

GENDER EQUALITY ACTION PLAN

1. Introduction

Falmouth University's commitment to equality, diversity, and inclusion (EDI) stems from a recognition that striving to create an inclusive environment enhances the student and staff experience, decision-making, innovation, and institutional performance. A Gender Equality Plan (GEP) supports this commitment by creating a structured plan to identify and address gender inequalities within the institution, challenge bias, and ensure fair representation and opportunity at Falmouth. The plan demonstrates a proactive approach to creating meaningful, future-focused change in pursuit of the EDI aims set out in our Statement of Commitment.

Our GEP is structured in line with [Horizon Europe Guidance on Gender Equality Plans](#) to align with best practice, and to evidence compliance with the funding program requirements. To be eligible to apply to for Horizon Europe research and innovation funding, organisations are required to have a GEP in place that meets the eligibility criteria set out in this guidance. These criteria include four mandatory process-related requirements and five recommended themes.

A description of Falmouth's compliance with the four mandatory process-related requirements is set out in sections 2 to 5, and the actions set out at section 6 are organised under the five recommended themes.

2. Public Document

Horizon Europe Mandatory Requirement 1: The GEP must be a formal document published on the institutions' website, signed by the top management and actively communicated within the institution. It should demonstrate a commitment to gender equality, set clear goals and detailed actions and measures to achieve them.

Falmouth's GEP has been approved by the University Executive Board and received by the Board of Governors prior to publication on our external facing website alongside our EDI Statement of Commitment, and EDI Annual Report. The GEP has support at a senior level and is signed off by the Vice Chancellor & Chief Executive and the Chief People Officer, who is the nominated senior lead for progressing the plan. The GEP has been communicated internally via staff newsletters, and updates on the actions set out at section 6 will continue to be communicated via internal channels in addition to annual progress reports which will be published externally as part of our EDI annual reporting cycle.

3. Dedicated Resources

Horizon Europe Mandatory Requirement 2: The GEP must have dedicated resources and expertise in gender equality to implement the plan. Organisations should consider what type and volume of resources are required to support an ongoing process of sustainable organisational change.

Falmouth's People & Culture Team provides the resources and expertise responsible for developing and leading the plan, as well as to support specific measures under the themes of Work-Life Balance and Organisational Culture, Recruitment and Career Progression, and Gender-Based Violence. Our Academic Services, and Research and Knowledge Exchange Teams provide expertise in relation to inclusive practice in curriculum design and research, and provide resources to support the GEP actions under the theme of Research and Teaching Content. In addition to these lead roles, the GEP will engage the whole institution by drawing on a range of staff to support the delivery of the actions, as indicated in the Resources column of the table at section 6.

University wide engagement will also be supported through our EDI Working Group which provides input on a range of EDI matters across the institution, including those related to gender equality. The Working Group is chaired by the Head of Student Access & Success, and includes membership from academic and professional services departments, the Student Union, and Falmouth Exeter Plus. Falmouth also co-chairs a Gender Safety and Sexual Misconduct Working Group alongside Exeter University. As well as providing expertise and support for the GEP, these groups play a role in promoting the plan and its aims across the campus community, and communicating updates about progress both internally and to our campus partner organisations.

4. Data Collection and Monitoring

Horizon Europe Mandatory Requirement 3: Organisations must collect sex / gender disaggregated data on personnel (and students for the establishments concerned) with annual reporting based on indicators. Organisations should consider how to select the most relevant indicators, how to collect and analyse the data, including resources to do so, and should ensure that data is published and monitored on an annual basis. This data should inform the GEP's objectives and targets, indicators, and ongoing evaluation of progress.

Gender disaggregated data is published annually for staff and students within our EDI Annual Report available [here](#). The type and extent of this data analysis will be reviewed on an annual basis by the People & Culture Team and Academic Services Team to ensure that it informs our GEP actions, and provides information about our progress towards these actions.

5. Training

Horizon Europe Mandatory Requirement 4: The GEP must also include awareness-raising and training actions on gender equality. These activities should engage the whole organisation and be an evidence-based, ongoing and long-term process. Activities should cover unconscious gender biases training aimed at staff and decision-makers and can also include communication activities and gender equality training that focuses on specific topics or addresses specific groups.

Equality and Diversity training and Tackling Sexual Harassment training form part of the induction for all new staff at Falmouth. Those staff in line management, academic or technical roles are required to complete Unconscious Bias training, and academic and technical staff must complete Sexual Misconduct training. These essential training requirements must be refreshed every three years.

In addition to the essential training requirements all staff have access to a catalogue of optional courses which include topics that support an inclusive workplace such as Workplace Culture, Inclusive Leadership, Bystander Intervention, and Banter in the Workplace. Staff have access to an internal mentoring scheme which is run on an annual basis, and to the Cornwall Partnership Coaching Network. Both of these initiatives are open to all staff, but a key driver is to support those underrepresented in realising their ambitions. Funded places are also available annually for staff to access Aurora, a leadership ignition journey from Advance HE, designed to inspire women to aspire and achieve leadership positions within higher education.

For staff who may be involved in investigating incidences of sexual misconduct or harassment, or other serious allegations, Trauma Informed Investigation Training is offered. This training aims to help investigators to recognise risks and modify their approach to minimise the potential for re-traumatisation, allowing victims/survivors to share their experiences without feeling attacked or disrespected.

6. Action Plan

OBJECTIVE	YEAR 1 ACTIONS	YEARS 2-3 ACTIONS	LEAD RESPONSIBILITY	Resources Required	Measures of Success
Theme 1: Work-life balance and organisational culture					
1.1 Review Family Leave Policy - including levels of paid leave available	<ul style="list-style-type: none"> - Benchmark paid leave levels and review policy in consultation with the trade unions - Communicate policy and leave / pay allowances to staff 	<ul style="list-style-type: none"> - Review any changes in family leave uptake and differences across staff groups / grades 	People & Culture Team (Pay & Reward)	<ul style="list-style-type: none"> - P&C Team time - Union rep time 	Updated policy in place
1.2 Run culture focussed staff engagement survey - to provide an update on measures in the previous Wellbeing & Belonging survey and to provide a baseline of wider cultural measures	<ul style="list-style-type: none"> - Design and deliver survey - Provide survey results at institutional & departmental levels with discussion points to facilitate local action planning 	<ul style="list-style-type: none"> - Design a programme of follow up surveys 	People & Culture Team (People Experience)	<ul style="list-style-type: none"> - Budget allocated for survey platform - P&C Team time - Staff time within all teams for action plans 	Survey results Action plans in place to support
1.3 Provide training on healthy and inclusive workplace cultures to all new line managers	<ul style="list-style-type: none"> - Design in-house training programme - Communicate programme internally - Start delivery of training to all new line managers and those with less than 2 years in a management role 	<ul style="list-style-type: none"> - Expand training to aspiring line managers - Review training content based on feedback and impact 	People & Culture Team (Talent & Development)	<ul style="list-style-type: none"> - New L&D Specialist recruited to lead work. - P&C Team time to design, deliver & evaluate. - Line manager time to attend training 	Training feedback

1.4 Produce a menopause action plan to provide a structured approach to building on the existing support available for staff experiencing menopause	<ul style="list-style-type: none"> - Engage with Menopause Support Group to scope requirements - Draft action plan 	<ul style="list-style-type: none"> - Review to ensure alignment with statutory requirements likely to be introduced in 2027 	People & Culture Team (People Experience)	<ul style="list-style-type: none"> - P&C Team time 	Action plan in place
Theme 2: Gender balance in leadership and decision-making					
2.1 Implement an Executive Leadership Development programme that has inclusive leadership embedded through the programme.	<ul style="list-style-type: none"> - Design the programme - Deliver to a cohort of senior leaders 	<ul style="list-style-type: none"> - Review programme based on feedback and impact 	People & Culture Team (Talent & Development)	<ul style="list-style-type: none"> - Budget allocated for training - P&C Team time 	Programme feedback
2.2 Internally report the gender balance of Falmouth's committee structure	<ul style="list-style-type: none"> - Collate and analyse data 	<ul style="list-style-type: none"> - Incorporate data analysis into annual cycle of activity 	People & Culture Team (People Experience)	<ul style="list-style-type: none"> - P&C Team time 	Results of data analysis
Theme 3: Gender equality in recruitment and career progression					
3.1 Ensure that career breaks, part time working and family leave are accounted for in progression procedures when assessing research and knowledge exchange outputs	<ul style="list-style-type: none"> - Review current procedures 	<ul style="list-style-type: none"> - Review multi-year data to determine any differences for staff working part time or taking career breaks 	People & Culture Team (Talent & Development)	<ul style="list-style-type: none"> - P&C Team time 	<p>Reviewed procedures in place</p> <p>Results of data analysis</p>

3.2 Analyse applications, shortlisting and successful candidates for the new academic progression procedures that were introduced in 2023 to identify any gender differences	- Analyse data from 2023 - 2026	- Incorporate data analysis into annual cycle of activity to support progression procedures	People & Culture Team (People Experience)	- P&C Team time	Results of data analysis
3.3 Review Recruitment Policy and supporting guidance to ensure gender considerations are appropriately highlighted	- Review existing policy and procedures	- Review guidance and training available to recruiting managers to support recruitment	People & Culture Team (Talent & Development)	- P&C Team time	Reviewed policy and procedures in place
3.4 Analyse workload profiles by gender once Falmouth's new Workload Allocation Model is fully implemented to determine any differences in the spread of workload	- Analyse data from current year	- Incorporate data analysis into regular cycle of activity	People & Culture Team (People Experience)	- P&C Team time	Results of data analysis
Theme 4: Integration of the gender dimension into research and teaching content					
4.1 Ensure that each new course is subject to an EDI analysis as part of the course approval process, including specific consideration of both gender and race to ensure that EDI principles are being appropriately embedded at the disciplinary level, including in the cases of our online provision.	- Extend to course-revalidation including for online courses	- Develop the methodology for application to the credit-bearing short course and/or LLE provision - Optimise compliance reporting to relevant committees	Academic Services Team	- Academic Services Team time	EDI analysis outcomes Compliance reporting data

4.2 Provide individual student-level data for teaching staff to help personal tutors contextualise the lived experience of their tutees	- Review uptake in use of dashboards across teams	- Review and expand where indicated the data provided in dashboards	Academic Services Team	- Academic Services Team time	Feedback from Personal Tutors
Theme 5: Measures against gender-based violence including sexual harassment					
5.1 Evaluate the recent Trauma Informed Investigations training and plan further sessions in 2026	- Seek feedback from attendees - Review investigation numbers and determine whether additional trained investigators are required	- Run additional sessions / schedule refresher training	People & Culture Team (Talent & Development)	- Budget for external training facilitation - P&C Team time to evaluate and coordinate training	Results of evaluation and additional training dates
5.2 Audit procedures for agency staff induction / contractor procurement to ensure sexual harassment policy and procedures is incorporated	- Work with Procurement Team to incorporate information into contractor induction - Review agency staff induction content	- Review information available to agency / contractor hiring managers to improve awareness	People & Culture Team (People Experience)	- Procurement and P&C Team time	Improved induction materials / process in place
5.3 Develop a sexual harassment toolkit for managers to support them in preventing sexual harassment in the workplace	- Draft toolkit and pilot with line managers	- Further develop toolkit based on feedback	People & Culture Team (Talent & Development)	- P&C Team time	Toolkit in place
5.4 Review the gender balance of all formal reports of harassment and/or sexual harassment within both the staff and student populations.	- Analyse data available to date	- Incorporate data analysis into regular cycle of activity	Student Support People & Culture Team (People Experience)	- Student Support Team and P&C Team time	Results of data analysis