

## EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT 2025

---

### INTRODUCTION

#### 1. Purpose

- 1.1. The Equality, Diversity and Inclusion Annual Report aims to:
- present data on the representation of different protected characteristics across our staff and student communities;
  - provide assurance of our compliance with the Public Sector Equality Duty;
  - share progress against the three key objectives outlined in our Equality, Diversity & Inclusion Statement of Commitment.

#### 2. Public Sector Equality Duty

- 2.1. The general duty requires public authorities, in the exercise of their functions, to have due regard to the three aims of the duty which include the need to:
- eliminate unlawful discrimination, harassment and victimisation;
  - advance equality of opportunity between people who share and those who do not share a protected characteristic;
  - foster good relations between people who share and those who do not share a protected characteristic.
- 2.2. In addition to the General Public Sector Equality Duty, the Specific Public Sector Equality Duties require us to publish:
- one or more equality objectives at least every 4 years – these are set out in our Equality, Diversity & Inclusion Statement of Commitment;
  - gender pay gap data every year – this is reported on the Gender Pay Gap section of our website annually, as well as being submitted to the Government Gender Pay Gap Service.
  - information on the organisation’s compliance with the general duty every year.
- 2.3. The University pays due regard to the general duty as part of decision-making processes, as evidenced by the consideration of equality impacts in committee papers and policies, as well as the regular assessment and consideration of relevant risks in key decision-making forums.
- 2.4. Our equality objectives underpin efforts to meet the three aims of the general duty, and updates on progress towards these objectives over the previous year are set out in sections 5-7.

### REPRESENTATION

#### 3. Staff Profile by Protected Characteristics

- 3.1. The dashboard at Appendix 1 provides an illustrative overview of Falmouth’s staff profile by protected characteristics. A text description of the figures and trends illustrated by

the chart is included in the narrative below. The data is taken on 31 October 2025 when there was a total staff headcount of 835, with a full-time equivalent (FTE) of 545, including 165 hourly paid staff such as Associate Lecturers and Online Tutors.

- 3.2. **Age** – Falmouth’s academic staff continue to have an older age profile than the national average. Only 10.1% (40 headcount / 20 FTE) are aged 35 or under, compared with 12% in 2024 and 28.3% nationally. Staff aged 55+ make up 25.7% (105 headcount / 50 FTE), slightly down from 27.3% in 2024 but still much higher than the national figure of 19.8%. Cornwall’s older population (median age 47 versus 40 in England) may influence this profile. However, the age profile of non-academic staff at Falmouth aligns more closely with the national age profile for this staff group.
- 3.3. **Disability** – In 2025, 9.8% of Falmouth staff (80 headcount / 55 FTE) reported a disability, up from 8.8% in 2024 and above the sector average of 7.9%. The gap is greatest among academic staff, where 10.1% report a disability compared with 6.9% nationally. Among those declaring a disability, the largest category besides ‘other’ (42.7%, often chosen when multiple conditions apply) is ‘learning difficulty’ at 36.6%. Higher levels of neurodivergence among creative professionals may contribute to the above-average rates seen at a specialist arts institution such as Falmouth.
- 3.4. **Gender Reassignment** – Falmouth does not currently report data on this protected characteristic.
- 3.5. **Marriage & Civil Partnership** – 39% of staff are married or in a civil partnership, 21.2% are single, 13.9% are cohabiting, 2.4% are divorced, 0.5% are widowed, and 23.2% did not disclose their status. No sector benchmark data is available for this characteristic.
- 3.6. **Pregnancy and Maternity** - Falmouth does not currently report data on this protected characteristic.
- 3.7. **Race** – Falmouth’s workforce is less ethnically diverse than the sector overall, with 89.6% (750 headcount / 495 FTE) of staff identifying as White, compared with 72.2% nationally and 83% of our undergraduate students. While the proportion of staff from Mixed ethnic backgrounds matches the sector average at 2.7% (25 headcount / 10 FTE), the percentages of Black staff (0.6% / 5 headcount / 0 FTE) and Asian staff (2.6% / 20 headcount / 15 FTE) remain below national sector figures (3.5% and 10.7% respectively). Cornwall’s demographics, where 96.8% of residents identify as White, likely contribute to the lower workforce diversity.
- 3.8. **Religion or Belief** – 62% of staff (520 headcount / 335 FTE) report having no religion, up from 59.5% in 2024. Christian is the largest stated religion at 13.5%, with smaller proportions identifying as Buddhist (0.7%), Jewish (0.4%), Hindu (0.2%) or Other (3%). Non-disclosure has fallen from 22% in 2024 to 19.7%, indicating improved reporting.
- 3.9. **Sex** – 54.2% of Falmouth staff are female (455 headcount / 285 FTE) and 45.8% are male (385 headcount / 260 FTE). This is a slight increase in female representation from 53% in 2024, though still just below the national sector average of 55%. Female staff represent 51.6% of FTE, indicating a higher proportion of women working fractional hours.
- 3.10. Sex distribution varies across staff groups: women make up 69.1% of Operational and Support Staff, 60.9% of Online Academic Staff, 54.9% of Managerial and Professional Staff, and 46.4% of On-Campus Academic Staff.

- 3.11. Differences are also evident across pay grades. Women represent 39.3% of Grade 8 staff compared with 68% of Grade 3 staff, an improvement from 2024, when 31% of Grade 8 and 74.1% of Grade 3 staff were female. These differences across pay grades contribute to Falmouth’s Gender Pay Gap, detailed in our Gender Pay Gap Report (Annex D in the P&C Annual Report). Both the mean and median Gender Pay Gaps have decreased for Falmouth University and Falmouth Staffing since the previous year. For the combined workforce, the mean gap has decreased, but the median has increased, reflecting uneven gender distribution across grades and employing organisations.
- 3.12. Falmouth has agreed a new Gender Equality Action Plan to steer efforts to address gender disparities across our workforce, a copy of which is published on our website.
- 3.13. **Sexual Orientation** – 11% of staff (90 headcount / 45 FTE) identify as lesbian, gay, bisexual (LGB) or other, up from 9.4% in 2024. This remains much higher than the 2023 UK Annual Population Survey figure, where 3.8% of adults aged 16+ identify as LGB.

#### **4. Student Profile by Protected Characteristics**

- 4.1. **Age** – 72.7% of undergraduate (UG) students are under 21, 17.0% are ages 21–25, and 10.3% are 26+. Postgraduate (PG) students show the opposite pattern: 0.5% are under 21, 33.9% are aged 21–25, and 65.6% are 26+. These distributions are typical for our provider type and study levels.
- 4.2. **Disability** – Our profile is highly unique in the sector, with 45.5% of UG students and 39.3% of PG students reporting a disability or learning need, roughly double the typical rates seen across the wider HE sector. This reflects Falmouth’s reputation as a supportive and inclusive learning environment with strong student outcomes, including sector-average rates of “good” degree attainment (2:1 or 1st).
- 4.3. **Race** – Our student population is predominantly White, with 82.5% of UG students and 77.6% of PG students in this group. Asian students represent 5.1% of UG and 8.3% of PG students; Black students 2.8% of UG and 5.5% of PG; and Mixed-ethnicity students 6.0% of UG and 4.5% of PG students. A further 1.2% of UG and 1.5% of PG students identify with other ethnic groups. Cornwall’s demographics, being roughly 97% White and having a strong local cultural identity, largely explain this profile. While Falmouth contributes to the county’s overall diversity, further progress remains important.
- 4.4. **Sex** - The literature is clear and convincing that significantly more females study arts, humanities, and creative subjects in higher education, with women also earning most degrees in these fields globally, often due to cultural norms and broader interests. This is also the case for our student populations, with 58.9% of UG and 55.7% of PG students being female. 3.5% of UG and 3.3% of PG students identify as ‘other’.
- 4.5. **Sexual Orientation** – Sexual orientation can evolve over time, and creative disciplines often provide space for students to explore identity and challenge social norms. Our data shows that 60.5% of UG and 65.6% of PG students identify as heterosexual, with 23.9% of UG and 18.2% of PG students selecting other sexual orientations, and 15.6% of UG and 16.2% of PG students preferring not to state. These patterns are consistent with our historic data and the nature of our subject areas.

- 4.6. The profile of our students is not currently analysed based on the protected characteristics of gender reassignment, marriage and civil partnership, pregnancy and maternity, or religion or belief. This is because the data is either not currently collected, or because the University only holds partial data on a characteristic.

## EQUALITY, DIVERSITY & INCLUSION OBJECTIVES

### 5. Access & Participation Plan

**EDI Objective 1: We will deliver our Access and Participation Plan, which sets out ambitious targets to improve equity of opportunity for underrepresented groups to access Higher Education and support to succeed**

- 5.1. Access & Participation Plans state the strategy and measures implemented by the university, as agreed with the Office for Students, to improve access and support for all students throughout their student journey. The plans are underpinned by EDI and aim to support all disadvantaged and underrepresented students.
- 5.2. Falmouth University's new Access & Participation Plan includes 11 quantitative targets, and 6 qualitative objectives which each aim to mitigate an identified 'equality of opportunity risk'. These risks and associated objectives are set out in our [Access and Participation Plan Summary](#), and a summary of key activity in pursuit of these objectives is set out in sections 5.3 – 5.12.
- 5.3. Falmouth has continued to strengthen inclusive education by embedding decolonisation across curricula and building racial-equality considerations into new course approvals, supported by staff development sessions and a FACE Race Educators Handbook.
- 5.4. A broad range of new student societies and collectives has been introduced by the Student Union to improve representation and sense of belonging for culturally diverse, neurodivergent, mature, disabled, and other underrepresented groups.
- 5.5. Work to build community and support wellbeing continues through well-attended Intercultural Café events, twice-yearly Wellbeing and Inclusion Fairs, regular Neurodivergent Staff & Allies Café meetings, and new neurodivergent study guides. Creative and student-led initiatives also play a key role, such as Solace, a zine celebrating Black student experiences in Cornwall.
- 5.6. Student Bystander training and an associated Healthy Relationships programme continue to promote a safe campus culture, and a new 'Support & Report Tool' provides online reporting of issues, including harassment, discrimination, and hate speech.
- 5.7. Our annual Preparing for Falmouth transition programme provides additional support for mature, disabled, and care-experienced students via on-demand and live content, and tools such as the Do-It Profiler ensure early identification of accessibility needs.
- 5.8. Students have been provided with opportunities to take part in specialist training, such as the "Attitude is Everything" Disability Equality Training for event management students, and Falmouth also benefits from alumni-led accessibility workshops.

- 5.9. Targeted support for underrepresented students includes the Travel Fund to support those in financial hardship to attend on-campus events; commitment to the Care Leavers Covenant and enhanced support for students who have experienced the care system; and the Enhanced Applicant Support Programme which provides eligible applicants with a support package based on their individual needs, and has supported over 320 applicant interactions. Student Mentors further help new students build confidence and a sense of belonging throughout their first year.
- 5.10. Outreach, attainment-raising and HE experience activities remain central, including a successful Uni Connect Next Steps South West collaboration that improved GCSE outcomes in Cornish schools, a haptic-technology school event for deaf and neurodivergent learners, and national creative competitions for schools.
- 5.11. The Micro-Internship programme provides around 100 paid opportunities annually for our students from underrepresented backgrounds. Accessibility-focused training and alumni-led workshops also enhance employability and inclusion.
- 5.12. Finally, broader strategic work continues to enhance inclusion and success for disadvantaged students. The Accessibility Project Group meets termly to drive improvements for underrepresented groups, while the University Mental Health Charter workstream focuses on building social connection and community, particularly for mature students and those from disadvantaged areas. Additionally, the commitment to expand online programmes increases flexible study options for students with disabilities, caring responsibilities, or limited geographic mobility.

## 6. University Mental Health Charter

**EDI Objective 2: We will achieve University Mental Health Charter accreditation, taking a whole-university approach to mental health and wellbeing that seeks to shape a future in which everyone can thrive.**

- 6.1. In August 2025, Falmouth achieved a major milestone by securing the University Mental Health Charter (UMHC) award from Student Minds, becoming the first and only specialist creative arts university in the UK to do so. This accreditation marks a significant step in our commitment to Equality, Diversity and Inclusion (EDI) and sets a new sector benchmark for mental health and wellbeing.
- 6.2. Our success was driven by a whole-university approach that aligns to the three aims of the Public Sector Equality Duty:
  - Eliminating discrimination by embedding fair and inclusive practices across policies, processes, and decision making.
  - Advancing equality of opportunity by ensuring equitable access to mental health support for all staff and students.
  - Fostering good relations through initiatives that reduce stigma and build a culture of openness around mental health.
- 6.3. This recognition demonstrates that we meet rigorous national standards and are leading the way in embedding mental health into every aspect of university life. It reflects our belief that creativity thrives where wellbeing is prioritised, inclusion is practiced, and diversity is celebrated. Achievement of the charter lays the foundation for continuous improvement, and signals our commitment to sustaining a mentally healthy, inclusive culture that empowers creativity and supports every member of our community.

- 6.4. **The WORK workstream** focused on creating a workplace culture that prioritises mental health, wellbeing and inclusion. Student Minds recognised Falmouth’s embedded mental health strategy, senior leader role modelling and governance arrangements as good and excellent. Key actions included reviewing policies and practices to support a healthy workplace environment, enabling flexible working, strengthening manager capability through targeted mental health training and resources, and introducing a wellbeing impact assessment for major change programmes to ensure staff wellbeing is considered in institutional decision making.
- 6.5. Delivery of this work was underpinned by a strong data led approach. Staff engagement survey results, absence trends and feedback from wellbeing initiatives were analysed to identify priorities and measure impact. This enabled targeted, preventative interventions aligned to staff needs and UMHC standards, and supported more consistent and proactive wellbeing practices across the University.
- 6.6. Internal talent mobility was embedded as a core component of the wellbeing and inclusion strategy. By enhancing internal recruitment practices, improving transparency of career pathways and offering targeted development opportunities, the workstream supported staff growth, security and belonging. This approach reduced career related stress, strengthened retention and reinforced commitment to inclusion, mental health and sustainable workforce development.
- 6.7. **In the LEARN workstream**, we applied data-informed frameworks and tools to provide the UMHC panel with a clear insight into how our values-driven, innovative and creative approach to education supports the Falmouth student experience for learners from a diverse range of backgrounds.
- 6.8. The development of a sector-leading method to assess the breadth of transition into study activities was published through external peer review (see section 7.2), highlighting our focus on applying skillsets and knowledge to support learners’ personal, academic, and social growth. Our focus on data-informed, person-centred education drove work on embedding sustainability, healthy curriculum design, and wellbeing at scale. These initiatives offer both qualitative insight and quantitative evidence to support our educational practices across diverse creative disciplines.
- 6.9. Our broad range of work to support employability, skill transference, and post-education readiness was noted as comprehensive and responsive to our diverse student needs. This ranged from our novel employability framework, to the application of our transition attribute work for this final transition point in the student journey.
- 6.10. **In the SUPPORT workstream** targeted investment and redesigned service models were prompted by continued rising service demand. The University expanded the Wellbeing team, introduced new workshops and peer-support groups, and launched Connect & Settle activities to support transition and belonging. Whole-team training, enhanced clinical oversight processes, and clearer risk-based outreach procedures improved support for high-risk students while protecting staff wellbeing and caseload safety.
- 6.11. Partnership work intensified through cross-campus risk assessment, and integrated work with NHS partners, including involvement in Primary Care Network wellbeing hub case-management meetings and continuation of the NHS-funded Talking Therapies pilot. Strong collaboration with the Students’ Union and external agencies ensured best

practice in information-sharing, risk management and cohesive support. The period also saw strategic system change, notably planning for the replacement of the student case-management software in 2026, development of new evaluation measures including clinical effectiveness indicators, and enhanced reporting.

- 6.12. **In the LIVE workstream** enhancements to the My Falmouth App, wellbeing newsletters, and campaigns such as No Problem Too Small and the biannual Wellbeing and Inclusion Fair help reduce stigma and encourage help-seeking using inclusive language. Strengthened collaboration across Halls, Safety and Support, and Student Support ensures that our accommodation provides a safe, supportive environment; and pre-arrival engagement aids transition into university life, as well as fostering early connections through varied welcome activities.
- 6.13. Social integration and belonging were enhanced through a range of inclusion-focused approaches, including over 120 Student Union societies, and identity-based collectives; as well as tailored support and specialist resources for international and neurodivergent students, and Multifaith Chaplaincy provision for all faiths. Our award-winning grounds also contribute to wellbeing and accessibility through sensory gardens, quiet natural spaces, and redevelopment projects shaped by user feedback, embedding wellbeing considerations into campus design.

## 7. Socially Responsible Curricula, Research & Knowledge Exchange

**EDI Objective 3: We will enable our workforce to continually develop socially responsible curricula, research, knowledge exchange and ways of working, and to enact positive, values-aligned change at all levels of the university.**

- 7.1. Key activity in support of this objective during the 2024/25 academic year included:
- 7.2. **Transition Attributes (TA)** – developed as part of the UMHC work, and peer review published, this evaluative pedagogic tool allows us to map transition activities across domains and themes directly congruent with established “Graduate Attributes” literature. (<https://jpaap.ac.uk/JPAAP/article/view/695/791>)
- 7.3. **Sustainability and Curriculum** - 14 additional courses were reviewed using the Falmouth Curriculum Ladder for Sustainability (bringing the total to 72), providing a data-informed baseline understanding of how sustainability is embedded across our curricula, and supporting the design of sustainability learning into future courses.
- 7.4. **Peer Support Mentoring** - this sector-benchmarked model pairs new and senior students to enhance wellbeing and success through the provision of support, guidance, and a sense of community.
- 7.5. **Freedom of Speech** - a new Freedom of Speech and Lawful Assembly Policy and Code of Practice were developed ahead of legislative changes. These align with our values by supporting a respectful environment where individuals are protected from discrimination, harassment, and victimisation, and by fostering good relations between individuals and groups, without restricting lawful free speech or academic discourse.
- 7.6. **Preventing Harassment and Sexual Misconduct** –In preparation for new legal and regulatory requirements, Falmouth undertook a comprehensive review of its approach to preventing sexual misconduct and harassment in line with Equality & Human Rights

Commission (EHRC) and Office for Students (OfS) guidance. This resulted in a range of actions, including new and revised policies and procedures, a web page providing a single-source of information for students, the launch of an online reporting tool, and the roll-out of staff and student training packages.

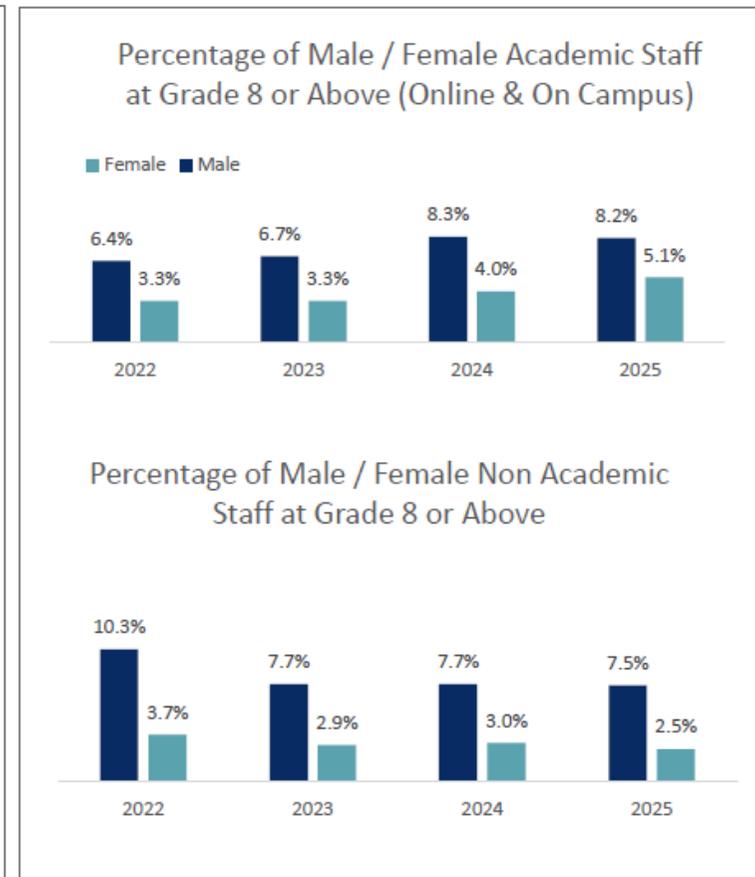
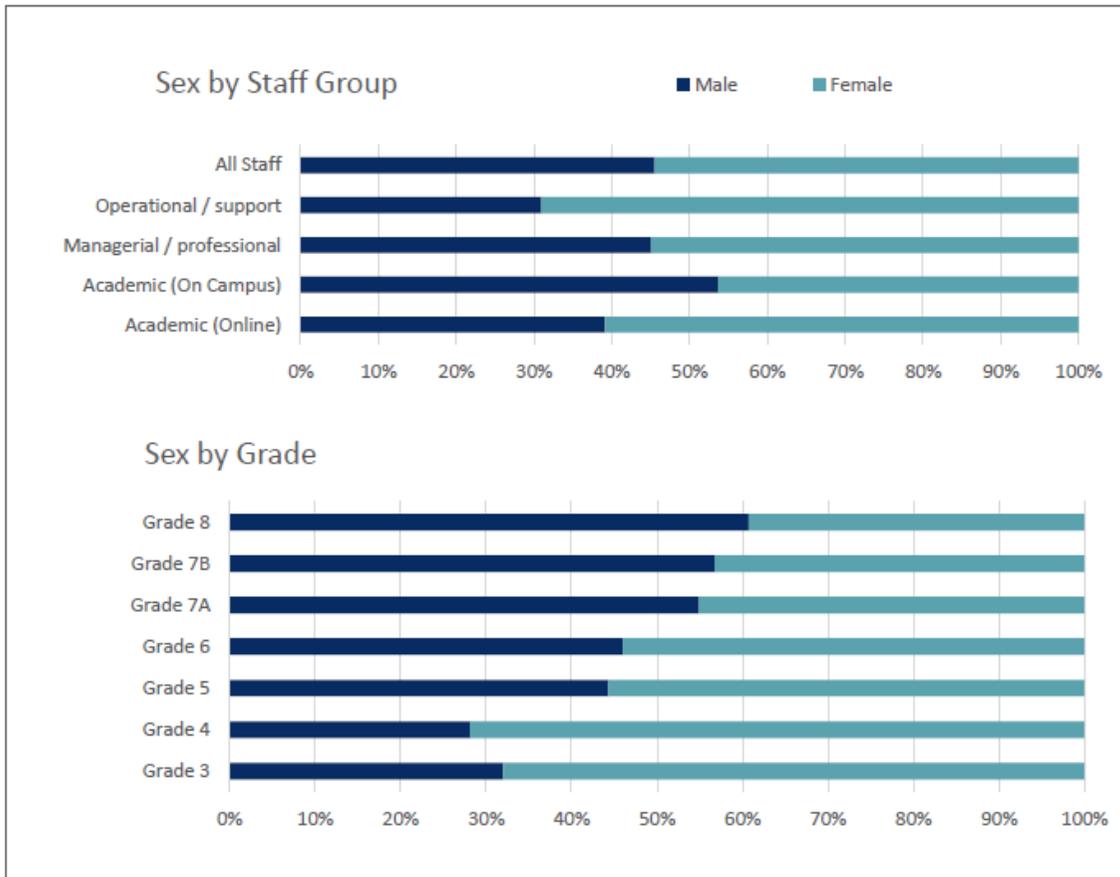
- 7.7. **Launchpad Futures: Supporting Women Investors** - Falmouth University is using knowledge exchange to address structural inequalities in entrepreneurship and investment. Through the Cornwall Angel Network, we commissioned a study by a leading gender solutions consultancy to improve access to finance for underrepresented groups, particularly women. The report's recommendations will inform a bespoke approach to create inclusive pathways into angel investing and entrepreneurship.
- 7.8. **Postgraduate research (PGR)** - Our Doctoral Briefs have been selected with a view to enhancing EDI and include briefs on neurodiversity, healthy ageing, and mental health. We offer an optional Expression of Interest submission stage which is designed to demystify the PhD process and improve access to academic support for applicants from diverse backgrounds. We have also improved interview accessibility by providing candidates with the interview questions in advance.
- 7.9. **Academy of Continuing Education** - On-Demand learning at Falmouth University supports Knowledge Exchange by bridging academic expertise with societal needs, delivering economic, social, and wellbeing benefits locally and further afield. Falmouth offers a diverse portfolio of innovative, professionally focused, and leisure-oriented short courses that align with regional and national priorities while promoting lifelong learning, and widening participation.
- 7.10. **Virtual Learning Environment (VLE)** - By leveraging this platform for online delivery, Falmouth ensures accessible, high-quality learning experiences for diverse participants, including those in rural and underserved areas. This provision empowers individuals to enhance their personal and professional lives, and strengthens community cohesion and resilience, contributing to the wellbeing and cultural vitality of Cornwall and beyond.
- 7.11. **Research & Knowledge Exchange Staff Support Schemes** – The schemes have enabled a wide range of impactful projects across public engagement, participatory research and community knowledge exchange. These include Co-Creating Futures, which brings together Black and Queer communities to explore alternative ecological models and develop practical methods for future environmental and social challenges; a participatory research pilot project that works with therapeutic groups to co-design a new methodology using photographic practices to support anxiety and depression in middle-aged men; and a collaborative project with Penzance Women's Aid, where survivors of domestic abuse used photography workshops to express lived experience, and develop social capital and community knowledge exchange. Together, these schemes support creative, inclusive and socially engaged research that amplifies underrepresented voices and fosters meaningful community impact.

## APPENDICES

1. Staff EDI Dashboard 2025

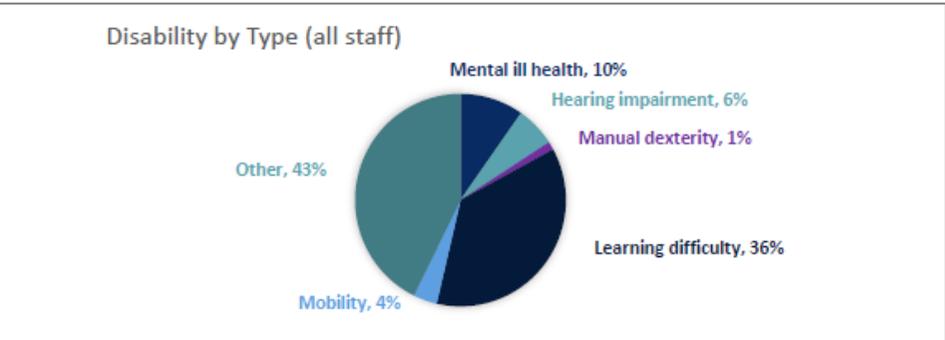
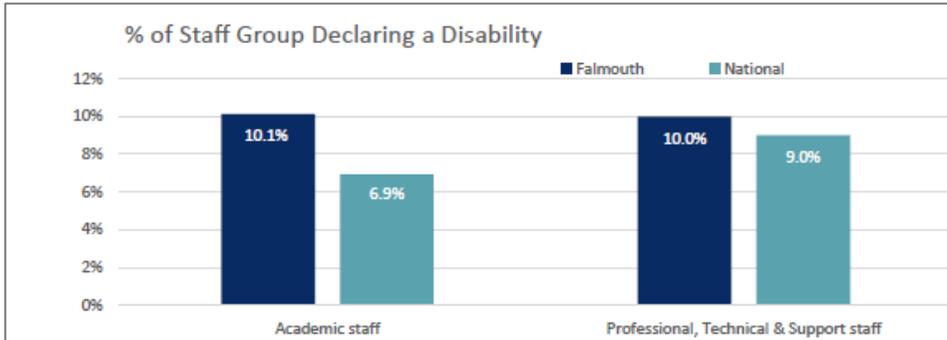
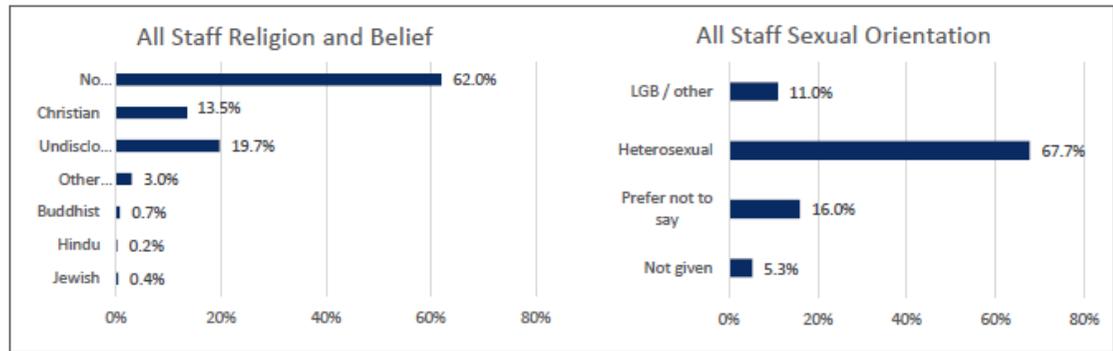
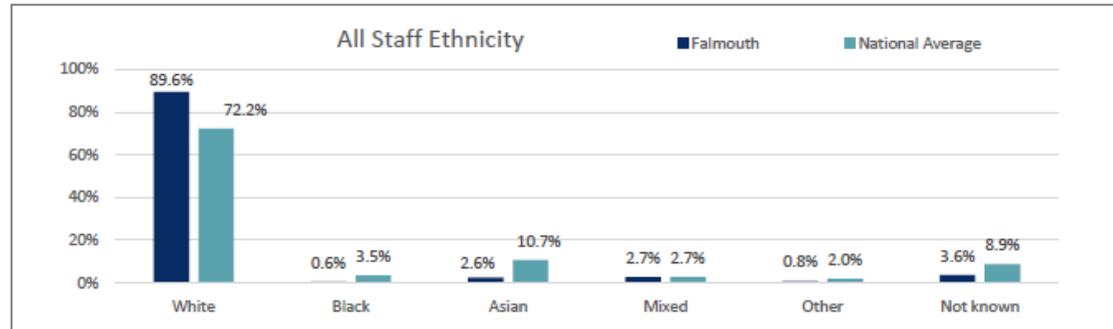
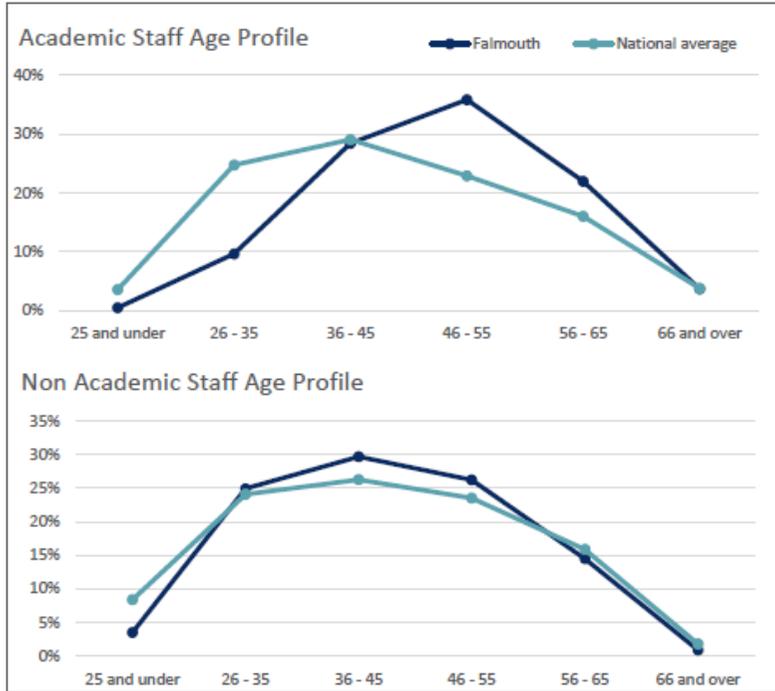
## Appendix 1: Staff Equality and Diversity Dashboard - 2025

A text description is included at section 3 of the EDI Annual Report



# Staff Equality and Diversity Dashboard - 2025

A text description of the figures and trends illustrated is included in the narrative at section 3 of the Equality, Diversity & Inclusion Annual Report



# Staff Equality and Diversity Dashboard - 2025

A text description of the figures and trends illustrated is included in the narrative at section 3 of the Equality, Diversity & Inclusion Annual Report

## Gender Pay Gap Figures by Employer

Male to Female as at 31 March	CORE STAFF					
	Combined Core Staff		Falmouth University		Falmouth Staffing	
	2025	2024	2025	2024	2025	2024
Gender pay gap as a mean average	8.7 ▼	9.6	7.1 ▼	7.3	3.8 ▼	8.2
Gender pay gap as a median average	10.8 ▲	8.7	1.1 ▼	2.9	1.9 ▼	3.9
Bonus gender pay gap as a mean average	N/a*	N/a*	N/a*	N/a*	N/a*	N/a*
Bonus gender pay gap as a median average	N/a*	N/a*	N/a*	N/a*	N/a*	N/a*
Proportion of females receiving a bonus payment	0	0	0	0	0	0
Proportion of males receiving a bonus payment	0	0	0	0	0	0

\* no bonus payments were made to staff in these years

## Combined Core Staff 2025 Gender Pay Gap Headlines (Falmouth University & Falmouth Staffing)

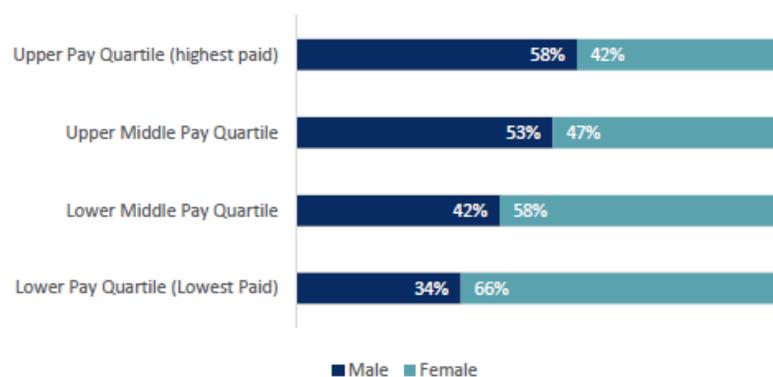


Mean gender pay gap - women's pay is lower by **8.7%**



Median gender pay gap - women's pay is lower by **10.8%**

## Combined Core Staff Pay Quartiles 2025



## Combined Core Staff Gender Pay Gap Over Time

