

EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT

1 INTRODUCTION

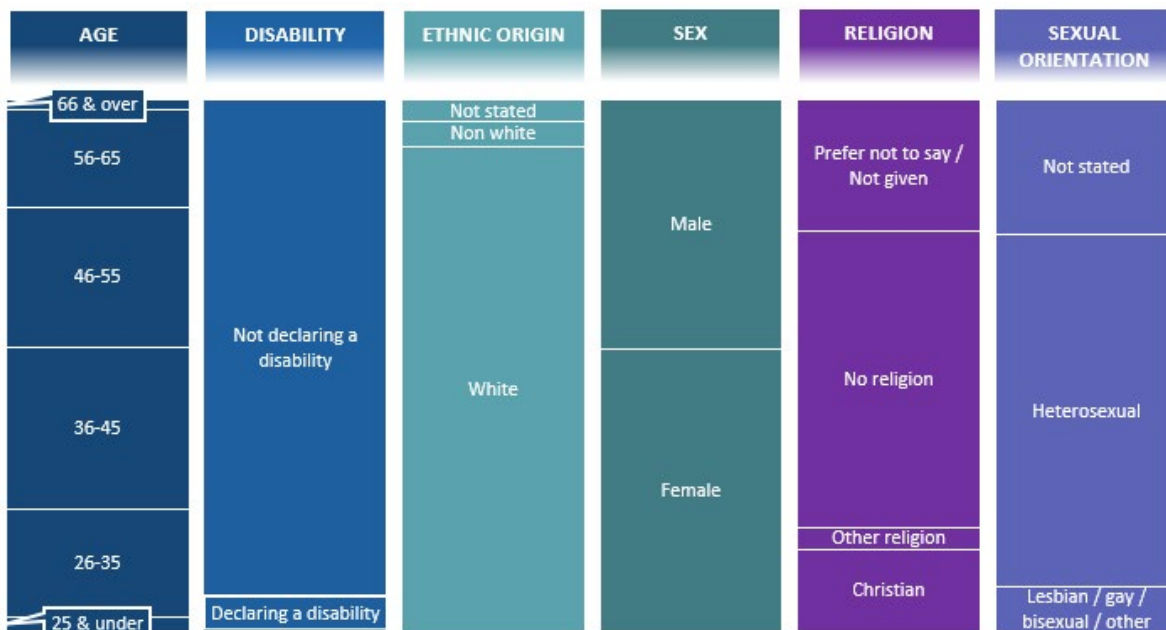
- 1.1 The purpose of the Equality, Diversity & Inclusion Annual Report is to provide assurance in respect of our Public Sector Equality Duty, which can be summarised as to take steps to:
- a. eliminate unlawful discrimination, harassment and victimisation;
 - b. advance equality of opportunity between people who share and those who do not share a protected characteristic;
 - c. foster good relations between people who share and those who do not share a protected characteristic; and
 - d. promote an inclusive culture.
- 1.2 Our Equality, Diversity & Inclusion Mission is set out in the [Equality, Diversity & Inclusion Charter](#):

'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.'

- 1.3 The action plan to deliver this mission has been distilled into specific objectives for both staff and students.
- 1.4 An Equality, Diversity & Inclusion Group is in place to monitor and report progress against these objectives, and is responsible for compiling this report for scrutiny by the Executive and Boards.
- 1.5 The 2022-23 Equality, Diversity & Inclusion Action Plan (Appendix B) sets out key areas of focus for the next twelve months.

2 STAFF PROFILE

- 2.1 Staff Profile by protected characteristics (%). This chart illustrates Falmouth's staff profile by some of the protected characteristics. A text description of the figures and trends illustrated by the chart is included in the narrative below.



2.2 Narrative for the Falmouth University staff profile:

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| <p>AGE</p> <p>AGE</p> | <p>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 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 (17.39% compared to 28.24% nationally). The percentage of academic staff in this under 35 age group has remained relatively static in the national data - 28.82% in 2021 and 29.06% in 2020. However, at Falmouth the trend is an increasing percentage of academic staff in this age group – up from 14.71% in 2021 and 11.94% in 2020.</p> <p>The percentage of academic staff at or above the minimum retirement age of 55 at Falmouth has fallen slightly from 27.94% in 2021 to 26.70% this year.</p> <p>Falmouth’s professional services staff group has a similar age profile to the national average for the same staff group. However, Falmouth has slightly less professional services staff in the upper age groups with 14.80% of its professional staff group in the over 55 age groups, compared to the national average of 17.30%.</p> |
| <p>DISABILITY</p> | <p>The percentage of staff at Falmouth reporting a disability in 2022 (7.06%) is an increase on the same figure from 2021 (6.03%). This is higher than the national sector average for 2022 (5.97%) which has also increased in recent years (from 5.52% in 2021, 5.25% in 2020, and 4.99% in 2019).</p> <p>We are pleased to see a sustained higher reporting of disabilities from our staff and believe that this demonstrates the supportive and inclusive</p> |

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| | <p>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.</p> <p>43.48% of the staff declaring a disability recorded the type of disability in the 'other' category. 'Learning difficulty' was the second most selected of disability type, with 29% of staff declaring a disability selecting this category.</p> |
| GENDER REASSIGNMENT | Falmouth does not currently collect data on staff gender identity. |
| MARRIAGE AND CIVIL PARTNERSHIP | Falmouth does not currently collect data about staff members' marriage or civil partnership status. |
| PREGNANCY AND MATERNITY | Falmouth does not currently collect data about staff members' pregnancy or maternity status. |
| RACE RACE | <p>Falmouth has a smaller proportion of staff from non-white ethnic backgrounds (4.71%) than the national average for higher education (15.08%). However, this figure has increased from previous years, with 4.66% of Falmouth staff reporting being from non-white ethnic backgrounds in 2021, 2.99% in 2020, and 3.18% in 2019.</p> <p>The figures should be viewed in light of the local context, as a significant proportion of Falmouth's workforce are recruited from within Cornwall. The proportion of Cornwall residents from a non-white ethnic background, as reported in the 2011 census figures (2021 census data is not yet available), is 1.8%. This is compared to 4.6% in the South West region, and 14% in England and Wales.</p> <p>The Race Equality Working Group met throughout the year to proactively improve our understanding of, and reduce, barriers relating to equality of opportunity and equality of experience.</p> |
| RELIGION OR BELIEF | <p>Data on religion and belief in higher education institutions is limited, and so no benchmarking has been completed on this data.</p> <p>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, 28.3% in 2021, and 24.57% in 2022. 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 times, although over half of staff (55.78%) selected the category 'no religion'.</p> |

SEX

The latest Higher Education Statistics Agency (HESA) figures from 2020/21¹ show that the national male/female split for all staff within higher education is 54% female and 46% male, with a further 0.16% of staff recording their sex as 'other'.

Falmouth's staff profile has shifted the balance slightly further in favour of female staff over the last 12 months, changing from 52% female and 48% male in last year's report, to 53% female and 47% male in 2022.

While these figures show a relatively even gender split it should be noted that this balance is not so even when analysed across pay grades. 31% of grade 8 staff are female, with increasing proportions of female staff at lower grades, and 73% of grade 3 staff being female. These differences in gender balance across the grades, result in a mean gender pay gap of 12.6% in 2022 (increased from 9.4% in 2021).

Falmouth's Gender Pay Gap metrics for the year ending 31 March 2022 are outlined in full below:

- Mean gender pay gap – Women's pay is 12.6% lower
- Median gender pay gap – Women's pay is 11.1% lower
- Mean gender bonus pay gap – Women's bonus pay is 48.3% higher
- Median gender bonus pay gap – Women's bonus pay is 233.3% higher
- Proportion of male employees receiving a bonus is 4.0%
- Proportion of female employees receiving a bonus is 1.9%

Bonus payments relate to Staff Excellence Awards which were awarded to more teams comprising of men rather than women during the year.

SEX

| Pay Quartiles by Gender | | | |
|------------------------------|-------|-------|--|
| | Women | Men | Description |
| Lower quartile | 74.5% | 25.5% | All employees whose standard hourly rate places them at or below the lower quartile |
| Lower middle quartile | 50% | 50% | All employees whose standard hourly rate places them above the lower quartile but at or below the median |
| Upper middle quartile | 54.2% | 45.8% | All employees whose standard hourly rate places them above the median but at or below the upper quartile |
| Upper quartile | 39.4% | 60.6% | All employees whose standard hourly rate places them above the upper quartile |

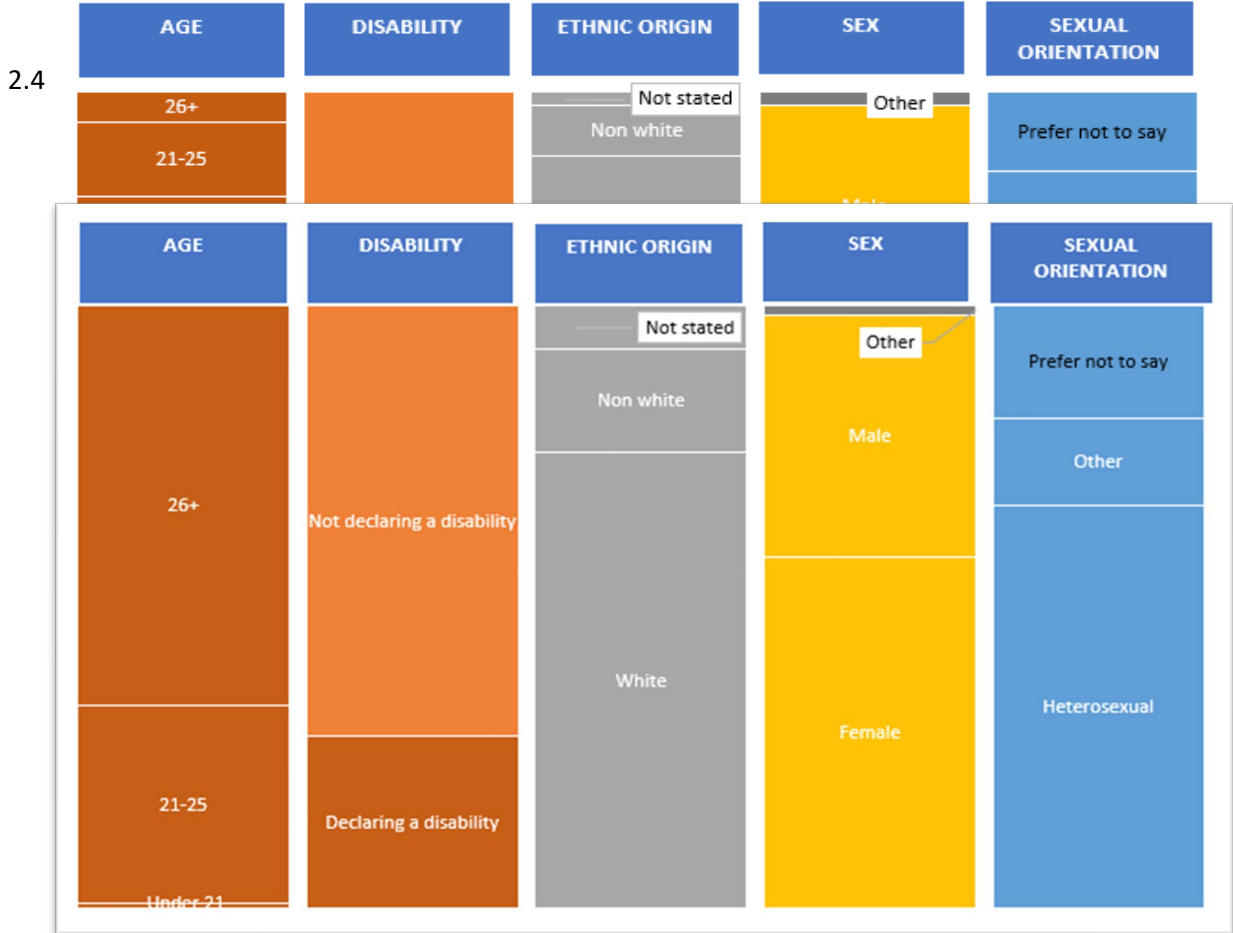
¹ There is a data lag, 2021-22 figures are not yet available from HESA

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| | <p>There is a separate Gender Pay Gap Action Plan that has several initiatives to address such disparities. Falmouth’s mentoring initiative, which was launched in 2021 to help promote and support career progression, was continued in 2022. Falmouth has also promoted access to the AdvanceHE Aurora programme to female staff across the institution to undertake leadership training and mentoring.</p> <p>The gender balance of the Board of Governors is 46% female members, a figure that has been maintained since 2020, which was an improvement from 43% benchmark in 2019.</p> <p>The gender balance of academic heads (Academic Directors) is 40% female, an improvement from the same point in 2021 (33%), but lower than the 44% benchmark in 2019.</p> <p>The gender balance of the senior management team² is 42% female, an improvement from the same point in 2021 (31%), which is a good improvement since the 28% benchmark in 2019.</p> <p>The University is committed to achieving a gender balanced Board of Governors, academic leadership and senior management team.</p> |
| <p>SEXUAL ORIENTATION</p> | <p>This year 8.50% of staff indicated their sexual orientation as either lesbian, gay, bisexual (LGB) or other, compared to 6.94% in 2021, 6.10% in 2020, and 5.79% in 2019. This figure is significantly higher than the latest ONS 2020 figures that show an estimated 3.1% of the UK population age 16 or over identify as LGB.</p> <p>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. In 2022 this has included supporting the 11 Cornwall Pride Events taking place across Cornwall between May and July 2022 alongside the University of Exeter and the Falmouth and Exeter Students’ Union. These partner organisations are jointly Pride Silver partners and have signed the Pride Pledge.</p> |

² Vice-Chancellor’s Executive Group, Academic Directors, Directors, as at 1 September 2022.

STUDENT PROFILE

2.3 Student Profile by protected characteristics (%). This chart illustrates Falmouth’s **Undergraduate student profile** by some of the protected characteristics. A text description of the figures and trends illustrated by the chart is included in the narrative below.



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|-------------------|---|---------------|--------|------------|--------|
| AGE | <p>The age range of Falmouth students is lower than average but not overtly atypical of other Higher Education Institutions, with the national average proportion of mature students (i.e., students over 21) in 2020 being 24%. With our own proportion of mature students being 14.14%, this makes sense when put in the context of the relatively lower volume of postgraduate courses we offer compared to undergraduate courses (where most of this % will comprise of postgraduate students with some undergraduate representation, as is typical). Of the 14.14% total mature students, 10.19% of these are between 21 and 25 years of age and the remaining 3.95% are over 26. Interestingly, UCAS data in 2021 showed a 24% rise in undergraduate applications from mature students, which equated to an additional 18,000+ mature learners coming into higher education and might represent a potential growth area for Falmouth’s admissions to undergraduate if it persists in 22/23. One aspect for us to be aware of with our existing majority of under 21’s is the inclusivity in our learning communities for our mature students and how they are meaningfully and purposefully integrated into learning when they represent such a small cohort within the larger student body. This might take the form of additional activities, more flexible arrangements around learning, enhanced support and a clear social vein within their pre-boarding and transition between levels of study.</p> | | | | |
| DISABILITY | <p>In 2020/21, the total proportion of registered disabled students corresponded to 7% of the student population (this includes home and international fee undergraduates, taught postgraduates and research postgraduates). There is also a strong bias towards these students being female, with almost a 2:1 ratio of female to male students presenting with two or more conditions. We know that the percentage of total UK population that is disabled is approximately 17 - 22%, meaning that Falmouth had around double the UK average of disabled students. Given our geographic context, this is additionally significant as when taken in the context that our good degree outcomes are appropriate and steady (i.e., not over-inflated by Office for Students’ standards) the proportion of disabled Falmouth students securing positive educational outcomes is high, and should be seen as a USP. Unfortunately, there remains an eclipsed but significant proportion of our 62.23% who have declared “no disability” who have a non-disclosed disability (everything, from hearing loss, visual issues to learning needs), which can negatively impact on their academic progress unnecessarily. Our push to have more coverage from the Do-It-Profiler (an online neurodiversity profiler which provides organisations and individuals with a useful screening tool) is one way to address this proactively and the impending update on the Individual Learning Plan system should also contribute to addressing this issue. Reassuringly, the literature is clear that attainment in students with a disclosed disability is not significantly at variance with non-disabled student attainment, but the same cannot be said for attainment in students with an undisclosed disability, which is where our institutional efforts would be best placed to address, especially in the context of the Office for Students’ benchmarks for both B3 and the Teaching Excellence Framework.</p> <table data-bbox="451 1957 1145 2029"> <tr> <td>No Disability</td> <td>62.23%</td> </tr> <tr> <td>Disability</td> <td>37.77%</td> </tr> </table> | No Disability | 62.23% | Disability | 37.77% |
| No Disability | 62.23% | | | | |
| Disability | 37.77% | | | | |

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| GENDER REASSIGNMENT | Falmouth does not currently collect data on student gender identity. |
| MARRIAGE AND CIVIL PARTNERSHIP | Falmouth does not currently collect data about students' marriage or civil partnership status. |
| PREGNANCY AND MATERNITY | Falmouth does not currently collect data about students' pregnancy or maternity status. |
| RACE | Just over 90% of our students are white, with around 9.5% of our student population either unknown or non-white. Our Access & Participation Plan work alongside our partnership student profiles seek to redress this clear imbalance, but when we factor in the other variables above (especially age range), this is a marathon rather than a sprint. We are working toward the Advance HE Race Equality Bronze Charter mark, have been awarded Research England monies for 'Enhancing Research Culture' with relevant academic staff and postgraduate research projects ongoing, have an institutional EDI champion, a new "belonging" module in the Fashion & Textiles Institute, and clear drivers towards addressing the racial diversity of our staff-base, all contributing to a more inclusive environment which will enable more diverse race representation within our student community. Additionally, a BIPOC student and staff network and a Global Majority staff forum have been recently started. |
| RELIGION OR BELIEF | This information is collected and work is being done to enable reporting. |
| SEX | The higher education participation level for young women in 2021 reached 56.6%, compared to only 44.1% for young men. Much has been written about this gap and underachievement by young men in higher education . While this topic garners some controversy, it is one we must seek to address in striving for true equality. Participation levels do mask the disciplinary breakdown of the sex ratio above and our own suite of courses and subject areas unsurprisingly, are attractive to female students, much more so than a STEM subject, for example. Given our slightly higher levels of participation in higher education, we might expect female graduates to have greater opportunities when they go into the workplace. However, lifetime returns (2020) from higher education looking at graduate earnings, show a more complex picture, where 85% of women gain 'positive net lifetime returns' from higher education, compared to only around three quarters of men. On average, a university education leads to an increase in net earnings of about 20%. But the difference between male graduates and female graduates is stark when contextualised with the persisting gender pay gap that is nationally reported. Care should also be taken in considering this factor is isolation, as the intersection with race, |

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| | <p>disability and other factors can and does alter this trend both upwards and downwards, depending on the combinations. Our data has remained fairly static in this sub-category year on year since 2020 (41% Male : 58% Female).</p> |
| <p>SEXUAL ORIENTATION</p> | <p>In contemporary Higher Education, students who identify as LGBTQ+ have been found to experience an increased risk of developing depression and anxiety (Neves and Hillman, 2017). We know that going to university can be both exciting and stressful and that students are expected to navigate academic, social and institutional contexts (Cole, 2017). The literature is clear that students who identify as lesbian, gay, bisexual and trans are at risk of experiencing multiple stressors which can result in negative mental health outcomes (Hatchel et al., 2019). Recent literature has emphasised university as a positive experience which provides students with an opportunity to explore their gender and sexual identities (Formby, 2015), and that students are more likely to speak up against homophobic, biphobic, and transphobic discrimination in universities than staff, which might indicate that they feel empowered to challenge injustices. Research also indicates that for students who identify as LGBTQ+, perceptions of safety, acceptance and tolerance (Formby, 2014) are important factors which influence university choice-making, which we should account for in our admission strategies and community work. Additionally, addressing these types of issues through our curriculum helps to foster inclusive attitudes in all students, regardless of the subject discipline.</p> <p>When comparing these trends with the Office for Students' reported national picture, we see there that in 2020/21, 88.9% (Heterosexual); 11% Other and the remainder electing not to say, suggests an inclusive and more critically, safe community for students of all orientations, which we should continue to grow.</p> |

3 KEY ACHIEVEMENTS AND PROGRESS

This section of the report has been produced collectively by the Equality, Diversity & Inclusion Group, and intends to capture enhancement activity related to Equality, Diversity & Inclusion that is taking place in different areas of the institution, which is in furtherance to the University's Equality, Diversity & Inclusion objectives. It is structured in three sections, University-wide, student-related and staff-related activity.

SECTION A – UNIVERSITY-WIDE INITIATIVES AND ACTIVITY

4 UNIVERSITY MENTAL HEALTH CHARTER

- 4.1 In June 2022, the University joined the [University Mental Health Charter Award Programme](#), starting in September 2022.

- 4.2 The University Mental Health Charter provides a set of evidence-informed principles that support the implementation of good practice in promoting mental health and wellbeing of students and staff. The University has committed to a whole-institution approach to mental health, a key cross-cutting theme of the 2022-23 Annual Plan.
- 4.3 The commitment to the University Mental Health Charter develops and embeds the work and achievements of the Partnership Wellbeing Group, detailed in section 13 of this report.

5 FALMOUTH AND EXETER SPEAK OUT REPORTING TOOL

- 5.1 Jointly with our campus partners, FX Plus, the University of Exeter and the Students' Union, we have enhanced and promoted the [Falmouth and Exeter Speak Out](#) reporting tool, which enables our community to report (anonymously, informally, or a formal complaint) any form of harassment, bullying, intimidation or discrimination, including for example racism, sexism or homophobia.
- 5.2 We encourage our community to report any incidents, no matter how small. The page linked above provides guidance to those who have witnessed or been affected by any of the above.

6 EQUALITY, DIVERSITY & INCLUSION RISK REGISTER

- 6.1 A new Equality, Diversity & Inclusion Risk Register has been established to enable risks related to our Equality, Diversity & Inclusion Charter and Equality Duty to be monitored by Equality, Diversity & Inclusion Group.

7 EQUALITY IMPACT ASSESSMENT - REFRESH

- 7.1 The University's Equality Impact Assessment (EIAs) process, which has been in place since 2016, has been reviewed and refreshed. The refreshed process includes clearer guidance for staff, improved supporting templates, and increased scrutiny and visibility of completed EIAs.

SECTION B – STUDENT-RELATED INITIATIVES AND ACTIVITY

8 WIDENING PARTICIPATION INITIATIVES

- 8.1 Falmouth University has an Access and Participation Plan (APP) with ambitious targets to improve access, success, attainment and progression to employment. The University's Equality, Diversity & Inclusion agenda is important in supporting the achievement of these targets. Delivery against the APP is reported separately, this section of the report celebrates some key widening participation initiatives.

A) STEP INTO FALMOUTH TRANSITION PROGRAMME

- 8.1 The aftermath of the pandemic has highlighted the major impact on the mental health and financial security of many of the underrepresented student groups we support. This has led us to focus on the 'transition-in' period, moving from further education to higher education, and the support mechanisms we can introduce to support our new applicants.

- 8.2 It is recognised that the transition from further education to higher education can be difficult for a number of learners, with a more acute impact being identified since the pandemic lockdowns. The lockdowns have caused social isolation and missed study time for all learners, resulting in a lack of confidence being shown from the majority of learners about to embark onto higher education study.
- 8.3 In response, we have developed a transition programme called Step Into Falmouth. This programme offers a series of supportive and informational live webinars, covering topics within study skills, digital skills, student support, confidence & resilience, student life, campus life & orientation, and parent/carer advice. There is also the opportunity for applicants to meet their peers, their mentor, current students, staff members, and their student advisory team during the programme. This programme aims to alleviate some of the anxiety and worries felt by our new applicants, helping them to feel more confident about starting their studies at Falmouth.

B) A CENTRALISED MONITORING AND EVALUATION SYSTEM

- 8.4 We have made significant progress this year in our approach to Access & Participation Plan (APP) monitoring, reporting and evaluation. Key teams whose activity contributes to the APP have been consulted and a review has taken place of all monitoring, reporting and evaluation processes.
- 8.5 We have developed a framework to ensure we are capturing all widening participation activity that is delivered, gathering feedback from each interaction with our target groups. We are currently developing a centralised database to store all student sensitive data and evaluation surveys. We also continue to work with the independent evaluation service, SEER³, commissioning a range of research projects, to help better understand our current students support needs.
- 8.6 Our franchise partners have also now been asked to complete an APP monitoring report annually so that we can include their targeted qualitative data within all APP reporting cycles. This new process also highlights any gaps in widening participation activity enabling us to offer support to our partners and any disadvantaged student within their cohorts.
- 8.7 These measures will enable teams to develop evidence-led interactions in the future from the qualitative data collected. This will firstly improve conversion rates of students who identify as Black, Asian or Mixed Ethnicity, or from IMD deprived neighbourhoods (IMD-Indices of Multiple Deprivation)) or from POLAR 4 (low participation in HE) areas. Secondly, it will enable identification of successful interactions with targeted students, reducing the continuation and attainment gaps.

C) STUDENT FINANCE REVIEW

- 8.8 Following student consultation, a review has taken place of the Student Bursaries, Hardship Fund and the Disabled Students' Allowance (DSA) diagnostic assessment

³ Specialist Evidence, Evaluation & Research – a third-party company who conduct research and evaluation projects and analysis.

funding. The research company SEER have also conducted a research survey which has asked current students for feedback on the student finance available at Falmouth.

- 8.9 This has led to changes being made to the processes, resulting in a simplified application process and fairer access to financial support for any student who has a disability or learning difference, or faces some form of disadvantage. The new process aims to encourage and support student continuation and attainment.

D) CARE LEAVERS AND CARE EXPERIENCED STUDENTS

- 8.10 To encourage an increased number of applicants who have experienced the care system, and to better support current students who are care-leavers or care-experienced, Falmouth has developed and implemented an enhanced care leaver offer and have been accepted as signatories in the Care Leavers Covenant. The enhanced offer includes a 'Welcome Pack' on arrival worth over £200 in pre-paid cards to use in the launderette, cafes and retail outlets; a dedicated student support person; and their graduation ceremony totally funded including the hire of cap and gown, tickets and their graduation picture; and the Pendennis Bursary.
- 8.11 The number of students at Falmouth who have experienced the care system has increased each year over the last 3 years, with this years cohort being 20 new care-experienced/leaver students starting this month. These students often need more financial support than others and this comprehensive support package aims to help the student continue with their studies and achieve their goals.

E) NATIONAL SATURDAY CLUBS

- 8.12 The University now offers 3 National Saturday Clubs, in Art & Design; Fashion & Business; and Film & Media. The clubs offer a university experience, over 30 weeks, to groups of 13 to 15 year olds. This multiple intervention programme helps to develop both academic and practical skills over the club year, helping to improve GCSE English, Maths, ICT, Business and club subject specific GCSE grades.
- 8.13 The National Saturday Club (NSC) whom we are in partnership with for these clubs are a charity, helping to promote creative careers across the UK. The whole ethos of the NSC is to encourage onto campus young people from disadvantaged areas (IMD), or from areas of low HE participation (POLAR), or from underrepresented groups, widening their horizons and career aims. The majority of our club members are from our target characteristic groups.

F) EQUITY AMBASSADORS

- 8.14 A new 'Equity Ambassador' role has been developed and appointed to. These student ambassadors are specially trained and have been appointed due to their relevant lived experience i.e. their ethnicity, their age, their learning difference etc, to provide an authentic guest speaker.
- 8.15 The Equity Ambassadors have already delivered in schools, colleges, the community, and have delivered training sessions with university staff members to raise awareness of specific equality, diversity and inclusion issues.

G) NEW OUTREACH TEAM

8.16 We have a new Outreach Team to work with disadvantaged and underrepresented learners within the 'Access' section of the Access & Participation Plan. The team are currently developing and delivering a range of initiatives and projects to encourage higher education applications from students who identify as BAME, with a disability or learning difference, are from disadvantaged areas (IMD) or from areas with historically low participation in HE (POLAR). Their range of activities includes:

- A 'Mock Interview' programme has been developed and delivered across the country to learners who meet targeted widening participation criteria, to help raise confidence levels and reduce interview anxiety for disadvantaged learners.
- A 'whole school' planned longitudinal programme of outreach interventions (the Progression Framework).
- The team have started to develop Primary School level of engagement because research has shown that the 'disadvantage gap' starts from an early age.
- Contextual admissions, regional interviews and help with portfolio building are offered, to provide a more inclusive application process and aid transition-in. There is also a travel bursary available to help pay for travel costs for any learners and parent/carers wanting to attend an Open Day/Interview but facing financial barriers, to help accessibility.
- Falmouth in conjunction with Cornwall County Council offer research placements each year through the Nuffield Research Placement scheme. These placements are offered to Year 12 high achieving students from disadvantaged areas, to work with academic teams for two weeks during the summer, on an agreed research project.

H) WORK EXPERIENCE PLACEMENT PROGRAMMES

8.17 Two new work experience placement programmes have been implemented - the Micro Internships Programme and the Turing Programme (which replaces ERASMUS). The Micro Internships Programme was targeted towards underrepresented students and has achieved 90% of applications from students who meet widening participation criteria. The Turing Programme also requires a reasonable percentage of underrepresented students applying for the work or study placement experience. Both are managed by RealWORKS (the University's Employability Team), and detailed in sections 10 and 11 of this report.

9 MICRO-INTERNSHIPS

- 9.1 100, 30-hour, paid Micro-Internships each year are provided for students from more disadvantaged backgrounds. The scheme pays students at the student-worker rate for 30-hours, offering the internships at a subsidised rate for industry.
- 9.2 In its first year (2021-22), the scheme delivered just under 100 Micro-Internships with a +90% student engagement rate from students with additional barriers to employment. Working with students from all academic departments, and a wide range of industry partners, the scheme has had 100% positive feedback from students and employers. Student work has contributed to final degree projects and shows.

“Working with an actual business was really valuable and seeing the physical changes I made to the website was really satisfying. I am so much more confident in my own skills, having developed them during this internship.” Student participant

“We have been really impressed with XXXX’s work, and how she has worked with us during this internship. We would certainly recommend XXXX for future projects” Employer quote

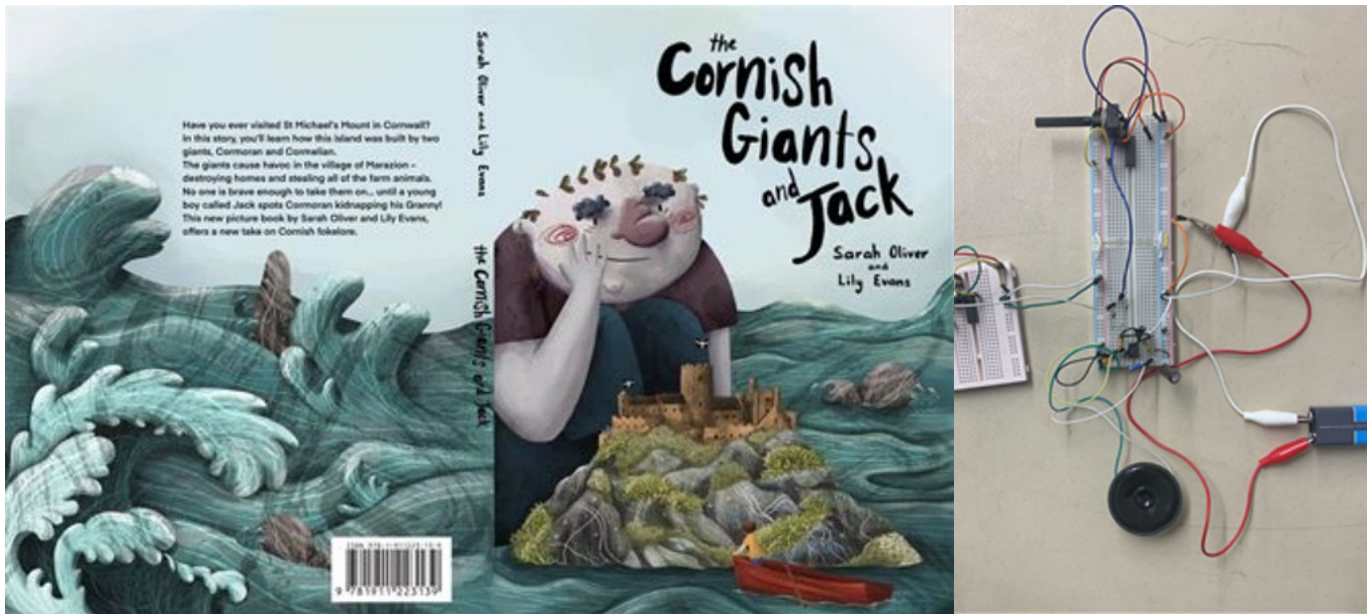


Image 1: Illustration for a book, BA Illustration; Image 2: Student builds a prototype noise station, BA Creative Music Technology.

- 9.3 The Micro-Internship has a 70% target rate for students with additional barriers to employment. In the 2021-22 Academic year, these students represented over 90% of participants. The groups included are: disabled students, students from lower participation neighbourhoods (POLAR4/IMD - Q1), BAME students, Care-Leavers/carers, LGBTQI+ students.

10 GO GLOBAL

- 10.1 Go-Global is Falmouth University’s student international mobility scheme. With the cessation of the UK’s access to Erasmus+ and access to the new Turing Scheme, this scheme is targeted at supporting more disadvantaged students. With the pandemic having impacted student international mobility, the 2021-22 academic year is the first-year that Falmouth has engaged with the new Turing scheme. Falmouth delivers mobility in three ways:

1. Study-Abroad – Mobility, usually for a term/study-block at one of our 25 or-so partners around the world.
2. Work-abroad – Paid work opportunities for students around the world.
3. Cultural Immersion – Higher volume mobility enabling students to experience the culture at a different university for one-month, supported by Falmouth staff.

- 10.2 In the 2021-22 academic year we delivered around 60 student mobilities through our cultural immersion strand of activity with students attending partner Universities in the USA, Malaysia, Italy and Sweden.



Image 2: student at Ringling University, USA (left) and students in Florence, Italy (right).

- 10.3 The majority of these mobilities have benefitted students from more disadvantaged backgrounds. Exceeding the 30% target, the programme was delivered to over 60% of students from disadvantaged backgrounds, and the amount of students going abroad in one year tripled from historic, pre-pandemic levels. Falmouth has bid for funding and secured around £170k to continue with Turing exchanges in the next academic year, with a primary focus on students from disadvantaged backgrounds.

- 10.4 Video – See our students at Sunway University, Malaysia:
<https://youtu.be/cBKaF5CWpuY>

11 PARTNERSHIP WELLBEING STEERING GROUP

- 11.1 Overseen by a Steering Group with committee membership from Falmouth University, The University of Exeter, The Student’s Union and Falmouth Exeter Plus the programme consisted of 10 workstreams and a vision of A ‘mentally healthy’ university, in which the mental wellbeing of students and staff is an active and routine consideration in strategic and operational decision-making.
- 11.2 The workstreams seek to enable communities of staff and students who are empowered and active in maintaining their personal mental wellbeing, addressing their mental health concerns, and positively influencing the mental wellbeing of those with whom they have contact.
- 11.3 Phase 1 of the programme lasted from June 2021 to June 2022 and had several highlights including establishing a student Wellbeing Opinion Panel, developing a Suicide Safer Strategy and associated compassionate communications guide, a thorough training needs analysis leading to a training matrix and employing a mental health trainer to deliver the training. The programme has been extended for a further 2 years and will support with progress towards the University Mental Health Charter Award.

12 BELONGING MODULE

- 12.1 The Fashion & Textiles Institute had approved, a 'Belonging' module, where issues of race, gender and social inclusion are discussed with students and tackled in a positive way. Delivered at the outset of Level 4 to all Fashion & Textiles Institute students (200+), the aim of this module is to help every student develop a set of inclusive values and gain a sense of belonging from the start of their studies. Importantly, this module will be delivered as an act of coalition/allyship by white academics and academics of colour. An evaluation of the module is being undertaken by SEER⁴ at mid and end points of delivery, plus for this inaugural cohort, a review at the end their level 6 studies to measure the impact of the module on their entire degree journey.
- 12.2 In addition, a Learning Outcome titled 'Conscious Practice' has been implemented across the Fashion & Textiles Institute to ensure that this impactful learning can be measured as both foundational and holistic experiences. The module was presented to all academic and technical staff as part of Falmouth's annual Learning & Teaching conference, plus at several external conferences (see below) throughout 2022, with sector feedback being highly complementary and several 'Belonging' themed cross institutional collaborations currently in discussion (University of Exeter and Westminster University).
- 12.3 Conferences and events:
- Birmingham City University – Decolonising HE Academic Practice Lecture Series (May 2022)
 - WonkHE online event – Taking Action on Belonging and Inclusion (June 2022)
 - Leeds University – Futurescan 5 Conference, The Association of Fashion & Textiles Courses (September 2022)
 - University of Exeter – Transformative Education seminar 'Belonging and Inclusion' (November 2022)

13 SPRINGBOARD STUDIOS INITIATIVE

- 13.1 Springboard Studios is an initiative ran on campus by the Academy of Music & Theatre Arts and RealWORKS, as part of the Health Works Cornwall European Social Funded Project. The initiative provides a programme of creative activities, helping students to de-stress, find confidence and launch their careers after university.
- 13.2 The project is using the evidence base that participating in collaborative, non-assessed, place-based, and purposeful creative programmes with shared purpose, in neurodiverse-friendly environments; alongside well-being, life-skills & employability workshops, can help improve our third-year students non-acute and non-clinical mental health, resilience and professional confidence. With the aim of this having a positive impact on retention, attainment, and progression. The final year of the programme has three creative programmes that have developed out of the discovery driven learning approach, adopted by the project.

⁴ Specialist Evidence, Evaluation & Research – a third-party company who conduct research and evaluation projects and analysis related the University's Access & Participation Plan.

- 13.3 Blue your Mind is exploring how we can optimise being a creative Higher Education Institution surrounded by water which has been proven to improve mental health and well-being. The Creative Writing Club is exploring Cornish language, heritage, identity, culture, and myth, and Design for Good, is an on-going collaboration with graphic design.
- 13.4 Each programme finishes with a summer school with the students having the with the opportunity to apply their creative practice in innovative, socially impactful, and purpose-driven contexts, by working on professional, live charitable briefs with support from alumni and staff, exploring a place-based and altruistic curriculum, in neurodiverse friendly studios. It is a requirement of the funding, that participating students have a health condition which might be a transitional barrier when they progress from university into employment.

14 STUDENTS' UNION AND STUDENT-LED SUCCESSES

- 14.1 **Personal Safety and the Violence Against Women & Girls (VAWG) Group**
 Personal safety and gender-based violence was a huge concern for students following national press related to Sabina Nessa and Sarah Everard. In response to student feedback, the Students' Union provided a space to discuss, reassure and mobilise students in creating change. Personal safety pop-ups were held across the campuses, allowing students to come and collect pre-prepared kits that contained silicone drink toppers, foil StopToppers, drink spiking test strips and leaflets. The Violence Against Women & Girls (VAWG) Group was allocated £5,000 by Cornwall Council from the Safer Streets Fund, to be spent on student led initiatives for tackling gender-based violence. So far, the Group have used a portion of the money to fund free self-defence classes in Penryn for students. This initiative is led by students from both Falmouth University and the University of Exeter; the VAWG Group continues to work with our student body in providing opportunities to increase safety and enable positive cultural change across the University community.
- 14.2 **International Women's Day**
 For International Women's Day 2022, the Students' Union's Women's Officer hosted a diverse range of stalls that brought together societies such as Women in Business, the Feminist Society, Pride Society, and others to celebrate womanhood. She led a variety of events, with good engagement from students and societies. The events increased a sense of community, and facilitated great discussions on gender equality.
- 14.3 **LGBTQ+ History Month**
 There were a variety of student-led events that happened during LGBTQ+ History Month. The Students' Union invited their LGBTQ+ elected Part Time Officer to introduce the month (see blog post [here](#)), and produced leaflets on members of the LGBTQ+ community, including Daphne Du Maurier. The Students' Union also produced and gave out badges with pronouns on them, which were very popular with students. Lots of societies got involved and hosted their own event - the Film Society did film screenings of films relevant to the topic of LGBTQ+ history, the English Society shared their favourite reads, and Pride Society initiated their weekly coffee mornings.
- 14.4 **Sexhibition**
 2022 saw the fourth successful Sexhibition event. This annual event held by the

Students' Union seeks to celebrate bodies, sexual freedom, self-self-expression, and sexual health awareness. The Students' Union invited a variety of societies host a stall, such as Pole Fitness, Fem Society, and others. We also invited the Wellbeing Team and external charities such as Brook to hold pop-ups and tables to be able to talk to students.

14.5 The Trans and Non-Binary Survey Report

In response to student feedback and concerns around deadnaming (using a persons birth name when they have changed their name as part of their gender transition) and the usage of wrong pronouns within University communications, the Students' Union's Welfare and Liberation Student Voice Coordinator, alongside President of Welfare and Inclusivity, issued a survey to collate experiences from trans and non-binary students. The survey collected valuable feedback, which was taken to relevant staff within Falmouth University and the University of Exeter in the form of a report that outlined what next steps could and should be taken – the survey results were discussed in Falmouth's Equality, Diversity & Inclusion Group, which prompted work to make processes relating to name changes clearer, and work to explore capturing pronouns in University systems. The report can be read by clicking [here](#).

14.6 Ramadan and Eid Provisions

To celebrate Ramadan and Eid, the Students' Union created a small celebratory gift package for the Muslim student community. The Students' Union's mission is to provide a world class student experience and to have a positive impact on every member's personal student journey. They received positive feedback from the students who came and collected the token of celebration, who expressed that they were appreciative and keen to work with the Students' Union on making celebrations of a variety of events bigger and more inclusive.

14.7 Mental Health Awareness Week

For Mental Health Awareness Week, the Students' Union hosted a series of pop-up events timed with deadline and exam season, with free food and drink to give students a boost. The theme for 2022 was loneliness, and with Covid not yet fully behind us, the Students' Union thought it was vital to connect with students in-person. The Students' Union used the pop-ups as an opportunity to share updates and ideas related mental health. The pop-ups involved the SU Presidents, SU staff, the Chaplaincy, and the Wellbeing Team.

SECTION C – STAFF-RELATED INITIATIVES AND ACTIVITY

15 RACE EQUALITY WORKING GROUP

- 15.1 The Group met four times during the year and focussed on the University's anti-racism statement as well as progress towards the Race Equality Charter. This work included working with colleagues from Leeds Trinity and the University of Exeter to learn from their experiences.

- 15.2 We also worked with the Jewish community in Cornwall, Kehillat Kernow, on a proposal to adopt the IHRA Definition of Antisemitism. This was approved in July 2022 but agreed to use the Jerusalem Declaration on Antisemitism tool to identify, confront and raise awareness.
- 15.3 The Group also commissioned a research project, working with our partners at SEER, to understand the extent to which student services are inclusive and accessible for Black and Minority Ethnic students.

16 GENDER EQUALITY WORKING GROUP

- 16.1 This new Group was created during the year to give gender-related issues a forum.
- 16.2 The Group discussed pronouns and the related Students' Union survey, and the creation of a Gender Equality SharePoint site, as well as increasing effectiveness of the Group.
- 16.3 A review of the Maternity and Paternity Policy was carried out and a report on menopause awareness and support in the workplace was completed, including associated recommendations.
- 16.4 The Group also considered support and training for fertility, pregnancy and becoming a parent (incl. adoption and fostering) and networking and staff canvassing experiences in relation to undermining roles/microaggression/harassment/bullying as intersects with gender.

17 PARTNERSHIP MENOPAUSE AWARENESS PROJECT

- 17.1 A Menopause Awareness project has been launched across the partnership of FX Plus, Falmouth University, The Students' Union and University of Exeter to support colleagues in the workplace, raise awareness amongst line managers and colleagues, and support culture change within the organisations to benefit the wellbeing of all staff.
- 17.2 The project has so far implemented a menopause café once a month on both campuses to allow colleagues to meet and discuss any issue surrounding menopause that affects themselves, their partner, or anyone they know.
- 17.3 28 staff have attended menopause champion training across the partnership to enable them to signpost, support and facilitate cafes, and menopause awareness in their areas. The Head of Health and Safety (a trained menopause champion) is including line manager awareness training for all new staff to signpost to support, guidance and cafes.
- 17.4 Digital and physical resources are available for all staff to access/borrow, and a Teams site has been created to allow all colleagues to share information, ideas, tips and support.
- 17.5 We are liaising with academic staff regarding the launch of a new society: the Scholarly Association of Menopausal Studies (SAMS).

18 ACADEMIC CAREER FRAMEWORK

- 18.1 A new Academic Career Framework has been designed to ensure that academic strengths, whether in teaching, scholarship, research, or knowledge exchange, are all appropriately recognised, developed, valued, and rewarded.
- 18.2 The framework will be implemented during the 2022/23 academic year and will introduce two career pathways, which recognise staff equally regardless of their career profile and future ambitions. They are vital to the student experience and support our strategic vision. To deliver our ambitions, we need a staff profile with the differentiated skills necessary to ensure that we can deliver excellence.
- 18.3 The Academic Career Pathways intend to better encourage, support and recognise the contributions that our academic staff make to Falmouth, enabling individuals to focus on different orientations in their professional development and practice, during different periods of their careers.
- 18.4 The framework provides an established procedure for career progression across all pathways, which ensures that the process for considering applications is transparent and equitable.

19 AURORA LEADERSHIP PROGRAMME

- 19.1 Falmouth is committed to developing a working environment where everyone can fulfil their full potential. As part of our continued investment in developing a diverse leadership, from September 2021, we have provided colleagues with the opportunity to participate in the Aurora programme.
- 19.2 Aurora is Advance HE's leadership development initiative for women. It is run as a unique partnership bringing together leadership experts, higher education providers and research institutes to take positive action to address the under-representation of women in leadership positions in the sector.
- 19.3 The programme is for women, up to Senior Lecturer level or the professional services equivalent, working in a university, college or related organisation who would like to develop and explore issues relating to leadership roles and responsibilities.
- 19.4 In the 2021/22 academic year, Falmouth provided 10 colleagues with the opportunity to participate in the Aurora programme. Building on the success of the programme and the positive feedback received, we have invited colleagues with the opportunity to apply to attend the programme in 2022/23, with numbers to be confirmed in due course.

20 MENTAL HEALTH TRAINING

- 20.1 Recognising that every person who works on a university campus has a responsibility towards student's mental health, a training needs analysis was undertaken and a training matrix developed for all roles, and appropriate mental health awareness training was agreed.
- 20.2 Given the amount of training necessary a mental health trainer was employed on an 8-month fixed term contract. Priority was given initially to training academics to support

students and line managers to support staff. The content for the workshops was co-created with academics and line managers and developed using the Mental Health First Aid curriculum as a guide.

- 20.3 During this period 40 workshops, online and face-to-face containing c.5hr of interactive learning per session, were arranged. 87 staff from Falmouth University attended the supporting student mental health workshops and 28 attended the supporting staff mental health workshops. The workshops introduced the concept of self-compassion, recognising the importance of starting from a place of strength, the line managers sessions took this further into team compassion and compassionate leadership. Feedback from the training was extremely positive, exemplified by the 63 participants who completed the Supporting Students evaluation form, regarding the training overall; 67% rated as “excellent”, with a further 28% rated as “very good” and 5% rated “good”

21 HYBRID WORKING PROJECT

- 21.1 Following the pandemic and the start of staff returning to campus, a pilot was launched, called MyWorkspace, to implement a new approach to hybrid working for all staff that recognised the benefits of working from home for staff wellbeing, inclusivity and productivity.
- 21.2 MyWorkspace launched in September 2021 with 5 worker styles: campus worker, hybrid (majority on campus), hybrid (50:50), hybrid (majority remote) and remote worker, recognising the different roles across the University and new ways of working. A hybrid working etiquette guide was produced to support new ways of working and use of technology, with the aim of supporting line managers and staff working in hybrid teams to feel more connected, supported and part of the community.
- 21.3 Investment was also made into on-campus technology through provision of new hybrid enabled meeting and workspaces, enabling those joining a meeting remotely with on-campus staff to have a good meeting experience.
- 21.4 Feedback was captured throughout the pilot year which demonstrated the success of MyWorkspace and the continued support of hybrid and remote roles. This led to the pilot being extended for 22/23 academic year with changes being made in response to staff feedback such as the need for quiet workspaces, collaboration workspaces and team bookable workspaces on campus and improved audio in hybrid rooms.

22 ACTION

- 22.1 The Board of Governors is asked to: **note and approve** the draft Equality, Diversity & Inclusion Annual Report, and Equality, Diversity & Inclusion Annual Action Plan for publication.

23 ANNEXES

- a) [Equality, Diversity & Inclusion Charter](#)
b) Staff Equality & Diversity Dashboard 2022