

Citizen Curators in Cornwall

Democratising museums and
alternative pathways

Diversity and Inclusion 2021



Supported using public funding by
**ARTS COUNCIL
ENGLAND**



Diversity and Inclusion (D&I) Monitoring of Citizen Curators 2021

Background




The continued disruption from COVID-19 through the usual preparation period of Summer 2020 resulted in a joint decision of all seven participating museums, CMP and I as Programme Leader, to delay the start of the programme to January 2021, with recruitment taking place November to December 2020. The whole programme, which ended in June 2021, was significantly adapted and redesigned for digital delivery, with museum participation also taking place predominantly remotely through the long lockdown of the first half of 2021. The programme's goals remained the same and the foundation topics of the core sessions also remained the same, although took place in shorter sessions more frequently (fortnightly). Also for the first time the whole cohort participated together rather than in two clusters. This year we took a more proactive approach to advertising the programme more publicly, including through networks of previous Citizen Curators and networks like Black Voices Cornwall, Front of House Museums and Fair Museum Jobs. The application questionnaire remained the same and the final choice of participants remained with each museum. Rethinking recruitment for remote volunteering and training, I created an introductory video to assist with recruitment which proved an effective method for inclusive recruitment, reflected in the Year 3 D&I data.

Summary

This data report is the Year 3 follow-on from the Pilot and Year 1, and Year 2 Diversity and Inclusion monitoring of the Citizen Curators programme. Please refer to the background information in the Year 1 2018/19 report. As reported in Year 2, baseline reporting from other programmes and the broader Cornish museum sector has improved under the auspices of Cornwall Museums Partnership, and it is recommended that, at a future date, data from all three years of Citizen Curators is compared to those so we can reflect honestly about the impact of this programme, as well as that of others.

Overall the response rate was identical to 2019/20, but considered to be representative of the cohort as a whole, with 35 participants who started and 29 who successfully completed the digitally-delivered programme. Unlike the Pilot and Years 1 and 2 cohorts, participants were invited to complete the D&I survey in Google Forms following, rather than during, participation in Core 4: Curators in the Community.

Some key findings compared with previous years:

 Less inclusive  More inclusive  No discernible change

Inclusivity marker	Yr 1	Yr 2
Gender balance of cohort remained significantly biased towards women (79%) but better than Year 2 (92%; Year 1: 71%); for the first time this cohort included participants identifying Trans and Non-Binary, and Agender (8%)	✓	^
Age range of participants flipped with 21-25 year olds dominating (38%) compared with the older cohort in Year 2 (49% aged 56-80) and relatively even spread of other age groups	✓	^
Cultural, religious and ethnic diversity was slightly broader still in Year 3 with 16% (Year 2: 5%) from a non-British background; 8% identifying as Black and Dual/Mixed heritage; Muslim and Pagan religious cultures; 13% (Year 2: 14%) experienced growing up outside the UK	^	^
21% (Year 2: 12%; Year 1: 38%) identified as Cornish , and of those, 60% self-identified as Cornish only (Year 2: 30%; Year 1: 10%); none simultaneously identified as English, British or European like previous years; 40% simultaneously identified as White and Cornish	✓	^
50% (Year 2: 48%; Year 1: 39%) identified as working class , while 0% (Year 2: 8%; Year 1: 10%) did not ascribe to any social labelling	^	⊖
48% (Year 2: 48%; Year 1: 60%) reported a condition that affected their daily life ; 35% (Year 2: 14%; Year 1: 20%) reported suffering mental ill health including PTSD; 13% with physical illnesses such as endometriosis and hyper-mobility; 9% (Year 2: 4%) with a learning disability/difference including Autism	✓	^
The financial situation of participants varied with 38% (Year 2: 29%; Year 1: 35%) reporting financial independence, but 33% reporting financial dependence (Year 2: 14%; Year 1: 13%); 29% relying on some sort of state welfare	✓	^
Travel preferences were comparable with previous cohorts with 46% (Year 2: 43%; Year 1: 37%) owning their own car and 38% (Year 2: 19%; Year 1: 22%) relying on public transport	⊖	^
29% (Year 2: 44%; Year 1: 42%) held degrees at Masters level representing a slight improvement, however tempered by 17% with or working towards an undergraduate degree; slight increase in those without degrees to 16% (Year 2: 12%; Year 1: 19%)	⊖	^

Method

The method of capturing data was through a wide-ranging survey developed by the Curatorial Research Centre specifically for the Citizen Curators programme. The survey format (see appendix 1) was the same as previous years but distributed digitally via Google Forms, rather than paper, leading to more rapid data collection. The questions remained the same with further minor amendments to wording to ensure clarity and sensitivity, providing multiple options to share as the respondent preferred. While the survey was completed privately rather than a class situation, a

similar discussion around the importance of D&I monitoring, as well as people's feelings about 'declaring', took place in our usual session, Core 4: Curators in the Community. This session had high participation at 32/35 or 91% and took place end of February 2021 and responses were received during March 2021.

Sample size and responses

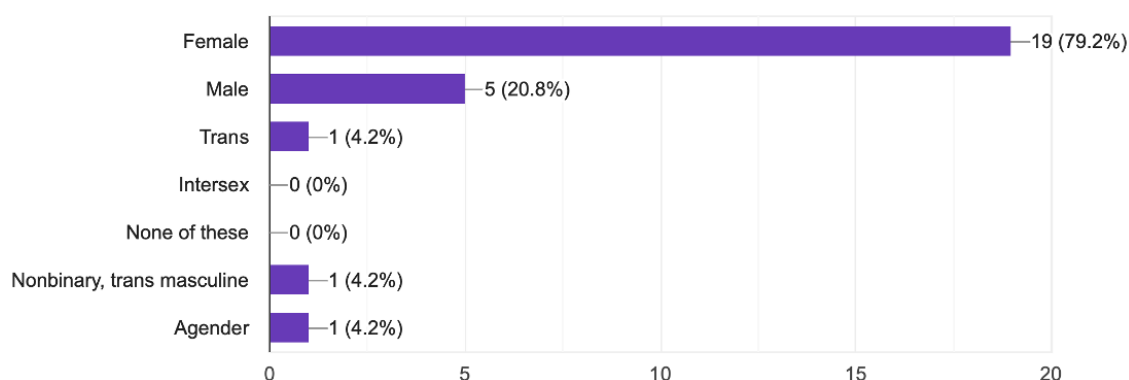
This analysis includes responses received from the Year 3 cohort 2021.

- Sample size: **24** (Year 2: 24, Year 1: 29)
- Total eligible participants: **35** (Year 2: 35, Pilot+Year 1: 32)
- Responses received of total starting participants: **69%** (Year 2: 69%, Pilot+Year 1: 90%)¹

Gender / gender identity

Which gender labels do you identify with?

24 responses



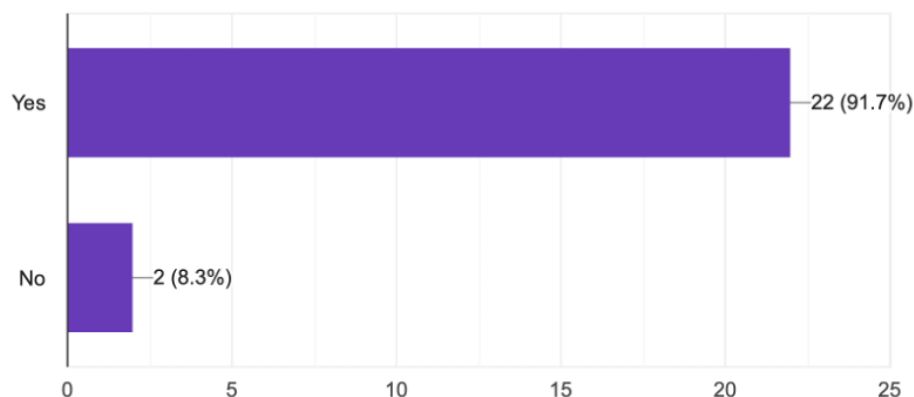
Year 3's cohort, like previous cohorts, was dominated by women at 79% of respondents (Year 2: 92%; Year 1: 71%). For the first time this cohort included participants identifying Trans and Non-Binary, and Agender.

(Q1. Response rate: 100%; 4% more than one response)

¹ In total 40 participants were recruited across the seven museums but five dropped out before the programme began in January 2021.

Is your gender identity today the same as you were assigned at birth?

24 responses



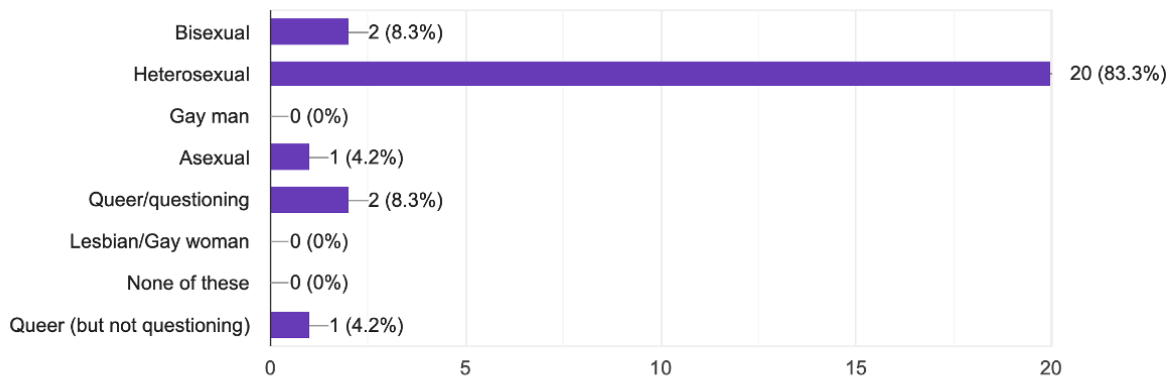
8% of respondents reported that their gender identity today **is not the same** as they were assigned at birth.

(Q2. Response rate: 100%)

Relationship identities

Which of these sexual relationship labels do you identify with?

24 responses

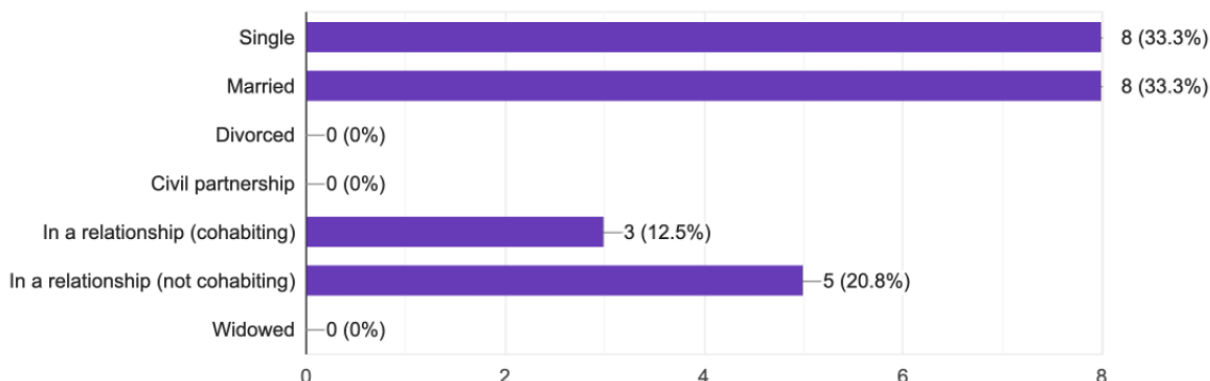


Year 3's cohort comprised 17% LGBTQ+ participants, considerably more than previous years. Two identified with multiple relationship identities, Bisexual and Queer (not questioning) and Heterosexual and Asexual. However, as in Years 1 and 2, no one reported being a Gay man or Lesbian (Year 2: 4%; Year 1: 23% identified as Bisexual, Asexual or Queer).

(Q3. Response rate: 100%; 8% more than one response)

What is your relationship status?

24 responses

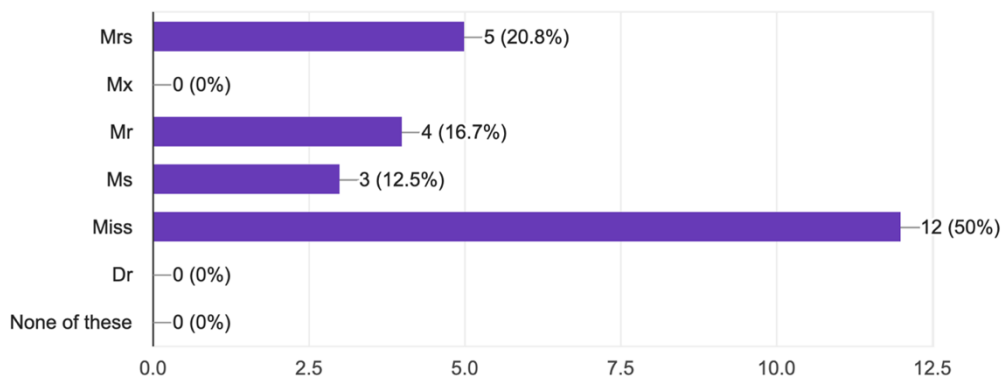


Year 3’s cohort was more evenly split in relationship status, with 33% married (Year 2: 42%; Year 1: 19%) and 33% single (Year 2: 25%; Year 1: 55%). 12.5% were in a co-habiting relationship (Year 2: 25%; Year 1: 10%) and 21% were in a relationship but not co-habiting.

(Q4. Response rate: 100%)

What title do you use?

24 responses



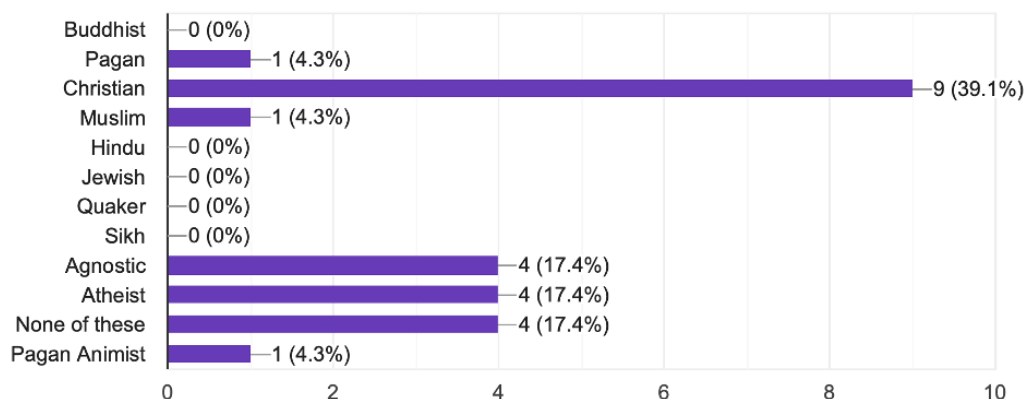
We again asked participants about the title they preferred (or not) to use to compare with gender identity and relationship data, even though I feel this question adds very little to our understanding of diversity and inclusion. Half the cohort (50%) used the title Miss in stark contrast to previous years (Year 2: 11%; Year 1: 23%). 21% used Mrs (Year 2: 46%; Year 1: 23%), 12.5% used Ms (Year 2: 35%; Year 1: 16%) and 17% used Mr. Like previous years, no one preferred not to use a title.

(Q5. Response rate: 100%)

Religious culture

Which of these religious cultures do you identify with? Be more specific if you wish using the 'Other' field, e.g. Pagan—Druid; Christian—Methodist; Muslim—Shia

23 responses



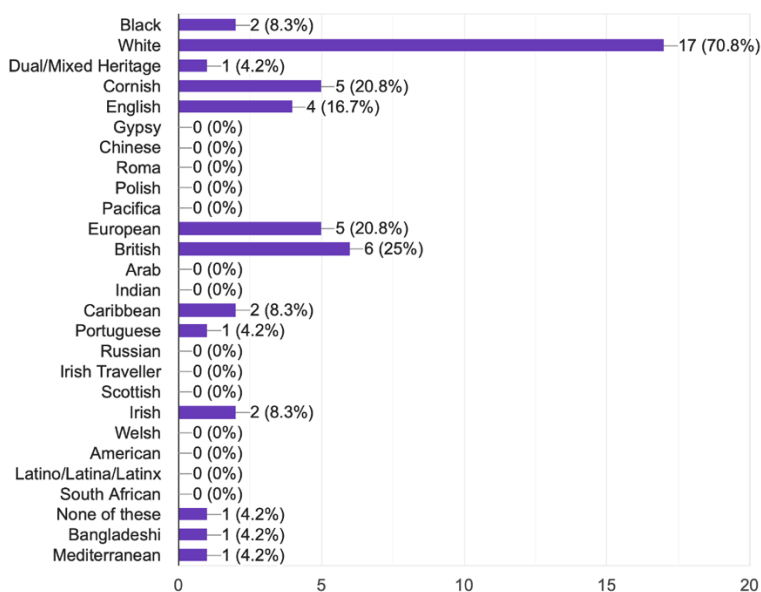
Year 3 saw a similar range as Year 2 of religious cultures in the cohort. 39% identified as Christian (Year 2: 36%; Year 1: 28%) while approximately 17% each identified as Agnostic (Year 2: 20%; Year 1: 3%) Atheist, or no religious culture (Year 2: 16%; Year 1: 41%). Others in the Year 3 cohort were Pagan, specified as Animist, and Muslim.

(Q6. Response rate: 96%; 4% more than one response)

Ethnic and cultural identities

Which of these nationality/cultural/ethnic labels do you identify with through parentage or ancestry? Choose as many as feel right for you or write in your preference in the 'Other' field

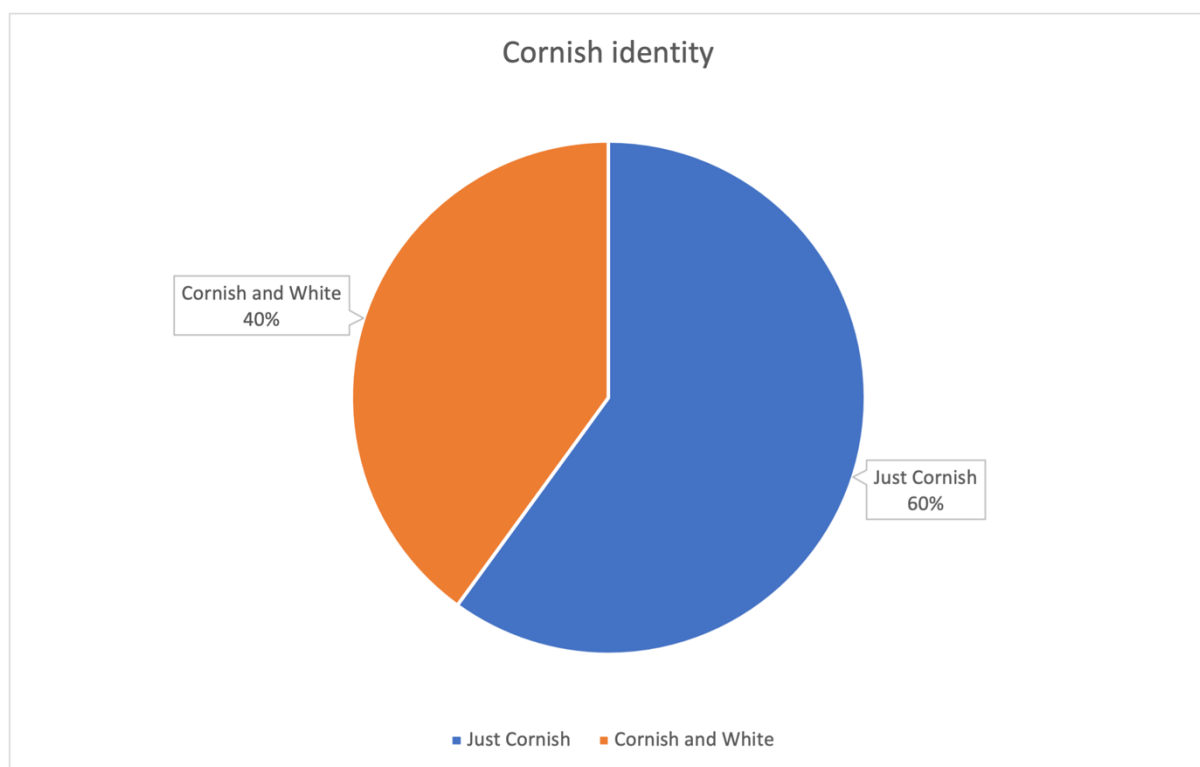
24 responses



Unlike Years 1 and 2, the Year 3 cohort identified with a variety of ethnic and cultural/ancestry labels that are somewhat indicative of the much broader geographic spread of this year's cohort, as well as being broadly reflective of Cornish society today.

Identifying as ethnic White became even more prominent in Year 3 (71%) than in Year 2 (19%) and was nearer to that declared in Year 1 (69%). 20% only chose to identify as White and I am wondering whether some respondents ignored the invitation that multiple responses were possible? This was easier to present on the paper version of the survey and within the context of the Curators in the Community session. It's also *possible* that the 'racial reckoning' in the UK and around the world in 2020 that thrust discourses and activism around anti-racism into the public eye, especially through the Black Lives Matters movement, heightened the race awareness of this year's especially young cohort. For the first time 8% of the cohort identified as Black (one simultaneously as British), and 4% of Dual/Mixed Heritage.

17% identified as English (Year 2: 16%; Year 1: 59%) and 25% identified as British (Year 2: 26%; Year 1: 59%). The percentage of those identifying as Cornish rose again to 21% compared with 12% in Year 2 (Year 1: 38%), and 21% (Year 2: 19%; Year 1: 38%) identified as European. Respondents also reported identifying as Caribbean (8%), Portuguese, Irish, Bangladeshi and Mediterranean.



The profile of those that self-identified as Cornish, was markedly different in Year 3 from all previous cohorts. No one simultaneously identified as English, as in Year 2 (Year 1: 64%), no one simultaneously identified as Cornish and British (Year 2: 30%; Year 1: 55%), and no one simultaneously identified as Cornish and European (Year 2: 20%; Year 1: 10%). The majority of those self-identifying as Cornish in Year 3 did

so as 'just Cornish' (Year 2: 20%; Year 1: 4%), while 40% identified as Cornish and White.

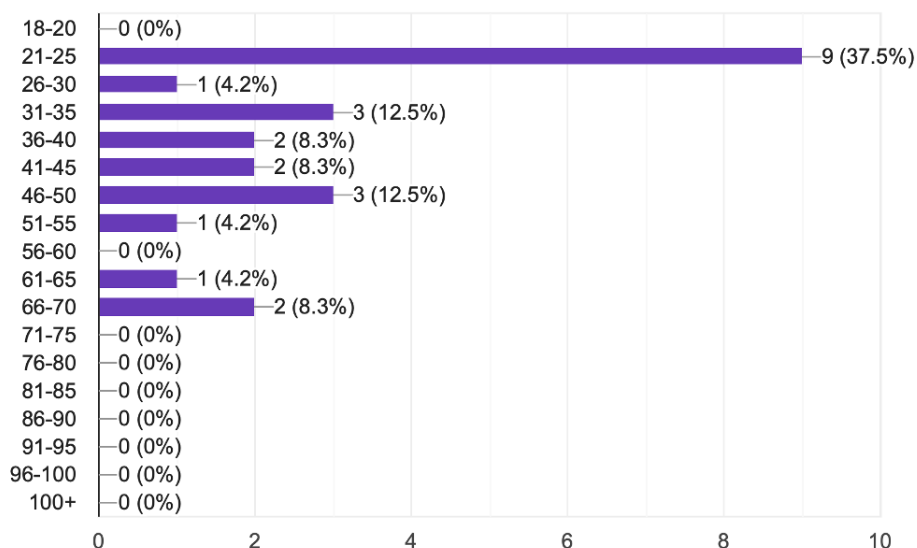
The results for data on Cornishness across the three years paint a complex and contradictory picture from which few reliable conclusions may be drawn at present. It is notable that Years 1 and 3 contributed the least to the Cornish National Collection component of the Citizen Curators programme while both cohorts comprised more significant numbers of participants declaring their Cornish identity.

(Q7. Response rate: 100%; 46% more than one response)

Age

What age group are you (years)?

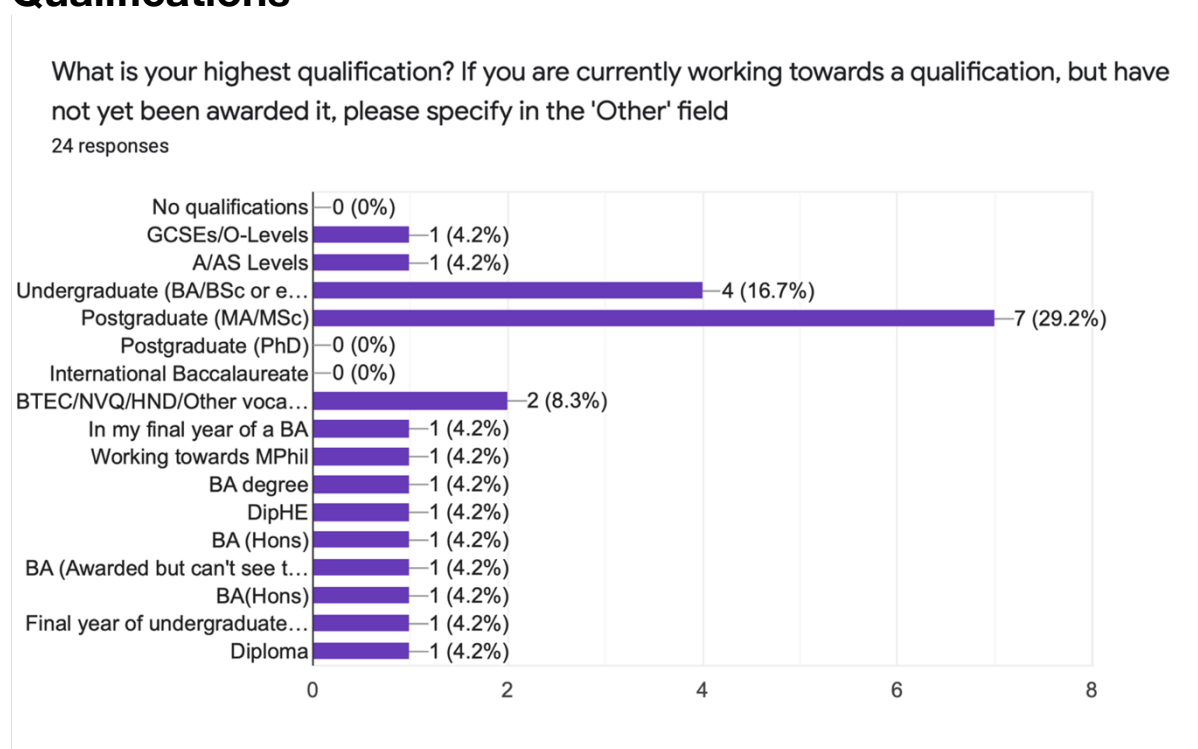
24 responses



The age profile of Year 3 bucked the trend of Year 2 and resembled the Pilot group+Year 1 younger age group. The most frequent age group was 21-25 (38%) while the dominant age group for Year 2 was 61-65 (25%). This year this age group represented just 4% of the cohort. While 8% represented the 66-70 age range, that was the oldest age group in the cohort. The majority of the Year 3 cohort was under 50 (83%). The high proportion of undergraduate university students recruited to the Year 3 programme explains most of the younger age dominance of the cohort. Other age groups relatively evenly split.

(Q8. Response rate: 100%)

Qualifications



As in all previous cohorts, Year 3 was dominated by participants who held or were working towards a university degree with 17% at undergraduate level (Year 2: 28%; Year 1: 35%) and 29% at Masters level (Year 2: 44%; Year 1: 42%) – however this does represent an improvement in inclusivity on previous years. None of the cohort held no qualifications at all. 16% (Year 2: 12%; Year 1: 19%) held GCSEs/O-Levels, A/AS-Levels and BTEC/NVQ/HNDs as their highest qualification.

This data still confirms the situation we have learned from previous years that our museums remain in an entrenched situation whereby those who have significant formal educational experiences, especially in the arts, are attracted to museum volunteering and training, and that recruitment is biased towards those with some sort of existing understanding of how museums and galleries work. While recruitment for Year 3 might have been considered more inclusive in some way, especially to diversify the age of museum volunteers, and being open to those who have only been museum-experienced in front of house roles but ‘getting stuck’ with career moves into the curatorial side of museums (a pressure that came externally from prospective applicants), our goal of creating a credible alternative pathway into museums only has strength when compared with those who take degrees specifically in heritage and museum studies. However, the systemic gap between the museum workforce and those without university experience remains complex and deep, and is not simply a consequence of prejudices held by recruiters, but also of the impression of museums held by those envisioning working in them.

If we focus instead on the 12-19% of all cohorts without university qualifications, and on the range of non-arts subjects participants are experienced in, we can paint a different picture, observing that the programme is laying a foundation for an alternative pathway into curatorial work in museums outside of a university setting.

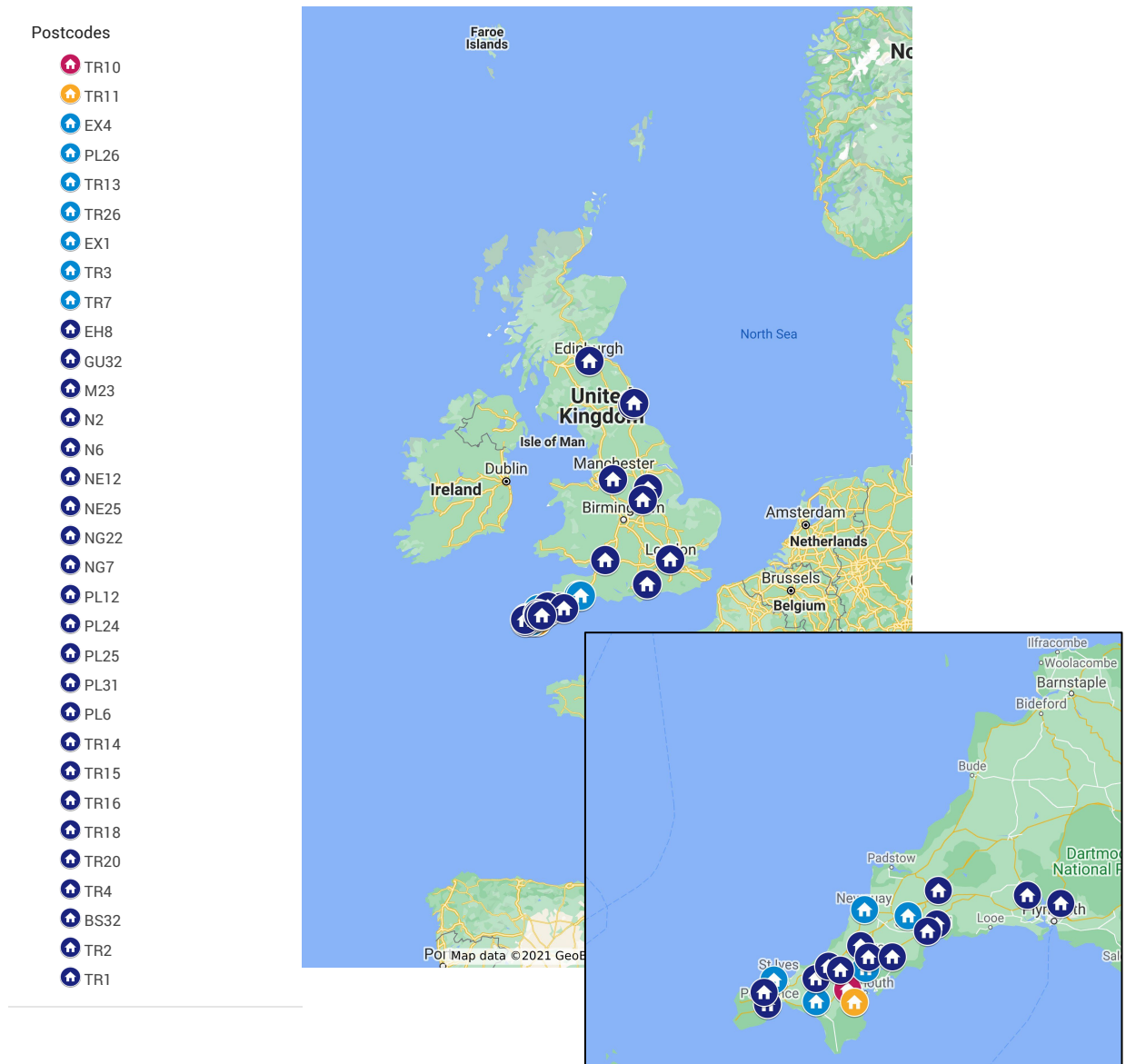
A range of subjects were reported in highest qualifications:

History/Classics	Fine Art x2	Marine environmental management
History x3	Art History & Visual Culture	French
Creative Writing	Illustration authorial practice	Chemistry
English with Creative Writing x2	Art History and Arts Leadership and Administration	Primary Education
Literature x2		Employment Law
		Geography
		Cookery

(Q9. Response rate: 100%)

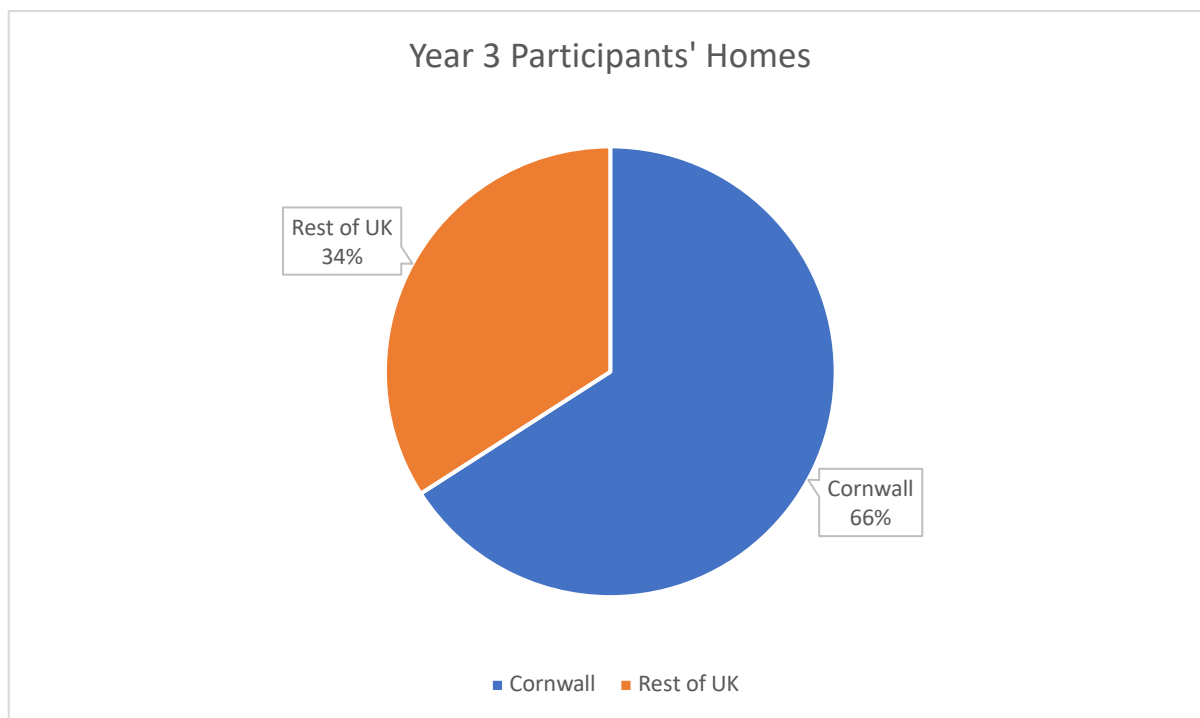
Home and household

Homes of Year 3 Citizen Curators 2021



The home data for Year 3 was taken from application questionnaires rather than the D&I survey owing to the digital applications of the cohort, and the collection of this data during the recruitment process. Year 3 was open to participants across the UK, requiring participants to be 18+ and resident in the country. This also means the sample size for home postcode data was much larger than for other D&I markers, with **44** eligible applications for Year 3. Three applications came from Spain, Israel and Republic of Ireland of which one (participant moved to London prior to the commencement of the programme) was accepted.

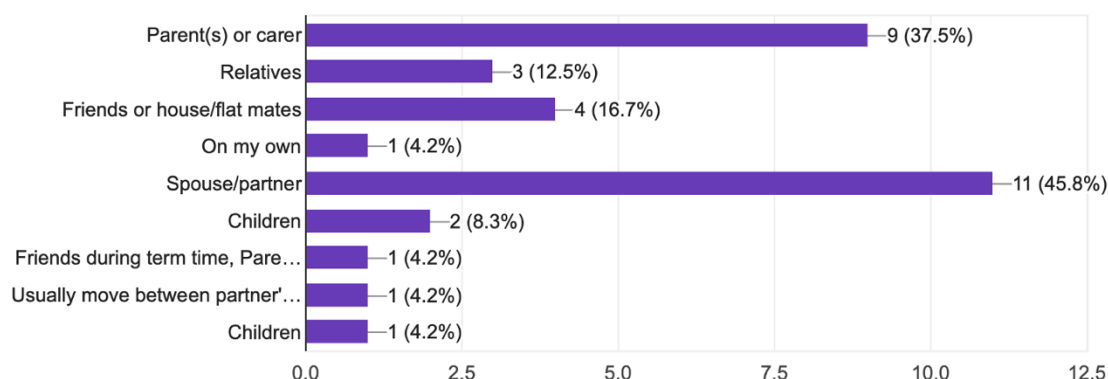
The magenta marker represents the highest proportion of 4+ people, yellow 3+ people, light blue 2+ people and other home places marked in dark blue. The highest concentration of the cohort lived in the Penryn area, with others in Cornwall centred around Falmouth, Helston, St Austell, Newquay and St Ives. The geographic spread of Year 3 participants within Cornwall stretched from Saltash in the east, Bodmin to the north and Penzance to the west, also well represented in inland Cornwall in the areas around Redruth and Truro. The digital programme participation, combined with opening out recruitment to the whole of the UK, resulted in a geographic spread far beyond the Tamar, including clusters around Exeter (related to studying at the university), London, Nottingham and Newcastle. The most northerly participant lived in Edinburgh with Bristol in the west, Plymouth in the south, and Petersfield in the south-east. Altogether two-thirds of Year 3 recruits were based in Cornwall.



(Response rate from application questionnaires: 100%)

Who lives in your household now?

24 responses



The household profiles of Year 3 reflected the younger age profile of the cohort, and together with the lockdown period, showed an impact on Citizen Curators' households. The most frequent scenario (46%) in Year 3 was living with a spouse or partner (Year 2 50%; Year 1 22%). The next highest proportion (38%) lived with their parent(s) or carer (Year 2: 8%; Year 1: 25%). Just 8% lived with children under 18 (Year 2: 4%; Year 1: 13%). 13% of the cohort lived with relatives (Year 2: 21%; Year 1: 16%) and only a single participant reported living on their own (Year 2: 13%; Year 1: 12%). Much higher than previous cohorts, 17% of Year 3 reported living with friends or house mates (Year 2: 4%; Year 1: 3%). Also of note, nearly one-third reported living in households comprising, spouse/partner and children, parents and relatives, and friends and parents, specifying friends during term-time.

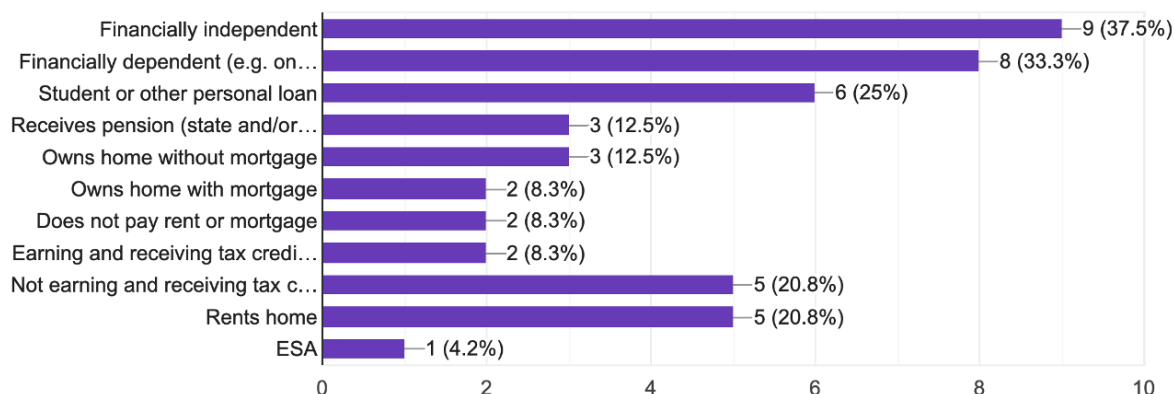
As in Year 1 and Year 2, collecting data on household circumstances, in addition to financial situation and access to transport, is essential when considering the diversity of a group and understanding their challenges and advantages. Visible and protected characteristics alone could not give us these insights.

(Q13. Response rate: 100%; 29% more than one response)

Financial situation

What is your financial situation? Select all that apply

24 responses



The Year 3 cohort experienced the most varied financial situations compared with previous cohorts. Notable is 33% being financially dependent on another compared with Year 2: 14% and Year 1: 13%. This paints a clear picture of the financial precarity of younger people compared with their older counterparts.

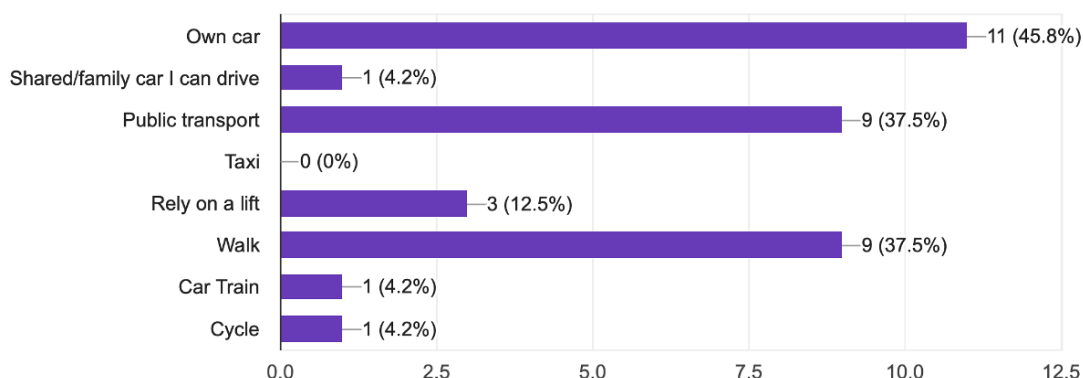
By contrast, 38% reported financial independence, much higher than last year's cohort (Year 2: 25%; Year 1: 35%). 25% had a student or other loan (Year 2: 2%; Year 1: 8%). Home ownership among the Year 3 cohort stood at 21% (13% without a mortgage) compared with 26% in Year 2 (Year 1: 16%). While 8% paid no rent or mortgage (Year 2: 2%; Year 1: 6%), 21% reported renting their home (Year 2: 5%; Year 1: 10%), considerably higher than all the previous cohorts put together. In Year 3, 8% reported reliance on tax credits or state welfare while earning (Year 2: 7%; Year 1: 6%) and by far the greatest proportion of participants of all previous cohorts, 21% reported reliance on tax credits or state welfare (Year 2: 5%; Year 1: 2%) and 4% relying on ESA. 13% received a pension (Year 2: 11%; Year 1: 4%).

(Q14. Response rate: 100%; 46% more than one response)

Travel preferences

How do you normally travel to volunteer, look for work, work or for study?

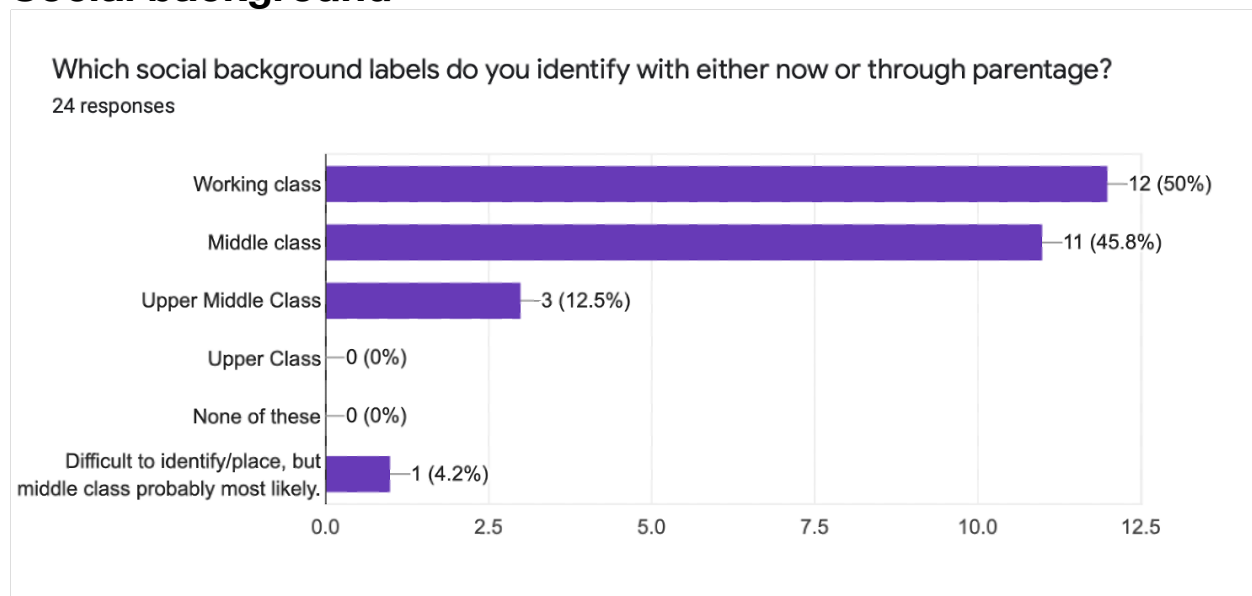
24 responses



As time and cost of travel was identified as the main barrier to participation and engagement with museums in Cornwall this question remains critical to monitoring the impact of the programme on volunteer communities. Broadly, respondents in Year 1 and 2 shared similar preferences for travel but the travel preferences for Year 3 changed slightly. 46% (Year 2: 43%; Year 1: 37%) owned their own car, but 38% (Year 2: 19%; Year 1: 22%) regularly used public transport. 38% (Year 2: 24%; Year 1: 22%) walked for volunteering, work and study, the highest of previous cohorts. 13% (Year 2: 5%; Year 1: 11%) cited relying on lifts, while 4% (Year 2: 2%; Year 1: 6%) used a shared or family car. 4% (Year 2: 5%; Year 1: 0%) cycled. Nearly one-third of Year 3 used a combination of walking and cycling, public transport, relying on lifts and walking (17%), and using their own car and walking as preferences for getting around. Unlike previous years the digitally-delivered programme meant there was little observational evidence for how participants would have otherwise accessed the programme's sessions, field trips and volunteering at their museum.

(Q16. Response rate: 100%; 29% more than one response)

Social background



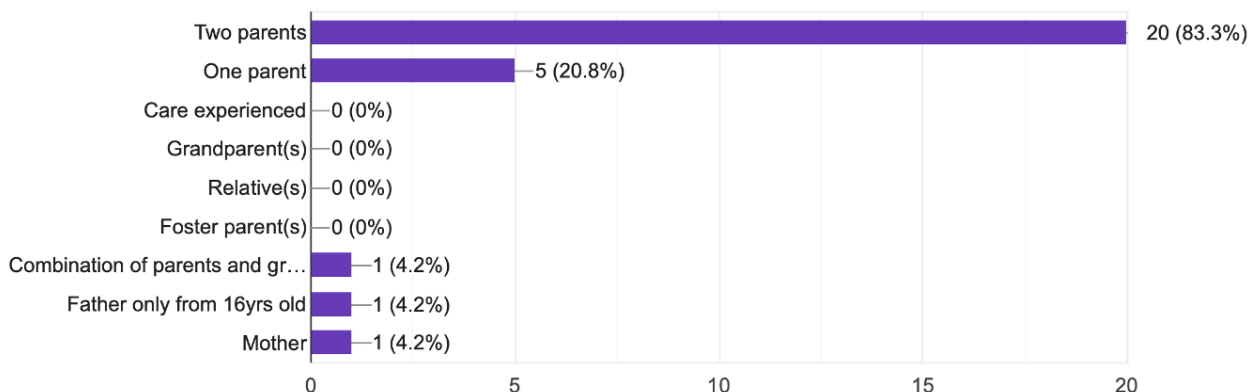
We remain interested in perceptions of social or socio-economic background and class in a rural context like Cornwall, but this year offered a wider picture for comparison. As in Year 1 participants could choose their responses according to how they felt about themselves and their family and occupational background, rather than how others would categorise their social or class 'status'. As in Year 2, the 50% of Year 3 (Year 2: 48%; Year 1: 39%) identified as working class. 46% (Year 2: 40%; Year 1: 45%) identified as middle class, with 13% identifying as upper middle class (Year 2: 0%; Year 1: 6%). In Year 3 no one chose *not to* identify with any class/social background label (Year 2: 8%; Year 1: 10%) and one respondent was uncertain, citing middle class as most likely but difficult to identify. 8% choose both working and middle class.

(Q15. Response rate: 100%; 13% more than one response)

Parenting and growing up

Who looked after you during the majority of your growing up? Use the 'Other' field if you would like to be more specific

24 responses

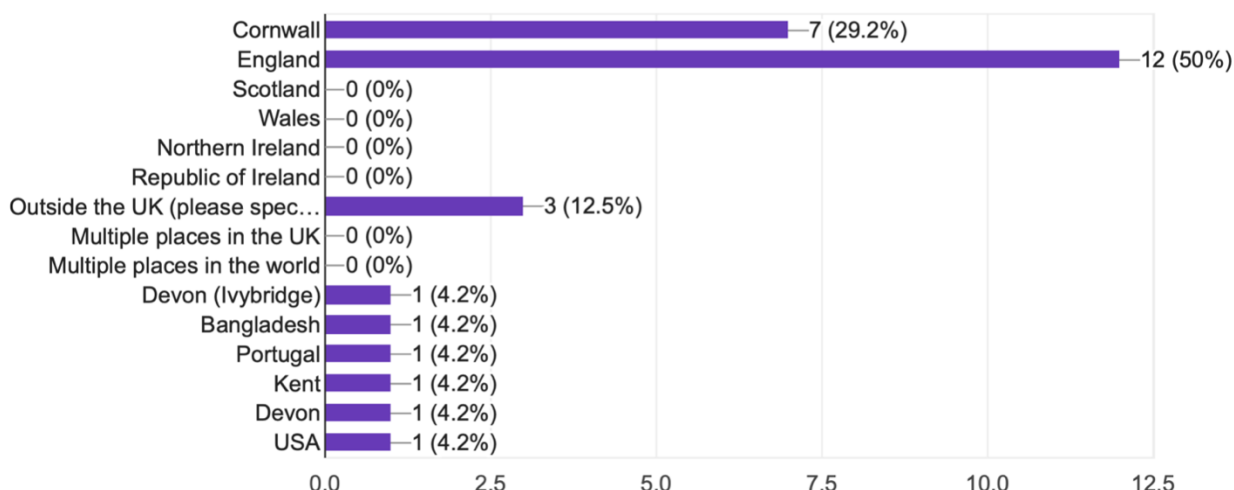


The proportion of the Year 3 cohort who grew up with two parents was the highest of the previous cohorts at 83% (Year 2: 77%; Year 1: 81%). 21% (Year 2: 11%; Year 1: 13%) were looked after by a single parent. A combination of parents and grandparents, a single father and a mother were specified in the remaining responses on parenting while growing up.

(Q12. Response rate: 100%; 17% more than one response)

Where did you grow up until age 16-18? To specify a country or countries, region, village, town or city, write in the 'Other' field

24 responses



The geographic origins of the Year 3 cohort reflected the wider reach of this year's programme. 29% (Year 2: 25%; Year 1: 50%) grew up until age 16-18 in Cornwall,

while 50% (Year 2: 51%; Year 1: 43%) grew up in England. In Year 3 no one reported growing up in multiple places in the UK (Year 2: 4%; Year 1: 7%), and 13% (Year 2: 14%; Year 1: 0%) grew up in multiple places outside the UK. Like Year 2, formative experience outside the UK perhaps adds to lived experience and affinity for other cultures. One respondent spent their growing up years in both Cornwall and England. No one who reported growing up in Cornwall specified a town or village.

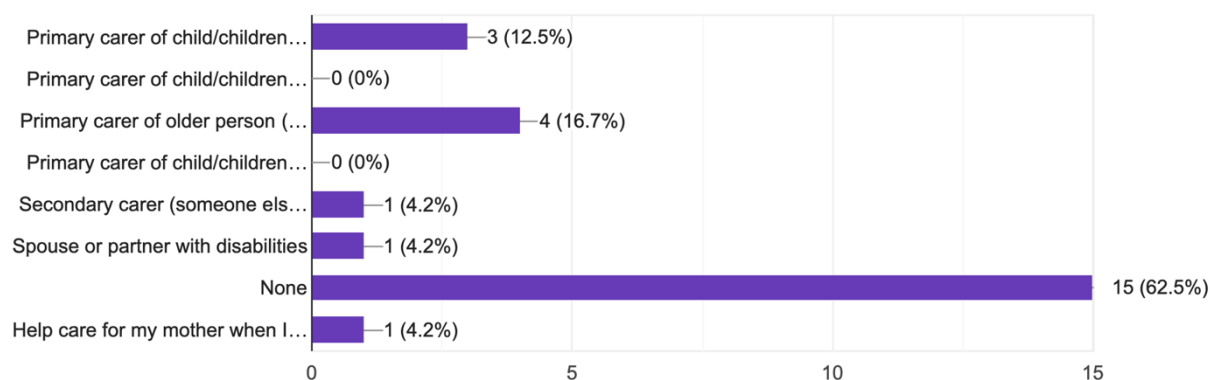
Outside Cornwall	Outside UK
Devon x2	Bangladesh
Kent	Portugal
	Devon

(Q11. Response rate: 100%; 17% more than one response)

Caring responsibilities

What caring responsibilities do you have?

24 responses

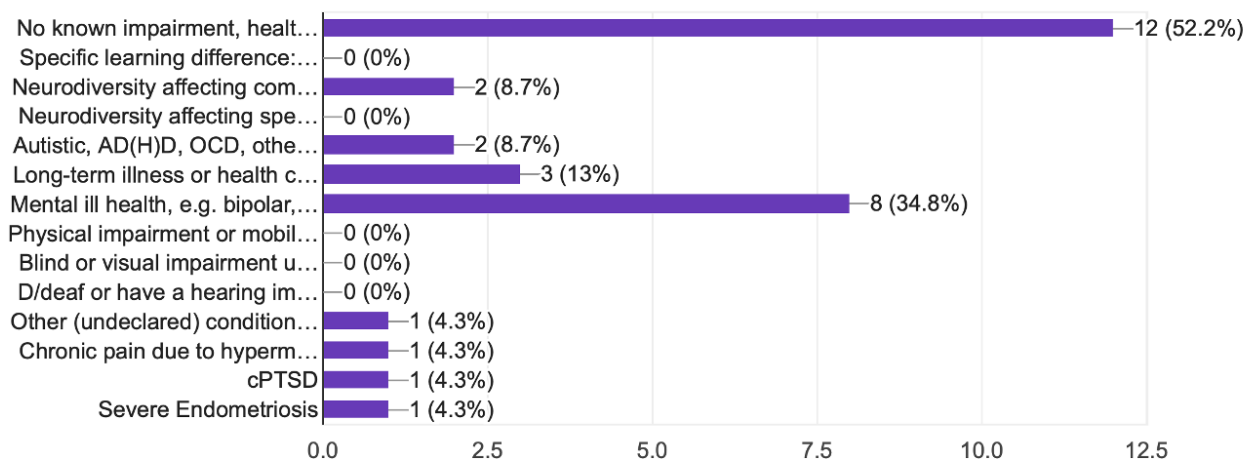


With questions on family and social background, travel, financial and household situations, the multiple responses to this question provide a useful overview of the realities volunteers face when donating their time to a museum, and this picture is just as compelling when the programme was delivered remotely. 63% (Year 2: 77%; Year 1: 64%) cited no caring responsibilities while 17% were primary carers for older people, the highest of all cohorts (Year 2: 0%; Year 1: 3%). 13% were primary carers for children under 18 (Year 2: 9%; Year 1: 24%). As in previous years, no one cited care responsibilities for children with disabilities or other regular needs, but 4% had responsibility for an adult with disabilities or other regular needs, and one respondent specified being a secondary carer for their mother.

(Q17. Response rate: 100%; 4% more than one response)

Conditions affecting daily life and relationships

Do you consider yourself to have a significant or long-term impairment, health condition or neurodiverse difference that impacts on your daily life...e the 'Other' field if you want to be more specific
23 responses



Asking participants about long-term impairments, disabilities, conditions, neurodiversity and learning differences revealed a powerful picture of the inclusiveness of the Citizen Curators programme in Year 1. As in Year 2 a significant proportion of the cohort (52%) reported no or no known conditions, impairments or disabilities (Year 2: 52%; Year 1: 41%). Of the 48% that reported a condition that affected their daily life or relationships, 35% (Year 2: 14%; Year 1: 20%) reported suffering mental ill health. Neurodiversity among the Year 3 cohort was the highest of previous cohorts, with 9% of Year 3 being Autistic, affecting communication. 13% lived with a long-term illness or health condition, specifying chronic pain due to hyper-mobility, chronic PTSD, severe endometriosis and an undeclared condition.

(Q18. Response rate: 96%; 8% more than one response)

Appendix: Survey questions and response options*

The 2021 survey was conducted via Google Forms. See attached document in PDF.

*Survey questions and response options © Curatorial Research Centre / Cornwall Museums Partnership.

Citizen Curators Year 3 Diversity & Inclusion Monitoring

We want to work with and offer training to people from a wide range of backgrounds and diverse experiences. Your enjoyment of this programme should not be adversely affected by how you self-identify, your living situation or access requirements. Collecting this information anonymously helps us understand the diversity of our cohort and find out who we are excluding. Share as much or as little as you want on this survey, skip questions you do not wish to answer. Please feel free to select multiple responses too. We will use this information entirely anonymously. Do not include your name or any identifying information.

The Citizen Curators programme is provided by Cornwall Museums Partnership, led by the Curatorial Research Centre and funded by the Museums Association Esmée Fairbairn Collections Fund.

Queries to: citizencurators@curatorialresearch.com

1. Which gender labels do you identify with?

Tick all that apply.

- Female
- Male
- Trans
- Intersex
- None of these

Other: _____

2. Is your gender identity today the same as you were assigned at birth?

Tick all that apply.

- Yes
- No

Other: _____

3. Which of these sexual relationship labels do you identify with?

Tick all that apply.

- Bisexual
- Heterosexual
- Gay man
- Asexual
- Queer/questioning
- Lesbian/Gay woman
- None of these

Other: _____

4. What is your relationship status?

Tick all that apply.

- Single
- Married
- Divorced
- Civil partnership
- In a relationship (cohabiting)
- In a relationship (not cohabiting)
- Widowed

Other: _____

5. What title do you use?

Tick all that apply.

- Mrs
- Mx
- Mr
- Ms
- Miss
- Dr
- None of these

Other: _____

6. Which of these religious cultures do you identify with? Be more specific if you wish using the 'Other' field, e.g. Pagan—Druid; Christian—Methodist; Muslim—Shia

Tick all that apply.

- Buddhist
- Pagan
- Christian
- Muslim
- Hindu
- Jewish
- Quaker
- Sikh
- Agnostic
- Atheist
- None of these

Other: _____

7. Which of these nationality/cultural/ethnic labels do you identify with through parentage or ancestry? Choose as many as feel right for you or write in your preference in the 'Other' field

Tick all that apply.

- Black
- White
- Dual/Mixed Heritage
- Cornish
- English
- Gypsy
- Chinese
- Roma
- Polish
- Pacifica
- European
- British
- Arab
- Indian
- Caribbean
- Portuguese
- Russian
- Irish Traveller
- Scottish
- Irish
- Welsh
- American
- Latino/Latina/Latinx
- South African
- None of these

Other: _____

8. What age group are you (years)?

Tick all that apply.

- 18-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 61-65
- 66-70
- 71-75
- 76-80
- 81-85
- 86-90
- 91-95
- 96-100
- 100+

9. What is your highest qualification? If you are currently working towards a qualification, but have not yet been awarded it, please specify in the 'Other' field

Tick all that apply.

- No qualifications
- GCSEs/O-Levels
- A/AS Levels
- Undergraduate (BA/BSc or equivalent)
- Postgraduate (MA/MSc)
- Postgraduate (PhD)
- International Baccalaureate
- BTEC/NVQ/HND/Other vocational qualification

Other: _____

10. Which subject(s) is your highest qualifications in? (Write in)

11. Where did you grow up until age 16-18? To specify a country or countries, region, village, town or city, write in the 'Other' field

Tick all that apply.

- Cornwall
- England
- Scotland
- Wales
- Northern Ireland
- Republic of Ireland
- Outside the UK (please specify in 'other field')
- Multiple places in the UK
- Multiple places in the world

Other: _____

12. Who looked after you during the majority of your growing up? Use the 'Other' field if you would like to be more specific

Tick all that apply.

- Two parents
- One parent
- Care experienced
- Grandparent(s)
- Relative(s)
- Foster parent(s)

Other: _____

13. Who lives in your household now?

Tick all that apply.

- Parent(s) or carer
- Relatives
- Friends or house/flat mates
- On my own
- Spouse/partner

Other: _____

14. What is your financial situation? Select all that apply

Tick all that apply.

- Financially independent
- Financially dependent (e.g. on spouse, partner or relative)
- Student or other personal loan
- Receives pension (state and/or private)
- Owns home without mortgage
- Owns home with mortgage
- Does not pay rent or mortgage
- Earning and receiving tax credits and/or universal credit
- Not earning and receiving tax credits and/or universal credit
- Rents home

Other: _____

15. Which social background labels do you identify with either now or through parentage?

Tick all that apply.

- Working class
- Middle class
- Upper Middle Class
- Upper Class
- None of these

Other: _____

16. How do you normally travel to volunteer, look for work, work or for study?

Tick all that apply.

- Own car
- Shared/family car I can drive
- Public transport
- Taxi
- Rely on a lift
- Walk

Other: _____

17. What caring responsibilities do you have?

Tick all that apply.

- Primary carer of child/children under 18
- Primary carer of child/children with disabilities 18 or over
- Primary carer of older person (65+)
- Primary carer of child/children with disabilities under 18
- Secondary carer (someone else carries out main caring role)
- Spouse or partner with disabilities
- None

Other: _____

18. Do you consider yourself to have a significant or long-term impairment, health condition or neurodiverse difference that impacts on your daily life? Use the 'Other' field if you want to be more specific

Tick all that apply.

- No known impairment, health condition or neurodiversity
- Specific learning difference: dyslexia, dyspraxia, dyscalculia
- Neurodiversity affecting communication or social preferences, e.g. Asperger's syndrome,
- Neurodiversity affecting speech and language, e.g. Tourette's, stuttering, muteness
- Autistic, AD(H)D, OCD, other please specify:
- Long-term illness or health condition, e.g. cancer, HIV, diabetes, anxiety chronic disease, epilepsy, ME
- Mental ill health, e.g. bipolar, schizophrenia, depression or anxiety disorder
- Physical impairment or mobility issues, e.g. wheelchair user, uses crutches, amputee
- Blind or visual impairment uncorrected by glasses or contact lenses
- D/deaf or have a hearing impairment uncorrected by hearing aids
- Other (undeclared) condition affecting my daily life or relationships

Other: _____