



Annual Equality Report 2012/13

**EQUALITY
AND DIVERSITY
WITH
PLYMOUTH
UNIVERSITY**

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it is the extraordinary range of perspectives brought to us by our staff and students that defines us...

**Professor Wendy Purcell,
Vice-Chancellor**

Foreword from the Chairman of the Board of Governors & Vice-Chancellor

At Plymouth University we have a proud track record of being 'off-the-curve'. We're world-class in the excellence of our teaching and our research whilst at the same time providing an inclusive environment in which our students and our staff thrive, regardless of their background. Our mission is to advance knowledge and transform lives through education and research; this is what makes Plymouth special and why the Governing Body is wholeheartedly committed to the University's Equality, Diversity and Inclusion agenda as laid out in this annual report.

As a vibrant and enterprising university, the diversity of our experience and therefore of our thinking is critical to our success. We are absolutely delighted to see the progress that has been made against the University's equality objectives to date, as we continue to build on firm foundations to ensure that talent, wherever it is found, is nurtured by the University. Equality and diversity, and a culture of inclusion, are at the heart of that commitment to talent, as we celebrate and promote these values and ensure they are embedded in all that we do.

Judge William Taylor, Chair of the Board of Governors



As Vice-Chancellor, I am deeply committed to ensuring that equality, diversity and inclusion are embraced by this institution. Our strategy has been to embed the work in to our everyday policies and practices which has worked well but we should not lose sight of the need to address issues of under-representation, particularly in the area of female academics in our professoriate and in increasing the multiculturalism of our domestic and our international staff base.

I'm very pleased that the University has been recognised by Athena SWAN and Stonewall this year. We have also been formally recognised as the first Dementia Friendly university in the UK by the Dementia Action Alliance based on the work that we have conducted with our staff to support understanding of these conditions on individuals and their carers working, studying or visiting our campus.

Plymouth University is a wonderful institution: one that thrives on difference, and being different. And it is the extraordinary range of perspectives brought to us by our staff and students that defines us as we work together to build an even stronger future for our University in the years to come.

Professor Wendy Purcell, Vice-Chancellor



The Purpose of this Report

By law, we are required to provide an annual update on the work we have undertaken to ensure that the University is a place where everyone feels welcome, respected, and has the same opportunity to succeed and thrive with us, either as an employee, student or both.

On a technical level, our annual equality report documents the progress we have made against a set of stated equality objectives that have been developed and agreed, based on analysing data and information about our employees and key stakeholders, specifically our students. These objectives are captured in our **Equality Scheme 2011-16**. This was developed through consultation with staff, students and stakeholders, including the Board of Governors, and was firmly founded on the three arms of the Equality Act 2010 (see page 7), and a full review of our equality data, plus sector benchmarking.

As a university, we are also required to provide the general public with access to data about the people who make up our institution, and how this profile changes over time. The simplest way for any organisation to do this is through an annual report.

During 2012, the central Equality and Diversity Committee discussed the following questions:

- How do we measure and capitalise on the *true value* that the diversity of our talented people and richness that their skills and experiences brings to us?
- How do we articulate this in a way that moves beyond reporting on individual protected characteristics, but rather recognises the multiple facets that each of us possesses?

The output of our discussions led to us adopting this new style annual report in which we aim to bring to life how intensely people related our organisation is and how each person who works, studies, and visits or otherwise engages with us experiences and influences our culture.

Culture can be defined in many ways, but in this context, we are talking about the attitudes, behaviours and shared values and beliefs that make up Plymouth University. Our culture is shared tangibly through, for instance, our brand, the language that we use (for example, in our tone of voice), the events we choose to partner in, and the people we employ. On a less visible level, our culture shapes the processes we use internally, the way that we talk to each other, and the people who choose to come to work and study with us.

This document is therefore intended to:

- Provide you with access to information about the people who make up our organisation based on individual protected characteristics and a progress update against our formally stated equality objectives
- Create a window into the culture of our University by sharing some examples of activity that we have undertaken to support equality, diversity and inclusion, as well as outline our intentions and commitments going forward.

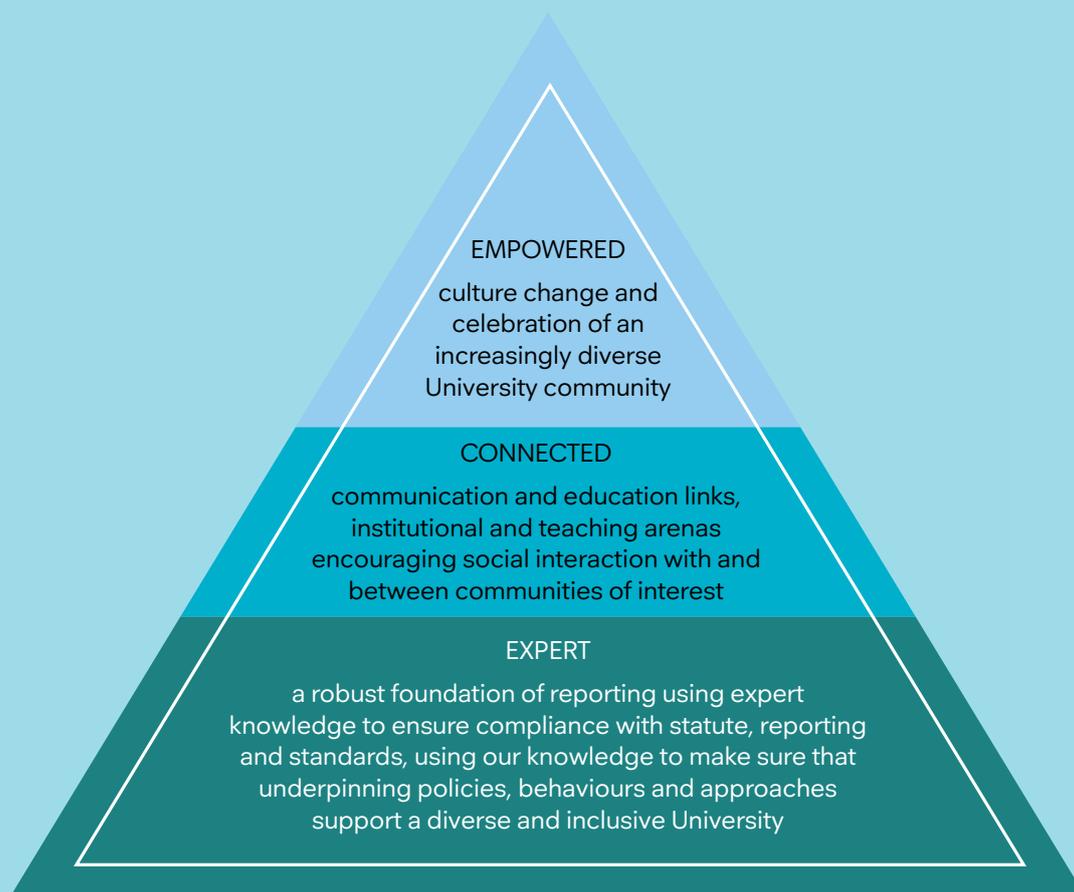
Delivering on Our Vision

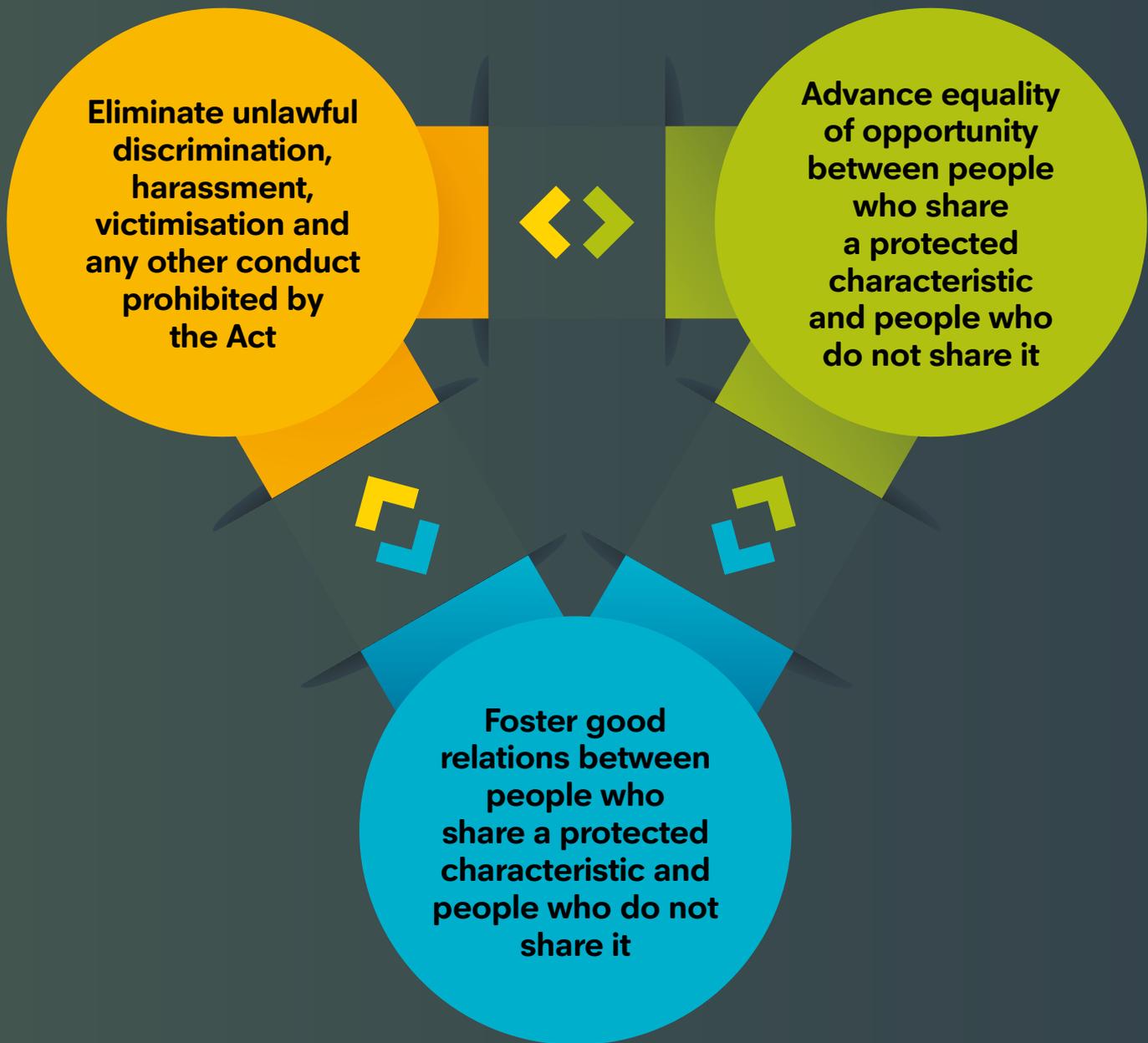
At the heart of our work in 2012/13, was the reframing of the way that we talk about equality, diversity and inclusion and on how we deliver the work.

To try and fully realise the true value of the people who make up our University, it is essential for us to continue to use the expert knowledge of those who work here, and build upon our excellent reputation for reporting, developing the work that we have done in the past and using the information to inform our action plans.

In 2013/14, we will start to remodel the way that we connect our formal reporting responsibilities and communicate with each other to establish a group of communities of interest or employee networks. These will replace a previous set of sub-committees, and create a structure for consultation and social networking.

We hope that by changing the way that we monitor our work and connect with each other, people will feel more empowered to connect to the equality and diversity agenda and celebrate the rich diversity of our organisation as we work collectively to deliver the University's vision and Strategy 2020.





Arms of the Equality Act 2010

The Three Arms of the Equality Act

The Equality Act 2010 is often described as having three overarching aims or 'Arms' for public sector bodies, which are shown in the opposite diagram:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

The University is also required to share on an annual basis the progress we have made against our equality objectives, which we established in our **Equality Scheme 2011-16** to advance our work in meeting the three aims of the Act.

Sharing Our Data

For the first time this year, we have chosen to publish our annual equality data directly on the University's website in order to make it more easily accessible for staff, students and members of the public. This information directly underpins the assessment of our progress against our stated equality objectives.

How to view the data

After opening a data file, the viewer can select the tables and charts of interest from the index or by mouse-clicking on the tabs at the bottom of the screen.

The equality data may be viewed independently of this report at:

www.plymouth.ac.uk/equality

Progress at a Glance

Our Equality Scheme contains 14 objectives and the table below gives a summary of progress against the objectives at the end of the 2012/13 reporting period. There is more detail against each of them in the pages that follow.

FOCUS AREA	OBJECTIVE	PROGRESS TO DATE
ALL	Equality Objective 1: The three aims of the Equality Duty will be considered as part of the process of decision-making	Ongoing
AGE	Equality Objective 2: To keep under review HR policies and practices in relation to the removal of a Default Retirement Age (DRA)	Complete
DISABILITY	Equality Objective 3: To provide campus access information online for disabled students, staff and visitors	Complete
DISABILITY	Equality Objective 4: The percentage of staff with an unknown disability status to reduce	Ongoing
GENDER	Equality Objective 5: Monitor the student gender attainment gap	Ongoing
GENDER	Equality Objective 6: Increase the representation of women in senior academic and academic managerial roles	Ongoing
GENDER	Equality Objective 7: Undertake regular Equal Pay Audits for all staff	Complete
SEXUAL ORIENTATION	Equality Objective 8: Continue to gather and review anonymous data on staff sexual orientation through the staff survey, reviewing the availability and suitability of question options	Complete
GENDER REASSIGNMENT	Equality Objective 9: Make the support we offer to LGBT students more visible	Ongoing
RACE	Equality Objective 10: Continue to increase the ethnic diversity of the UG and PG student body	Ongoing
RACE	Equality Objective 11: Annually monitor and review the attainment gap for UK BME students	Ongoing
RACE	Equality Objective 12: Increase the representation of BME groups in under-represented staff grades.	Ongoing
RELIGION & BELIEF	Equality Objective 13: Continue to gather and review anonymous data on religion and belief through the staff survey, reviewing the availability of question options	Complete
RELIGION & BELIEF	Equality Objective 14: Make the support which we offer to students of diverse faiths more visible	Complete

More Information about Our Progress

Equality Objective 1: The three aims of the Equality Duty will be considered as part of the process of decision-making

Our Equality Scheme expands on this statement to say that “The weight given to the Equality Duty, compared to other factors, will depend on how much that function affects discrimination, equality of opportunity and good relations and the extent of any disadvantage that needs to be addressed.”

For the period 2012/13, we want to highlight four specific areas where the aims of the Equality Duty have played an important role in broader decision-making. These are:

- Equality and Diversity Leadership and Governance
- Plymouth 2015 Services Review
- Research Excellence Framework (REF) 2014
- Bullying and Harassment Advice and Support.

Equality and Diversity Leadership and Governance

As detailed previously, during the review year, we started to develop a new vision for the delivery of our work around equality, diversity and inclusion. This coincided with a project to review and simplify our University committee structures. The central Equality and Diversity (E&D) Committee had already signalled that it wanted to review how this area was organised, and look for a way to build on the strong foundations that had been previously laid by the original committee and supporting for race, gender and disability, and the Faculty E&D Committees.

Through central discussion and consultation, we developed a new approach, and started work that we carried across into 2013/14 to:

- Reframe the terms of reference and constitution of the central committee to become a Culture, Diversity and Inclusion (CDI) Committee in order to provide institutional support and guardianship for core equality initiatives (an enabling hub)
- Review the previous sub-committee structure, and look to work with staff and other stakeholders to refresh our consultation network approach: moving to a space where we set up communities of interest/ employee networks to act both as support networks and advisory groups. (During 2011/12, we established our LGBT Staff Forum to work in this way with us.)

Plymouth 2015 Services Review – the use of Equality Analysis

In 2012/13, the University undertook a review of its professional services organisation. This review formed phase 1 of the ongoing Plymouth 2015: Shaping our Future project, and involved a great deal of organisational restructure and design.

Whilst the law no longer placed a statutory duty on us to conduct a formal equality analysis when reviewing some of the work that we do in terms of functions, strategies, policies and procedures in the same way as previous legislation, we believe that this type of analysis still represents best practice and offers important data and reflections. To this end, the E&D Unit offered guidance on conducting equality analyses for the Services Review project alongside a range of other initiatives such as the introduction of auto-enrolment for pensions.

Research Excellence Framework (REF) 2014

The Research Excellence Framework (REF) is the new system for assessing the quality of research in UK higher education institutions. It came into effect in 2014 and replaced the previous **Research Assessment Exercise** (RAE).

The REF is important not only as a research quality measure, but because it serves as a mechanism for funding bodies to allocate research funding income and as such it provides benchmarking information about UK universities linked research reputations.

As part of the REF process, researchers and academics are required to submit a number of papers and examples of their work for consideration against a specific 'Unit of Assessment'. These papers are then assessed by an internal committee to determine which work, and therefore which researchers, will be submitted for review. To ensure that all research staff had equal opportunity to be considered for the submission, we delivered a specialist course for decision-making panels and staff which explored how our Code of Practice for REF submissions would work, and explained how the new Staff Disclosure Forms were to be used. This meant that staff were able to confidentially report special circumstances such as illness, caring responsibilities and pregnancy that may have limited the number of research papers that they could put to the panel for consideration. By doing this, we were able to ensure there was no discrimination in the selection of staff. We followed this up later with a further equality analysis.

Bullying and Harassment Advice and Support

The Harassment Advisor Network offers informal support for staff and students who believe that they are experiencing bullying or harassment. In 2012/13 we decided to undertake a project to reinvigorate this network. To support this work, we included specific questions in the University Staff Survey around awareness of the network to help us. The staff survey data told us that:

- 5% of staff currently felt harassed or bullied at work, which was the same percentage as the Capita HEI Group benchmark in the survey
- 49% of staff were aware of support available through the Harassment Advisor Network.

Based on this data, the team took the following action:

- Added extra awareness raising information when refreshing our publicity materials, aimed specifically at staff aged 25 and under
- Developed rebranded materials in consultation with staff and UPSU officers and the Plymouth & Devon Race Equality Council
- Recruited and trained new additional volunteer advisors
- Made more use of online marketing channels to support information accessibility.

We intend to monitor the impact of this work through looking at future staff survey information, as well as discussion and monitoring of service usage.



**DISCRIMINATION
BULLYING
INTIMIDATION
INSULTS
HARASSMENT
ABUSE**

Don't suffer in silence

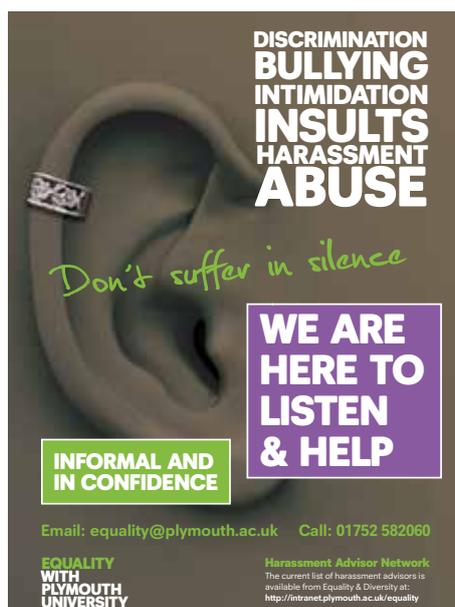
**WE ARE
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LISTEN
& HELP**

**INFORMAL AND
IN CONFIDENCE**

Email: equality@plymouth.ac.uk Call: 01752 582060

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Harassment Advisor Network
The current list of harassment advisors is
available from Equality & Diversity at:
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Equality Objective 2: To keep under review HR policies and practices in relation to the removal of a Default Retirement Age

The Default Retirement Age (DRA) was abolished in September 2011 and we were pleased to report last year that staff at Plymouth University are no longer required to retire at a set age.

Moving forward, we identified the need to monitor the effect of the removal of the DRA on our staff profile, and review personnel policies linked to this.

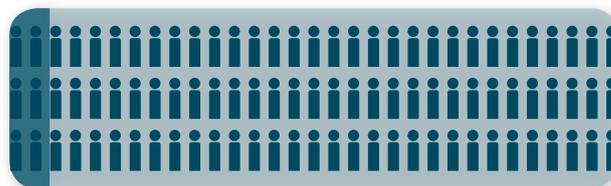
Retirement guidelines for staff have been updated, and as part of an employee's annual Performance Development Review (PDR) all employees (regardless of age) are asked about their plans and aspirations for the short, medium and longer-term future. Discussions about retirement plans, (whilst an indication of future intent, but not binding), can be discussed as part of this process.

Data monitoring shows that the percentage of staff in the 65+ age group in 2013 has increased to 2% from 1% in the previous year. This directly aligns with benchmarking data published by DLA Piper in 2012 that compared Plymouth with other HEIs who use their benchmarking service. (See **Staff Baseline Data 2011-13: Age 65+**). We expect that the percentage of staff aged 65+ will increase over time as the new retirement guidelines take effect.

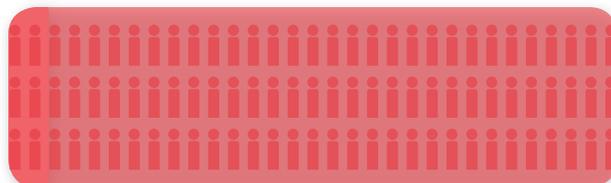
AGED 65+ IN 2012



PLYMOUTH UNIVERSITY STAFF



UK HIGHER EDUCATION INSTITUTIONS GENERALLY



Equality Objective 3: To provide campus access information for disabled students, staff and visitors online

We were very pleased to report the achievement of this objective in last year's report. The **DisabledGo** website continues to provide campus access information for staff, students and visitors through links on our extranet. During this reporting period, DisabledGo has also worked with Resourcing, Diversity and Inclusion, and Estates and Facilities Management to keep the information up to date. We initiated several projects during 2012/13 engaging with disabled staff and students on how we can further make use of this information resource, and to better engage campus stakeholders in how that we make use of pan-disability information.

Extending Access and Awareness – Dementia Action Alliance

As detailed in our Vice-Chancellor's forward, during 2012/13, we were nationally recognised as the first Dementia-Friendly University in the UK. Our work in training our staff to raise awareness and understanding of dementia and its potential impacts was formally recognised by the Dementia Action Alliance. We were also invited by the Alzheimer's Society to join the 'early adopter' group for the recognition process of Dementia Friendly communities.



Equality Objective 4: The percentage of staff with an unknown disability status to reduce

Since 2006, we have reduced the percentage of staff stating an 'unknown' disability status from a starting base of 22%. During the 2012/13 reporting period, our ongoing work to raise awareness as to the reasons why we're asking for staff to declare this information has continued to deliver positive results, with our 'unknown' information reducing from 7% to 5%. (see **Staff Baseline Data 2011-13: Disability Status**). Our goal is to move towards the HESA benchmark for the South West of no more than 3% unknown disability data for our employees.

Equality Objective 5: Monitor the student gender attainment gap

Nationally, gender and ethnicity attainment gaps are an ongoing issue in universities.

The gender attainment gap for 2012/13 graduates at Plymouth University has remained similar to the gap in previous years at 9%. It remains an area of continued focus as the gap is slightly greater than the latest HESA benchmark of 5 percentage points for UK institutions in 2011/12 (see **Student Data 2012/13: Gender Attainment Gap**).

In 2011/12, we commissioned a research project to identify the factors behind the lower achievement of our male and BME students¹. During 2012/13, the resulting project recommendations, which took local and national factors into account, were incorporated in guidance documents for academic staff and disseminated through Associate Deans for Teaching and Learning, and Teaching and Learning Committees. During this reporting period, some of the practical steps that we have taken included:

- Implementing a new personal tutoring system to ensure minimum standards across the University;
- Implementing the peer assisted learning scheme (PALS) and vertical mentoring schemes to provide additional support for students
- Establishing the Cultural Café to help international students feel part of our University
- Hosting a series of workshops related to cultural diversity
- Embedding modules into the PGCAP programme for new academic staff and the Teaching Development Framework for experienced staff focused on internationalisation, as well as producing a range of new guides linked in to inclusive assessment and teaching practices.

These are just a few specific examples of initiatives that we have undertaken in relation to this objective during 2012/13. In our 2102/13 report, we will provide more detail about a series of intertwined projects linked to inclusive assessment and teaching practices.

These projects, whilst supporting equality objectives 5 and 11 in particular, show how we are working to move our work in supporting student attainment beyond a 'monitoring' measure, and into a University-wide programme initially being developed to support all undergraduate students.



Equality Objective 6: Increase the representation of women in senior academic and academic managerial roles

As a sector, higher education in the UK has been working to increase the representation of women in senior academic roles for many years. HESA data shows us that 57% of university graduates in 2013 were female and nationally more women than men work in higher education, but the proportion of women in leadership positions remains low. Only one of the 24 large research-intensive institutions that make up what is known as the Russell Group is female-led and Plymouth University is one of only 29 UK universities² to have a woman as our Vice-Chancellor.

2011/12 benchmarking data from HESA showed that the UK average percentage of female professors was 21%, and that across the South West, this figure fell to 17%.

As a university, we have been actively working to address the issue of increasing the level of female talent that we have, and as at January 2013 our data showed us that:

- 36% of our Associate Professors (Senior Lecturers) are women against our target for 2014 of 40%
- 28% of our Associate Professors (Reader) are women – exceeding our initial target of 25%
- 20% of our Senior Academic Managers are women (target 25%)
- 17% of our Professors are women (target 18%).

More detailed information is contained in **Staff Baseline Data 2011-13: Gender Targets**

Our data shows us that we are making good progress against our initial targets, but we still have work to do. Some examples of the work that we have undertaken during 2011/12 and 2012/13 that has supported our progress to date include:

- Reviewing and redesigning the academic promotions process to support real-time consideration for promotion
- Actively monitoring the number of applications for academic promotions from women
- Providing peer mentors who have previously been successfully promoted for academic staff considering applying for promotion
- Rolling out a new Performance Development Review process for all staff, where promotion plans, and development needs are regularly discussed
- Updating recruitment selection panel training and best practice guidelines to provide greater gender balance on selection panels
- Actively highlighting our commitment to the Athena SWAN charter in our recruitment advertising

- Submitting applications both at University and school level for renewal of our status as a member of the Athena SWAN charter for women in Science, Technology, Engineering, Mathematics and Medicine (STEMM). This included agreeing a new three year action plan for the University that followed on from the work successfully completed so far, and our School of Psychology achieving a school level Athena SWAN Bronze Award.

Our staff data shows us that when female academics elect to apply for promotion, they are succeeding in appointment (see **Staff Promotions 2009-12**: Key Gender Findings). However, our data highlights to us that women are less likely than men to put themselves forward to be considered for promotion. At the time of writing, there are measures in place to help address this issue and detail of this will be covered in the 2013/14 Annual Equality Report.

Equality Objective 7: Undertake regular Equal Pay Audits for all staff

As a university, we now conduct equal pay audits every two years, the most recent being published in 2013. By reviewing the University-wide data for all grades, a gender gap of 19.1% in favour of men is found. However, having looked into this in detail, our information shows us that this difference is linked to:

- The lower percentage of women at more senior academic grades highlighted previously
- A greater number of female employees concentrated in the lower paid grades, for example, in the audit the percentage of women in the Professional posts falls from 82% in Grade 3 to 52% in Grade 7.

The equal pay audit also considered senior manager posts and we are happy to report that the gender pay gap is insignificant (0.3% in favour of women or 1.9% in favour of men when the Vice-Chancellor's Executive Team and Clinical Grades are excluded).



Equality Objective 8: Continue to gather and review anonymous data on staff sexual orientation

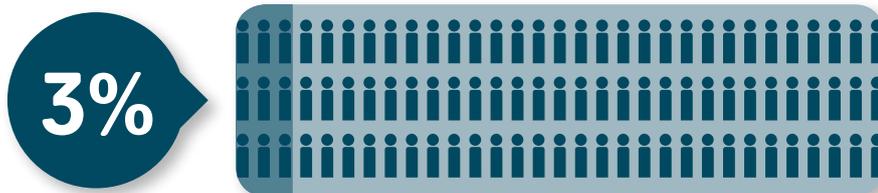
The University now collects anonymised staff sexual orientation data as part of our standard equality monitoring procedures, and 3% of our colleagues chose to self-identify as lesbian, gay or bisexual (LGB) in the 2013 Staff Survey.

Information from organisations such as Stonewall suggest that between 5–10% of the UK population see themselves as LGB, and the 3% self-declaration rate seen in 2013 is the same percentage as in the previous Staff Survey in 2010. Importantly, however, 13% of survey respondents elected to choose the 'prefer not to say' option³ when answering this question, and for 2013/14, we will be working with colleagues and our LGBT Staff Forum to identify actions to reduce this.

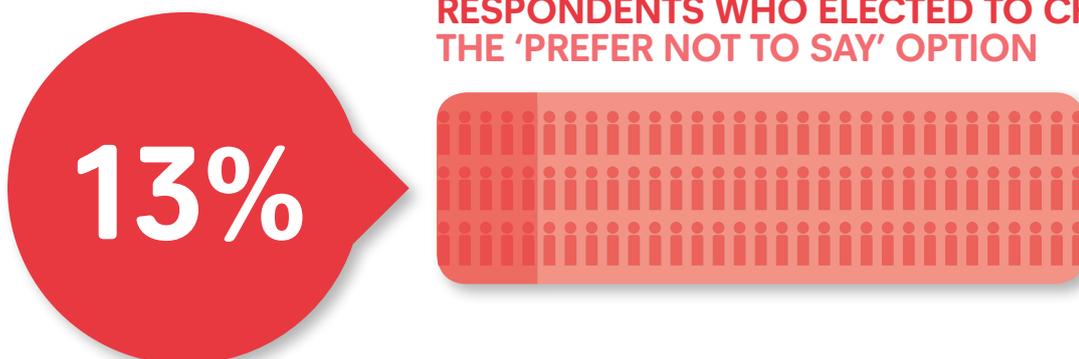
During 2013, and following consultation with our LGBT Forum, we were proud to announce that Plymouth University had joined the Stonewall Diversity Champions Programme, the forum for British employers who are committed to inclusion and equality for LGB employees. This arrangement means that as an employer committed to the inclusion and equality of LGB employees, we can now receive access to tailored advice from Stonewall's workplace team.

In our 2013/14 report, we will provide information as to how, through collaborative working with the LGBT Forum, we have continued our work in investigating and developing opportunities to support LGB equality.

RESPONDENTS DESCRIBING THEMSELVES AS LESBIAN, GAY OR BISEXUAL (LGB)



RESPONDENTS WHO ELECTED TO CHOOSE THE 'PREFER NOT TO SAY' OPTION



Equality Objective 9: Make the support we offer to LGBT students more visible

We stated that we intended to monitor this objective through the Stonewall Universities Index checklist and in 2012/13 the E&D Unit consulted with student representatives on which information would be most useful for LGBT students. As a result of this the online Student Handbook was then updated to include additional information for the student community.

A concurrent benefit of us joining the Stonewall Diversity Champions Programme is that we also have access to guidance from the originators of the Stonewall Universities Index.

During 2013/14, the LGBT Staff Forum and LGBT student representatives have also started to explore plans to work together where this makes sense for the two groups, and we look forward to reporting more on this in our next report.

Equality Objective 10: Continue to increase the ethnic diversity of the UG and PG student body

The information in our 2012/13 Student Equality Monitoring Report shows us that the ethnic diversity of our students continues to increase.

Our **Student Data 2012/13**: Undergraduate ethnicity information shows that the percentage of Black and Minority Ethnic (BME) undergraduates in 2012/13 has increased to 10%. When this is compared to HESA 2011/12 data for first year, first-degree students, this shows us having an increased BME student population from our previous 7% compared with the South West average of 8%, and making progress against 17% nationally for UK higher education institutions⁴.

For postgraduate teaching (PGT) students (see **Student Data 2012/13**: PGT Ethnicity) and postgraduate research (PGR) students (see **Student Data 2012/13**: PGR Ethnicity) the percentages are 18% and 28% respectively.

⁴ This HESA study treats non-UK students as having unknown ethnicity values.

Equality Objective 11: Annually monitor and review the attainment gap for UK BME students

As we have previously described (see objective 5), differences in student attainment are a national issue that include gender as well as ethnicity, female students being more likely to achieve a good⁵ degree. Our data shows that the attainment here at Plymouth of BME students domiciled in the UK tends to be higher than that of BME students domiciled outside the UK, but there is still a significant attainment gap for both groups when considering the percentage of good first degrees obtained by White students (see **Student Data 2012/13: Ethnicity Attainment Gap**).

In 2012/13, White student attainment of good first degrees was 66%, compared to 44% for UK domiciled BME students and 35% for non-UK domiciled BME students. (According to HESA 2011/12 data, the national benchmark gap for UK domiciled students was 18%.)

When discussing the student attainment gap in relation to gender, we referenced a number of intertwined projects linked to inclusive assessment and teaching practices that are being implemented, and form part of a new curriculum enrichment project which is being rolled out across the University in 2014/16.

Visitors to the Respect Festival



Equality Objective 12: Increase the representation of BME groups in under-represented staff grades

In the latest data, the BME proportion of the economically active population in the UK is 11.1% (source: Annual Population Survey, September 2013, Office for National Statistics), rising from 9.3% in June 2008 when our targets were set. In Plymouth, only 4.1% of economically active people view themselves as BME, rising from 1.8% when our targets were set.

Here at the University, 8.1% of our academic staff identify as BME against our target of 9.3% by 2014 (see **Staff Baseline Data 2011-13**: Academic Ethnicity Target). Amongst our professional services posts, 1.8% of our colleagues are BME compared to our target of 2.8% (see **Staff Baseline Data 2011-13**: Professional Services Ethnicity Target).

In 2012/13, we established a three year local partnership arrangement with the Plymouth & Devon Race Equality Council (REC) to support us with some of our work to increase our local insight and support of multi-culturalism. This partnership will also avail us of advice to international staff who join the University, access to diverse communities and groups within the city and consultancy on race equality issues.

An important part of this arrangement has been the University's sponsorship of the Plymouth Respect Festival, which will take place in October 2013. We will provide staff expertise and student support, as well campus facilities, to the REC Respect Festival organisers and the Plymouth community to bring people together in a safe space.

We believe that working with our local communities to open up the University is an important step in working to share our values and to promote diversity and inclusion.

Equality Objective 13: Continue to gather and review anonymous data on religion and belief through the staff survey, reviewing the availability of question options

In our 2013 Staff Survey, respondents had the opportunity to share information about their religion and belief. The two largest groups of respondents described their religious belief or affiliation as either 'no religion' (41%) or 'Christian' (40%). The information that we have gathered will be discussed during 2013/14 with the CDI Committee.

Equality Objective 14: Make the support which we offer to students of diverse faiths more visible

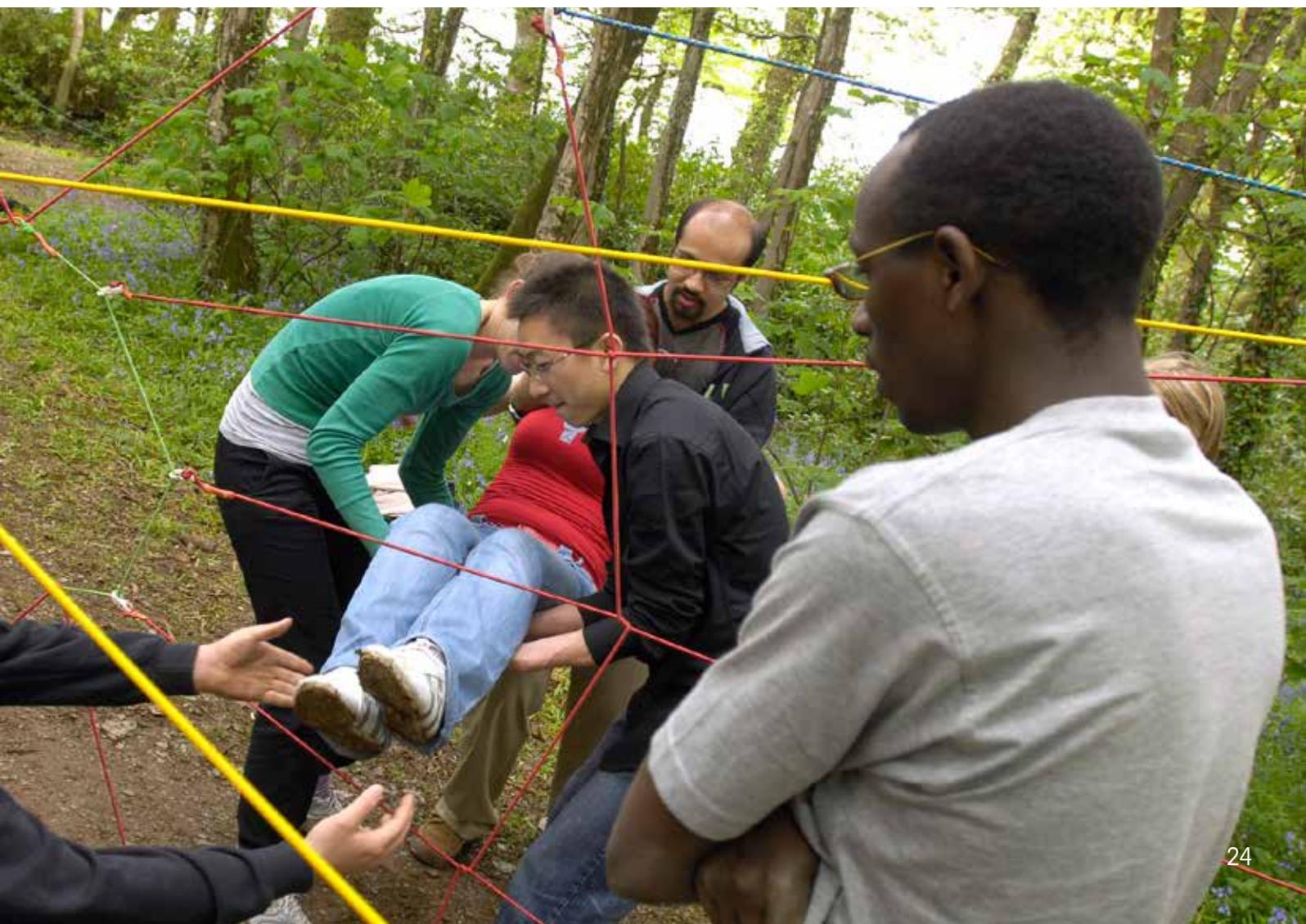
In 2011/12, the information provided about the Multi-Faith Chaplaincy was reviewed to ensure that it was easily accessible. During 2012/13, we continued to develop the information shared with students of diverse faiths studying at the University. The chaplaincy is open every weekday during term time and there are a team of advisors and chaplains from a variety of traditions who are available to offer support and advice at advertised times.

The chaplaincy's premises include a quiet room for prayer, reflection, and meditation and there is also an Islamic Prayer Room. The chaplaincy hosts regular meetings of student societies for those of various religions and backgrounds. As well as offering support, the chaplaincy brings students together through a programme of events such as social evenings and walks.

Working in partnership and consultation, the chaplaincy and our academic community have hosted several series of public lectures and book readings and 'Cogtalks' from academically respected moderate representatives of differing faiths, scientists and acclaimed authors such as Mona Siddiqui during the 2013 Plymouth International Book Festival.

Looking to the Future

This 2012/13 report marks a departure from the way that we have reported our equality information in the past. Our intention has been to try and create a window into life here at the University, and show not only why we monitor the information that we do, but also how doing this has shaped, and continues to shape, our plans and actions in seeking to provide equality of opportunity. We are pleased to report that a good number of our original objectives from the 2011/16 Equality Scheme have been successfully implemented. But we are not complacent; we recognise that there is more work to be done to ensure absolute equality of opportunity for all. Fortunately we have a team of talented and committed colleagues who are dedicated to the challenge and we look forward to detailing our achievements in next year's report.



If you require this document in an alternative format, please contact the **Equality & Diversity Unit** on **01752 582060** or email **equality@plymouth.ac.uk**.

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