Contents

Sustainability Report 2018

3 ABOUT THIS REPORT
4 INTRODUCTION
4 Statement from the Vice-Chancellor
5 At a glance
6 Our sustainability approach
8 Targets and progress summary
9 Sustainable Development Goals
9 Key impacts and opportunities
12 Governance
14 Our sustainability story
18 OPERATIONS
19 Carbon
21 Energy
25 Water
26 Waste
28 Travel and transport
31 Procurement
32 Food and catering
35 Construction and renovation
35 Biodiversity
36 RESEARCH
42 TEACHING AND LEARNING
45 SOCIETY AND COMMUNITY
47 PEOPLE
51 HEALTH AND SAFETY
54 Stakeholder engagement
57 GRI content index
ABOUT THIS REPORT

Welcome to the University of Plymouth’s fifth Sustainability Report

The report is aimed at stakeholders who have an interest in our sustainability performance, including professional and academic staff, students, local communities and local businesses. It focuses on our material sustainability issues and those that are of interest to our stakeholders, and reflects the University’s award-winning whole institutional approach to sustainability.

Reporting period and scope

This report provides a review of our sustainability performance over two years, from August 2016 to July 2018; following on from our previous report being published in 2016. It contains data regarding our owned activities and does not include reporting on sustainability activity relating to academic partner colleges or partnership sites, unless stated. The scope and aspect boundaries remain the same as for the previous reporting period. This report has been produced with the approval of the University Executive Group.

Global Reporting Initiative

This report has been prepared in accordance with the Global Reporting Initiative (GRI) Standards: Comprehensive option. External assurance has not been provided.
INTRODUCTION

Statement from the Vice-Chancellor
Professor Judith Petts CBE

I am pleased to introduce the University’s Sustainability Report, which provides a broad review of our work since the last report in 2016 and adopts the Global Reporting Initiative (GRI) Framework to provide a robust method of measuring performance across environmental, social and economic sustainability.

Sustainability is at the heart of the University’s refreshed strategy and we continue to be recognised as leaders and innovators in higher education for our approach to this, across teaching and learning, research, and our University operations. This was again demonstrated when we received the Guardian University Award for Sustainability in 2018 for an international project that has pioneered the introduction of climate change teaching into the nursing curriculum. NurSusTOOLKIT was created by academics in the School of Nursing and Midwifery, working with colleagues in Design, and Teaching and Learning, to challenge students to think about sustainability issues in new and practical contexts. That we are now making this teaching resource freely available to educators across Europe is testament to the way we seek to inspire others to become beacons for change.

Another flagship project is our new Sustainability Hub on campus. Work is underway to transform this into a multidisciplinary research, education and collaboration space for staff, students and external partners, and one that will house both the University’s Sustainable Earth Institute (SEI) and Centre for Sustainable Futures. The building has been designed to the highest environmental standards, and will in time feature a number of sustainable construction installations, including green external and internal walls, and solar photovoltaics.

The Sustainability Hub will open in 2019 and follows on from a number of important developments this year in the way that we manage aspects of our campus operations.

Education for sustainable development remains a key priority for the University, and in 2018 we committed to a new global initiative that will help embed the United Nations Sustainable Development Goals (SDGs) across post-16 education. The University has signed the SDG Accord, recognising and advancing the critical role that education has in delivering the SDGs and the value this brings to governments, business and wider society.

In research, the SEI has continued to provide opportunities for academics to engage with businesses, community groups and individuals on projects that speak to the global challenges of our day. For example, our academics are working at the cutting edge of agri-tech and geothermal technology, and leading a number of major European Regional Development Fund (ERDF) funded programmes. The growing international influence of the SEI has also been demonstrated by the award of an UNESCO Chair in Geoscience and Society, held by Professor Iain Stewart MBE. The role will support academics from earth sciences, psychology, education and the arts to undertake work in India, South America and other parts of the world, developing expertise in disaster risk reduction, geo-energy, resource management and environmental degradation. It will also work to establish new research partnerships and links with professionals in the energy, mining and construction sectors, while enhancing geoscience awareness among communities and the general public.

These are just some of the highlights of the past two years, and I hope that you will find this report informative and inspiring.

Professor Judith Petts CBE

If you want to get involved in our work directly, then please feel free to contact us at sustainability@plymouth.ac.uk.
At a glance

Our mission: advancing knowledge, transforming lives

With around 21,000 students and nearly 3,000 staff, the University of Plymouth is one of the largest universities in the UK, ranked in the top 500 universities in the world, and is one of only two UK universities in the top 100 global Times Higher Education Young University Rankings in 2018.

The University can trace its roots back to the founding of the School of Navigation in 1862, and that focus on marine excellence continues through to the present day. Our Marine Institute has the broadest research portfolio in Europe, and is housed in our world-class Marine Building, with state-of-the-art facilities and wave tank-testing equipment that is in constant demand from the research and development community.

The University is world-renowned for its research in areas such as marine science, psychology, medicine, engineering and robotics, and in the most recent Research Excellence Framework for universities, nearly two-thirds of our research was recognised as world-class or internationally excellent. We pride ourselves on our culture of innovative teaching and learning and our research-rich curriculum, distinguished by active partnership with our student community and with a strong emphasis on employability. This has been recognised by the University being awarded a Teaching Excellence Framework (TEF) Silver Award, demonstrating that the University of Plymouth delivers high quality teaching, learning and outcomes for its students.
Our sustainability approach

Sustainability is embedded within our refreshed Strategy 2016–2020, and at an operational level the University adopts a cross-institutional approach to support the management and delivery of financial, social and environmental sustainability activity across our operations, research, and teaching and learning activities. This is where we can have the greatest impacts: delivering world-leading research supporting solutions for global problems; innovative teaching and learning equipping graduates with the attributes and competencies necessary for applying sustainability principles in their civic and professional lives, and ensuring that we operate a sustainable estate.

The Sustainability Advisory Group (SAG) regularly reviews sustainability performance along with reviewing objectives as part of an annual review of the group’s action plan. The table below describes our key sustainability aspects (and their boundary) against which we report fully. Sustainability is a core value of the University; as such, we monitor and measure performance against a broad spectrum of sustainability aspects.

Some of the material aspects relevant to the University’s activities are outside of the scope of the GRI framework, such as teaching and research, however are included in the report. Our most significant aspects have objectives for improvement, progress against which is included in the following section. The aspects relate to our owned activities, excluding activity relating to academic partner colleges, partnership sites, UPP Residential Services owned halls of residences, and the Students’ Union (UPSU) which is a separate institution, unless stated otherwise.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Details and boundary</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emissions to atmosphere</td>
<td>Reducing our carbon emissions as far as possible. Controlling wider emissions to atmosphere, including refrigerant gases. (It is important to create a campus that is a living example of sustainability, reducing our impact in practice as well as translating this through our teaching and learning environment). Emissions related to UPSU electricity and gas use is included within our data as activities are based on campus.</td>
<td>Internal and external (scope 1, 2 and 3 emissions)</td>
</tr>
<tr>
<td>Energy use</td>
<td>Supporting our carbon targets by focusing on energy efficiency and new technologies. UPSU energy use is included within our data as activities are based on campus.</td>
<td>Internal</td>
</tr>
<tr>
<td>Water use, effluent and drainage</td>
<td>Reducing consumption through technology innovation and behavioural change. Close controls over storage and disposal of chemicals and discharges to foul and sewer drains. UPSU water use is included within our data as activities are based on campus.</td>
<td>Internal</td>
</tr>
<tr>
<td>Waste generated</td>
<td>Reducing waste generated (hazardous, non-hazardous, including waste electrical and electronic equipment) and increasing the proportion of recycling and reuse in waste management methods. Waste generated through our main waste contract (details in Waste section). UPSU waste figures are included within our data as the waste is managed under the main University contract.</td>
<td>Internal</td>
</tr>
<tr>
<td>Travel and transport</td>
<td>Monitoring and reducing the amount of business travel where possible and supporting a move to sustainable modes of transport and commuting. Data relating to business travel booked through our travel partner, and commuting data for staff and students.</td>
<td>Internal and external (staff and student commuting)</td>
</tr>
<tr>
<td>Food and catering</td>
<td>Delivering high-quality, sustainably and ethically sourced food within our café outlets and hospitality provision. For University Commercial Services Plymouth delivered catering.</td>
<td>Internal</td>
</tr>
<tr>
<td>Community</td>
<td>Helping people to transform their lives through education, opening up our facilities and skills to the wider community, engaging in partnerships which improve the lives of others, and improving learning for our students.</td>
<td>Internal and external</td>
</tr>
<tr>
<td>Teaching and learning</td>
<td>Differentiating our academic offer by ensuring issues and principles of sustainability permeate and inform our programmes and modules, learning from existing best practice so that students engage positively with sustainability issues.</td>
<td>Internal</td>
</tr>
<tr>
<td>Research</td>
<td>Using our impactful and world-leading research to develop solutions to global problems including environmental and social sustainability challenges.</td>
<td>Internal</td>
</tr>
<tr>
<td>Procurement</td>
<td>Embedding sustainable procurement by ensuring that the University is purchasing from socially, ethically and environmentally responsible businesses.</td>
<td>Internal and external (supply chain)</td>
</tr>
<tr>
<td>Financial sustainability</td>
<td>Strengthening our finances by sustaining an annual surplus enabling investment in our people and estate, ad maximising income from tuition fees including through alternative delivery and postgraduate programmes.</td>
<td>Internal</td>
</tr>
<tr>
<td>Student experience</td>
<td>Embedding sustainability into our innovative and research-rich curriculum; to ensure our students are equipped with sustainability skills required to deliver change needed in industry and business.</td>
<td>Internal</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>Outside of our environmental reporting, but included for social sustainability reporting. UPSU related sporting accident and incident figures are included within our data.</td>
<td>Internal</td>
</tr>
</tbody>
</table>
Our environmental aspects are managed through the Estates and Facilities Safety Committee, with issues reported up through the safety management structure of the University. All environmental aspects identified are associated with past, present and future activities, and are given an impact rating (ranging between 1 for insignificant and 5 for critical) and a likelihood rating (between 1 for rare and 5 for almost certain), to assess the significance of the aspect on the environment (between 1 and 25). The ratings are identified through tools such as: site audits; interviews; checking product and service requirements; interest of stakeholders; compliance requirements; technical data sheets; and monitoring data for example. We take into account aspects that we can control and influence and also where we can influence those out of our control.

Significance of environmental aspect

![Diagram showing significance of environmental aspects]

- Electricity
- Gas
- Hazardous waste
- Carbon emissions
- Water use
- Emissions to atmosphere
- EFFluent and drainage
- Clinical waste
- Refrigent
- Noise
- Procurement
- Non-hazardous
- Legionella
- Cleaning
- Reservoir
- Traffic and transport
- Community
- Paper use
- Diving and sailing
- Town and country Planning
Minimise environmental footprint

<table>
<thead>
<tr>
<th>Target</th>
<th>Unit</th>
<th>Baseline</th>
<th>2015–16</th>
<th>2016–17</th>
<th>2017–18</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% reduction in CO₂e (from scope 1 and 2) by 2050 from 1990 levels</td>
<td>tCO₂e</td>
<td>15,741</td>
<td>9,797</td>
<td>9,743</td>
<td>9,170</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>38</td>
<td>38</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Reduce annual water consumption to below 3.0m³/student by 2020</td>
<td>m³/ student</td>
<td>7.3</td>
<td>3.81</td>
<td>4.28</td>
<td>3.40</td>
</tr>
<tr>
<td>Recycle 70% of waste by 2020, an increase from 47% in 2011–12</td>
<td>%</td>
<td>47</td>
<td>40</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Reduce waste generated to 20kg or less per student, a reduction from</td>
<td>kg/ student</td>
<td>23</td>
<td>29</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>23kg per student in 2011–12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To reduce gCO₂e per mile of business travel to below 0.28gCO₂e per</td>
<td>gCO₂e per mile</td>
<td>0.28</td>
<td>0.28</td>
<td>0.27</td>
<td>1</td>
</tr>
<tr>
<td>mile by 2020 from a 2014–15 baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor student and staff commuting emissions (kgCO₂e/staff and</td>
<td>kgCO₂e/ person</td>
<td>312</td>
<td>383</td>
<td>254</td>
<td>1</td>
</tr>
<tr>
<td>kgCO₂e/student) from a 2012–13 baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annually monitor supply chain emissions based on spend data, against</td>
<td>56.1 kgCO₂e/ m²</td>
<td>56</td>
<td>56</td>
<td>56</td>
<td>1</td>
</tr>
<tr>
<td>the baseline year 2015–16 (56kgCO₂e/m²), excluding construction,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>utilities and business travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deliver a sustainable food culture that supports local, sustainable</td>
<td>%</td>
<td>72</td>
<td>74</td>
<td>71</td>
<td>76</td>
</tr>
<tr>
<td>and Fairtrade produce and suppliers – monitored through achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of Sustainable Restaurant Association (SRA) standard, with the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>baseline being the 2014 year</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Our targets and objectives are included in our Environmental Management System, which is externally audited annually.

Research that makes a difference

<table>
<thead>
<tr>
<th>Total research funding (£ million)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>2015–16</td>
<td>2016–17</td>
<td>2017–18</td>
<td></td>
</tr>
<tr>
<td>Total research funding (£ million)</td>
<td>£</td>
<td>14.1</td>
<td>14.2</td>
<td>13.1</td>
</tr>
</tbody>
</table>

High quality research led teaching

<table>
<thead>
<tr>
<th>Overall student satisfaction – NSS Q27</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%/ quartile³</td>
<td></td>
<td>84.8% Q2</td>
<td>85.1% Q2</td>
<td></td>
</tr>
<tr>
<td>Teaching quality – NSS Q1-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%/ quartile</td>
<td></td>
<td>85.6% Q2</td>
<td>86.7% Q1</td>
<td></td>
</tr>
<tr>
<td>Graduate-level employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%/ quartile</td>
<td></td>
<td>69.8% Q3</td>
<td>71.5% Q3</td>
<td>75.5% Q3</td>
</tr>
</tbody>
</table>

¹ The travel data reporting cycle runs in the final quarter of each year and so figures for staff and student commuting and business travel for 2017–18 are not available for this report.
² Data produced periodically from Southern Universities Purchasing Consortium, latest data set is for 2015–16.
³ The National Student Survey underwent a significant review, with changes to questions from 2017. For this reason, only two years’ trend data is provided.
⁴ The Destinations of Leavers from Higher Education survey captures the activities of graduates six months after leaving university. This survey has been replaced with the new ‘Graduate Outcomes Record’, with the first publication due in spring 2020.
In 2018 we committed to a new global initiative, the SDG Accord, which is the higher education sector’s collective response to the United Nation’s Sustainable Development Goals (SDGs). The aim of the initiative is to embed the goals across post-16 education, recognising and advancing the critical role that education has in delivering the goals and the value this brings to governments, business and wider society.

The SDGs aim to achieve a better and more sustainable future for all, addressing the global challenges that face societies, including poverty, inequality, climate change, environmental degradation, prosperity, peace and justice. There are 17 goals and the UN aims to achieve all by 2030. For the University in the coming year, we aim to map our activities to the goals to identify which we are supporting through our activities and implement a delivery programme.

Our key opportunities and area of impact lie within our research capabilities, our students and the wider University’s contribution to society, and the impact from our built estate activities.

With just under 3,000 staff and 21,000 students in the city, the University has a strong positive impact upon society and the economy. The University’s Cultural, Social and Economic Impact Report 2018 revealed that the institution contributes c.£900m of output to the economy, £474.5m to UK GDP and the support of 8,769 FTE jobs, as well as our contribution to the civic and cultural landscape.

<table>
<thead>
<tr>
<th>Key impacts and opportunities</th>
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</table>

### Key Performance Indicators

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Income (£m)</td>
<td>239.2</td>
<td>252.8</td>
<td>248.7</td>
</tr>
<tr>
<td>Staff</td>
<td>2,625</td>
<td>2,640</td>
<td>5</td>
</tr>
<tr>
<td>Students</td>
<td>21,237</td>
<td>21,177</td>
<td>20,492</td>
</tr>
<tr>
<td>Home/EU students – new enrolments</td>
<td>5,680</td>
<td>6,226</td>
<td>7,064</td>
</tr>
<tr>
<td>International students – total enrolments</td>
<td>1,552</td>
<td>1,440</td>
<td>1,439</td>
</tr>
</tbody>
</table>

5. The staff data reporting cycle runs in the final quarter of each year and so staff numbers for 2017–18 are not available for this report.
6. Student numbers for on-campus students excluding partner colleges.
The Students’ Union (UPSU) also has a strong community agenda alongside enhancing the student experience and promoting employability. In 2017–18 this equated to 23,927 hours of volunteering by 503 students, raising £287,043 for local and national charities. Beyond this, our students work within clinical and community settings supported by professionals to support delivery of a number of services across the South West, including our Centre for Eyecare Excellence and Plymouth Law Clinic. Dental treatment delivered over the year by the University was valued at £733,000, with the quality of life gains to the vulnerable estimated at up to £9.4m.

Our student body has a significant impact on resources, but represents an even bigger opportunity to progress towards a low-carbon economy in their future workplace if we equip them with the skills and training they require. By embedding sustainability in the curriculum, we produce graduates that are engaged with many of the environmental issues facing the world today, and their societal and socio-economic impacts and implications.

We have had national recognition for this approach, most recently for the NurSusTOOLKIT, which has pioneered the introduction of sustainability and climate change into the nursing curriculum. Developed by academics in nursing, and launched in 2017 as an online resource that provides free teaching materials, it won the Sustainability category at the Guardian University Awards in April 2018.

As an institution we believe there to be no barrier to talent, and we continue to strengthen our commitment to widening participation. In 2017–18 almost 94% of new entrants came from state schools and 13.8% from low-participation neighbourhoods. We launched a new degree apprenticeship programme at the beginning of 2017, providing the opportunity for students to develop alternative technical or specialist skills that will enhance their career prospects and the competitiveness of their employer.

In 2017–18, the University’s research income was £13.2m, and we are renowned for the transformational impact of our research. Researchers at Plymouth made significant contributions to issues such as soil erosion, marine and urban pollutants, localised extinctions due to changes in management practices, medical revalidation and treatment for malaria and stroke. Two of our researchers were recognised with national honours for their impact during the year with an award of OBE for Professor Richard Thompson and Professor Deborah Greaves. There have also been a number of high-impact research projects on plastics in the oceans, including the finding that a single plastic carrier bag could be shredded by marine organisms into around 1.75m microscopic fragments. And in May 2018, the Derriford Research Facility was opened by HRH The Princess Royal, home to researchers working in three main fields: cancer, immunity, infection and inflammation and clinical neuroscience.

Some of this work has a very measurable impact for stakeholders. The University has been allocated £1.5m to work on four industrial research and development projects that will seek to develop new products and services with Cornish agri-tech companies. And the final round of regional/government growth funding in 2017–18 saw the University secure £8.7m for the South West Growth Fund. It is predicted that this investment, allocated to help businesses improve their infrastructure and accelerate growth, will create 1,136 jobs, and generate a further £80.7m of investment from the businesses, their shareholders and lenders.

Our built estate and the impact this has on the natural environment is under constant pressure: the demand to expand and improve in order to deliver against student expectations; the rising impact predicted from climate change and resultant changing temperatures, and rising utilities costs. In 2018 we saw a very cold winter followed by a very hot summer, which had a significant impact on our gas use.

We strive to continually reduce our use of utilities through reducing demand and switching to more sustainable alternatives. So the University’s new Campus Masterplan, which was approved by the Board of Governors in the autumn of 2017, is a very important development in this regard. The masterplan is a ten-year, £250m phased capital investment programme that will transform our campus through the delivery of state-of-the-art teaching and research facilities. Sustainability and environmental considerations are woven into the requirements for this plan in order to deliver efficient and sustainable buildings and spaces that mitigate against climate change risks. Included in this plan is a project to look at expanding our existing heat network to provide more efficient heat distribution to the main campus using combined heat and power (CHP) boilers.
The University also has an Environmental Management System that is accredited to ISO 14001 standard, an internationally recognised standard for environmental management. It provides practical tools for us to identify and control environmental impacts, and it recognises that we have a systematic approach to environmental management that is externally audited. We also have a Building Management System (BMS) that ‘intelligently’ controls 95% of our campus buildings, ensuring efficient operation and control.

Financial sustainability remains another of our key challenges, with management of the underlying cost base in line with medium- and long-term income levels continuing to be a key priority. Effective monitoring of student applications and sustainable cost reduction remains a key focus of the University’s planning process. More information on this is available in our most recent Financial Statements.

The sector continues to experience uncertainty and volatility in government policy, including a major review of post-18 education funding, new regulation and associated scrutiny and sanctions with an emphasis on the consumer rights of students. The University has limited control over the likelihood and timing of these changes, and so the impacts of the risks need to be managed. However, overall the University has this year seen a rise in its position in some of the key league tables, up 14 places in the Times and Sunday Times Good University Guide 2019; up 12 places in The Guardian University Guide, and one of only two UK universities in the top 100 global Times Higher Education Young University Rankings in 2018.
The University of Plymouth’s governance framework, as set out in its Instrument and Articles of Government, requires the University to have two separate bodies, the Board of Governors and the Senate, each with clearly defined functions and responsibilities for strategic oversight.

The Board of Governors is the governing body of the University responsible for the finance, property, investments and general business of the University, and the approval and monitoring of the University’s strategic plan. The Senate is responsible for the academic quality of the University and provides the strategic oversight of the University’s activities in relation to teaching, learning, assessment and research.

The Vice-Chancellor, supported by the University Executive Group (UEG), has responsibility for the management of the University and implementation of the University strategies and objectives, including the sustainability.

Full details of the University’s governance structure, including the composition of the Board of Governors, Raising Concerns Policy, the Schedule of Delegation, Register of Interests (mechanism for dealing with conflicts of interest), executive level positions and structure of meetings, are available on our governance pages at www.plymouth.ac.uk/your-university/governance

The Vice-Chancellor has ultimate responsibility for overseeing the sustainability agenda. The Executive Dean for Science and Engineering is the senior representative for sustainability at University Executive level, and chairs the Sustainability Advisory Group (SAG), one of the University Executive Committees. This group is responsible for advising and updating the UEG and Board of Governors on the University’s sustainability performance, and for overseeing and co-ordinating the management and delivery of the University’s Sustainability Strategy, as well as advising our senior management and executive team on sustainability challenges and how these may impact on University strategy. Performance is evaluated against the institution’s KPIs for sustainability, through annual reporting and regular reviews of action plans within the group.

Operational sustainability is managed by Estates and Facilities in co-ordination with other professional services departments. Sustainability research is co-ordinated through the Sustainable Earth Institute (SEI), and sustainability teaching and learning is co-ordinated through the Centre for Sustainable Futures (CSF). The SAG meets quarterly; its members include representatives from Estates and Facilities, SEI, CSF, External Relations, Talent and Organisational Development, and the Students’ Union as well as other stakeholder members from departments across the University, such as Finance.
Risk management

The University has a Raising Concerns policy, outlining procedures for staff and students to raise concerns relating to illegal or unethical behaviour, if the normal routes for raising issues are not appropriate at the point in time. However, day-to-day risk is managed through existing processes within the University, including the University’s Strategic and Operational Risk Registers.

The University Risk Registers are reviewed termly by the University Executive Group (UEG), the Audit Committee and the Board, and each University risk is owned by a member of UEG. Risk management is regularly audited internally and is reported via the Audit Committee. The Board of Governors reviews the full University Strategic Risk Register annually; however, the Audit Committee can escalate any issues to the Board when appropriate. Sustainability risk is reflected on the University Risk Register and updated through regular input from the chair of the SAG, with the option to escalate risks as necessary.

In 2017–18 the Strategic Risk Register covered 17 areas of risk. The University’s main focus is managing the risks around financial sustainability, student recruitment and employability. Another sustainability risk relates to the University’s performance in terms of graduate employability. We are focusing on the personal development, work-based experience and employment of students in order to improve our student employability outcomes. We have a more detailed sustainability and environmental risk register which documents our main environmental impacts as a result of our activities, and a correlating plan for reducing and mitigating these risks as far as possible.
## Our sustainability story

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>• An automated Building Management System (BMS) is introduced. It now controls approximately 95% of the Plymouth campus buildings.</td>
</tr>
<tr>
<td>1996</td>
<td>• The first Energy and Water Policy is introduced.</td>
</tr>
<tr>
<td>2002</td>
<td>• UK Emissions Trading Scheme (UKETS) – the University is required to account for, and trade in, CO₂ emissions arising from gas, electricity and oil usage for the period 2002–07.</td>
</tr>
<tr>
<td>2003</td>
<td>• The first Green Travel Plan is adopted.</td>
</tr>
<tr>
<td>2004</td>
<td>• The first Environmental Policy is adopted.</td>
</tr>
<tr>
<td>2005</td>
<td>• An Environment Committee is established and takes responsibility for implementing the Environmental Policy.</td>
</tr>
<tr>
<td></td>
<td>• The University develops its first Waste Strategy.</td>
</tr>
<tr>
<td></td>
<td>• The University is awarded Carbon Trust status under the Energy Efficiency Accreditation Scheme, 2005–10.</td>
</tr>
<tr>
<td></td>
<td>• £4m is awarded from HEFCE to establish the Centre for Sustainable Futures to deliver University-wide excellence in education for sustainable development.</td>
</tr>
<tr>
<td>2007</td>
<td>• The University is ranked second overall in the first People &amp; Planet Green League.</td>
</tr>
<tr>
<td></td>
<td>• The University is highly commended in the Green Gown Awards for its water conservation methods.</td>
</tr>
<tr>
<td>2008</td>
<td>• The Office of the Vice-Chancellor sets up the Advisory Group for Sustainability, chaired by the Vice-Chancellor’s Policy Officer.</td>
</tr>
<tr>
<td></td>
<td>• The first Carbon Management Plan is adopted.</td>
</tr>
<tr>
<td></td>
<td>• The first Sustainability Strategy is approved.</td>
</tr>
<tr>
<td>2009</td>
<td>• The Roland Levinsky Building – built to a BREEAM (Building Research Establishment Environmental Assessment Method) ‘Very Good’ standard – is opened.</td>
</tr>
<tr>
<td></td>
<td>• The University’s Environmental Management System (EMS) is accredited to the requirements of ISO 14001 standard. The system scope covers all aspects of University operations, and is one of the first in the country to do so.</td>
</tr>
<tr>
<td></td>
<td>• The University is awarded a £280,000 grant from SALIX, plus £95,000 internal funding to create a ring-fenced budget of £375,000 for the development of carbon-reduction schemes.</td>
</tr>
<tr>
<td></td>
<td>• The University gains Fairtrade University status.</td>
</tr>
<tr>
<td></td>
<td>• The University wins Silver in the Corporate Responsibility Index from the Business in the Community (BITC) charity.</td>
</tr>
<tr>
<td></td>
<td>• The University joins the Athena SWAN Charter – a national initiative that recognises commitment to advancing women’s representation in science, technology, engineering, mathematics and medicine employment in higher education and research.</td>
</tr>
</tbody>
</table>
2010

• The University is ranked as a ‘top five’ performer, with a score of 80%, in the Environmental and Social Responsibility Index through the Universities that Count initiative.

• The University establishes a new tri-cameral structure for the management of sustainability, comprising the Office of Procurement and Sustainability (for operational sustainability), the Institute for Sustainability Solutions Research, and the Centre for Sustainable Futures, which is focused on curriculum-related issues.

2011

• Funding of nearly £1m is awarded for the Campus Information Control System project, which aims to match energy demand and consumption more closely than before. The system is expected to meet over 60% of the University’s 2015 carbon-reduction targets.

• The University’s Fairtrade status accreditation is renewed for a further two years.

• The University publishes its first Sustainability Report.

• The University wins a Green Gown Award for ‘Continued Improvement – Institutional Change’.

• The University wins a Green Tourism Gold award.

2012

• The University wins the Most Sustainable Public Sector Organisation in Education in the Public Sector Sustainability Awards.

• The University is ranked fifth in the GreenMetric World University Ranking (second of all UK universities).

• The University installs 350kWe CHP in the Davy Building.

• UPSU is awarded Gold in the Green Impact scheme.

• The University wins a Bronze award from the Food for Life Catering Mark.

• The University’s EMS is re-accredited to ISO 14001 standard for a further three years.

• Plymouth is the first University to be awarded the Social Enterprise Mark.

• The Institute for Sustainability Solutions Research (ISSR) is established to promote the sustainability research agenda.

• The new Marine Building, built to a ‘BREEAM Excellent’ standard, is opened as part of our 150th anniversary celebrations.

2013

• The University is highly commended in the Green Gown Awards ‘Courses’ category.

• UPSU is awarded Gold in the Green Impact scheme.

• The University wins Silver in the national sustainability performance index: Learning in Future Environments (LiFE).

• Sustainability features as one of the University’s four key ambitions in its Strategy 2020.

• The University is shortlisted by the Times Higher Education Awards for ‘Outstanding Contribution to Sustainable Development’.

• A lighting upgrade in the University library replaces the old light fittings with LED equivalents – a £235,000 project with a four-year payback.

• The University launches a revised and updated Sustainability Strategy.

• UPSU is awarded Excellent in the Green Impact scheme.

• The University wins the prestigious Gold award from the Royal Society for the Prevention of Accidents.

• The University is the first to be awarded Three-star standard from the Sustainable Restaurant Association.

• The University wins a Bronze award from the Food for Life Catering Mark (Soil Association).

• The University wins a Green Gown Award in the Food and

2014

• The University wins the Most Sustainable Public Sector Organisation in Education in the Public Sector Sustainability Awards.

• The University is ranked fifth in the GreenMetric World University Ranking (second of all UK universities).

• The University installs 350kWe CHP in the Davy Building.

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• The University is the first to be awarded Three-star standard from the Sustainable Restaurant Association.

• The University wins a Bronze award from the Food for Life Catering Mark (Soil Association).

• The University wins a Green Gown Award in the Food and
Drink, Enterprise and Courses and Learning categories.

• The House, the University’s own performing arts centre, is opened, built to a ‘BREEAM Excellent’ standards.

• The University’s Bronze Athena SWAN award is renewed.

• Drake’s Place wins two Abercrombie Awards (organised by Plymouth City Council), including the coveted People of Plymouth Award, awarded by public vote.

• The House wins the Best New Building Category and the overall Abercrombie Award for design excellence and innovation.

• The University is shortlisted for the FreeFrom Food Award.

2015

• The University’s Environmental Management System is re-accredited to ISO 14001 standard for a further three years.

• Drake’s Place Reservoir and Gardens receive Green Flag status.

• Drake’s Place is shortlisted for a Green Gown Award in the Community Innovation category.

• The University’s Fairtrade Accreditation status is renewed.

• The University’s Food for Life Catering Mark is renewed – Café JB’s and hospitality menus gain a Bronze award, while Drake’s Kitchen, Loafers and the Reservoir Vegetarian Bistro win Silver.

• The University creates an apiary and sites two beehives.

• The University’s Sustainable Restaurant Association Three-star standard is renewed.

• The University is a Guardian Awards 2015 winner for social and community impact.

• The University gains an NUS Responsible Futures award in recognition of the excellent quality of its sustainability education.

• Taste of the West Silver 2015 – Café JB’s, Reservoir Vegetarian Bistro.

• Taste of the West Gold 2015 – Drake’s Kitchen.

2016

• The University is a Building Public Trust in Corporate Reporting award winner for Sustainability Reporting (Public Sector).

• The University is a Green Gown award winner for Sustainability Reporting.

• The University is a Food Made Good award winner for University of the Year.

• Drake’s Place Reservoir and Gardens receive renewed Green Flag status.

• The University signs up to the Sustainable Development Goals (SDG) Accord – the higher education sector’s collective response to the SDGs established by United Nations.

• Drake’s Place Reservoir and Gardens receive renewed Green Flag status.

• The School of Geography, Earth and Environmental Sciences win an Athena SWAN Bronze award.

2017

• The University is a Guardian University award winner in the Sustainability category.

• The University commits to reduction of single-use plastics and signs up to three national campaigns: the WRAP UK Plastics Pact, Plymouth City Council’s Plan for Plastics and the Surfers Against Sewage Plastic Free Waterfront Status.

• The University is awarded TEF (Teaching Excellence and Student Outcomes Framework) Silver status.

• The Plymouth Law Clinic – a student-run legal service – is a LawWorks and Attorney General Student Pro Bono award winner for the Best Contribution by a Law School.

• Drake’s Place Reservoir and Gardens receive the Green Flag award for the fourth year running.

• The University’s Catering Manager is a Food Made Good award winner for the Champion award and is shortlisted for the Source Fish Responsibly award.

• The Faculty of Medicine and Dentistry win an Athena SWAN Silver award, and the Schools of Health Professions; Nursing and Midwifery; Computing, Electronics and Mathematics; Engineering, and Psychology win Athena SWAN Bronze awards.

• The University’s Associate Professor in Sustainable Construction and Surveying is a Green Gown award winner for the Sustainability Champion award.
OPERATIONS

Leading by example, we will provide a sustainable campus

Carbon
To reduce CO$_2$e by 80% by 2050. To date:

- 42% reduction in CO$_2$e from 1990 levels
- 4% reduction in electricity since 2004–05
- 24% decrease in gas since 2004–05

Water
To reduce water consumption to below 3.3m$^3$ per student by 2015. To date:

- 50% reduction in water since 2005–06
- 3.4m$^3$ of water consumed per student in 2017–18

Biodiversity
To maintain the level of green space on campus compared with 2011 levels and increase the number of animal and plant species and marine ecology levels compared with 2011 levels. To date:

- Drake’s Place Reservoir and Gardens restored and reopened
- Beehives sited on campus

Waste
To recycle 70% of waste by 2020 and reduce waste to 20kg or less per student. To date:

- 42% of waste recycled in 2017–18
- 32kg of waste generated per student in 2017–18

Transport
To reduce gCO$_2$e per mile of business travel to below 0.28gCO$_2$e per mile by 2020, and monitor student and staff commuting. To date:

- Business travel emissions were 0.27 gCO$_2$e in 2016–17
- Staff and student commuting was 254kgCO$_2$e/person in 2016–17, a reduction of 24% since 2011–12

Food
To create a sustainable food culture on campus. To date:

- Fairtrade University
- Three-star Sustainable Restaurant Association standard
Carbon emissions due to our activities are one of our most significant environmental impacts and we have ambitious targets to reduce these emissions and limit our impact on the environment. It is important to create a campus that is a living example of sustainability, reducing our impact in practice as well as translating this through our teaching and learning environment. We align our carbon reduction target with UK legislation.

Aim

We aim to reduce our own emissions as far as possible by working to deliver:

- a 43% reduction in CO₂e by 2020
- an 80% reduction in CO₂e by 2050.

Moreover, we aim to compensate against the remaining emissions by:

- developing research solutions and innovative technology
- delivering behaviour change through instilling low-carbon values and habits in our students.

Performance

- We have reduced CO₂e emissions from gas and electricity by 42% since the base year 1990 to 2017–18. Base year emissions in 1990 were 15,741tCO₂e.
- We need to reduce our current emissions by a further 1%, based on our current consumption, to achieve the 2020 target.

The carbon targets originally set by HEFCE have been strongly challenged by the sector as being unrealistic. This is especially the case for growing institutions, such as Plymouth. As we expand, we increase our baseload energy use against our baseline, making the carbon reduction targets ever more challenging. Over the past six years, the estate has expanded, with three additional buildings and a number of major refurbishments and extensions. In 2017, the University approved a ten-year masterplan for campus improvement, which will see the construction of new buildings as well as major refurbishment of the existing estate, creating additional pressure on our reduction target. In the period of this report, we have also seen the opening of the Derriford Research Facility (DRF), home to our medical research facilities. The DRF is a highly technical building that has added additional energy consumption to our estate.

<table>
<thead>
<tr>
<th>tCO₂e 7</th>
<th>2015–16</th>
<th>2016–17</th>
<th>2017–18</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHG emissions (scope 1) (tCO₂e)</td>
<td>2,608</td>
<td>2,449</td>
<td>2,953</td>
</tr>
<tr>
<td>GHG emissions (scope 2) (tCO₂e)</td>
<td>7,538</td>
<td>7,542</td>
<td>6,469</td>
</tr>
<tr>
<td>GHG emissions (scope 3) (tCO₂e)</td>
<td>21,393</td>
<td>17,542</td>
<td>17,516</td>
</tr>
<tr>
<td>GHG emissions (scope 1 and 2) (tCO₂e)</td>
<td>10,146</td>
<td>9,991</td>
<td>9,422</td>
</tr>
<tr>
<td>GHG emissions change (gas, oil and electricity) (tCO₂e)</td>
<td>-915</td>
<td>-54</td>
<td>-573</td>
</tr>
<tr>
<td>GHG emissions change (gas, oil and electricity) (%)</td>
<td>-9%</td>
<td>-1%</td>
<td>-6%</td>
</tr>
<tr>
<td>GHG emissions intensity (scope 1 and 2 per student) (tCO₂e)</td>
<td>0.48</td>
<td>0.47</td>
<td>0.46</td>
</tr>
<tr>
<td>Emissions of ozone-depleting substances (tCO₂e)</td>
<td>168</td>
<td>46</td>
<td>49</td>
</tr>
<tr>
<td>Staff and students commuting (tCO₂e)</td>
<td>8,464</td>
<td>5,607</td>
<td>4</td>
</tr>
<tr>
<td>Commuting intensity (tCO₂e per person)</td>
<td>0.36</td>
<td>0.24</td>
<td>4</td>
</tr>
<tr>
<td>Business travel (tCO₂e)</td>
<td>3,407</td>
<td>2,385</td>
<td>2</td>
</tr>
<tr>
<td>Waste (tCO₂e)</td>
<td>157</td>
<td>158</td>
<td>159</td>
</tr>
<tr>
<td>Water (tCO₂e)</td>
<td>78</td>
<td>80</td>
<td>71</td>
</tr>
</tbody>
</table>

7 CO₂e: carbon dioxide equivalent.
8 The travel data reporting cycle runs in the final quarter of the year and so figures for staff and student commuting and business travel for 2017–18 are not available for this report.
When the University first produced its carbon plan, it could only determine emissions from utilities. Since then, we have identified emissions from other sources. We are now able to monitor the scope 3 emissions associated with water, waste, business travel and commuting, and we receive a biennial report from the Southern Universities Purchasing Consortia on procurement-related emissions. We also categorise procurement, waste, business travel and employee commuting as energy consumption outside of the organisation, according to the GRI format. This has shown that utility-based emissions typically account for only 35% of our total emissions.

We have streamlined our reporting of data in line with our overarching carbon targets, to enable as much reporting as possible to be in one unit, to enable reporting on performance more streamlined. However, we also monitor and report scope 3 GHG emissions in their original units, detailed on the following pages. Our ambition is to reduce carbon emissions across all scope 1, 2 and 3 activities. The carbon conversion factors used throughout this report are taken from the Department for Business, Energy and Industrial Strategy, which is updated annually.
<table>
<thead>
<tr>
<th>Emission scope</th>
<th>Type</th>
<th>Base Year (2005–06)</th>
<th>2017–18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope 1</td>
<td>Combined heat and power plant</td>
<td>Not applicable</td>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>Solid fuels</td>
<td>Not applicable</td>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>Liquid fuels</td>
<td>Included</td>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>Gaseous fuels</td>
<td>Included</td>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>Vehicle fleet</td>
<td>Data not available</td>
<td>Included (calculated)</td>
</tr>
<tr>
<td></td>
<td>Refrigerant gases</td>
<td>Data not available</td>
<td>Included</td>
</tr>
<tr>
<td>Scope 2</td>
<td>Grid electricity</td>
<td>Included</td>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>Heat purchased</td>
<td>Not applicable</td>
<td>Included</td>
</tr>
<tr>
<td>Scope 3</td>
<td>Water</td>
<td>Included</td>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>Waste</td>
<td>Base year 2010–11</td>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>Business travel: hire vehicles</td>
<td>Base year 2012–13</td>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>Business travel: rail</td>
<td>Base year 2012–13</td>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>Business travel: air</td>
<td>Base year 2012–13</td>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>Employee commuting</td>
<td>Base year 2011–12</td>
<td>Included (calculated)</td>
</tr>
<tr>
<td></td>
<td>Student commuting (daily)</td>
<td>Base year 2011–12</td>
<td>Included (calculated)</td>
</tr>
<tr>
<td></td>
<td>Student commuting (home)</td>
<td>Data not available</td>
<td>Included (calculated)</td>
</tr>
<tr>
<td></td>
<td>Procurement related: general</td>
<td>Data not available</td>
<td>Included (estimated)</td>
</tr>
</tbody>
</table>

## Energy

### Reducing our carbon emissions as far as possible to reduce our impact on the natural environment

To support our carbon management targets, we focus on reducing our energy consumption through:

- improving the energy efficiency of University buildings and facilities
- diversifying energy supply sources to move away from reliance on fossil fuels
- reducing the use of energy through technologies such as solar shading and smart Building Management Systems
- using the residual energy within a building before burning fuel.

### Aim

- To reduce electricity and gas consumption in line with our carbon emissions reduction target.

### Performance

- We have reduced electricity consumption by 4% from the base year 2005–06 to 2017–18.
- We have reduced gas use by 24% from the base year 2005–06 to 2017–18.
We have been successful in reducing our gas and electricity use overall since the base year. However, the past year has seen a 12% increase in gas and electricity use compared to the year before. The year 2017–18 saw more extreme weather than would usually be expected in the South West, with a particularly long and cold winter which saw the University close due to snow, followed by a particularly hot summer. Both events had a significant impact on the utilities used for heating and ventilation.

Normalising expected energy consumption based on external temperatures, using Degree Days methodology, we would expect that 2017–18 would see an increase in heating load of 24% in the South West. This is reflected in our gas use data which saw a 29% increase in gas use from the year before. The remaining 5% increase in usage could be expected to come from new buildings coming online, including the DRF which also houses a combined heat and power boiler, which tends to increase gas use in the generation of electricity.

### Utility monitoring

We have nearly 500 utility meters on campus. The majority of monitoring is carried out on a half-hourly basis, providing a high degree of transparency regarding the energy and water consumption. We have three Building Management Systems (BMS) on campus, which connect and control the majority of the buildings’ services.

We also have a system of profile alerting where changes in energy and water use beyond the expected will issue an alert. The system checks consumption against the historic profiles, and energy use against BMS models, and creates an alert when an item of plant or equipment is not functioning as expected (and using more energy than it should). This enables cost avoidance, identifying and fixing issues promptly, and thus avoids increases in energy use.

### The Sustainability Hub – Kirkby Lodge

Kirkby Lodge is due to open in 2019 as the University’s new Sustainability Hub. Home to the Sustainable Earth Institute and the Centre for Sustainable Futures, the hub will provide a space for student group work, research, teaching and learning support workshops, public events and meetings. The building is being refurbished to the SKA top Gold standard (an environmental assessment tool for sustainable fit-out) featuring many elements of sustainable design, including: 80m² of green wall with over 90 plants per m², 4kW photovoltaics, reception digital energy display, naturally ventilated, FSC sustainable timber, energy efficient LED lighting, and responsible sourcing for other materials with a focus primarily on reuse of materials.

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1. Includes consumption from biomass boilers in our Innovation Centres in Cornwall.
1. Solar thermal hot water
2. Thermal decks
3. Passive ventilation
4. Night-time cooling
5. Solar shading
6. CHP location
7. Voltage optimisation
8. High-efficiency LED lighting
9. Lighting sensors
10. Rainwater harvesting
11. Low-loss transformer
12. Large gardens
13. Photo voltaics
14. Green wall

Inverter controls across all campus
Combined heat and power (CHP)

Installed in 2012, and located in the Davy Building, the CHP plant provides heat to 50% of the campus. It integrates the production of usable heat and power in one efficient process, generating electricity while also capturing usable heat produced during the process. Usually in conventional electricity production, heat is a by-product that is wasted. The CHP plant is typically 30% more efficient than traditional gas boilers, and its operation saves the University approximately £3,600 per week. We also have CHPs in our Marine Station and Derriford Research Facility.

Passive ventilation and night cooling

These methods are used in the Portland Square Building, the Marine Building and The House. These buildings are designed to ventilate using natural convection currents. The large atrium in the Portland Square Building enables hot air to rise and draws fresh air into the building without mechanical intervention. Night-time cooling occurs by using the natural ventilation to cool the thermal mass of the concrete at night, which then cools the building in the daytime.

Inverter controls

Installed on all electric motors on campus, inverters give a soft start and stop and variable speed control to allow motors to be operated at optimum performance. This saves energy, improves the power factor (and reduces the reactive power required, therefore reducing energy use) and improves performance.

Solar shading

Used in the Link, Rolle and Babbage Buildings, solar shading comes in the form of louvres on the Link Building and fins on the Rolle and Babbage Buildings. Solar shading saves energy by reducing heat gain from the sun inside the building, which reduces the demand for cooling and helps maintain comfortable conditions.

Green roof, green walls and photovoltaic cells

The Peninsula Dental School and the Pool Innovation Centre both have a green roof, covered in growing vegetation, and a number of photovoltaic cells. As well as being visually pleasing, green roofs insulate the buildings, create a habitat for wildlife, and help to lower urban air temperatures. The Peninsula Dental School also has photovoltaic cells, which convert the sun’s energy into electricity, as do the new Marine Station and Wellbeing Centre. The new Kirkby Lodge refurbishment opening in 2019 will see the first green wall on one of our buildings, which will be both internal and external. (and reduces the reactive power required, therefore reducing energy use) and improves performance.
Water

Reducing our consumption through technology innovation and behaviour change

In line with the carbon and energy plan, we will reduce water consumption by better use of existing plant and investment in new and innovative technologies, with new buildings being as water efficient as economically practical. We are working to maintain the water efficiency of the equipment within our buildings to the highest standard and reduce the consumption of water and associated CO₂e emissions.

Our water supplies and discharges are supplied and managed through South West Water, with the main demand on our water use being office operations, in addition to: laboratory work, aquariums and wash-down facilities for our diving and marine facilities. We monitor our water use closely as part of our monitoring and verification software. Effluent discharges are monitored through South West Water, and currently we have no requirements for discharge licences (for our main sites as covered by this report).

Aim

To help achieve the carbon reduction targets, the University aims to:

- reduce water consumption from 7.3m³ per student in 2005–06 to below 3.3m³ by 2020
- maintain water-consuming equipment at its optimum efficiency
- reduce consumption through tighter control and elimination of leakages.

Performance

- Since 2005–06, we have reduced water consumption by 50%.
- In 2017–18, our water use per student was 3.3m³.
- Water use per user (including staff) was 3.03m³ in 2017–18.

<table>
<thead>
<tr>
<th>Volume of water (m³)</th>
<th>2015–16</th>
<th>2016–17</th>
<th>2017–18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water withdrawal from municipal water supplies</td>
<td>74,041</td>
<td>79,829</td>
<td>70,191</td>
</tr>
<tr>
<td>Water withdrawal from rainwater tanks</td>
<td>423</td>
<td>588</td>
<td>740</td>
</tr>
<tr>
<td>Percentage of water recycled and reused</td>
<td>0.57%</td>
<td>0.74%</td>
<td>1.05%</td>
</tr>
<tr>
<td>Water use per student</td>
<td>3.5</td>
<td>3.7</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Absolute consumption of water has reduced from 116,433m³ in 2005–06 to 70,191m³ in 2017–18, a reduction of 50%. We have made significant achievements in reducing our baseload consumption, and delivered reductions of around 12% over the past year. For our student use we have reduced use to 3.3m³ per student, however, if you include staff figures within this ratio, our water use per user was 3.03m³. Previously we aimed to achieve our target of 3m³ per student per annum by 2015, unfortunately this challenging target wasn’t quite achieved, and so we have kept the target in place and aim to achieve this by 2020.

Rainwater harvesting

Rainwater harvesting technology is used in our more recent buildings; the Roland Levinsky Building, Nancy Astor Building, Marine Building and The House. Rainwater is collected from the roof and stored in large tanks. The water is then used for the flushing of toilets, and prevents the drinking water from the mains being used. There are many advantages to harvesting rainwater, mainly in providing an independent and local water supply, which is not impacted by regional water restrictions and which reduces the demand on local water infrastructure.
Waste

Working towards the five Rs: reduce, reuse, recycle, (energy) recovery and remove

We have two main targets for waste: to increase the proportion of waste recycled, and to reduce the amount of waste generated. Reducing the amount of waste generated is an ambitious aim that involves engagement with staff and students. Behind the scenes our highly dedicated campus operatives work to support recycling as much as possible, especially with our more bulky waste, by separating and dismantling everything from computer chairs to cardboard boxes.

The figures for waste monitoring only include what is managed by our waste management contract which includes: main campus; Mast House; Royal William Yard; Marine Station; the John Bull Building and the Derriford Research Facility.

Aim

To reduce the impact of our operations, we aim to:

• recycle 70% of waste by 2020
• reduce the waste generated per student to 20kg or less by 2020.

Performance

• Since 2011, keeping the baseline constant, our total waste has increased by 20% and we generate on average 32kg per student.
• In 2017–18, we recycled 42% of our waste, meaning there is a challenge to reach the 70% target.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Tonnes</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total waste</td>
<td>616</td>
<td>651</td>
<td>656</td>
</tr>
<tr>
<td>% recycled</td>
<td>40%</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td>kg per student</td>
<td>29</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>Hazardous waste</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total waste</td>
<td>33</td>
<td>34</td>
<td>29</td>
</tr>
<tr>
<td>Landfill</td>
<td>0.1</td>
<td>0.2</td>
<td>0</td>
</tr>
<tr>
<td>Recycling</td>
<td>7</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Incineration</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>Non-hazardous waste</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total waste</td>
<td>585</td>
<td>617</td>
<td>627</td>
</tr>
<tr>
<td>Landfill</td>
<td>354</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Energy recovery</td>
<td>0</td>
<td>354</td>
<td>369</td>
</tr>
<tr>
<td>Recycling</td>
<td>223</td>
<td>246</td>
<td>243</td>
</tr>
<tr>
<td>Anaerobic digestion</td>
<td>7</td>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>

1 Landfill remains the only practicable solution for a limited number of waste streams, including asbestos. In some years we have a small amount of asbestos waste resulting from construction projects.
We are continually striving to monitor the volume of waste produced and to improve upon the method of dealing with it. We have a large campus, and changes in the built estate also bring changes to the bins on campus.

In 2017, we put our new waste and recycling contract in place with Viridor. Since then we have seen the introduction of a new reporting and monitoring system for waste, and new recycling signs for our bins. We have also incorporated new sites into the contract, meaning we are managing more waste than with the previous contract. This makes working towards our waste minimisation and recycling targets more challenging.

**Waste reduction and single-use plastics**

In light of the increased publicity around the global problem of plastic pollution, and a number of regional, national and international initiatives, in 2017 the University signed up to a Plan for Plastics, as well as three external national plastics campaigns:

- The WRAP (Waste and Resources Action Programme) UK Plastics Pact
- Plymouth City Council (PCC) Plan for Plastic
- Surfers Against Sewage (SAS) Plastic Free Coastlines (a city wide objective led by PCC and Environment Plymouth)

The University is committed to reducing the use of single-use plastics throughout its operations and to supporting the world-leading research that our academics are delivering, in particular in the area of marine environments and microplastics. As a society we face a growing problem with plastic and other waste, and at the University we feel the impact of this, trying to deliver our target to reduce waste with a growing campus and an increasingly throw-away society. But we have implemented a number of successful schemes so far at the beginning of our journey:

- Banning plastic straws in University cafés and UPSU cafés
- Replacing plastic water bottles for hospitality with glass bottles and jugs of water
- Introducing a 20p discount on any takeaway hot drink bought in your own reusable cup, which saved over 10,000 cups between February and September 2018
- Promoting locations of water fountains across campus to refill water bottles
- Ensuring all disposables in University cafés are biodegradable.

**Furniture store**

We have a furniture reuse store on campus, where all furniture that is no longer needed by its current user but is still in a useable condition, is stored for future use. The 240m² space is full of reusable office furniture, from desks and shelves to swivel chairs. Our campus is lacking in available storage space, so this is a great asset for waste management. It is estimated that our reuse store has saved £60,965 in furniture costs in the year 2016–17, and £36,055 in 2017–18. This store also means that we can respond to furniture requests quicker than if we had to order in new furniture. Any furniture that comes into the store that is no longer suitable for our use is collected by a local charity for resale. Furniture that is no longer fit for purpose is dissembled in our yard for recycling.
Travel and transport

Supporting sustainable modes of business travel and commuting through the Green Travel Plan

Owing to the location of the main campus in Plymouth city centre, and the student and staff population reaching almost 23,000, travel and transport is an important issue and one that impacts the local community. We measure the impact of business travel, as well as monitoring student and staff commuting.

We operate a Green Travel Plan, which aims to minimise the impact of car travel on the campus and local environment and encourages maximum use of public and sustainable transport. We try to promote sustainable travel options where possible by offering incentives, such as the cycle-to-work scheme, and to take sustainable modes of travel through offering ticket discounts and purchasing options.

For business travel we record data for air and rail travel, taxi use, bus use and hire car usage from our suppliers. For the grey fleet, we monitor fuel spending. For staff and student commuting, we gather data on commuting via a travel survey administered by Plymouth City Council.

Previously, our travel targets have focused on staff and student commuting, but we have replaced these with new targets focusing on reducing the emissions associated with business travel. While we still monitor commuting data to ensure that we are successfully promoting sustainable modes of transport, our focus is on business travel, as this is an area where we can have more of a direct influence through policy and procedure changes.

### Aim

To reduce the impact of the movement of our staff and students, we aim to:

- reduce \( \text{gCO}_2 \text{e per mile of business travel to below 0.28gCO}_2 \text{e per mile by 2020} \)
- reduce the need for business travel through video conferencing
- monitor student and staff commuting emissions

### Performance

Our reporting cycle for business travel data runs slightly behind our main reporting, due to the data collection cycle. And so the most up-to-date figures are for the 2016–17 year.

- Emissions from business travel were 0.27gCO\(_2\)e per mile of business travel in 2016–17
- We have started to gather data for video conferencing usage and over a 180-day period in 2017 there were 1,334 video conferencing calls and 2,842 in 2018
- Student and staff commuting emissions were 645kgCO\(_2\)e/staff and 201kgCO\(_2\)e/student with an overall 242kgCO\(_2\)e per person in 2016–17.
We run the travel survey every two years (the most recent being in 2017), and in the interim years we update the figures using total numbers of staff and students for that year, but based on the modal population percentages derived from the survey.

However, we are only able to report modal percentages from survey data, therefore we report on this for every other year.

For the past year we have monitored the use of video and telephone conferencing. Staff can now set up video and teleconferencing calls through a central system, although calls arranged separately using alternative technology will not be captured in this data.

<table>
<thead>
<tr>
<th>tCO₂e</th>
<th>Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus</td>
<td>382</td>
<td>314</td>
</tr>
<tr>
<td>Rail</td>
<td>222</td>
<td>211</td>
</tr>
<tr>
<td>Motorcycle</td>
<td>39</td>
<td>34</td>
</tr>
<tr>
<td>Car</td>
<td>1,244</td>
<td>1,098</td>
</tr>
<tr>
<td>Car share</td>
<td>386</td>
<td>341</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mode</th>
<th>Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>21%</td>
<td>19%</td>
</tr>
<tr>
<td>Bicycle</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Public transport</td>
<td>34%</td>
<td>31%</td>
</tr>
<tr>
<td>Car sharers</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Motorcycle</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Car</td>
<td>23%</td>
<td>29%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Staff and student commuting emissions
In 2017 and 2018 we secured match funding from Plymotion at Your Workplace, through Plymouth City Council, to increase our provision of covered cycle stands, to enable more spaces where staff and students can leave their bikes securely and protected from the elements. We aim to continually improve the provision of cycle stands.

We offer a number of travel incentives to promote sustainable travel for staff, for example access to the Cycle to Work scheme for discounted bike purchasing. More information can be found on the Green Travel and Car Parking Community intranet pages.
Embed sustainable procurement by ensuring we are purchasing from socially, ethically and environmentally responsible businesses

The University has a non-pay expenditure of circa £80m per annum, and over 3,000 suppliers supporting us, and we are passionate about embedding sustainable procurement.

As a publicly funded body we are subject to the Public Procurement Regulations 2015 and are required by law to advertise our requirements over the given threshold through the Official Journal of the European Union. We are also members of the Southern Universities Purchasing Consortia (SUPC) for many commodity contracts.

Southern Universities Purchasing Consortia

SUPC is a buying organisation for universities and further education colleges that develops and manages framework agreements. Through these contracts, SUPC has the responsibility for the supplier selection process, including any sustainability evaluation. SUPC states that they are committed to ensuring that policies and procedures are in place to support the elimination of human slavery and human rights abuses in supply chains, and implementing environmental policies that help to reduce our negative impact on the environment. It also supports the removal of barriers for SMEs to participate in procurement.

Supplier evaluation

In selecting suppliers we consider the whole-life costs, environmental and social impacts in our assessment of value for money, and the pursuit of eliminating slavery and human trafficking in our supply chains.

All suppliers appointed to contracts by the University with a value in excess of the relevant EU thresholds are required to complete Section 3 Grounds for Discretionary Exclusion of the government’s Standard Supplier Questionnaire (SQ) as part of the tendering process. This requires a supplier’s disclosure, if they have violated applicable obligations in the fields of social and labour law established by EU law, national law, collective agreements or by the international social and labour law provisions.

This return includes questions as to whether, in the last three years, the organisation (anywhere in the world) has committed a breach of environmental obligations, a breach of social obligations, or a breach of labour law obligations.

In addition, through the guidance and advice given to staff, it is encouraged that consideration should be given to all aspects of sustainability at the tendering stage.

Training for staff

We make training resources available for all staff to support sustainable procurement including: protecting human rights in the supply chain, introduction to sustainable procurement and supplier due diligence. This sits alongside guidance on equity and diversity in procurement from Stonewall Workplace Guide Procurement – Embedding Lesbian, Gay and Bisexual Equality in the Supply Chain. We also promote access to guidance about modern slavery and human trafficking through the UK Modern Slavery Helpline and Resource Centre.

Net Positive Futures

The University has recently adopted a supplier engagement tool, Net Positive Futures, which supports building sustainability into procurement process, maximising sustainable social value in our supply chain, and focuses our suppliers on supporting our sustainability priorities. The tool means the University can support suppliers to go beyond a stated commitment, and provide them with a customised action plan that can be monitored and measured. The data will enable the gathering of evidence of good practice and provide a clear and measurable focus for contract management discussions.

Modern slavery

We are committed to improving our practices to combat slavery and human trafficking in supply chains, and we have a Modern Slavery Statement, updated annually, which is available on our webpages and details our commitments. In order to take this forward, all our suppliers are commodity coded, allowing us to identify those within industries that have the greatest potential for modern slavery and human trafficking. As part of our 2018 statement these have been identified as:

- audio visual and multimedia supplies
- catering supplies and services
- furniture, furnishings and textile
- janitorial and domestic supplies and services
- estates and buildings.

As detailed above, we engage with our purchasing consortia to support the inclusion of ethical sustainability which includes the pursuit of eliminating slavery and human trafficking. For in-house tendering our standard terms and conditions and supplier on-boarding processes ensure the potential for modern slavery and human trafficking is considered. It is University policy that all new staff joining the University provide documentation to demonstrate their right to work within the UK before starting employment.

www.plymouth.ac.uk/about-us/university-structure/service-areas/procurement
Food and catering

Embed sustainable procurement by ensuring we are purchasing from socially, ethically and environmentally responsible businesses

We are proud to support local, sustainable and fresh food in our cafés and hospitality services and are committed to continually developing a sustainable food culture at the University. We acknowledge the need to work with both local and international producers in a transparent and sustainable way in achieving our ambition, and support both Fairtrade and local producers, believing that Fairtrade and local drivers are compatible.

We have nine award-winning cafés on campus, offering everything from hearty breakfasts, healthy salads and nutritious hot meals to cake and hot drinks.

**Aim**

We have an extensive action plan for sustainable food and Fairtrade, with our overarching goal to develop a sustainable food culture at the University, providing Fairtrade products where possible and working with local food partners to increase the demand and supply of seasonal, local and organic food. We have the following measurable targets, but we also have a number of qualitative targets within our action plan.

**High-level targets include:**

- maintaining Sustainable Restaurant Association (SRA) accreditation
- reducing the use of disposables by introducing a discount for reusable coffee cups
- reducing the sale of bottled water on campus and reducing the use of bottles for hospitality by 2018
- increasing the proportion of organic food purchased
- striving to continue using local suppliers and food from the British Isles wherever possible.

**Performance**

The catering team is continuing to make great progress towards sustainable catering, and this has been recognised by many awards over the past two years. Local and seasonal produce is sourced as a priority and marketed in the catering outlets to raise awareness. Healthy options are available throughout the cafés and promoted as standard. Menus are changed in accordance with seasonal availability, and the main dishes are served with two seasonal ingredients. Significant achievements over the past two years include:

- maintaining Three-star standard from the SRA, gaining an overall score of 76% in 2018
- the renewal of Fairtrade status in 2017, for two years
- continually monitoring Fairtrade sales; all our cafés serve Fairtrade tea, coffee and hot chocolate (except some speciality teas and fruit teas). However due to a downturn in hot drinks overall this has contributed to a 24% decrease in Fairtrade sales in 2017–18 from the previous year all our fresh milk is from a farm in Redruth, Cornwall
- a reduction in use of over 10,000 disposable cups between February and September 2018
- use of environmentally-friendly cleaning chemicals from Delphis Eco in all catering outlets
- use of 100% local, organic vegetables from Riverford Organic Farmers in our Reservoir Vegetarian Bistro
- providing hospitality water in glass jugs or glass bottles rather than plastic bottles.
In February 2018 we introduced a discount for café customers for take away hot drinks served in their own reusable cups. The discount was initially 10p and increased to 20p in September 2018. This has saved over 10,000 disposable cups being used over the six months. We have also promoted the locations of water fountains on campus where water bottles can be refilled, to support the reduction in bottled water.

• Beef, pork and lamb are locally sourced from a Red Tractor family butcher in Exeter.
• All of our tea, coffee, sugar and chocolate products are Fairtrade.
• Reservoir Vegetarian Bistro is a Vegetarian Society-approved café, and over 25% of our dishes across our cafés are suitable for vegetarians.
• Much of our fish is sourced from fishing boats that are part of the Responsible Fishing Scheme; the remainder is sourced from Marine Stewardship Council-certified stocks, where species allow. Our fish is purchased from our local Plymouth or Brixham markets. We work closely with our fish suppliers to purchase whatever is caught that day, reducing waste and protecting fish stocks.

Food waste
Our kitchens operate a system of usable and unusable food waste where unusable food waste, such as vegetable peelings, is collected separately and sent for anaerobic digestion. We try to avoid food waste as much as possible by keeping stock low, freezing stock when necessary, and donating unused, near-date food to a local charity.
Sustainable Restaurant Association

We were one of the first universities to be accredited with the SRA standard in 2014, and we achieved, and have retained, the top Three-star rating ever since. The SRA’s rating system awards from one to three stars, against ten key sustainability criteria relating to sourcing, society and environment. In 2018, we scored 71% for sourcing, 76% for society and 82% for environment. We scored particularly well in the ‘celebrate local and seasonal’ (89%), ‘source fish responsibly’ (87%) and ‘value natural resources’ (86%) sub-categories. Nevertheless, we have improvements to make in the area of ethical meat and dairy, where we scored a lower 28%.

Although all of our meat is Red Tractor, we will continue to introduce higher welfare animal products wherever possible. The system scoring has changed from its original 14 criteria to the ten in use now, and so we can report scores for criteria against the past two years.

<table>
<thead>
<tr>
<th>Section</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall score</td>
<td>71%</td>
<td>76%</td>
</tr>
<tr>
<td>Celebrate local and seasonal</td>
<td>73%</td>
<td>89%</td>
</tr>
<tr>
<td>Serve more veg and better meat</td>
<td>21%</td>
<td>28%</td>
</tr>
<tr>
<td>Source fish responsibly</td>
<td>71%</td>
<td>87%</td>
</tr>
<tr>
<td>Support global farmers</td>
<td>78%</td>
<td>80%</td>
</tr>
<tr>
<td>Treat staff fairly</td>
<td>85%</td>
<td>73%</td>
</tr>
<tr>
<td>Support the community</td>
<td>98%</td>
<td>72%</td>
</tr>
<tr>
<td>Feed people well</td>
<td>83%</td>
<td>84%</td>
</tr>
<tr>
<td>Value natural resources</td>
<td>48%</td>
<td>86%</td>
</tr>
<tr>
<td>Waste no food</td>
<td>79%</td>
<td>80%</td>
</tr>
<tr>
<td>Reduce reuse recycle</td>
<td>73%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Taste of the West

The Taste of the West programme has promoted and supported the South West food and drink industry for the past 20 years. In 2016, we were placed in the Café category, with Drake’s Kitchen and the Reservoir Vegetarian Bistro being awarded Silver. It is a great achievement to be recognised in the largest regional awards programme in the UK for food and drink products and outlets.

Food Made Good

In 2018, our Catering Manager won the Food Made Good Champion award for efforts to support good food at the University. We were also nominated as finalist for the Source Fish Responsibly award alongside a UK-wide company, the winner being a fish restaurant in Hertfordshire. The awards are designed to honour innovations in hospitality in making progress towards a better food future and award those effecting positive change in kitchens across the food-service sector.

Awards

Sustainable Restaurant Association
Three-star rating – re-awarded in 2018

Vegetarian Society status award for the Reservoir Vegetarian Bistro – 2018

Fairtrade University – re-certified in 2017

Taste of the West Silver 2016 – Reservoir Vegetarian Bistro and Drake’s Kitchen
Construction and renovation

The University has a continuous programme of construction and refurbishment to ensure that the campus is fit for purpose and exceeds the ongoing expectations of our students. This programme provides a tremendous opportunity to improve the efficiency of our campus and reduce operating costs, carbon emissions and other environmental impacts through sustainable design.

In the autumn of 2017, the Board of Governors approved the University’s Campus Masterplan, a ten-year, £250m phased capital investment programme to bring a transformation of our campus through the delivery of state-of-the-art teaching and research facilities. The work will involve new building projects as well as remodelling and improvement work to existing facilities, for example refurbishing laboratories in Davy Building and delivering improvements to Sherwell Building. The completed works will have a positive impact on staff and enhance the student experience, improving the quality of our estate.

This has seen us develop a new standard for sustainability requirements in construction and refurbishment projects and also re-develop our requirements for contractors and consultants involved in the design and construction of projects. All refurbishment projects are required to achieve the SKA Gold standard (an environmental assessment tool for sustainable fit-out), and all new construction projects are required to meet our new set of sustainability requirements, taking into account materials use, life cycle analysis and energy use.

Biodiversity

**Aim**

We have a large number of goals within our Biodiversity Action Plan and we are working to:

- maintain the level of green space on campus to the same level as 2011
- increase the number of animal and plant species on campus compared with 2011 levels
- increase the level of marine ecology in the reservoir compared with 2011 levels.

**Drake’s Place Reservoir and Gardens**

Reopened in June 2014, the space has achieved the prestigious Green Flag status (a benchmark national standard for parks and green spaces) for four consecutive years. We are one of only 1,582 parks and green spaces to be awarded this nationally. The space has been transformed into a welcoming haven and a safe place for diverse habitats for wildlife, complete with bird boxes, bug hotels and a wide range of different plants.

**Bees**

Since 2015 we have had beehives on campus. Our bees are of the species *Apis mellifera*, the so-called native or black bee. We are linking with the B4 Project that aims to save the remnant population of the black bee, which are in decline due to the introgression of genes from foreign subspecies of bees.
Across health, science, technology, the arts and the humanities, our staff are advancing knowledge and transforming lives through research. We are committed to delivering high-quality research that embraces real-world challenges to advance and translate knowledge and to drive innovation and enterprise. We are delivering research that helps lead global change, providing evidence to underpin policy making and shape the way organisations operate, creating jobs and opportunity.

The Research Excellence Framework (REF) is the system for assessing the quality of research in UK higher education institutions. In 2014, the University was ranked 66th on grade point average, up from 75th in 2008 in the Times Higher Education REF 2014 ranking of institutions, and we were ranked number one in the country for Research Outputs in Clinical Medicine. The details of the 2014 REF outcome were detailed in the 2016 Sustainability Report, and the next REF exercise will be run in 2021.

### Sustainable Earth Institute

The Sustainable Earth Institute (SEI), launched in June 2016, leads the action area on sustainability research in collaboration with other research institutes, centres and groups across the University. The institute promotes a new way of thinking about the future of our world and it brings researchers together with businesses, community groups and individuals to develop cutting-edge research and innovative approaches that build resilience to meet global challenges. This community of more than 300 researchers is drawn from diverse research areas across the University, including science, engineering, arts, humanities, health and business education.

### University gets UNESCO backing to enhance global geoscience awareness

Professor Iain Stewart MBE, Director of the SEI, successfully applied to create a UNESCO Chair in Geoscience and Society. His role will be to support academics from earth sciences, psychology, education and the arts to undertake work in India, South America and other parts of the world, developing expertise in disaster risk reduction, geo-energy, resource management and environmental degradation. It will also establish new research partnerships and links with professionals in the energy, mining and construction sectors, while enhancing geoscience awareness among communities and the general public.

<table>
<thead>
<tr>
<th>Year</th>
<th>2015–16</th>
<th>2016–17</th>
<th>2017–18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total research funding (£ million)</td>
<td>14.1</td>
<td>14.2</td>
<td>13.1</td>
</tr>
</tbody>
</table>
This section of the report highlights some of our key ongoing research projects with a particular connection to sustainability research. It is by no means a comprehensive review of the volume of research activity but a snapshot of some of our more significant projects. This research continues to make a difference, through supporting many of the UN SDGs, including one of our projects (outlined below), evaluating the impact of soil erosion (supporting SDG13 – Life on Land and SDG15 – Climate Action). Please see our webpages and reports from the SEI for more information about our current research projects. Report, and the next REF exercise will be run in 2021.

The Jali Ardhi project aims to evaluate the impact of soil erosion on both the environmental and social wellbeing of communities in East Africa.

Jali Ardhi – care for the land

The Jali Ardhi project aims to evaluate the impact of soil erosion on both the environmental and social wellbeing of communities in East Africa. Continued and accelerating soil erosion presents a credible threat to community and ecological resilience to future climate change shocks.

The project is funded by the Natural Environment Research Council, the Arts and Humanities Research Council and the Economic and Social Research Council, as part of the Global Challenges Research Fund, a £1.5bn fund announced by the UK government in 2015 to support cutting-edge research that addresses the challenges faced by developing countries. This project is also part of the Creative Associates programme, with a collection of 2D infographics, a photographic study, and an animated piece being created in order to communicate the complex problem of soil erosion in an engaging way using minimal language.
Chronic lung disease in resource-poor settings

Lung damage from the air we breathe is a growing global problem and one of the leading causes of death worldwide. Working with communities in Uganda, Vietnam and Kyrgyzstan, Dr Rupert Jones is running programmes to reduce the exposure to those at risk, and diagnose and treat lung disease. The team is designing and implementing new education and treatment programmes including pulmonary rehabilitation, which is proving to be highly effective and teaches people, whose lives are blighted by disabling breathlessness, about their disease and the steps they can take to return to work. As part of the Creative Associates programme, a professional photojournalist is documenting the research work in Kyrgyzstan to bring to life the value of rehabilitation in the mainstream press as well as in scientific environments.

As part of the Creative Associates programme, a professional photojournalist is documenting the research work in Kyrgyzstan to bring to life the value of rehabilitation in the mainstream press as well as in scientific environments.

Images courtesy of Carey Marks

Images courtesy of Carey Marks

Images courtesy of Carey Marks
Global impact of debris on marine life

University scientists continue to lead on high-quality marine research and have contributed to a major government report, The Foresight Future of the Sea, exploring the role the UK’s scientific and technological expertise can play in understanding and providing solutions to the long-term issues affecting the sea. Professor Richard Thompson OBE, Head of the International Marine Litter Research Unit and one of the world’s leading experts on the global problem of marine litter and microplastics, contributed on the causes of, and potential solutions to, the plastic pollution problem and how this impacts the UK’s marine life, marine industries and human health. Professor Tom Hutchinson authored on the chemical and physical contaminants found in the ocean, current and future levels of pollutants, and the implications for marine biodiversity, fisheries and seafood.

Plastic particles and cosmetic products

Microplastics are of increasing concern because of their widespread presence in the oceans and the potential physical and toxicological risks they pose to organisms. Following on from Professor Thompson’s research on microplastics and their impact on the marine environment, which led to the UK’s pioneering ban on microbeads in rinse-off cosmetics, our scientists have received Defra funding to launch a new research project analysing the impact of microplastics from other sources, such as fibres from washing cycles, car tyre friction on roads and fishing gear, on the marine environment.
Agri-Tech Cornwall and Isles of Scilly, a £10m initiative part-funded by the European Regional Development Fund and Cornwall Council, will tackle four areas of technological development with significant growth opportunities: robotic harvesting; fabricated soils; semi-automated crop production, and speciality crops for nutraceutical and pharmaceutical use. As the region faces increasing challenges across the agricultural industry, the emerging agri-tech sector is critical to the sustainability of our rural economy. Our academics and researchers are collaborating with technology SMEs across Cornwall on innovative solutions to global questions around agricultural practices. These collaborations are already leading to significant breakthroughs, with an accelerated number of newly-developed products and many more entering the agri-tech market for the first time.
United Downs Deep Geothermal Power

This Cornwall-based project investigates the feasibility of geothermal technology to develop the first commercial deep geothermal site in the UK to produce energy. The University is carrying out independent research into developing and evaluating new approaches to public engagement, drawing on the expertise of psychologists, sociologists, and communication specialists to assess how people understand and talk about geothermal activity. The research will likely influence policy, and how geothermal companies, geologists, local councils, and the wider sector engage with the general public on what can be a challenging subject.

The lead for the project, Geothermal Engineering Limited (GEL), has secured funding of £10.6m from the European Regional Development Fund, £2.4m from Cornwall Council and £5m from private investors.
Teaching and learning

Learning to change the world

We are committed to providing a quality education that enables our students to engage with sustainability challenges and make a difference in their community at local, national and global levels. In support of this, we will encourage organisational learning involving all members of the University community towards sustainability-oriented whole institutional change.

With around 21,000 students, one of our biggest impacts on sustainability is ensuring that all of our students have developed the attributes and competencies necessary for applying sustainability principles into their civic and professional lives.

In pursuit of this ambition the University has restructured its Centre for Sustainable Futures (CSF) as the catalyst for driving the Education for Sustainable Development (ESD) agenda forwards. CSF now represents a collaborative and creative community of practice spanning across all our faculties, engaging with staff, students, alumni and community partners. Hosted by Teaching and Learning Support, CSF leads and supports ESD through curriculum innovation, research-led practice and staff training. The CSF action plan contributes to the University’s Education and Student Experience Strategy.

Aim

The CSF community of practice works across four interrelated programme areas: curriculum development; ESD research; whole institutional change, and raising the University’s profile as a leader in ESD:

Curriculum

To realise the potential of ESD in enriching learning across the formal and informal curriculum – making connections to the UN Sustainable Development Goals.

Research

To develop ESD pedagogic research in relation to both enhancing the student and staff experience and building a more sustainable university.

Whole institutional change

To advance the central role of education and learning in furthering the University’s cross institutional agenda for sustainability leadership.

Raising the profile of ESD

To extend the University’s sustainability education leadership profile in the HE sector (nationally and internationally).
Performance

Curriculum

The University is committed to extending the provision of ESD within all programmes. Over 65% of programmes cover an aspect of sustainability content or pedagogical approach, including specialist provision on sustainability topics. Over the last two years there have been a number of curriculum developments across existing programmes, incorporating elements of ESD. This has included the Higher Education Academy-funded Catalyst project to develop an innovative interdisciplinary learning approach, involving arts and science students learning to work together in order to make a positive contribution to specific UN Sustainable Development Goals. Integrated ESD projects have been developed between geography and photography, environmental science and graphic communication, and marine biology and theatre and performance staff and students. The external profile of our ESD work has also been extended by the NurSusTOOLKIT project and its development of sustainability within nursing and health promotion education.

In accordance with the University’s aim to make a positive civic contribution and to engage our students in tackling global challenges that are prevalent at a local level, CSF has also sought to advance experiential and active community-based learning opportunities. This has included illustration and education degrees incorporating a new service learning element into modules, where students use their subject expertise to help local public and third-sector organisations with their environmental and social justice work.

ESD research

Sustainability education is one of the six research theme groups under the Pedagogical Research Institute and Observatory (PedRIO), one of the University’s Research Institutes. To support advancement of this agenda, the University is the lead organisation in an international conference series Sustainability in Higher Education. The conference in January 2017 attracted more than 140 leading ESD scholars and practitioners to Plymouth, with delegates from across the UK as well as Germany, Canada and the US. A key aim of our sustainability research is to enhance sustainability teaching at the University and beyond.

Staff development

Teaching and Learning Support continues to work with CSF colleagues across the University to provide ESD staff development opportunities. This includes sustainability education workshops, innovation in pedagogy cafés, and ESD leadership forums. ESD has also been incorporated into the Postgraduate Certificate for Academic Practice programme that provides academic staff with a formal teaching qualification in higher education. This series of professional development opportunities provides a supportive and collaborative environment for staff to develop new teaching approaches, learning spaces and resources for ESD, and has attracted more than 150 participants since 2016.

Students as partners

The University continues to recognise the importance of the student voice and the creative potential of working with students as partners. Within the CSF community of practice students and alumni are supported to contribute to the development of ESD provision through the Futures Leaders Programme. Established in 2013, the programme is open to any student with an interest in advising on, and leading innovation, in sustainability education. Students from a range of different disciplines are able to work collaboratively on various teaching and learning development projects and, since 2016, these have included:

- Participating in consultation events that informed the vision and design of the University’s new Sustainability Hub and working to develop the campus and city as a living lab.
- Assisting CSF in the development of a new national students as partner’s initiative, the Sustainable University Summit. In the first summit held in London, staff and students from seven higher education institutions followed an appreciative inquiry approach to devise a range of new ESD projects together.
- Partnership working with the University of Plymouth Students’ Union to develop sustainability education training workshops for student course representatives, and sports and society leaders.
- Collaborating with staff in order to co-present the University’s ESD work at a range of conferences and dissemination events.
- Partnering with staff to construct a new graduate attributes framework, the Plymouth Compass. This framework identifies the key attributes that students will gain through taught and extra-curricular activities while being at Plymouth. There are four key dimensions to the framework: sustainable and global citizens; resilient and thriving individuals; competent and confident professionals, and critical and creative learners.
Society and community

The University is firmly connected with place and people, playing a significant role in driving economic, social and cultural vitality

The University aims to transform lives through education, empower people to achieve their potential, provide chances for social inclusion and build a future-facing society where people can use their abilities, experience and talents to make a difference.

Our approach to community engagement is to open up our facilities and skills to the wider community, and engage in partnerships that improve the lives of others and improve the learning for our students. We work with target schools and provide financial support for students in accordance with the University’s access agreement, and work with our Academy Trust Schools and local schools to raise aspirations. We promote the importance of volunteering in our community as well as community-based and employer-led learning and curriculum engagement. We also use our in-house talent to provide consultancy services, internships, placements and work experience, and develop continued professional opportunities for local business. We aim to enrich community inclusivity through exhibitions, performance and public lectures, and work with the city to develop recreation and sports opportunities to promote healthy lifestyles and wellbeing.

The Arts Institute

The University provides a wide-ranging public arts programme providing a pivotal role in enhancing art and culture in the city and the region, and supporting established and emerging artists from around the world. Our facilities include; The Levinsky Gallery, the largest contemporary art gallery in Plymouth; the Jill Graigie Cinema; and The House, our on-site theatre and performance space, all providing a year-round programme of exhibitions, dance, film, music, performance and talks. The exhibitions and events are open to all students, staff and the general public.

Law Clinic

Plymouth Law School has a long history of offering pro bono work dating back to the early 1990s. The Law Clinic, which is run by students under the supervision of staff and practitioners, offers advice and representation in an area of the country which continues to suffer high levels of deprivation and poverty, in many cases making a real difference to clients’ lives. The clinic offers a range of options that involve the Citizens’ Advice Bureau, business start-ups, the Domestic Abuse Advocacy Unit, and the South West Employment Rights Centre (SWERC), which offers legal advice to clients who have employment law problems. The clinic has helped more than 200 clients in the South West in the past year alone, and has recently won the Best Contribution by a Law School category at the annual LawWorks and Attorney General Student Pro Bono Awards.

The Centre for Eyecare Excellence (CEE)

The CEE provides free eye care to members of the public, delivered by our students. The aim is to provide eye care services to our local community and beyond, including eye examinations, spectacle dispensing, a contact lens clinic, paediatric clinics and visual impairment assessments. This is an award-winning service, acknowledged as providing a centre for excellence. The number of patients that visited the centre in 2017–18 was 3,802, a 10% increase from the year before; of these 2,788 were treated by student optometrists and 1,172 were new patients, demonstrating the centre’s successful outreach.
Dental care

The Peninsula Dental Social Enterprise (PDSE) is a community interest company providing free dental care and advice through its dental education facilities across the South West, with a clinic in Exeter and Truro, and two clinics in Plymouth. The dental care is provided by our students in training, supervised by highly qualified dentists. The PDSE, part of the Peninsula Dental School, was set up to tackle oral health inequalities in the far South West, training dentists who may stay in the region upon qualifying, and providing treatment in the teaching clinics to patients who may not have previously had access to dental services. Most recently the students have been working with the Red Cross to provide training to enable staff to promote good oral health among refugees. In 2017–18, students treated 5,130 NHS patients, across 20,072 appointments with 100,913 treatments provided. In addition University clinicians, including four now employed by the PDSE, treated 565 patients across the four sites, providing 5,783 treatments.

Accessible education through partner colleges

We work with education and commercial organisations to extend and enhance opportunities for students and organisations in the UK and globally. We began working with regional partners in 1978, and this network now includes around 30 partner institutions involving more than 15,000 students. One of the major new developments in this field has been the introduction of degree apprenticeships, which offers employers the chance to enhance the skills of their current workforce, while employees continue working while studying. More than 20 employees are now enrolled on our BSc (Hons) Digital and Technology Solutions course and more courses are currently in the pipeline, including two apprenticeships to help boost nurse numbers in the NHS. Research has shown that over 85% of nursing vacancies remain unfilled across the South West in 2017, and a third of practice nurses are set to retire by 2023.

Brain Tumour Research

Brain tumours are the biggest cancer killer of children and adults aged under 40. Furthermore, around 16,000 people a year in the UK are diagnosed with a brain tumour, and 58% of sufferers die within a year of diagnosis. Since 2014, the University has been recognised as an official research Centre of Excellence by the charity Brain Tumour Research. Thanks to the peer-reviewed calibre of the University’s research, we are part of a network of specialists along with Imperial College London and Queen Mary University of London, and the University of Portsmouth. The main focus of the work is identifying and understanding the mechanism by which cells become cancerous, and the process by which some low-grade tumours progress to more dangerous versions. Research funding in this field is in short supply, with brain tumour work receiving 1% of the national cancer funding. Brain Tumour Research is dedicated to investing funds in the network, and our centre receives up to £1m in funding every year for a five year period. The centre is committed to raising additional funds for its research, and in 2018, following donations, it reached its £90,000 funding target to support the work of a PhD student.
Empowering our people

Higher education is an intensely people-centred business and one that requires all members of the University team to fully contribute to our strategic aims and ambitions. Harnessing the talent and passion of our employees is of critical importance; our aim is to ensure that all members of the team feel valued and respected for what they do while also being held to account for what they deliver.

The sector is in a period of significant change, which presents a number of challenges but also opportunities, and we are committed to further developing our culture to one based on high performance, empowerment and respect. Changes within the sector, and particularly changes to our funding arrangements, have led us to review the way we employ and reward our staff to ensure we balance the competitive remuneration of our employees with the University’s longer-term financial sustainability.

Generation Z has been in the workplace for some years now and we are already experiencing the dual influence of an ageing workforce and the increasing impact of younger employees who have grown up in a technology-led world. Younger colleagues are leading the way in demanding a more flexible approach to work, one where success is based on outputs not on time spent in the office. This is requiring us to look at our models of employment and develop a more responsive approach to the attraction, retention and development of our employees.

We are also mindful of the pivotal role that the University’s leaders play in navigating through ambiguity and providing robust leadership to their teams. This is more critical than ever in these changing times, and our aim is to make sure that our leaders are clear on what is expected of them and equip them to carry out their important work through, and with, their people.

Having reflected on the increasingly complex external environment we are set within, and after drawing on insights from our own workforce data, we have recently renewed the University’s Human Resources Action Plan to focus on the following key areas:

- high performance and leadership capability – fully acknowledging the pivotal role each individual has to play in the University’s success.
- reward and recognition – maintaining our reputation for being a great place to work
- fostering an inclusive culture that attracts, engages and retains talent
- change capacity and capability – so that the University is able to build and sustain its success in the long term.

Our commitment to equality, diversity, inclusion, health and wellbeing is firmly integrated into our strategy and leadership policies and practices. We recognise equality not just as a legal requirement or a moral imperative but as a critical driver of success for our organisation.

Workforce statistics

The University is a major employer in the region. As at 31 July 2018, there were 3,567 permanent and temporary employees working at the institution. Of these, 57.5% were female and 42.5% were male, with 67% of all employees being on permanent contracts.

It is important to note that it is common practice in UK higher education for employees working on specific research projects to be employed on a fixed-term contract directly linked to a research project. Such projects can range from several months to a number of years. With that said, we are reviewing our use of fixed-term contracts to ensure they are used appropriately and effectively.

When looking at the gender split for employees on permanent contracts, 59% were female – higher than the UK higher education institutions average of around 54%. Of the 2,385 permanent staff, 67% are on full-time contracts: 56% of women are working full time, compared with 82% of men.

During the reporting period there were 7,032 people classed as workers who undertook non-regular work, such as visiting academics, examiners, invigilators and students. Our students formed the majority of this group at 50%, as we actively offer our students opportunities for paid work, such as at University Open Days. Of the temporary workers, 45% undertake academic-related activities and 41% of this group are female.

Remuneration and incentives

Members of our Board of Governors are not remunerated other than expenses related to Board meetings. To ensure good governance, University executives’ pay and reward is reviewed annually by the Board of Governors’ Reward and Remuneration Committee. Senior managers’ pay is reviewed on an annual basis and is determined individually, dependent on the complexity of the role, level of responsibility and external market pay factors.
The University’s senior manager pay scale is sector-benchmarked to ensure external and internal pay market relativity. Sign-on bonuses are rarely used. However, if used, they are negotiated on an individual basis. For our professional services and academic employees, the University is part of the sector’s national pay bargaining process and is party to sector-negotiated pay. The national pay bargaining process is negotiated on behalf of the University through the Universities and Colleges Employers’ Association (UCEA) and recognised trade unions. Fair pay is important to us and we ensure our pay is on a par with the Living Wage Foundation. Therefore, our pay scale for employees commences at the current agreed rate. Furthermore, we pay our temporary workers at or above the government’s new National Living Wage.

The University offers a competitive benefits package for employees in addition to their remuneration. All benefits are available to employees whether permanent, fixed term, full time or part time. We provide generous annual leave and pension arrangements for all our staff. Some service-related benefits require a length of continuous service before the employee is eligible. For instance, we offer generous maternity, paternity and adoption pay and leave as well as parental and shared-parental. We regularly support flexible working requests from employees (to include those returning from maternity leave).

**Employee turnover**

During 2017–18, the University hired 329 new employees and saw 445 employees leave the organisation. Out of the 445 leavers, 18% relate to the ending of fixed-term contracts and a further 11% to retirements. 63% of the leavers came from resignations, and less than 6% related to dismissals/redundancies. Turnover data relating to gender is in line with the University’s core staff gender profile.

<table>
<thead>
<tr>
<th>Age group</th>
<th>New employee hires Number</th>
<th>Percentage</th>
<th>Employee leavers Number</th>
<th>Percentage</th>
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<tr>
<td>16–24</td>
<td>35</td>
<td>11%</td>
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<td>25–34</td>
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<td>32%</td>
<td>95</td>
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<td>35–44</td>
<td>88</td>
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<td>92</td>
<td>21%</td>
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<td>45–54</td>
<td>68</td>
<td>21%</td>
<td>69</td>
<td>16%</td>
</tr>
<tr>
<td>55–64</td>
<td>28</td>
<td>9%</td>
<td>126</td>
<td>28%</td>
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<tr>
<td>65+</td>
<td>4</td>
<td>1%</td>
<td>41</td>
<td>9%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>New employee hires Number</th>
<th>Percentage</th>
<th>Employee leavers Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>197</td>
<td>60%</td>
<td>258</td>
<td>58%</td>
</tr>
<tr>
<td>Male</td>
<td>132</td>
<td>40%</td>
<td>187</td>
<td>42%</td>
</tr>
</tbody>
</table>

Annual HESA reporting statistics; this information reports the HESA full-time equivalent.
Training and skills

Developing our people is important because it enables:

- current and proposed plans and priorities to be delivered through competent and confident people
- individuals to perform better in their roles, which impacts directly on the performance of our University
- people to progress and sustain their careers within the University.

The University’s philosophy towards training and skills development is that the responsibility is shared between the individual and their manager and that the Performance Development Review (PDR) is the process that supports those conversations. Individuals maintain their individual PDR plan to reflect these discussions. The University monitors and reports the completion rates of this process annually. During 2017, 91.2% of staff completed a PDR within the PDR cycle (1 May-30 September).

The University provides many opportunities for development solutions, ranging from experiential learning through ‘stretch’ projects, secondment opportunities, coaching, mentoring and online guides, as well as through formal training programmes. We had 62.6% of staff engaged with training provision delivered via our internal staff development programme. In terms of formal training, 15,057 hours of learning were recorded in 2017–18, by 2,105 employees. Taking the average employee rate for the year, this works out as 7.15 hours of learning per employee.

Equality and diversity

Commitment from our executive team to equality and diversity is stated on our Equality, Diversity and Inclusion webpage:

“An important part of our University is the value we place on being a diverse and inclusive community, where we learn and benefit from our rich variety of backgrounds and beliefs. This in part is why the University of Plymouth is such an enriching place to work and to study.”

Professor Judith Petts CBE, Vice-Chancellor and Chief Executive.

These principles are embedded within our policies, procedures and processes.

We publish our Annual Equality Report each March, which provides a detailed analysis of progress against our Equality Scheme (2017–21) and priorities. One of our key priorities within the scheme is gender equality. We are committed to addressing a gender imbalance in our senior academic roles, using the Athena SWAN Charter as a framework for evaluating our data and developing and reviewing actions to assess impact. Athena SWAN is a tool developed initially to drive gender equality in science, technology, engineering, mathematics and medicine, with the more recent expansion to cover all academic areas and professional services. The tool is developed and run through the HE sector support organisation, AdvanceHE.

We are proud that the University and three of its schools have recently attained Athena SWAN bronze awards. This is following on from the previous success of a Silver award for our Faculty of Medicine and Dentistry, and existing Bronze level awards for three of our schools.

We are a member of the Stonewall Diversity Champions programme, supporting lesbian, gay, bisexual and transgender (LGBT) staff and students. We were rated in the top 10% of UK universities in terms of support for LGBT students in the 2014–15 ‘Gay by Degree’ survey conducted by Stonewall.

Ethnicity

In our Annual Equality Report 2018, we reported that BME employees make up 11% of our professor roles which is above the benchmark for the area and nationally. However, only 3% of our professional services employees are BME, slightly below the regional BME proportion of the economically active population in the Plymouth travel-to-work area, estimated as 4% (Office for National Statistics, June 2017). Directors have been provided with data specific to their areas and will develop action plans to consider how to attract BME applicants.

| Average hours of training per employee (of those who engaged in training) |
|-----------------------------|-----------------|
| Female                      | 7.16            |
| Male                        | 7.2             |
| Permanent                   | 7.36            |
| Temporary                   | 6.51            |
Disability

Compared to the HESA benchmarking data we have a higher proportion of staff with a disability than in the South West (6%) and UK HEIs (5%). We have continued to see success in the declarations for staff with a disability, with unknown reducing to 1%.

Equal pay

We conduct equal pay audits every two years, with the next audit due in December 2018. Our last equal pay review demonstrated that when pay was compared for people completing like-for-like work across our grades on the national pay spine, no significant variances were identified.

In March 2018, we published our first gender pay gap (GPG) figures in accordance with the new legislation, and published a mean GPG of 20.1%. The GPG differs from equal pay as it is based on a comparison of the average pay for all female employees across the University, compared to the average pay for all male employees. This, therefore, reflects the type of roles that men and women are employed in, known as occupational segregation. So while 56.7% of our total workforce is female, women make up 43% of employees within our upper pay quartile, but 67.6% of our lowest pay quartile. We recognise that our GPG is high compared to the sector and have developed action plans to address this, for example supporting women to progress to senior roles.

Student attainment gap

Our equality scheme includes actions to address student attainment gaps identified in relation to gender, BME and disability. An Attainment Gap Working Group was established to develop recommendations and actions to address these gaps.

In our Annual Equality Report 2018, we reported the following based on 2016–17 student outcome data:

- Our ethnicity attainment gap for UK-domiciled students was down from 18% to 13%, which is close to the latest national benchmark gap of 14% (HESA institutions 2015–16).
- Our gender attainment gap was 8%, unchanged over the three-year period, compared to the benchmark of 4%.
- Our disability attainment gap increased from 3% to 6%, compared to the latest national benchmark gap of 1% (HESA institutions 2015–16). The lower national benchmark gap may be partially due to the HESA figures combining the nationally unknown values with non-disabled values, reducing the gap.
High standards of health, safety and wellbeing management are integral to the success of the University and support the realisation of the University Strategy. The University is committed to ensuring the development of a positive health, safety and wellbeing culture, and encourages the reporting of incidents in order that controls can be implemented and lessons can be shared.

Specifically, the University recognises its obligations to identify all significant hazards that might arise through University activities and assess these risks, and provides safe working conditions, equipment and systems of work. We also ensure Health and Safety Policy and associated codes of practice are current, relevant and reflect the most up-to-date legislation, and ensure that these are enforced. All staff are required to complete an online health and safety training module.

Health and Safety Committee and process

We have a hierarchy of Health and Safety Committees within the University that ensure that all staff are represented in joint management-worker health and safety committees. We also have a Trade Union Recognition Agreement in place and trade union representatives attend the University Safety Committee, where we consult on all health and safety topics without exclusion.

The Board of Governors is responsible for strategic oversight of all matters related to health and safety for the University. There is also the Health and Safety Assurance Committee, which is an expert group appointed by the Board of Governors to report on health and safety management and performance. The UEG has ownership of the University Health and Safety Policy and is responsible for communicating its values and expectations across the University and for gaining assurance that these responsibilities are being fulfilled. Reporting into UEG is the University Safety Committee, which is responsible for the promotion of co-operation between University and trade union safety representatives. It is also responsible for:

- the study of accident/incident statistics, notifiable diseases and unsafe/unhealthy conditions and agreeing corrective action
- safety audits and inspection reports
- University-wide health and safety policies
- maintaining effective communication with all groups of staff on health and safety matters.

Reporting into this group are faculty, directorate and building Safety Committees, ensuring that all staff in all departments are represented and consulted. There are also specialist sub-committees of the Radiological Protection and GM and Bio Safety Committees.

Incident reporting

Since 2015–16, many changes have been put in place across the Health and Safety department. A new Health and Safety Incident Reporting system was introduced in early 2018, a system that all staff and students in the University are encouraged to use, even if the incident relates to a near miss or no harm. A new Health and Safety Policy has been issued along with new guidance on proactive risk assessments. There have been administrative changes that enable real-time incident/accident reports to be produced as well as other evidence gathered at the time of incidents. The Health and Safety Team has already implemented a number of improvements to gather, investigate and collate information when an incident first happens, which supports the University if an allegation is reported or notified at a later date.

We monitor incidents involving staff, students, visitors and contractors. It is important to note that there have been no work-related fatalities to report. We monitor student sport-related injuries and include these statistics in our reporting. Sport-related injuries, along with a slip, trip or fall, are the most common injuries reported in 2016–17 and 2017–18 which is in line with Health and Safety Executive national statistics. Slip, trip and fall-type incidents have increased by around 83% from 2016–17 to 2017–18. However, this is viewed as a positive as it is believed this is based on better reporting rather than an increase in incidents.
So while the number of incidents has increased by around 7%, actual incidents involving harm have reduced by 13% and the number of near misses has increased from 19 in 2016–17 to 73 in 2017–18. This shows that staff and students are becoming more engaged in reporting events or incidents that might cause harm, and safety reporting is increasingly more embedded.
The number of incidents that involve an affected person has decreased slightly by around 3% in 2017–18. There is a greater number of incidents for females rather than males. However, there is around a quarter more female staff than male. There are also slightly more reported incidents from students rather than staff, and only a small proportion of reported incidents are from visitors, contractors or the public, which is highly positive considering the expanding nature of our refurbishment and capital build programme in 2017–18, involving increased site activity and increased numbers of contractors on site.
Understanding the needs, expectations and interests of our stakeholders is essential in maintaining our environmental performance as part of our ISO 14001 Environmental Management System (EMS). We determine stakeholder interests as part of our impacts assessment, understanding who and how parties are impacted by, or interested in, our key environmental and sustainability impacts. This is reviewed annually within our Environmental Management Review included within the Estates and Facilities Safety Committee.

Students are our biggest stakeholder group and drive a number of our objectives. The NUS issues a national sustainability skills survey to all students annually, and our students are usually the biggest respondents to this report, voicing their opinion on the importance of sustainability skills development and learning throughout their university education. We monitor this annually to assess any changes in the viewpoint of our student body. This, along with internal materiality review, forms the framework for our material issues.
<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Key topics and engagement</th>
</tr>
</thead>
</table>
| **Student body**                                 | • Socially and economically responsible to the local and international environment.  
• Engaged through surveys (NSS, Graduate Outcomes Record survey, for example), UPSU surveys, petitions and referendums.                                                                                                   |
| **University Executive Group**                   | • Socially and economically responsible to the local and international environment.  
• Engaged through quarterly SAG updates and membership on the board.                                                                                                                                                      |
| **Employees**                                    | • Socially and economically responsible to the local and international environment.  
• EMS documentation and records available through the intranet. Open to engagement through SAG and informally through the generic sustainability email. The University Executive Group runs regular staff engagement sessions throughout the year.  
• Monthly audit of activities on campus delivered by staff impacting on environmental factors.                                                                                                                           |
| **Environment Agency**                           | • Responsible for ensuring adherence to statutory requirements in relation to environmental law and any permitting requirements.  
• Engagement only relates to ensuring information is provided in relation to permitting requirements.                                                                                                                    |
| **Local government**                             | • Socially and economically responsible to the local and international environment.  
• Disclosure of planning requirements and adherence to local requirements for protection of habitats and prevention of pollution.                                                                                       |
| **Government programmes – Office for Students**  | • Key area of interest is in our carbon footprint.  
• We engage annually through CRC reporting, Estates Management Return and the AUDE Green Scorecard amongst other methods.                                                                                                        |
| **Certification and accreditation bodies**       | • Responsible for ensuring that we are meeting ISO 14001 standard requirements.  
• Annual external audit with external accreditation body.                                                                                                                                                                  |
| **Health and Safety Executive**                  | • Required to meet statutory requirements, ensuring the safety of our staff, students, visitors and external contractors.                                                                                                                                               |
| **Grant-awarding Bodies/ members of the public/ local businesses** | • Responsible for our actions, to ensure prevention of pollution and delivery against public objectives.                                                                                                               |
Additional external initiatives that the University endorses or subscribes to:

- Carbon Reduction Commitment (legislative requirement)
- Talloires Declaration (voluntary, signatory date is unknown, but declaration created in 1990)
- The Higher Education Sustainability Initiative for Rio+20 (voluntary and signed in 2012)
- UN Principles for Responsible Management Education (PRME) (voluntary and signed in 2014)
- Fairtrade (voluntary and signed in 2006)
- Sustainable Restaurant Association (voluntary and signed in 2014)
- Association of University Directors of Estate (AUDE) Green Scorecard (signed in 2017)
# GRI content index

<table>
<thead>
<tr>
<th>Disclosure reference</th>
<th>Indicator</th>
<th>Report section</th>
<th>Detail or omission</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>102–1</td>
<td>Name of organisation</td>
<td>About this report</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>102–2</td>
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<td>Scale of the organisa-tion</td>
<td>At a glance People section</td>
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<td>Information on employees and other workers</td>
<td>People</td>
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<td>52</td>
</tr>
<tr>
<td>102–9</td>
<td>Supply chain</td>
<td>Procurement</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>102–10</td>
<td>Significant changes to the organisation and its supply chain</td>
<td>No significant changes to report in location, operations, suppliers. Any significant changes in financial structuring are included within the Financial Statements: <a href="http://www.plymouth.ac.uk/financial-statements">www.plymouth.ac.uk/financial-statements</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102–11</td>
<td>Precautionary principle or approach</td>
<td>Risk management</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>102–12</td>
<td>External initiatives</td>
<td>Sustainable Development Goals, Stake-holder engagement</td>
<td></td>
<td>9 63</td>
</tr>
<tr>
<td>102–13</td>
<td>Memberships of associations</td>
<td>Financial Statements: <a href="http://www.plymouth.ac.uk/financial-statements">www.plymouth.ac.uk/financial-statements</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102–14</td>
<td>Statement from senior decisionmaker</td>
<td>Statement from the Vice-Chancellor</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
## Key impacts, risks and opportunities

### Our sustainability approach

<table>
<thead>
<tr>
<th>Key impact</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics and integrity</td>
<td>Details at: <a href="http://www.plymouth.ac.uk/your-university/about-us/vision-mission-and-values">www.plymouth.ac.uk/your-university/about-us/vision-mission-and-values</a></td>
</tr>
<tr>
<td>Governance structure</td>
<td>Full details at: <a href="http://www.plymouth.ac.uk/your-university/governance">www.plymouth.ac.uk/your-university/governance</a></td>
</tr>
</tbody>
</table>

### Ethics and integrity

| Values, principles, standards and norms of behaviour | Details at: www.plymouth.ac.uk/your-university/about-us/vision-mission-and-values |
| Mechanisms for advice and concerns about ethics | Governance |

### Governance

<p>| Governance structure | Full details at: <a href="http://www.plymouth.ac.uk/your-university/governance">www.plymouth.ac.uk/your-university/governance</a> |
| Delegating authority | Full details at: <a href="http://www.plymouth.ac.uk/your-university/governance">www.plymouth.ac.uk/your-university/governance</a> |
| Executive-level responsibility for economic, environmental and social topics | Governance |
| Consulting stakeholders on economic, environmental and social topics | Governance |
| Composition of the highest governance body and its committees | Full details at: <a href="http://www.plymouth.ac.uk/your-university/governance">www.plymouth.ac.uk/your-university/governance</a> |
| Chair of the highest governance body | Full details at: <a href="http://www.plymouth.ac.uk/your-university/governance">www.plymouth.ac.uk/your-university/governance</a> |
| Nominating and selecting the highest governance body | Governance |
| Conflicts of interest | Governance |
| Role of the highest governance in setting purpose, value and strategy | Governance |
| Collective knowledge of highest governance body | Governance |
| Evaluating the highest governance body's performance | Governance |
| Effectiveness of risk management processes | Governance |
| Review of economic, environmental and social topics | Governance |
| Highest governance body's role in sustainability reporting | About this report |</p>
<table>
<thead>
<tr>
<th>102–33</th>
<th>Communicating critical concerns</th>
<th>Governance</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>102–34</td>
<td>Nature and total number of critical concerns</td>
<td>None to report during this period.</td>
<td></td>
</tr>
<tr>
<td>102–35</td>
<td>Remuneration policies</td>
<td>People – Re-muneration and incentives</td>
<td>52</td>
</tr>
<tr>
<td>102–36</td>
<td>Process for determining remuneration</td>
<td>People – Re-muneration and incentives</td>
<td>52</td>
</tr>
<tr>
<td>102–37</td>
<td>Stakeholders’ involvement in remuneration</td>
<td>People – Re-muneration and incentives</td>
<td>52</td>
</tr>
<tr>
<td>102–38</td>
<td>Annual total compensation ratio</td>
<td>Not included owing to commercially confidential information regarding salaries. Information on pay ratios, including gender ratios included in the People section.</td>
<td></td>
</tr>
<tr>
<td>102–39</td>
<td>Percentage increase in annual total compensation ratio</td>
<td>Not included owing to commercially confidential information regarding salaries. Information on pay ratios, including gender ratios, included in the People section.</td>
<td></td>
</tr>
</tbody>
</table>

**Stakeholder engagement**

| 102–40 | List of stakeholder groups | Stakeholder engagement | 63 |
| 102–41 | Collective bargaining agreements | People | 52 |
| 102–42 | Identifying and selecting stakeholders | Stakeholder engagement | 63 |
| 102–43 | Approach to stakeholder engagement | Stakeholder engagement | 63 |
| 102–44 | Key topics and concerns raised | Key topics are responded to throughout the report. Objectives and targets are agreed following stakeholder review, and reported on throughout the report. | |

**Reporting practice**

| 102–45 | Entities included in the consolidated Financial Statements | Governance | Included within our Financial Statements: www.plymouth.ac.uk/your-university/financial-statements | 13 |
| 102–46 | Defining the report content and the topic boundaries | About this report | | 3 |
| 102–47 | List of material topics | Our sustainability approach, Targets and progress summary | | 7 10 |
| 102–48 | Restatements of information | Information has not been restated. | | |
### Changes in reporting

No major changes in reporting format, boundaries or material aspects.

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>102–49</td>
<td>Changes in reporting</td>
<td>No major changes in reporting format, boundaries or material aspects.</td>
</tr>
</tbody>
</table>

### Reporting period

About this report

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>102–50</td>
<td>Reporting period</td>
<td>About this report</td>
</tr>
<tr>
<td>102–51</td>
<td>Date of most recent report</td>
<td>About this report</td>
</tr>
<tr>
<td>102–52</td>
<td>Reporting cycle</td>
<td>About this report</td>
</tr>
</tbody>
</table>

### Contact point for questions regarding the report

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>102–53</td>
<td>Contact point for questions regarding the report</td>
<td>66</td>
</tr>
</tbody>
</table>

### Claims of reporting in accordance with the GRI standards

About this report

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>102–54</td>
<td>Claims of reporting in accordance with the GRI standards</td>
<td>About this report</td>
</tr>
</tbody>
</table>

### GRI content index

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>102–55</td>
<td>GRI content index</td>
<td>3</td>
</tr>
</tbody>
</table>

### External assurance

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>102–56</td>
<td>External assurance</td>
<td>About this report</td>
</tr>
</tbody>
</table>

### Management approach

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>103–1</td>
<td>Explanation of the material topic and its boundary</td>
<td>Our sustainability approach</td>
</tr>
<tr>
<td>103–2</td>
<td>The management approach and its components</td>
<td>Governance</td>
</tr>
<tr>
<td>103–3</td>
<td>Evaluation of the management approach</td>
<td>Contained within each material topic section, Targets and summary section.</td>
</tr>
</tbody>
</table>

### Economic performance

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>201–1</td>
<td>Direct economic value generated and distributed</td>
<td>Key impacts and opportunities</td>
</tr>
<tr>
<td>201–2</td>
<td>Financial implications and other risks and opportunities due to climate change</td>
<td>Information currently unavailable; assessment of climate change risks are not included within our environmental management system currently.</td>
</tr>
<tr>
<td>201–3</td>
<td>Defined benefit plan obligations and other retirement plans</td>
<td>Included in the Financial State-ments: <a href="http://www.plymouth.ac.uk/your-university/financial-statements">www.plymouth.ac.uk/your-university/financial-statements</a></td>
</tr>
<tr>
<td>201–4</td>
<td>Financial assistance received from government</td>
<td>Included in the Financial State-ments: <a href="http://www.plymouth.ac.uk/your-university/financial-statements">www.plymouth.ac.uk/your-university/financial-statements</a></td>
</tr>
</tbody>
</table>

### Market presence

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>202–1</td>
<td>Ratios of standard entry level wage by gender compared with local minimum wage</td>
<td>Not applicable – no employees on minimum wage salary; living wage paid.</td>
</tr>
<tr>
<td>202–2</td>
<td>Proportion of senior management hired from the local community</td>
<td>This information is currently unavailable as it is not considered a material aspect.</td>
</tr>
</tbody>
</table>

### Indirect economic impacts

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>203–1</td>
<td>Infrastructure investments and services supported</td>
<td>Not applicable – the University is not involved in significant infrastructure or services investment other than that on our own estate.</td>
</tr>
<tr>
<td>203–2</td>
<td>Significant indirect economic impacts</td>
<td>Included in the Financial Statements: <a href="http://www.plymouth.ac.uk/your-university/financial-statements">www.plymouth.ac.uk/your-university/financial-statements</a></td>
</tr>
</tbody>
</table>

**Procurement practices**

| 204–1 | Proportion of spending on local suppliers | Currently data not adequate to be reported – reviewing process for collating this information going forward. |

**Anti-corruption**

| 205–1 | Operations assessed for risks related to corruption | Not applicable – University activities are not considered high risk for corruption, so not a material aspect. |
| 205–2 | Communication and training about anticorruption policies and procedures | Procurement | Details of some relevant training included in Procurement section. 37 |
| 205–3 | Confirmed incidents of corruption and actions taken | Not applicable – not considered a material aspect in relation to the University’s activities. |

**Anti-competitive behaviour**

| 206–1 | Legal actions for anti-competitive behaviour, anti-trust and monopoly practices | Not applicable – none to report. |

**Materials**

| 301–1 | Materials used by weight or volume | Not applicable – University does not use significant materials for packaging of products or services. Impact of services is covered under the Energy, Water, Effluent and waste sections. |
| 301–2 | Recycled input materials used | Not applicable – the University does not use significant materials for packaging of products or services. Impact of services is covered under the Energy, Water, Effluent and waste sections. |
| 301–3 | Reclaimed products and their packaging materials | Not applicable – the University does not use significant materials for packaging of products or services. Impact of services is covered under the Energy, Water, Effluent and waste sections. |

**Energy**

| 302–1 | Energy consumption within the organisation | Energy | 24 |
| 302–2 | Energy consumption outside the organisation | Carbon | 21 |
| 302–3 | Energy intensity | Energy | 24 |
| 302–4 | Reduction of energy consumption | Energy | 24 |
| 302–5 | Reduction in energy requirements of products and services | Not applicable – the University does not produce products or services with a downstream energy use associated. Energy use of our activities are covered in the Energy section. |
## Water and effluents

<table>
<thead>
<tr>
<th>303-1</th>
<th>Interactions with water as a shared resource</th>
<th>Water</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>303-2</td>
<td>Management of water discharge-related impacts</td>
<td>Water</td>
<td>28</td>
</tr>
<tr>
<td>303-3</td>
<td>Water withdrawal</td>
<td>Not applicable – water withdrawal is from mains supplier South West Water for standard operations; water is not consumed from water stress areas.</td>
<td></td>
</tr>
<tr>
<td>303-4</td>
<td>Water discharge</td>
<td>Not applicable – water discharge is to foul drainage managed by South West Water for standard operations; water is not consumed from water stress areas, and we do not require discharge permits for our activities.</td>
<td></td>
</tr>
<tr>
<td>303-5</td>
<td>Water consumption</td>
<td>Water</td>
<td>Note: Water volumes are reported in m³ not mega litres due to the volume consumed. We do not consume water in areas of water stress. Water storage is not considered a water-related impact.</td>
</tr>
</tbody>
</table>

## Biodiversity

<table>
<thead>
<tr>
<th>304-1</th>
<th>Operational sites owned, leased, man-aged in, or adjacent to protected areas and areas of high bi-odiversity value out-side protected areas</th>
<th>Not applicable – no sites located in or adjacent to protected areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>304-2</td>
<td>Significant impacts of activities, products and services on biodiversity</td>
<td>Not applicable – there are no significant activities that impact on biodiversity.</td>
</tr>
<tr>
<td>304-3</td>
<td>Habitats protected or destroyed</td>
<td>Not applicable – no habitats protected or destroyed.</td>
</tr>
<tr>
<td>304-4</td>
<td>IUCN Red List Species and national conservation list species with habitats in areas affected by operations</td>
<td>Monitored, but not included in the report as not material.</td>
</tr>
</tbody>
</table>

## Emissions

<table>
<thead>
<tr>
<th>305-1</th>
<th>Direct (scope 1) GHG emissions</th>
<th>Carbon</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>305-2</td>
<td>Energy indirect (scope 2) GHG emissions</td>
<td>Carbon</td>
<td>21</td>
</tr>
<tr>
<td>305-3</td>
<td>Other indirect (scope 3) GHG emissions</td>
<td>Carbon</td>
<td>21</td>
</tr>
<tr>
<td>305-4</td>
<td>GHG emissions intensity</td>
<td>Carbon</td>
<td>21</td>
</tr>
<tr>
<td>305-5</td>
<td>Reduction of GHG emissions</td>
<td>Carbon</td>
<td>21</td>
</tr>
<tr>
<td>305-6</td>
<td>Emissions of ozone-depleting substances (ODS)</td>
<td>Carbon</td>
<td>21</td>
</tr>
<tr>
<td>305-7</td>
<td>Nitrogen oxides (NOx), sulphur oxides (SOx), and other significant air emissions</td>
<td>Monitored but not reported separately currently; included within overall carbon reporting.</td>
<td></td>
</tr>
</tbody>
</table>
### Effluents and waste

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>306-1</td>
<td>Water discharge by quality and destination</td>
<td>Not applicable – no requirements for discharge licences.</td>
</tr>
<tr>
<td>306-2</td>
<td>Waste by type and disposal method</td>
<td>Waste</td>
</tr>
<tr>
<td>306-3</td>
<td>Significant spills</td>
<td>None to report.</td>
</tr>
<tr>
<td>306-4</td>
<td>Transport of hazardous waste</td>
<td>Waste</td>
</tr>
<tr>
<td>306-5</td>
<td>Water bodies affected water discharges and/or runoff</td>
<td>Not applicable – no water bodies are affected by discharges or runoff.</td>
</tr>
</tbody>
</table>

### Environmental compliance

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>307-1</td>
<td>Non-compliance with environmental laws and regulations</td>
<td>None to report.</td>
</tr>
</tbody>
</table>

### Supplier environmental assessment

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>308-1</td>
<td>New suppliers that were screened using environmental data</td>
<td>Process in place, but data not separately collected.</td>
</tr>
<tr>
<td>308-2</td>
<td>Negative environmental impacts in the supply chain and actions taken</td>
<td>None reported through OJEU contracts, where the information can be requested.</td>
</tr>
</tbody>
</table>

### Employment

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>401-1</td>
<td>New employee hires and employee turnover</td>
<td>People – Employee turnover</td>
</tr>
<tr>
<td>401-2</td>
<td>Benefits provided to full-time employees that are not provided to temporary or part-time employees</td>
<td>People – Remuneration and incentives</td>
</tr>
<tr>
<td>402-3</td>
<td>Parental leave</td>
<td>People – Remuneration and incentives</td>
</tr>
</tbody>
</table>

### Labour/management relations

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>402-1</td>
<td>Minimum notice periods regarding operational changes</td>
<td>People – Remuneration and incentives</td>
</tr>
</tbody>
</table>

### Occupational health and safety

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>403-1</td>
<td>Occupational health and safety management system</td>
<td>Information relating to a health and safety and occupational health management system is currently unavailable; the systems are in the process of being updated.</td>
</tr>
<tr>
<td>403-2</td>
<td>Hazard identification, risk assessment, and incident investigation</td>
<td>Health and Safety</td>
</tr>
<tr>
<td>403-3</td>
<td>Occupational health services</td>
<td>Information unavailable – in the process of updating our systems. Currently this data cannot be accessed easily in the required format – going forward this will be collated alongside health and safety data.</td>
</tr>
<tr>
<td></td>
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<tr>
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</tr>
<tr>
<td>403–4</td>
<td>Worker participation, consultation, and communication on occupational health and safety</td>
<td>Health and Safety</td>
</tr>
<tr>
<td>403–5</td>
<td>Worker training on occupational health and safety</td>
<td>Health and Safety</td>
</tr>
<tr>
<td>403–6</td>
<td>Promotion of worker health</td>
<td>People</td>
</tr>
<tr>
<td>403–7</td>
<td>Prevention of occupational health and safety impacts directly linked by business relationships</td>
<td>Not applicable: not considered a material impact in relation to the University’s activities.</td>
</tr>
<tr>
<td>403–8</td>
<td>Workers covered by an occupational health and safety management system</td>
<td>Health and Safety</td>
</tr>
<tr>
<td>403–9</td>
<td>Work-related injuries</td>
<td>Health and Safety</td>
</tr>
<tr>
<td>403–10</td>
<td>Work-related ill health with high incidence</td>
<td>Health and Safety</td>
</tr>
</tbody>
</table>

**Training and education**

<p>| | | | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>404–1</td>
<td>Average hours of training per year per employee</td>
<td>People – Training and skills</td>
<td>52</td>
</tr>
<tr>
<td>404–2</td>
<td>Programmes for upgrading employee skills and transition assistance programmes</td>
<td>People – Training and skills</td>
<td>52</td>
</tr>
<tr>
<td>404–3</td>
<td>Percentage of employees receiving regular performance and career development reviews</td>
<td>People – Training and skills</td>
<td>52</td>
</tr>
</tbody>
</table>

**Diversity and equal opportunity**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>405–1</td>
<td>Diversity of governance bodies and employees</td>
<td>Full details at: <a href="http://www.plymouth.ac.uk/your-university/governance">www.plymouth.ac.uk/your-university/governance</a></td>
<td></td>
</tr>
<tr>
<td>405–2</td>
<td>Ratio of basic salary and remuneration of women to men</td>
<td>People – Equality and remuneration</td>
<td>52</td>
</tr>
</tbody>
</table>

**Non-discrimination**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>406–1</td>
<td>Incidents of discrimination and corrective actions taken</td>
<td>Not applicable – currently not collated as part of the sustainability reporting.</td>
<td></td>
</tr>
</tbody>
</table>

**Freedom of association and collective bargaining**

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>407–1</td>
<td>Operations and suppliers in which the right to freedom of association and collective bargaining may be at risk</td>
<td>Not applicable – not considered a material aspect in relation to the University’s activities.</td>
<td></td>
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</tbody>
</table>

**Child labour**

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</thead>
<tbody>
<tr>
<td>408–1</td>
<td>Operations and suppliers at significant risk for incidents of child labour</td>
<td>Procurement</td>
<td>37</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Forced or compulsory labour</td>
<td>Operations and suppliers at significant risk for incidents of forced or compulsory labour</td>
<td>Currently not monitored for sustainability reporting; what is considered material is relating to modern slavery, which is included in the Procurement section.</td>
<td></td>
</tr>
<tr>
<td>Security practices</td>
<td>Security personnel trained in human rights policies or procedures</td>
<td>Not applicable – not considered a material aspect in relation to our small Security team. However, staff do have to complete compulsory Diversity training.</td>
<td></td>
</tr>
<tr>
<td>Rights of indigenous peoples</td>
<td>Incidents of violations involving rights of indigenous peoples</td>
<td>Not applicable – not considered a material aspect in relation to the University's activities and the locations where the University operates.</td>
<td></td>
</tr>
<tr>
<td>Human rights assessment</td>
<td>Operations that have been subject to human rights reviews or impact assessments</td>
<td>Currently not monitored for sustainability reporting; what is considered material is relating to modern slavery, which is included in the Procurement section.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employee training on human rights policies or procedures</td>
<td>Currently not monitored for sustainability reporting; what is considered material is relating to modern slavery, which is included in the Procurement section.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Significant investment agreements and contracts that include human rights clauses or that underwent human rights screening</td>
<td>Currently not monitored for sustainability reporting; what is considered material is relating to modern slavery, which is included in the Procurement section.</td>
<td></td>
</tr>
<tr>
<td>Local communities</td>
<td>Operations with local community engagement, impact assessment and development programmes</td>
<td>We do not monitor this as a percentage. However, we work extensively with the local community and our programmes have been included.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Operations with significant actual and potential negative impacts on local communities</td>
<td>Not applicable – not considered a material aspect in relation to University activities; local communities considered within planning applications.</td>
<td></td>
</tr>
<tr>
<td>Supplier social assessment</td>
<td>New suppliers that were screened using social criteria</td>
<td>Information currently unavailable – screening is active currently for modern slavery requirements for OJEU contracts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Negative social impacts in the supply chain and actions taken</td>
<td>Currently not monitored – not considered a material aspect in relation to the University's activities.</td>
<td></td>
</tr>
<tr>
<td>Public policy</td>
<td>415–1 Political contributions</td>
<td>Not applicable in relation to the University’s activities.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Customer health and safety</td>
<td>416–1 Assessment of the health and safety impacts of products and service categories</td>
<td>Health and Safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>57</td>
<td></td>
</tr>
<tr>
<td></td>
<td>416–2 Incidents of non-compliance concerning the health and safety impacts of products and services</td>
<td>Not applicable in relation to the University’s services – however, our students are included in the health and safety management system.</td>
<td></td>
</tr>
<tr>
<td>Marketing and labelling</td>
<td>417–1 Requirements for product and service information and labelling</td>
<td>Not applicable in relation to our services.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>417–2 Incidents of non-compliance concerning product and service information and labelling</td>
<td>Not applicable in relation to our services.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>417–3 Incidents of non-compliance concerning marketing communications</td>
<td>Not applicable in relation to our services.</td>
<td></td>
</tr>
<tr>
<td>Customer privacy</td>
<td>418–1 Substantiated complaints concerning breaches of customer privacy and losses of customer data</td>
<td>Not applicable within the current reporting period – this will be re-viewed in line with updated GDPR requirements.</td>
<td></td>
</tr>
<tr>
<td>Socioeconomic compliance</td>
<td>419–1 non-compliance with laws and regulations in the social and economic area</td>
<td>None to report.</td>
<td></td>
</tr>
</tbody>
</table>

Please get in touch as below for any questions relating to the content of this report.

The University is committed to providing information in accessible formats. If you require information from this guide in an alternative format, please contact:

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Email: sustainability@plymouth.ac.uk

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