan is maintained and monitored as part of our Access & Participation Plan (APP) commitments and will be published in February 2022 as part of the University's Conditions of Registration with the Office for Students.

Staff-focussed activity

Action	Protected Characteristic/ EDI Theme or Initiative	Owner	Contributor(s)	Delivery Date	Update	Status
1. Apply for Advance HE Race Equality Charter (REC) mark accreditation – bronze level:	Race					
a) Seek approval to progress this	Race	Chair of REWG	Co-Chair of REWG	5 October 2020	Business case approved by VCEG.	Complete
b) Sign up to the REC	Race	Chair of REWG	REWG secretary	January 2021	The Vice Chancellor signed up to the principles of the REC on 18 December 2020.	Complete
c) Develop a comprehensive action plan	Race	Chair of REWG	REWG secretary, REWG members	August 2021	Action plan has been drafted and deadlines agreed	In progress
2. Implement recommendations from the Academic Review, inclusive of progression and promotion processes and the	All PCs	Head of Talent Management	Provost	July 2021	VCEG approved outline proposals to be developed into policy by the HR Team	In progress

Action	Protected Characteristic/ EDI Theme or Initiative	Owner	Contributor(s)	Delivery Date	Update	Status
introduction of the Academic Career Framework.						
3. All staff are required to undertake mandatory training on equality and diversity. In addition, all existing staff will be requested to undertake refresher training.	All PCs	Director of Business Services	Head of Talent Management	March 2021	Refresher training brought forward to June 2020, currently 83% compliant – full compliance being pursued	In progress
4. Mandate that all recruiting managers have unconscious bias training.	All PCs	Director of Business Services	Head of Talent Management	February 2021	Unconscious Bias added to mandatory training for all recruiting managers. Currently 85% compliant – full compliance being pursued	In progress
5. Maintain a gender balance across all shortlists for recruitment and promotions	Gender	Head of Talent Acquisition	Recruiting managers	Ongoing	Sep 2020 – Female 54% Sep 2021 – Female 55%	On track
6. Continue to close the gender pay gap, reducing gap by at least 2% year on year[9]	Gender	VCEG	HR Department	Ongoing	2020 Gap – 10.0% - Difference: -1.9% 2021 Gap – 9.4% - Difference: -0.6%	On track

[9] Sector in 2017-18: Mean gender pay gap of 15%; Falmouth University 2017-18: Mean gender pay gap of 14.3%; Falmouth University 2018-19: Mean gender pay gap of 11.9%

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Action	Protected Characteristic/ EDI Theme or Initiative	Owner	Contributor(s)	Delivery Date	Update	Status
7. Maintain a gender balanced governing body (40-60% female)[10]	Gender	Nominations Committee	Secretary to the Board	Ongoing	Sep 2020 – Female 46% Sep 2021 – Female 46%	On track
8. Maintain gender balance across academic heads (40-60% female) [11]	Gender	Provost	Academic Dept Directors	Ongoing	Sep 2020 – Female 57% Sep 2021 – Female 33%	Fallen following change in senior team
9. Achieve gender balance across the senior/exec team (40-60% female) [12]	Gender	Vice-Chancellor	HR Department	Ongoing	Sep 2020 – Female 35% Sep 2021 – Female 31%	Fallen following change in senior team
10. Publish parental leave and flexible working policies.	Gender	Secretary to the Board	N/A	August 2021	Website updated to include relevant policies	Complete
11. Run a staff mentoring scheme	All PCs	Head of Talent Management	N/A	March 2021	A pilot programme was launched with a total of 20 mentoring pairs (16 of the mentees were female)	Complete
12. A task and finish group will be established to review the EHRC's formal inquiry and recommendations: 'Tackling	Race	Head of Employee Relations	Race and Equality Working Group	October 2020	Proposal agreed for developing an approach on disclosing more information regarding outcomes of	Complete

[10] Sector in 2018: governing bodies 40% female (source WomenCount: Leaders in HE 2018), 55% of HEIs have 'gender balanced' governing bodies. Falmouth University September 2019: 43% female membership; Falmouth University September 2020: 46% female membership.

[11] Sector in 2018: top tier of academic faculties or schools - 31% female (WomenCount). Falmouth University September 2019: 44% female leadership of our academic departments; Falmouth University September 2020 67% female leadership of our academic departments

[12] Sector in 2018: 37% of executive or senior teams were female (WomenCount). Falmouth University September 2019 (VCEG + Academic Directors + Directors) 28% female; Falmouth University September 2020 (VCEG + Academic Directors + Directors) 35% female

Action	Protected Characteristic/ EDI Theme or Initiative	Owner	Contributor(s)	Delivery Date	Update	Status
racial harassment: Universities challenged'					harassment investigations. Short-term working group convened in November 2020 and agreed revised policy wording.	
13. Establish a Race and Equality Working Group	Race	Chair of REWG	Race and Equality Working Group	July 2020	Race and Equality Working Group established in July 2020, and continuing in 2020/21	Complete
14. Establish a BAME Support Group	Race	Co-Chair of REWG		September 2020	The first meeting took place in September 2020.	Complete
15. Decolonise the curriculum, starting with reading lists over the summer	Race	REWG Academic rep	Race and Equality Working Group	Ongoing	Soft launch agreed for winter 2020, guidance to be reviewed for wider circulation.	In progress

Equality, Diversity and Inclusion Action Plan 2021/22 – summary

Access and Participation Plan

A separate action plan is maintained and monitored as part of our Access & Participation Plan (APP) commitments. Equality, Diversity and Inclusion, together with 'Fair Access for All' underpins our APP. All our APP Strategic Measures align with one or more EDI commitments stated in our action plan. The current APP and the targets the University is working towards was developed in 2020 and is a 5-year plan. The purpose of the APP is to reduce the gap between the most disadvantaged students and the least disadvantaged, considering different characteristics that present a disadvantage to the student. This data is analysed for the entire student lifecycle, from pre-entry (Access), through continuation, attainment (Success) and finally progression and graduate outcome (Progression). A summary of APP targets can be found in the 2030 Strategy Targets Annual Report and within Challenge 4 of the University's Challenges. This was presented to the Board last year for approval and sign-off, has separate targets, is managed by the Head of Student Access & Success and the Director of Learning & Teaching, providing regular updates to VCEG and the E, D & I Steering Group.

Staff-focussed activity

Action	Protected Characteristic/ EDI Theme or Initiative	Owner	Contributor(s)	Delivery Date	Update	Status
1. Apply for Advance HE Race Equality Charter (REC) mark accreditation – bronze level	Race	Chair of REWG	REWG Secretary, Race and Equality Working Group	August 2022	Action plan has been drafted and deadlines agreed	In progress
2. Implement recommendations from the Academic Management Review, inclusive of progression and promotion processes and the	All Protected Characteristics (PCs)	Head of Talent Management	Provost	March 2022	Proposals to be developed into policy by the HR Team through a key work package in the Course Organisation & Management 2020 Challenge.	In progress

Action	Protected Characteristic/ EDI Theme or Initiative	Owner	Contributor(s)	Delivery Date	Update	Status
introduction of the Academic Career Framework.						
3. All staff are required to undertake mandatory training on equality and diversity. In addition, all existing staff will be requested to undertake refresher training by March 2021.	All PCs	Director of Business Services	Head of Talent Management	March 2022	Refresher training brought forward to June 2020, currently 83% compliant – full compliance being pursued. Review training package and method of delivery to embed more broadly and expand to include privilege and anti-racism.	On track
4. Mandate that all recruiting managers have unconscious bias training.	All PCs	Director of Business Services	Head of Talent Management	March 2022	Unconscious Bias added to mandatory training for all recruiting managers. Currently 85% compliant – full compliance being pursued	On track
5. Maintain a gender balance across all shortlists for recruitment and promotions.	Gender	Head of Talent Acquisition	Recruiting managers	Ongoing	Sep 2021 – Female 55%	On track
6. Continue to close the gender pay gap, reducing gap by at least 2% year on year[13]	Gender	VCEG	HR Department	Ongoing	2021 Gap – 9.4% - Difference: -0.6%	On track

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[13] Sector in 2017-18: Mean gender pay gap of 15%; Falmouth University 2017-18: Mean gender pay gap of 14.3%; Falmouth University 2018-19: Mean gender pay gap of 11.9%

Action	Protected Characteristic/ EDI Theme or Initiative	Owner	Contributor(s)	Delivery Date	Update	Status
7. Maintain a gender balanced governing body (40-60% female)[14]	Gender	Nominations Committee	Secretary to the Board	Ongoing	Sep 2021 – Female 46%	On track
8. Maintain gender balance across academic heads (40-60% female) [15]	Gender	Provost	Academic Dept Directors	Ongoing	Sep 2021 – Female 33%	Fallen following change in senior team
9. Achieve gender balance across the senior/exec team (40-60% female) [16]	Gender	Vice-Chancellor	HR Department	Ongoing	Sep 2021 – Female 31%	Fallen following change in senior team
10. Decolonise the curriculum	Race	REWG Academic rep	Race and Equality Working Group	Ongoing	Academic Directors to look at guidance and feedback for wider circulation.	In progress
11. Promote and book places on the AdvanceHE Aurora programme offering leadership development for female staff	Gender	Director of Business Services	Head of Talent Management	October 2021	Places reserved, selection process complete, first candidates to be informed	On track
12. Maintain gender balance on project groups (40-60% female)	Gender	Vice Chancellor	Project leads	Ongoing	Provide real project experience to Aurora candidates	To start

[14] Sector in 2018: governing bodies 40% female (source WomenCount: Leaders in HE 2018), 55% of HEIs have 'gender balanced' governing bodies. Falmouth University September 2019: 43% female membership; Falmouth University September 2020: 46% female membership.

[15] Sector in 2018: top tier of academic faculties or schools - 31% female (WomenCount). Falmouth University September 2019: 44% female leadership of our academic departments; Falmouth University September 2020 67% female leadership of our academic departments

[16] Sector in 2018: 37% of executive or senior teams were female (WomenCount). Falmouth University September 2019 (VCEG + Academic Directors + Directors) 28% female; Falmouth University September 2020 (VCEG + Academic Directors + Directors) 35% female

Action	Protected Characteristic/ EDI Theme or Initiative	Owner	Contributor(s)	Delivery Date	Update	Status
13. Carry out a review of the use pronouns across the University	Gender	Director of Business Services	Head of Communications	March 2022	Agree and publish guidance for the use of pronouns for staff and students for use in all correspondence (letters, emails, Teams, text, social media)	To start
14. Inclusive curriculum – the University has committed to adapting and developing support for meaningful engagement with wider societal changes to be embedded and contextualised within the curriculum to ensure it is socially inclusive and relevant for today's society and students.	All PCs	Director of Learning & Teaching	Head of Quality	Ongoing	This ambitious look across our curricula in the coming several years aims to link inclusivity to positive student outcomes and have our university systems reflect similarly reflect this stance (for example, ensuring all student communications use preferred names/pronouns). We have other initiatives, such as the Healthy Curriculum strand (part of our Partnership and Wellbeing work), which is being developed for adoption as we see increased demand for more inclusive socially responsible content within the HE sector, having been delayed to a	In progress

Action	Protected Characteristic/ EDI Theme or Initiative	Owner	Contributor(s)	Delivery Date	Update	Status
					degree by the pandemic. Academic Board has noted the importance of this work by adding delivery of a socially relevant and inclusive curricula to its risk register.	
15. Student Services and Race Equality: Access and Inclusion	Race	Head of Student Access & Success	Race Equality Working Group	November 2021	With our partners at SEER, we propose a combination of qualitative research methods, desk-based research and stakeholder analysis. Data collection will be conducted remotely on Microsoft Teams. Focus groups will be semi-structured. We will engage with relevant staff, as nominated by Falmouth University, and undergraduate students from a range of backgrounds, disciplines, and stages of study.	On track
16. Review reporting to promote activities/successes across the University	All PCs	Director of Business Services	Race Equality Working Group	March 2022	Work with Communications Team & Student Union to improve engagement.	On track

Action	Protected Characteristic/ EDI Theme or Initiative	Owner	Contributor(s)	Delivery Date	Update	Status
17. Review definitions of protected characteristics to improve reporting and institutional dashboards through standardisation.	All PCs	Director of Business Services	Head of Business Intelligence	March 2022	Review HESA definitions and their use across reports and dashboards used across the University.	In progress
18. Hybrid working project (MyWorkspace)	All PCs	Director of Business Services	Head of Talent Management, Director of Digital Experience	August 2022	Pilot project launched with dedicated Teams site to collate feedback on new ways of working including Equality Impact Assessment	On track
19. Introduce anti-racism strategies across all Academic Departments	Race	Chair of REWG	Directors of Academic Departments	April 2022	To be introduced at Academic Directors Forum and training/support provided	On track
20. Consider specific roles within Academic Departments and other academic support areas who identify with PCs so that students can have 'like for like' contact if required/necessary	All PCs	Director of Business Services	Directors of Academic Departments	August 2022	To be introduced at Academic Directors Forum and training/support provided	On track