ABOUT THIS REPORT

Welcome to Plymouth University’s fourth 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, incorporating operations, research, and teaching and learning.

REPORTING PERIOD AND SCOPE

This report provides a review of our sustainability performance over two years, for the years ending July 2014 and July 2015. It contains data regarding our owned activities and does not include reporting on sustainability activity relating to academic partner colleges, innovation centres or partnership sites, unless stated. This report has been produced with the approval of the University Executive Group.

GLOBAL REPORTING INITIATIVE

The content of this report has been prepared in accordance with the comprehensive option of the G4 guidelines linked to the Global Reporting Initiative (GRI). External assurance has not been provided.
STATEMENT FROM THE VICE-CHANCELLOR
PROFESSOR JUDITH PETTS CBE

I am pleased to introduce our fourth Sustainability Report which, for the first time, adopts the Global Reporting Initiative (GRI) Framework to put us on a global platform for sustainability reporting. The GRI adopts a robust framework to measure our performance across environmental, social and economic sustainability. It provides a broad review of our work since 2014, helping to deliver on our strategic ambitions for Plymouth University.

Our reputation for sustainability grows and we are recognised as international leaders in the sector; since our last report, the University rose one place in the People & Planet Green League to take the top spot. The National Union of Students (NUS) awarded the University of Plymouth Student Union (UPSU) the Green Impact Gold Award, in recognition of how our staff and students work together to enhance the University’s ethical and environmental credentials. In partnership with UPSU, we also received a Responsible Futures Award from the NUS for the quality of our sustainability education.

In the summer of 2014, together with our commercial partners, University Commercial Services Plymouth (UCSP), we gained Sustainable Restaurant Association Three Star standard, demonstrating that good food can be produced sustainably in any venue. The University also won a fantastic three Green Gown Awards in 2014 from the Environmental Association of Universities and Colleges (EAUC), which recognises the most inspirational projects across the sector. Plymouth won awards for food and drink, our enterprise work and for embedding sustainability in our courses and learning, demonstrating the breadth of our sustainability expertise. The University continues to support and host a wide array of activities on campus, including Fairtrade Fortnight, Bike Week and regular campus markets, featuring local producers and products.

We continue to work to reduce the impact of our campus operations on the environment, both in terms of our existing estate and in the design of our new buildings. In October 2015, our new Marine Station, certified ‘BREEAM Excellent’, won the 2015 Mitchelmore’s Property Award for ‘Commercial Project of the Year with a value under £5 million’ as well as being shortlisted in the Guardian University Awards under inspirational buildings. The Marine Station followed the opening of our new Performing Arts Centre, ‘The House’, again built to ‘BREEAM Excellent’. In 2014, we reopened the historic Drake’s Place after an extensive £1.4 million restoration to its gardens and reservoir, providing a welcoming space to staff, students and the wider Plymouth community; Drake’s Place received green flag status in 2015.

June 2016 saw the formal launch of our Sustainable Earth Institute with an event where researchers, businesses, community groups and anyone with an interest in the subject matter had the opportunity to listen to the UK Government’s Chief Scientist, the Head of the BBC Natural History Unit, and the CEO of Friends of the Earth. This event set the scene for the new Institute and helped promote our sustainability agenda, which extends beyond the University, making an influential and positive difference nationally and internationally.

I hope that you will find this Sustainability Report informative and inspiring. I am grateful to all of our students, staff and partners for their sustainability work, some of which is included in the Report. If you want to get involved in our work directly, or simply offer ideas, then please feel free to contact us at sustainability@plymouth.ac.uk.
**PERFORMANCE**

Our key performance indicators (KPIs) measure progress and key trends against sustainability objectives. These are mapped against the Global Reporting Initiative (GRI) aspects as included in G4.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>GRI</th>
<th>2013–14</th>
<th>2014–15</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECONOMIC</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Income (£ million)</td>
<td>G4-EC1</td>
<td>234.1</td>
<td>236.5</td>
<td>24 Financial statements 2014–15</td>
</tr>
<tr>
<td>Expenditure (£ million)</td>
<td>G4-EC1</td>
<td>233.2</td>
<td>230.4</td>
<td>24 Financial statements 2014–15</td>
</tr>
<tr>
<td>Surplus (£ million)</td>
<td>G4-EC1</td>
<td>0.9</td>
<td>6.1</td>
<td>24 Financial statements 2014–15</td>
</tr>
<tr>
<td>Staff costs (£000)</td>
<td>G4-EC1</td>
<td>127,316</td>
<td>125,770</td>
<td>24 Financial statements 2014–15</td>
</tr>
<tr>
<td>Funding body grants (£000)</td>
<td>G4-EC4</td>
<td>55,535</td>
<td>38,941</td>
<td>48 Financial statements 2014–2015</td>
</tr>
<tr>
<td>Procurement budget spent on local suppliers (%)</td>
<td>G4-EC9</td>
<td>10.0</td>
<td>39.0</td>
<td>24 Financial statements 2014–15</td>
</tr>
<tr>
<td><strong>ENVIRONMENTAL</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Direct GHG scope 1 (tCO₂e)</td>
<td>G4-EN15</td>
<td>2598</td>
<td>2463</td>
<td>26</td>
</tr>
<tr>
<td>Indirect GHG scope 2 (tCO₂e)</td>
<td>G4-EN16</td>
<td>8,587</td>
<td>7,664</td>
<td>26</td>
</tr>
<tr>
<td>Indirect GHG scope 3 (tCO₂e)</td>
<td>G4-EN17</td>
<td>31,863</td>
<td>31,151</td>
<td>26</td>
</tr>
<tr>
<td>GHG emissions intensity (scope 1 &amp; 2 per student)</td>
<td>G4-EN18</td>
<td>896</td>
<td>516</td>
<td>26</td>
</tr>
<tr>
<td>GHG change (tCO₂e) (scope 1 &amp; 2)</td>
<td>G4-EN15</td>
<td>+5,250,962</td>
<td>8,014,415</td>
<td>26</td>
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<tr>
<td>Total energy consumption (GJ)</td>
<td>G4-EN3</td>
<td>105,286</td>
<td>102,642</td>
<td>33</td>
</tr>
<tr>
<td>Total renewable consumption (GJ)</td>
<td>G4-EN3</td>
<td>965</td>
<td>515</td>
<td>33</td>
</tr>
<tr>
<td>Energy intensity (GJ per student)</td>
<td>G4-EN5</td>
<td>5.2</td>
<td>5.2</td>
<td>33</td>
</tr>
<tr>
<td>Reduction in energy consumption (GJ)</td>
<td>G4-EN6</td>
<td>4,926</td>
<td>2,646</td>
<td>33</td>
</tr>
<tr>
<td>Water withdrawal from municipal water supplies (m³)</td>
<td>G4-EN8</td>
<td>79,245</td>
<td>74,701</td>
<td>35</td>
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<tr>
<td>Water recycled and reused (%)</td>
<td>G4-EN10</td>
<td>0.34%</td>
<td>0.59%</td>
<td>35</td>
</tr>
<tr>
<td>Total waste (tonnes)</td>
<td>G4-EN23</td>
<td>475</td>
<td>601</td>
<td>37</td>
</tr>
<tr>
<td>Hazardous waste (tonnes)</td>
<td>G4-EN25</td>
<td>1.37</td>
<td>2.23</td>
<td>37</td>
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<tr>
<td>Transport (tCO₂e)</td>
<td>G4-EN30</td>
<td>4,782</td>
<td>2,849</td>
<td>29</td>
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<tr>
<td><strong>SOCIAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee turnover (%)</td>
<td>G4-LA1</td>
<td>13</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>Staff accidents</td>
<td>G4-LA6</td>
<td>100</td>
<td>91</td>
<td>67</td>
</tr>
<tr>
<td>Average hours of staff training per employee</td>
<td>G4-LA9</td>
<td>5.6</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Employees receiving regular development review (%)</td>
<td>G4-LA11</td>
<td>75</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Total number of grievances about labour practices</td>
<td>G4-LA16</td>
<td>4</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Consumer (student) satisfaction rates (%)</td>
<td>G4-PR5</td>
<td>85</td>
<td>87</td>
<td>59</td>
</tr>
</tbody>
</table>

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1. Greenhouse Gas Emissions

**THE JOURNEY**

1994  An automated Building Management System (BMS) is introduced. It now controls approximately 95% of the Plymouth campus buildings.

1996  The first Energy and Water Policy is introduced.

2002  UK Emissions Trading Scheme (UKETS) – the University was required to account for and trade in CO2 emissions arising from gas, electricity and oil usage for the period 2002–07. The University was one of the first organisations to join this world’s first carbon trading system, now known as the Carbon Reduction Commitment.

2003  The first Green Travel Plan is adopted.

2004  The first Environmental Policy is adopted.

2005  An Environment Committee is established and takes responsibility for implementing the Environmental Policy.

The University develops its first Waste Strategy.

The University is awarded carbon trust status under the Energy Efficiency Accreditation Scheme, 2005–10.

£4 million is awarded from HEFCE to establish the Centre for Sustainable Futures to deliver University-wide excellence in education for sustainable development.

2007  The University is ranked second overall in the first People & Planet Green League.

The University is highly commended in the Green Gown Awards for its water conservation methods.

2008  The Office of the Vice-Chancellor sets up the Advisory Group for Sustainability, chaired by the Vice-Chancellor’s Policy Officer.

The first Carbon Management Plan is adopted.

The first Sustainability Strategy is approved.

The Roland Levinsky Building – built to a BREEAM (Building Research Establishment Environmental Assessment Method) ‘Very Good’ standard – is opened.

2009  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.

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.

The University gains Fairtrade University status.

The University wins Silver in the Corporate Responsibility Index from the Business in the Community (BITC) charity.

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.
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 £1 million 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.

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 UK universities).

2013 The University is highly commended in the Green Gown Awards ‘Courses’ category. UPSU is awarded Gold in the Green Impact scheme.

2014 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.

2015 The University’s Environmental Management System is re-accredited to ISO 14001 standard for a further three years. Drake’s Place Gardens and Reservoir receive Green Flag status. The University’s Fairtrade Accreditation status is renewed.

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’.

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 Café Taste of the West Gold 2015 – Drake’s Kitchen
SUSTAINABILITY CONTEXT

ACHIEVING RESILIENCE, SUSTAINABILITY AND EFFECTIVENESS.

Sustainability is embedded within our operations, included in our Strategic Framework and reinforced in our Sustainability Strategy. We are enterprise in addressing global issues, and committed to transforming lives through education and research. Our ambition is to be a sustainable university. To make a powerful, positive difference to our individual and collective futures. At our core is the partnership approach we take with our students to provide them with the best university experience. We emphasise enterprise, partnership and sustainability and act as a catalyst to advance knowledge and understanding to deliver social, cultural and economic benefits to our community.

At an operational level the University has adopted a cross-institutional approach to support the management and delivery of financial, social and environmental sustainability activity. The three main areas of our sustainability plan comprises operations, research, and teaching and learning.

Key risks, impacts and opportunities

There are three key impact areas for sustainability relating to our operations: our built estate and its impact on the environment, our student body, and our local and global communities.

Our built estate impacts the natural environment, through the constant demand to expand and improve in order to deliver against student expectations and respond to demand in the marketplace. We strive to reduce our impact on the natural environment as much as possible.

Our student body has a significant impact on resources, and represents an even bigger opportunity to progress towards a low-carbon economy in their future workplace if we equip our students with the skills and training they require.

Finally, we have a big impact on our local community. We are one of the region’s largest employers, and outside of that, we try to support the wider community through sharing our facilities and providing opportunities to access knowledge and resources. We strive to support local businesses through enterprise support and access to University contracts. We have a commitment to supporting global communities by applying world-leading research to address some of the major challenges the world is facing.

The higher education (HE) sector is experiencing a period of unprecedented change. Increased competition and the marketisation of higher education present risks, but also provide an opportunity for us to reaffirm all that is distinctive and great about Plymouth University.

Our commitments

The University’s Strategy 2020 sets the direction for everything we do, including our commitment to sustainability, which is entrenched in our University objectives. Our Sustainability Strategy sets out our objectives for achieving our long-term sustainability ambitions. We strive for excellence in financial, environmental and social responsibility across all of our activities.

Our overarching sustainability ambitions are to deliver:

- sustainable resource strategies for our estate and a reduction in our impact on the environment
- learning for sustainability throughout the curriculum and organisational learning for sustainability
- sustainability research that focuses on the world’s most pressing environmental, economic and social challenges.

Policies and standards

Our Sustainability Strategy is underpinned by more detailed commitments within the following subject-specific policies:

- Environmental Policy
- Carbon Management Plan
- Energy and Water Policy
- Biodiversity Policy
- Ethical Investment Policy
- Fairtrade Policy
- Sustainable Food Policy
- Procurement Strategy
- Travel Plan
- Waste Management Plan.

These policies document our commitments to detailed KPIs in order to achieve our sustainability ambitions.

Materiality sustainability issues

Material sustainability issues are those that have the greatest importance for the University and our stakeholders. Students are our biggest stakeholder group and drive a number of our material impacts. 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. In 2014 we renewed our sustainability strategy and conducted consultation sessions across the University for feedback and review of our objectives and KPIs. The Sustainability Advisory Group (SAG) reviews sustainability performance with community stakeholders to review progress in, and the direction of, sustainability objectives for the University. This, along with internal materiality review, forms the framework for our material issues.

The table on page 11 describes the material sustainability issues against which we report fully against. In addition to these issues, we report against the remainder of the framework where the aspect is relevant to our operations. Sustainability is a core issue of the University; as such, we monitor and measure performance against a broad spectrum of sustainability aspects. Additional aspects are included within this report which are outside of the GRI framework but which are material to us, such as teaching and research.

ISO 14001 Environmental Management System

The University has an Environmental Management System that is accredited to ISO 14001 standard, an internationally recognised standard for environmental management providing a framework for organisations to control and improve their environmental performance. It provides practical tools for us to identify and control environmental impacts, and it recognises that we have a systematic approach to environmental management – one that is externally audited and also subjected to strict internal monthly audits. We have a Building Management System (BMS) that controls 95% of our campus buildings, ensuring intelligent control of the buildings in our campus to ensure there’s no energy wastage.
### ABOUT THIS REPORT

This is the University’s third report on our sustainability performance and the second since the introduction of our new management structure. It provides a review of our sustainability performance over the last two and a half years from August 2011 to March 2014. The report is aimed at stakeholders who have an interest in sustainability at Plymouth University, 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, manifested through the tri-cameral framework of operations, research and teaching and learning.

### MATERIALITY ISSUE

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>DETAILS</th>
<th>SCOPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carbon emissions</td>
<td>Reducing our carbon emissions as far as possible and investigating offsetting for remaining emissions. (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)</td>
<td>Internal and external (scope 3 emissions)</td>
</tr>
<tr>
<td>Energy use</td>
<td>Supporting our carbon targets by focusing on reducing energy through energy efficiency and new technologies</td>
<td>Internal</td>
</tr>
<tr>
<td>Water use</td>
<td>Reducing consumption through technology innovation and behavioural change</td>
<td>Internal</td>
</tr>
<tr>
<td>Waste generated</td>
<td>Reducing waste generated and increasing the proportion of recycling and reuse in waste management methods</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; supporting sustainable commuting</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</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>Contributing towards defining the problems, and creating solutions, for the world’s most pressing environmental, economic and social 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>Achieving resilience, sustainability and effectiveness through a continued focus on diversifying and growing income, securing efficiencies, maximising academic synergies and improving the effectiveness of our processes</td>
<td>Internal</td>
</tr>
<tr>
<td>Student experience</td>
<td>Enabling excellence in all dimensions of University life and raising the aspirations of our students by delivering excellence in teaching and learning, and a first-class student experience alongside world-class research, in a culture of equality, respect and inclusion. We aim to have highly satisfied students.</td>
<td>Internal</td>
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</tbody>
</table>
Within Plymouth University’s governance structure – the Board of Governors, the Vice-Chancellor, the Academic Board (to become the Senate in 2016–17) and the University Executive Group – are ultimately responsible for setting and monitoring the University’s strategy, systems, structures, policies, procedures and regulations by which the University is run.

The Board of Governors is responsible for, among other things, the mission of the University, oversight of its activities, financial solvency and financial sustainability. The Board approves the University’s mission, vision, values and strategies. Members are appointed by the Board on recommendation of the Governance and Nominations Committee, following assessment of aspects such as the skills mix of the Board and the length of term in office.

Full details of the governance structure of Plymouth University including the composition of the Board of Governors, Raising Concerns Policy, delegating authority, and structure of meetings are available in detail on our Governance pages on our website on www.plymouth.ac.uk/your-university/governance.

The University’s executive decision-making body has formal responsibility for providing effective leadership and direction for the University and for developing the University Strategy for discussion by the Academic Board, and approval by the Board of Governors. Chaired by the Vice-Chancellor, and meeting weekly, it is also responsible for the approval (or recommendation for approval to the Board) of other University strategies, including the Sustainability Strategy. The executive is responsible for the operation of the University.

**Sustainability Advisory Group**

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

Operational sustainability is managed by Estates and Facilities in coordination with other professional services departments. Sustainability research is coordinated by the Sustainable Earth Institute (SEI), and sustainability teaching and learning is coordinated by the Centre for Sustainable Futures (CSF). The SAG meets every six weeks; its members include representatives from Estates and Facilities, SEI, CSF, External Relations, Talent & Organisational Development, and the Students’ Union as well as other stakeholder members from departments across the University, such as finance.

The Estates and Facilities department holds a Carbon Advisory Group meeting quarterly to monitor the objectives relating to operational sustainability, and the Environmental Management System group meeting to manage the outputs of the system.
Sustainability and risk

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 Corporate Risk Register (CRR).

Risk is managed and captured through the CRR, which is reviewed by the Audit Committee and the University Executive Group every quarter. Each risk on the CRR is owned by a member of the University Executive Group, which feeds into the University’s Board of Governors. Risk management is regularly audited internally and is reported via the Audit Committee. The Board of Governors reviews the full CRR annually; however, the Audit Committee can escalate any issues to the Board when appropriate. The SAG records any risks relating to sustainability on the CRR.

The 2014–15 Corporate Risk Register covered 22 areas of risk. The University’s main focus is managing the risks around financial sustainability, student recruitment and employability. We are starting to see the results of close monitoring and control of expenditure and the positive impact this is also having on the University’s cash reserves, which is vital for the overall sustainability of the institution. We derive the majority of our income from tuition fees, so it is vital that we sustain student recruitment levels. 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.
In a challenging funding and competitive environment, the University is focused on achieving resilience, sustainability and effectiveness as it plans for continued investment in the campus infrastructure. This will be achieved through a continued focus on diversifying and growing income, securing efficiencies, maximising academic synergies and improving the effectiveness of its processes.

In 2014–15, the University actively managed its cost base as part of the Strategy Implementation Programme, which is focused on improving the financial sustainability of the University. Since the year before, research income has increased by 32%, and staff costs have decreased by nearly 7%.

Plymouth University is an exempt charity and has due regard to the Charity Commission’s guidance on public benefit. The University is committed to applying its knowledge, its research, the talents of its people, and its world-class facilities to positively impact on the communities it serves. The University also has a target to increase commercial income to £8.5 million by 2020, from a baseline of £5.7 million in 2011–12. Performance in 2013–14 showed a 17% increase in baseline income to £6.7 million.

Commercialisation activities include the UAEOcean contract with the United Arab Emirates for the creation of an Oceanographic forecasting centre in Abu Dhabi. Enterprise Solutions – the gateway for businesses seeking to work with the University – dealt with 553 potential income-generating enquiries in 2014–15, representing a 585-fold increase from the year before, with 60 enquiries being converted to commercial activity generating a value of £230,000. The GAIN team, who provide business support, secured further funding from the Regional Growth Fund to the total value of £10 million. A £3 million grant delivered in 2014–15, to businesses seeking to innovate and grow, created 478 jobs, of which 140 were graduate-level jobs, supporting businesses and job creation in the local economy.

In July 2015, a £2.8 million project funded by the Higher Education Funding Council for England (HEFCE) and the European Regional Development Fund (ERDF), assisted 429 businesses, creating 268 jobs, with an estimated gross added value of over £9 million. Such activities fulfil our aspirations for commercialisation, while benefiting local and global communities.

Full details of the financial performance of the University can be found in our annual financial statements, publicly available on our website www.plymouth.ac.uk/your-university/financial-statements.

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<tbody>
<tr>
<td>Cash flow from operating activities (including capital repayments £ million)</td>
<td>(2.9)</td>
<td>19.6</td>
<td>19.4</td>
</tr>
<tr>
<td>Operating surplus (%)</td>
<td>1.2</td>
<td>0.4</td>
<td>2.6</td>
</tr>
<tr>
<td>Staff</td>
<td>2,789</td>
<td>2,660</td>
<td>2,608</td>
</tr>
<tr>
<td>Students¹</td>
<td>20,848</td>
<td>20,334</td>
<td>19,772</td>
</tr>
<tr>
<td>Home/EU students – new enrolments</td>
<td>4,798</td>
<td>5,288</td>
<td>5,105</td>
</tr>
<tr>
<td>International students – total enrolments</td>
<td>1,680</td>
<td>1,663</td>
<td>1,633</td>
</tr>
<tr>
<td>Total research funding (£ million)</td>
<td>13.3</td>
<td>11.5</td>
<td>15.1</td>
</tr>
<tr>
<td>Overall student satisfaction – NSS Q22 (%/quartile)</td>
<td>85/Q3</td>
<td>85/Q3</td>
<td>87/Q2</td>
</tr>
<tr>
<td>Teaching quality – NSS Q1–4 (%/quartile)</td>
<td>88/Q2</td>
<td>88/Q2</td>
<td>89/Q2</td>
</tr>
<tr>
<td>Graduate level employment (%/quartile)</td>
<td>57.1/Q4</td>
<td>58.3/Q4</td>
<td>58.6/Q4</td>
</tr>
</tbody>
</table>

¹ Total student headcount of all active HE and FE students as of the 1st December, excluding distance learning and franchise students.
OPERATIONS

CARBON

REDUCE CO₂e BY 52% BY 2030. TO DATE:
- 15% reduction in CO₂e emissions since 2005
- 11.7% reduction in electricity use since 2005
- 33% decrease in gas use since 2004–05

CONSTRUCTION AND RENOVATION

ALL NEW CONSTRUCTION PROJECTS TO ACHIEVE AT LEAST BREEAM EXCELLENT
- The House, opened in 2014, built to BREEAM Excellent
- Marine Station and Wellbeing Centre, opened in 2014 and designed to BREEAM Excellent (awaiting final certification)

TRAVEL

TO INCREASE THE NUMBER OF STAFF COMMUTING BY WALKING, CYCLING AND CAR SHARING BY 2% EACH BY 2017 FOR AND 1% FOR STUDENTS. TO DATE:
- Unfortunately, staff walking has decreased by 6%, cycling by 2%, and car sharing by 1%
- Unfortunately, student walking has decreased by 5%, but car sharing has increased by 1% and cycling has remained at 3%

WATER

TO REDUCE WATER CONSUMPTION TO BELOW 3.3m³ PER STUDENT BY 2015. TO DATE:
- 35.8% reduction in water since 2005–06
- 3.78m³ water consumed per student in 2014–15, and we’re on target for 2015

PROCUREMENT

EMBED SUSTAINABLE PROCUREMENT BY ENSURING WE ARE PURCHASING FROM SOCIALLY, ETHICALLY AND ENVIRONMENTALLY RESPONSIBLE BUSINESSES
- 10% of procurement budget spent on local PL4 suppliers

FOOD

TO CREATE A SUSTAINABLE FOOD CULTURE ON CAMPUS. TO DATE:
- Fairtrade University
- Food For Life Silver award
- Three Star Sustainable Restaurant Association standard
- Green Gown Food and Drink Award 2015
- Taste of the West Silver and Gold awards

WASTE

TO RECYCLE 70% OF WASTE BY 2015 AND REDUCE WASTE TO 20KG OR LESS PER STUDENT. TO DATE:
- 40% of waste recycled in 2014–15
- 22kg waste generated per student in 2014–15
- 12% reduction in waste since 2011

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 Gardens and Reservoir restored and reopened
- Beehives sited on campus
CARBON

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

We have ambitious targets to reduce our carbon emissions from our activities to reduce our impact on the natural 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. The Higher Education Funding Council for England (HEFCE) has adopted a carbon reduction target in line with the UK government, which is aimed at a 43% reduction from a 2005 baseline by 2020. HEFCE places high priority on this agenda, directly linking the HEFCE Capital Investment Framework (CIF2) and the allocation of capital funding for universities to carbon reduction.

When the University first produced its carbon plan, it could only determine emissions from utilities. Since then, it has 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 are working on calculating procurement 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 30% of our total emissions.

AIM

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

- a 43% reduction in CO₂e by 2020
- a 52% reduction in CO₂e by 2030.

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 into students.

PERFORMANCE

- We have reduced CO₂e emissions from gas and electricity by 15% since the base year 2005 to 2014–15.
- We need to reduce our current emissions by a further 28%, based on our current consumption, to achieve the 2020 target. The carbon targets are set by HEFCE and have been strongly challenged by the sector as being unrealistic. This is especially the case for expanding institutions, such as Plymouth. As we expand, we increase our baseload energy use against our baseline, making the HEFCE targets harder to achieve. We are constantly striving to reduce our carbon emissions and we have steadily reduced emissions from gas and electricity but we still have some way to go to reach the interim target by 2020.

### Emission Scope

<table>
<thead>
<tr>
<th>Scope 1</th>
<th>Type</th>
<th>Base Year 2005–06</th>
<th>Now 2014–15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Heat and Power plant</td>
<td>Not applicable</td>
<td>Included</td>
<td></td>
</tr>
<tr>
<td>Solid fuels</td>
<td>Not applicable</td>
<td>Included</td>
<td></td>
</tr>
<tr>
<td>Liquid fuels</td>
<td>Included</td>
<td>Included</td>
<td></td>
</tr>
<tr>
<td>Gaseous fuels</td>
<td>Included</td>
<td>Included</td>
<td></td>
</tr>
<tr>
<td>Vehicle fleet</td>
<td>Data not available</td>
<td>Included (calculated)</td>
<td></td>
</tr>
<tr>
<td>Refrigerant gases</td>
<td>Data not available</td>
<td>Included</td>
<td></td>
</tr>
</tbody>
</table>

### Emission Scope 2

<table>
<thead>
<tr>
<th>Type</th>
<th>Base Year 2005–06</th>
<th>Now 2014–15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid electricity</td>
<td>Included</td>
<td>Included</td>
</tr>
<tr>
<td>Heat purchased</td>
<td>Not applicable</td>
<td>Included</td>
</tr>
</tbody>
</table>

### Emission Scope 3

<table>
<thead>
<tr>
<th>Type</th>
<th>Base Year 2010–11</th>
<th>Now 2014–15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Included</td>
<td>Included</td>
</tr>
<tr>
<td>Waste</td>
<td>Base year 2010–11</td>
<td>Included</td>
</tr>
<tr>
<td>Business travel: hire vehicles</td>
<td>Base year 2012–13</td>
<td>Included</td>
</tr>
<tr>
<td>Business travel: rail</td>
<td>Base year 2012–13</td>
<td>Included</td>
</tr>
<tr>
<td>Business travel: air</td>
<td>Base year 2012–13</td>
<td>Included</td>
</tr>
<tr>
<td>Employee commuting</td>
<td>Base year 2011–12</td>
<td>Included (calculated)</td>
</tr>
<tr>
<td>Student commuting (daily)</td>
<td>Base year 2011–12</td>
<td>Included (calculated)</td>
</tr>
<tr>
<td>Student commuting (home)</td>
<td>Data not available</td>
<td>Included (calculated)</td>
</tr>
<tr>
<td>Procurement related: general</td>
<td>Data not available</td>
<td>Included (estimated)</td>
</tr>
</tbody>
</table>

* CO₂e: carbon dioxide equivalent
TRAVEL

Supporting sustainable modes of transport 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 residential community. We measure the impact of student and staff commuting, as well as business travel.

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 to cycle to campus, such as the cycle-to-work scheme, and to take sustainable modes of travel through offering ticket discounts and purchasing options.

We have two areas of travel that we monitor: staff and student commuting and business travel. For staff and student commuting we gather data via a travel survey which asks for a detailed breakdown of their typical weekly commute; software then produces data for miles travelled and equivalent carbon emissions. 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.

We want to streamline our reporting of data in line with our overarching carbon targets, to enable as much reporting as possible to be in one unit. This will make reporting more easily understood by our audience. However, we also monitor and report scope 3 GHG emissions in their original units, and the following pages will report targets against the original units of measurement. Carbon reporting is calculated using DEFRA published conversion factors. Our ambition is to reduce carbon emissions across all scope 1, 2 and 3 activities, and we are working hard to create targets and measurement methods for these other sources.

<table>
<thead>
<tr>
<th>tCO₂e</th>
<th>2012–13</th>
<th>2013–14</th>
<th>2014–15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel (air)</td>
<td>2,576</td>
<td>4,218</td>
<td>2,236</td>
</tr>
<tr>
<td>Business travel (rail)</td>
<td>216</td>
<td>63</td>
<td>119</td>
</tr>
<tr>
<td>Business travel (grey fleet)</td>
<td>268</td>
<td>274</td>
<td>260</td>
</tr>
<tr>
<td>Business travel (hire cars)</td>
<td>32</td>
<td>64</td>
<td>40</td>
</tr>
<tr>
<td>Business travel (public bus)</td>
<td>113</td>
<td>163</td>
<td>176</td>
</tr>
<tr>
<td>Business travel (taxi)</td>
<td>0.07</td>
<td>0.33</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>3,205</td>
<td>4,782</td>
<td>2,849</td>
</tr>
</tbody>
</table>

AIM

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

- increase by 2% each by 2017 the number of staff commuting by walking (to 22%), cycling (to 4.68%) and car sharing (12.75%), compared with 2012 levels
- increase by 1% each by 2017 the number of students living off-site and commuting by walking (to 47%), cycling (to 2.89%) and car sharing (to 5.59%) compared to 2012 levels
- reduce the proportion of single-occupancy car drivers by 7–8% by 2017 for staff (to 21.5%) and by 3% for students living off-site (to 11.9%), compared with 2012 levels
- increase the use of public transport by 3% by 2017 for staff (to 34.4%) and by 2% for students living off-site (to 30.9%), compared with 2012 levels
- increase the use of video/telephone conferencing by 3% by 2017 (to 60%), to reduce business travel.

Supporting sustainable modes of transport through the Green Travel Plan

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We currently do not have an active method of monitoring the use of video and telephone conferencing, as staff set up video and teleconferencing calls individually, not through a central system. It would be too burdensome to expect staff to log and report each telephone or conference call. Going forward, we are reviewing ways to capture this information.

PERFORMANCE

We moved the travel survey to a biennial cycle following the 2013–14 year, as an annual survey was becoming too familiar to staff and students, and the response rate was declining. The next annual survey will be conducted in 2015–16.

- Staff commuting by walking is currently at 19% and car sharing at 12%, so we are on track for achieving the 2017 targets. Staff commuting by cycling is at 5%, so is currently also in line with achieving our 2017 targets.
- For students living off-site, walking to campus is the most popular mode of transport – currently at 50%, in line with the 2017 target. Cycling amongst students is not as popular, with only 3% cycling to campus last year; however, this is currently in line with achieving our 2017 target.
- Single-occupancy car drivers stand at 29% for staff and 12% for students living off-site, both falling short of our current 2017 target.
- Public transport use by staff is at 31% and at 28% for students living off-site, both in line for the 2017 target.

New cyclist lockers

In 2015 we secured match funding from Plymption at Your Workplace, through Plymouth City Council, to increase our provision of lockers available for cyclists and runners from 35 to 125. Our existing locker provision was oversubscribed, with the lockers being fully utilised and with a waiting list. The additional 90 lockers will provide more staff and students with the facilities to enable them to switch from their usual mode of transport and jump on a bike or throw on some running shoes to get to work.

Green Travel incentives

We offer a number of travel incentives to promote sustainable travel for staff. These include access to a car share group – closed to Plymouth University members only, discounted bus tickets via the Green Travel Bus Pass, discounted tickets on the three main park-and-ride services, and 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.

### PERFORMANCE

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Reducing energy consumption through efficiency projects and close targeting and monitoring

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 consumption by 15% from the 2005–06 level, by 2015.
- To reduce gas consumption by 54% from the 2005–06 level, by 2015.

**PERFORMANCE**
- We have reduced electricity consumption by 11.7% from the base year 2005–06 to 2014–15.
- We have reduced gas use by 37.9% from the base year 2005–06 to 2014–15.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total energy consumption (gigajoules, GJ)</td>
<td>95,908</td>
<td>110,212</td>
<td>105,286</td>
<td>102,642</td>
</tr>
<tr>
<td>Total renewable fuel consumption (GJ)</td>
<td>965</td>
<td>515</td>
<td>515</td>
<td>515</td>
</tr>
<tr>
<td>Electricity consumption (GJ)</td>
<td>62,095</td>
<td>56,530</td>
<td>57,117</td>
<td>56,263</td>
</tr>
<tr>
<td>Heating consumption (GJ)</td>
<td>33,813</td>
<td>52,682</td>
<td>48,169</td>
<td>46,379</td>
</tr>
<tr>
<td>Energy intensity (GJ per student)</td>
<td>4.4</td>
<td>5.3</td>
<td>5.2</td>
<td>5.2</td>
</tr>
<tr>
<td>Change in energy consumption (gas and electricity) (GJ)</td>
<td>1,157+14,305</td>
<td>4,926+2,645</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in energy consumption (gas and electricity) (%)</td>
<td>1.2%+14.9%</td>
<td>4.5%+2.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We’ve been successful in reducing our gas and electricity use since the base year, seeing a large reduction, in particular, with gas use. We have not achieved our targets. We are revising these electricity and gas targets for a number of reasons. We want to concentrate our monitoring against our overall carbon targets in line with HEFCE requirements, as reducing electricity and gas leads to direct reductions in our carbon emissions. Having both individual electricity and gas reduction targets and an overall carbon reduction target is, in reality, often conflicting. For example, one way of reducing electricity is to increase the use of CHP (combined heat and power), which in turn will increase our gas use. It is more effective to have an overall carbon target to monitor reductions in overall emissions, to enable the most effective projects to be taken forward, which will reduce emissions overall in the long term. It is particularly difficult to achieve the electricity target as, typically, demand for electricity increases year on year. In addition, the changes to the estate mean that these targets against the baseline are no longer accurate; over the past four years, two additional buildings and a number of refurbishments and extensions have been added to the campus, distorting energy use compared with our baseline. We are revising our Energy and Water Policy, and the consumption targets for gas and electricity, to link the targets to our overall carbon target to ensure they are in line for the same goal and not conflicting.

**LED lighting**

In 2014–15, 1,000 T8 fluorescent luminaires were replaced with Osram Siroco LED panel luminaires on the ground, first and second floor of the library. Additional LED luminaires were installed in the stairwells, cupboards and other areas. To optimise energy savings further, PIR (passive infrared) motion sensors are used throughout these areas, so the lights only operate when the presence of people is detected. We have extensive metering across campus, and additional Modbus pulsed output metering has been installed (to measure power consumption from this installation). This replacement lighting has delivered a 32% reduction in energy use, equating to savings of over £1,400 per week, delivering a payback of around four years.

**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 on campus. We have three Building Management Systems (BMSs) on campus, which connect (and control) the building services plant to 95% of the buildings; some of the smaller buildings are not connected. The majority of the BMSs are Schneider Continuum and Sigma systems, monitoring most of the buildings, while the remaining buildings are monitored by Trend Control Systems.

**Campus Information Control System (CICS)**

To increase the accuracy of energy monitoring across campus and identify areas where we can reduce energy, the CICS project began in 2013. The HEFCE-funded project brought together the world of building technology (ICT) to accurately match electricity supply to demand to deliver smarter buildings. The project involved delivering a system of profile alerts. We examined the high-utility-consuming buildings on campus and profiled them for their building energy consumption to provide a baseline of expected energy use based on the building type and occupation. The platform of profile-alerts monitors changes in energy and water use outside of the expected norm and then alerts users. The system checks consumption against the historic profiles, and energy use against BMS models, and creates an alert when an item of plant is not functioning as expected (and using more energy than it should). This enables cost avoidance, identifying and fixing issues promptly, and thus avoiding increases in energy use. In little more than 24 months since installation, this has helped to identify and prevent potential increases in consumption which would have amounted to a cost of around £300,000. Energy-saving projects during this period have delivered a reduction in consumption equivalent to a saving of £90,000. The total project is on target to deliver a payback within 5 years.

**CAMPUS TECHNOLOGY**

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 and growing space
13. Inverter controls all across campus
14. Photovoltaics
15. Green roof and photovoltaics – Dental School
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 CO₂ emissions.

AIM
To help achieve the carbon reduction targets, the University aims to:
- reduce water consumption from 7.3 m³ per student in 2005–06 to below 3.3 m³ by 2015
- 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 35.8%.
- In 2014–15, our water use per student was 3.7 m³ per student, approaching our 2015 target.
- Water use per user (including staff) was 3.3 m³ in 2014–15.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Water withdrawal from municipal water supplies</td>
<td>68,171</td>
<td>79,904</td>
<td>79,245</td>
<td>74,701</td>
</tr>
<tr>
<td>Water withdrawal from rainwater tanks</td>
<td>330</td>
<td>195</td>
<td>270</td>
<td>446</td>
</tr>
<tr>
<td>Percentage of water recycled and reused</td>
<td>0.48%</td>
<td>0.24%</td>
<td>0.34%</td>
<td>0.59%</td>
</tr>
<tr>
<td>Water use per student</td>
<td>3.1</td>
<td>3.6</td>
<td>3.8</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Absolute consumption of water has reduced from 116,435 m³ in 2005–06 to 74,701 m³ in 2014–15, a reduction of 35.8%. We have made significant achievements in reducing our baseload consumption, and delivered reductions of around 5.7% over the past year. For our student use we have reduced use to 3.7 m³ per student; however, if you include staff figures within this ratio, our water use per user was 3.3 m³. Staff are water users and should be included in our water use per user ratio monitoring. Going forward, we intend to realign our water reporting to a 2012–13 baseline year in line with our carbon reporting baseline.
Rainwater harvesting
Rainwater harvesting technology is used in the Roland Levinsky Building, Nancy Astor Building and Marine Building, as well as in our newer building on campus, 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.

Sub-metering of the Smeaton and Davy Buildings
In 2012, we spent £20,000 on improving water meters by installing half-hourly logging equipment. This has provided intense monitoring and mapping of water consumption and has identified potential savings of £50,000 from water use. Towards the end of 2015 we installed sub-metering in the Smeaton Building, owing to there being unexpectedly high water use in the building. The additional metering has enabled closer monitoring but has also provided the building users with information about their water use, this has caused a change in behaviour, enabling the technicians to change the way in which they operate equipment, including the aquarium. From 1 Jan to 30 April 2015 – compared with the same period last year – consumption has reduced by 35%, delivering a saving equivalent of nearly £20,000 a year, resulting in a payback of less than six months.

Water is also closely monitored through our profile alerts platform, alerting us when water use changes from expected levels due to a leak, or when there is a change in user behaviour or equipment.

Rainwater harvesting

Sub-metering of the Smeaton and Davy Buildings

Sub-metering of the Smeaton and Davy Buildings

WASTE

Working towards the 5 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.

To support our waste targets we have a dedicated on-site facility where we sort our waste in the waste transfer station next to the Babbage Building (this is deliberately visible to all on campus). Our highly dedicated campus operatives work in the yard to recycle as much as possible, by separating and dismantling everything from computer chairs to cardboard boxes.

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

- recycle 70% of waste by 2015
- reduce the waste generated per student to 20 kg or less from the 2010–11 levels, by 2014.

PERFORMANCE

- Since 2011, keeping the baseline constant, we have reduced our total waste by 12% and generated 22 kg, almost meeting our target of 20 kg per student.
- In 2014–15, keeping the baseline constant, we recycled 54% of our waste, which represents an increase of 2% since the previous year.
- However, in 2014–15 we located and added additional bin locations into our waste management figures, which distort comparisons against our baseline year. If we include these additional waste volumes in our total figures, then in 2014–15 our total waste per student was 30 kg, and our recycling rate was 40%. Going forward, this will be included in our waste figures.

### Waste Management Statistics

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total waste</td>
<td>503</td>
<td>484</td>
<td>475</td>
<td>601</td>
</tr>
<tr>
<td>Landfill</td>
<td>263</td>
<td>240</td>
<td>222</td>
<td>349</td>
</tr>
<tr>
<td>Recycling</td>
<td>240</td>
<td>234</td>
<td>236</td>
<td>219</td>
</tr>
<tr>
<td>Composting</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Incineration</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Hazardous waste</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>% recycled</td>
<td>48%</td>
<td>50%</td>
<td>53%</td>
<td>40%</td>
</tr>
<tr>
<td>Kg per student</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>30</td>
</tr>
</tbody>
</table>
We have our own waste depot on campus, the Babbage Yard. Waste is collected by our campus services staff from all campus buildings, and from Mast House, Cookworthy and Coxside, and taken to Babbage Yard. Our dedicated campus support staff support the delivery of our recycling targets as much as possible, segregating larger items that end up in the yard for example such as taking chairs apart to separate plastic, metal and wood. The waste is then collected by our waste management contractors to be taken for final sorting and disposal. The waste figures contained in this report are provided directly by our waste providers.

We are continually striving to monitor the volume of waste produced and to improve upon the method of dealing with the waste. We have a large campus, and changes in the built estate also bring changes to our waste management. We have a large campus, and changes in the built estate also bring changes to our waste management. We are continually striving to monitor the volume of waste included in our statistics has consequently increased and distorts the comparisons to the base year, so both figures have been provided within this report to enable a comparison to the base year and an accurate reflection of the waste figures.

Furniture store
We have a furniture reuse store on campus, where all furniture that is no longer needed – owing to office moves – and that is still in a useable condition, is stored for future use. The 240 m² 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 £80,000 in furniture costs in the year 2013–14, and £102,908 in 2014–15. 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.

Recycled Landfill % of total waste recycled

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. We have minimum requirements for all refurbishment and construction projects which are included in our Sustainable Construction and Refurbishment Strategy to ensure that the benefits of any new building outweighs the negative environmental impacts of construction work.

BREEAM
As a minimum, all new construction projects will be required to achieve at least the ‘BREEAM Excellent’ standard. This standard is considered the best practice in sustainable design, construction and operation and is the world’s leading design and assessment method for sustainable buildings. The BREEAM assessment uses recognised measures of performance which are set against benchmarks, to evaluate a building’s specification, design and use and represent a broad range of categories from energy to ecology. The certified assessment is delivered by a licensed organisation, using trained assessors.

CONSTRUCTION AND RENOVATION

The House
This building won the 2014 Abercrombie Award for Design Excellence and Innovation and was designed to be constructed with minimum environmental impact. Twenty-five per cent of the building materials came from recycled sources, and 70% of the construction waste was diverted from landfill and instead recycled or reused. Occupied spaces make maximum use of daylight, with lighting coming on when detectors sense people but not sufficient daylight. A 20,000-litre rainwater harvesting tank is used instead of mains water for uses such as toilet flushing. In addition, the buildings’ occupied spaces are cooled by natural ventilation, removing the need for electrical air cooling.

Wellbeing Centre
Opened in 2015, designed to ‘BREEAM Excellent’ the Wellbeing Centre houses a number of wellbeing activities and workshops. The building includes photovoltaic technology to convert sunlight into electricity.

Marine Station
Opened in 2014, this £4.65 million development provides a base for our marine expeditionary work. Designed to ‘BREEAM Excellent’ the building includes photovoltaics, generating electricity from the sun, and has its own CHP boiler which provides electricity and hot water for the heating and showering facilities, delivering savings in utility costs for the building.
Embed sustainable procurement by ensuring we are purchasing from socially, ethically and environmentally responsible businesses

The University has a non-pay expenditure of circa £80 million per annum which covers a range of works, goods and services. And we are passionate about embedding sustainable procurement. We want to support local, regional and social enterprise through business–community partnerships.

To encourage business with local suppliers – in particular with micro-, small- and medium-sized enterprises – our contracts are regularly reviewed to ensure that those opportunities which are a good match to our local economy do not present barriers through their size or complexity. We have signed up to the Local Procurement Charter, where we have pledged to work to broaden overall support for local businesses and maximise the potential in the local supply chain.

In selecting suppliers, we consider the whole life cost, and environmental and social impacts, in our assessment of value for money.

Supplier evaluation

We are able to screen suppliers for large contracts on environmental criteria through the pre-qualification process, ensuring that certain standards are in place such as the status of suppliers’ environmental policy. Depending on the contract, we require suppliers to indicate how they will support the local economy, whether that is through local sub-contractors or through supporting student placements or apprentices. However, currently we do not evaluate suppliers on labour practices, human rights or societal impacts through their value chain. We are working on this area currently, and investigating the best method to take this forward. We support local suppliers whenever possible; 10% of the procurement budget is spent on local suppliers, defined as having a PL postcode.

We are members of the Southern Universities Purchasing Consortium (SUPC) for many commodities contracts, where we access suppliers through a pre-approved framework. 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.

We are a member of the Worker Rights Consortium (WRC), an independent labour rights monitoring organisation that conducts investigations of working conditions in factories. Its purpose is to combat sweatshops and protect the rights of workers who make apparel and other products. The WRC conducts factory investigations into labour conditions on behalf of its members.

Sell2Plymouth

Launched in 2000, Plymouth University was one of the founding members of Sell2Plymouth, a partnership between Plymouth’s public sector buyers, local business support agencies, the Chamber of Commerce and the Federation of Small Businesses. The scheme’s purpose is to promote business relationships between small businesses and the public sector in the region. Plymouth University and other public sector partners commit to provide small businesses with the opportunity to access contracts, supporting them through the process.
FOOD AND CATERING

Creating a sustainable food culture that supports local, sustainable and Fairtrade produce and suppliers

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 drivers that 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 food, and a number of our goals have already been achieved. Our overarching goal is 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
- increasing the percentage of local food suppliers by 5% by 2016
- reducing the sale of bottled water on campus and reducing the use of bottles for hospitality by 2014
- increasing the purchase of organic milk by 2015
- striving to continue to use local suppliers and food from the British Isles
- working to reduce food waste by 5% a year.

PERFORMANCE

The catering team is continuing to make great progress towards sustainable catering, and this has been recognised by the 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:

- the first university to gain SRA Three Star standard in 2014, gaining an overall score of 72%
- upgrading to Silver standard in Food for Life Accreditation for Drake’s Kitchen, Loafers and the Reservoir Café in 2015 and maintaining Bronze standard for the John Bull café and our five hospitality menus
- the renewal of Fairtrade status in 2015 for two years
- an increase in Fairtrade sales by 27% in 2014–1 from the year before
- use of organic milk for 100% of all fresh milk
- use of environmentally friendly cleaning chemicals from Delphis Eco in all catering outlets
- moving to providing hospitality water in glass jugs rather than disposable bottles, which is expected to save up to 3,780 plastic bottles and 1,500 glass bottles a year when in place.

In 2013–14, we began food composting. The kitchens operate a system of usable and unusable food waste where unusable food waste, such as vegetable peelings, is disposed of for composting. 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. We donated £3,000 worth of stock and £1,200 of equipment in 2014. Since last year we have composted 6.9 tonnes of food waste, this was an increase from the year before, but the first full year of composting.
ABOUT THIS REPORT

This is the University’s third report on our sustainability performance and the second since the introduction of our new management structure. It provides a review of our sustainability performance over the last two and a half years from August 2011 to March 2014. The report is aimed at stakeholders who have an interest in sustainability at Plymouth University, 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, manifested through the tri-cameral framework of operations, research and teaching and learning.

Sustainable Restaurant Association

We were one of the first universities to be accredited with the SRA standard in 2014, and we achieved the top three-star rating. The SRA’s rating system awards from one to three stars, against 14 key sustainability criteria relating to sourcing, society and environment. In 2014 we scored 68% for sourcing, 86% for society and 70% for environment. We scored particularly well in the ‘treating people fairly’ (97%), ‘community engagement’ (89%) and ‘healthy eating’ (77%) subcategories within ‘society’. Within the sourcing category we scored particularly well in the ‘sustainable fish’ (71%), ‘ethical meat and dairy’ (84%) and ‘local and seasonal’ (71%) subcategories. Nevertheless, we have improvements to make in the area of ‘environmentally positive farming’, where we scored a lower 45%.

Food for Life standard

We were first awarded the Food for Life Catering Mark in 2012. Renewable every year, in 2015 we improved our rating and gained Silver for Drake’s Kitchen, Loafers, and the Reservoir Café, and retained Bronze for the John Bull Café and the hospitality menus. The standard is administered by the Soil Association, the UK’s leading organic certifier. The Food for Life standard is an independent mark developed to recognise food providers who are taking steps to improve the food they serve, judged against four areas of fresh food: environmentally sustainable food, ethically sourced food, healthy eating and local food.

Awards

<table>
<thead>
<tr>
<th>Award</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable Restaurant Association Three Star rating</td>
<td>Food for Life Silver 2015: Drake’s Kitchen, Loafers, Reservoir Café</td>
</tr>
<tr>
<td>FreeFrom Food Award – 2014</td>
<td>Fairtrade University – recertified in 2015</td>
</tr>
<tr>
<td>Green Gown Food and Drink Award – 2014</td>
<td>Taste of the West Silver 2015 – Cafe JBs, Reservoir Café</td>
</tr>
<tr>
<td>Food for Life Bronze 2015: John Bull Café and five hospitality menus</td>
<td>Taste of the West Gold 2015 – Drake’s Kitchen</td>
</tr>
</tbody>
</table>

SRA section scores

<table>
<thead>
<tr>
<th>Section</th>
<th>2014 score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local and seasonal</td>
<td>71%</td>
</tr>
<tr>
<td>Sustainable fish</td>
<td>85%</td>
</tr>
<tr>
<td>Environmentally positive farming</td>
<td>45%</td>
</tr>
<tr>
<td>Ethical meat and dairy</td>
<td>84%</td>
</tr>
<tr>
<td>Fairtrade</td>
<td>68%</td>
</tr>
<tr>
<td>Treating people fairly</td>
<td>97%</td>
</tr>
<tr>
<td>Healthy eating</td>
<td>77%</td>
</tr>
<tr>
<td>Community engagement</td>
<td>89%</td>
</tr>
<tr>
<td>Responsible marketing</td>
<td>74%</td>
</tr>
<tr>
<td>Supply chain</td>
<td>62%</td>
</tr>
<tr>
<td>Waste management</td>
<td>87%</td>
</tr>
<tr>
<td>Workplace resources</td>
<td>71%</td>
</tr>
<tr>
<td>Energy efficiency</td>
<td>64%</td>
</tr>
<tr>
<td>Water saving</td>
<td>52%</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 2015 we were placed in the Café category, with the John Bull and Reservoir Cafés being awarded Silver, and Drake’s Kitchen being awarded Gold. It is a great achievement to be recognised in the largest regional awards programme in the UK for food and drink products and outlets.
BIODIVERSITY

Counteracting the high-density city centre campus developments by aiming to maintain the level of green space on campus

Plymouth University is a densely occupied, compact, urban campus. Because of this, biodiversity has to be carefully considered to ensure that the maximum social, environmental and economic benefits will be achieved. Our main campus is under biodiversity pressure as a result of increased development on greenfield spaces in past years.

We recognise that biodiversity is of utmost importance across social, economic and environmental factors, but also in terms of wellbeing, understanding the value of nature, and providing a positive learning and working space for our staff and students.

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
- provide growing space on campus for biodiversity education and where staff, students and the local community can grow their own food.

PERFORMANCE

Drake’s Place

The Drake’s Place restoration project commenced in June 2014, supported by £1.2 million of funding from the Heritage Lottery Fund and the Big Lottery Fund. The project is now completed and has achieved the prestigious Green Flag status (a benchmark national standard for parks and green spaces). We are only one of 1,582 parks and green spaces to be awarded this nationally. Drake’s Place also won the Best Public Space and People of Plymouth Award in the 2014 Abercrombie Awards, and was a Finalist for the Community Innovation Award at the 2015 Green Gown Awards. 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 planting. Working with the Friends of Drake’s Place, other volunteers and partner organisations such as Urban Buzz, this community space is managed in a way that enhances biodiversity.

Bees

In the spring of 2015 we got our very own apiary on campus. We have two beehives that are managed by a group of keen volunteers from departments across the University and led by the School of Art and Media. 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. Look out for Plymouth University honey coming soon once our bees are settled in.
Creating solutions to sustainability challenges through multidisciplinary research

Across health, science, technology, the arts and the humanities, our people are advancing knowledge and transforming lives through research. We have a commitment to applying world-leading research to the grand challenges of our global society. We are delivering research that helps lead global change, providing evidence to underpin policy making, shape the way organisations operate, creating jobs and opportunity. Plymouth’s research culture is one based upon innovation and impact, and upon a commitment to addressing some of the major challenges the world is facing.

The Research Excellence Framework (REF) is the system for assessing the quality of research in UK higher education institutions. In 2014, Plymouth University was ranked 66th on grade point average, up from 75th in 2008 in the Times Higher REF 2014 ranking of institutions, and were ranked number one in the country for Research Outputs in Clinical Medicine. In 2014, Earth Systems and Environmental Sciences, which include marine, environmental chemistry and geology, was the University’s highest-rated submission with 85% of its research graded at 3 or 4-stars (out of 4 stars). Computer Science and Informatics, Psychology, Psychiatry and Neuroscience, and Clinical medicine all scored around 80%. And Plymouth’s Peninsula Schools of Medicine and Dentistry ranked 13th overall, and first in the country in terms of the medical research ‘outputs’, based on the quality of its publications and the number of citations.

This section of the report highlights some of our key research projects ongoing at Plymouth University with a particular connection to sustainability research, by no means a comprehensive review of the volume of research activity ongoing across the University but a snip shot of some of our significant projects. This section also provides an overview of our Sustainable Earth Institute, one of our diverse research institutes focusing on sustainability research.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Total research funding (£ million)</td>
<td>13.3</td>
<td>11.5</td>
<td>15.1</td>
</tr>
</tbody>
</table>
The Sustainable Earth Institute (SEI), to be formally launched in June 2016, leads the action areas on sustainability research in collaboration with other research institutes, centres and groups across the University. This institute incorporates and follows on from the work of the Institute for Sustainability Solutions Research (ISSR) which was established in 2012. Based in the Faculty of Science and Engineering, the SEI continues to promote interdisciplinary partnerships and pursue applied research, investigating and tackling the diverse environmental, economic and social challenges that threaten a sustainable future.

AIM

The aim of the SEI is to contribute towards defining the problems, and creating solutions, for the world’s most pressing environmental, economic and social challenges. Through our creativity, innovation and energy for change, we will make a difference to the world and be known as a hub of social transformation and learning for a more sustainable and equitable future.

Objectives

- Identify and promote the excellent research that is underway across all Faculties within the University
- Support understanding of multidisciplinary funding, identify and communicate funding opportunities and support teams and their project ideas
- Build partnerships with external stakeholders and extend our impact
- Support and nurture academics within the Institute and create innovative content.

Key projects

Creating Solutions to Global Challenges

In 2014, following a Management team away day, the Institute decided to frame its activities around the tackling ‘Societal Challenges’ pillar of the Horizon 2020 funding stream, which includes the following areas:

- Health and Wellbeing
- Climate Action and Resource Efficiency
- Sustainable Societies
- Sustainable Energy
- Sustainable Transport
- Sustainable Food, Agriculture and Water.

This has been reflected in our 2014 and 2015 Sustainability Research Reviews which can be accessed fully on the following webpage:

www.plymouth.ac.uk/research/institutes/sustainable-earth/publications.

Annual conference

The third annual conference – ‘Challenge accepted! Creating Solutions for Horizon 2020’ – attracted over 170 internal and external attendees in 2014. The theme was around the ‘tackling societal challenges’ pillar of the European funding stream Horizon 2020. Attendees rose to 230 in the 2015 annual conference, ‘Cracking Earth 2015: Building Sustainability Research with Foundations’. Both of these successful conferences were hosted at Plymouth University.

Small collaborative awards

These awards are designed to support early career researchers with seed funding for small multidisciplinary projects, which, it is hoped, will lead to larger scale funding bids. The aim is to encourage multidisciplinary working, solution-orientated research, engagement with external partners, and outputs that improve our communication of our sustainability research and development of long-term impact for our sustainability research. In 2015, there were seven small collaborative awards which provided seed funding to projects that included the role of food-based projects in the community, the contribution of lifestyle entrepreneurs to the Cornish economy, and a feasibility study for sustainable waste management. The relatively small awards of £5,000–£10,000 each have resulted in £2.5 million of successful funding bids.

Undergraduate sustainability student research prize

In 2015, we launched our student sustainability research prize to celebrate the breadth and standard of undergraduate sustainability research at Plymouth University. Winners included students from 3D design, Geography, Environmental Science, Fine Art, Public Management and Business, Marketing, Psychology, Adult Nursing and Dietetics.

Plymouth: Creating a sustainable Future

In 2015, Plymouth University and Plymouth City Council launched a research manifesto aimed at tackling specific sustainability issues impacting the city. The manifesto defines the unique research opportunities in Plymouth and provides the platform for increased collaboration with Plymouth City Council where there is a shared research need. The manifesto is focused on areas such as health, housing, transport, water quality and flooding, and food.
The NurSus project
The School of Nursing and Midwifery works to embed sustainability within its curriculum by including topics such as health inequalities in a changing climate, the link between environment and wellbeing, the sustainable use of resources such as medicine management, and eco-centric approaches to community engagement. The NurSus project is a strategic partnership funded by the European Union to provide education and professional development on sustainability issues in nursing. The project is the result of a three-year collaboration between four universities with funding of €448,000. The aim of the NurSus project is to enhance the availability and relevance of sustainability literacy and competency in nursing education by developing teaching and learning approaches and materials that will be freely available online. The aim is to produce a NurSus toolkit, available in a number of languages, that will promote a framework for sustainability competencies across Europe. This project has already received a Green Gown Award in 2014 (Courses and Learning category).

EnerGAware
EnerGAware is a £2 million project, led by Dr Alba Fuertes Casals, Associate Professor at Plymouth University, funded by the European Horizon 2020 programme. The main objective of the EnerGAware project is to reduce energy consumption and emissions in an affordable housing pilot, and increase the tenants’ understanding and engagement with energy efficiency. The project will develop and test, in 100 homes, a serious game that will be linked to the actual energy consumption of each user’s home (using smart meter data) and embedded in social media and networking platforms. The research, published in the Marine Pollution Bulletin, found that 98% of cases, and 17% of all species involved were found to be threatened or near threatened on the IUCN Red List, including the Hawaiian monk seal and the loggerhead turtle. The outcome of the research estimated that up to 80 tonnes of microplastic waste enters the sea every year from these cosmetics in the UK alone. Owing to increasing research and public pressure, some manufacturers are voluntarily phasing them out of their products. Professor Richard Thompson has presented his findings to the UK House of Commons Science and Technology Select Committee, the European Parliament, and the US Secretary of State, John Kerry. The team’s research was also translated into policy within the European Marine Strategy Framework Directive in 2010. This Plymouth University research is adding to the expertise in this field and adding positive pressure for change in the industry.

Global impact of debris on marine life
Sarah Gail and Professor Richard Thompson from our School of Marine Science and Engineering have found evidence of 44,000 animals and organisms becoming entangled in, or swallowing, plastic debris. Plastics account for nearly 92% of cases, and 17% of all species involved were found to be threatened or near threatened on the IUCN Red List, including the Hawaiian monk seal and the loggerhead turtle. The outcome of the research, published in the Marine Pollution Bulletin, found that 693 species had been documented as having encountered debris, with nearly 400 of these cases involving entanglement and ingestion. These cases are most commonly reported off the east and west coast of North America, as well as Australia and Europe.

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. Researchers from the School of Marine Science and Engineering have found that almost 100,000 tiny microbeads could be released in every application of certain products, such as facial scrubs. Because of their small size – a fraction of a millimetre – it’s expected that they would not be intercepted by conventional sewage treatment, and so end up in our rivers and oceans. This research estimated that up to 80 tonnes of microplastic waste enters the sea every year from these cosmetics in the UK alone. Owing to increasing research and public pressure, some manufacturers are voluntarily phasing them out of their products. Professor Richard Thompson has presented his findings to the UK House of Commons Science and Technology Select Committee, the European Parliament, and the US Secretary of State, John Kerry. The team’s research was also translated into policy within the European Marine Strategy Framework Directive in 2010. This Plymouth University research is adding to the expertise in this field and adding positive pressure for change in the industry.

Ability of rocky foreshores to absorb wave energy
We are leading a £340,000, two-year grant award project to understand the extent to which rocky shore platforms can reduce the impact of waves on the world’s coastlines. The project will measure wave energy transformations between the sea and cliffs, and use laser technology to compile detailed profiles of coastal rock surfaces. Flood damage is becoming an increasing issue in coastal communities, with the UK experiencing damage in storms over recent years. Plymouth University researchers are working on ideas and theories that they hope will form part of the solution.

Breakthrough in the treatment of Parkinson’s disease
A study led by Dr Kim Tieu from the Plymouth University Peninsula Schools of Medicine and Dentistry has discovered that the inhibition of a particular mitochondrial fission protein could hold the key to a potential treatment for Parkinson’s disease. At present there is no cure for this disease and little understanding of why some people get the condition, yet one in 500 people in the UK – around 127,000 people – have Parkinson’s disease. The research found that when a particular mitochondrial fission protein was blocked by using either gene therapy or a chemical approach in experimental models of Parkinson’s disease in mice, this led to a reduction in both cell death and the deficits in dopamine release, effectively reversing the Parkinson’s disease process. The results suggest that finding a strategy to inhibit this protein could provide a potential treatment for the disease.

Leading the team towards a durable Ebola vaccine
The largely untold story in the Ebola crisis is the devastating effect the virus is having on wild great ape populations in Africa. The Ebola virus is highly lethal to African apes and is regarded as a major threat to the survival of these populations in the wild. Moreover, African apes serve as a main source of the transmission of the Ebola virus into the human population. A multi-institutional study led by Plymouth University’s Dr Michael Jarvis has shown the ability of a vaccine to provide protection against Ebola virus in the experimental rhesus macaque. As well as providing the potential for a vaccine against the Ebola virus, the results provide an exciting insight into the mechanism of protection. This study represents a step forward in the development of conventional Ebola virus vaccines for use in humans. But also in the development of self-disseminating vaccines to target Ebola in great apes and other emerging infectious diseases in their wild animal host, before the viruses become fully established in humans. Plymouth University medical experts have also been involved in developing immersive training to help fight Ebola virus disease. The researchers have developed immersive 3D educational technology aimed at preventing and controlling the spread of Ebola. Plymouth will evaluate the training method at sites in West Africa and in the UK, and the findings will be used to develop the technique further in advance of roll-out across affected communities in Africa.
Learning for the future

We commit to enabling our students to engage positively with sustainability issues affecting their personal and professional lives in a rapidly changing world, learning from sustainability best practice within Plymouth University and across the globe. In support of this, we will encourage organisational learning involving all members of the University community towards sustainability-oriented whole institutional change. We have nearly 20,000 students, and one of our biggest impacts on sustainability is ensuring that our students are equipped with the knowledge and skills to apply sustainability principles in their future workplace, whether that is in constructing sustainable buildings or supporting investment in ethical funds.

The Centre for Sustainable Futures (CSF) is the education team responsible for driving the Education for Sustainable Development (ESD) agenda forward, as part of the wider Teaching and Learning Support group and the Pedagogic Research Institute and Observatory (PedRIO). Working closely with professional and academic staff and students across the University, the CSF leads and supports ESD through curriculum support and research in support of the University’s Teaching, Learning and Student Experience Strategy. The CSF works across four interrelated programme areas: curriculum development; ESD research; whole institutional change; and raising the University’s profile as a leader in ESD.

AIM

<table>
<thead>
<tr>
<th>CURRICULUM</th>
<th>ESD RESEARCH</th>
<th>WHOLE INSTITUTIONAL CHANGE</th>
<th>RAISING THE PROFILE OF ESD</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop and realise the potential of ESD in enriching learning across the formal and non-formal curriculum</td>
<td>To promote and advance ESD pedagogic research in relation to both enhancing the student and staff experience and building a more sustainable university</td>
<td>To advance and articulate the central role of education and learning in furthering the University’s cross-institutional sustainability agenda, and in relation to Plymouth University’s sustainability leadership and profile in the HE sector</td>
<td>To extend and capitalise upon Plymouth University’s sustainability education leadership and profile in the HE sector (nationally and internationally)</td>
</tr>
</tbody>
</table>

PEDRIO

Sustainability education is one the six research theme groups under the Pedagogic Research Institute and Observatory (PedRIO), one of the University’s Research Institutes. This area particularly active, involving over 30 academics across the institution in research, publication, and conference presentations nationally and internationally. A key aim of the research is to enhance sustainability teaching at the university and beyond.

ESD researchers in PedRIO

Over 30 ESD researchers in PedRIO

Performance

Curriculum

In July 2015, Plymouth University received the Responsible Futures accreditation from the National Union of Students, which awards institutions that embed sustainability into both the informal and formal curriculum. The pilot accreditation involved 13 institutions and looked for evidence that the curriculum provides the skills, experience and knowledge for students to enter into the workplace in a low-carbon economy. Through a partnership between the CSF and UPSU, we were one of the first institutions to receive the accreditation, in particular for recognition of our whole institutional approach to sustainability education.

Plymouth University is committed to extending the provision of ESD within all degree programmes. Around 50% of curriculum 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 BSc (Hons) Environmental Science developing and trialling an earth summit simulation around the topic of climate change, and the BA (Hons) Social Work exploring the health benefits of social work in natural environments. Other courses that have incorporated ESD include BA (Hons) Accounting and Finance – creating a module titled ‘Accounting for Sustainability’ – and the MSc Robotics, BA (Hons) Business and BA (Hons) Photography, for example.

Staff development

The CSF continues to work with colleagues across the University and external stakeholders to provide staff development opportunities, including the Innovation in Pedagogy Café series. This series of informal workshop and seminar events provides a cross-disciplinary space for students and staff to develop new learning approaches and resources. These CPD (Continuing Professional Development) workshops enable attendees to network and share ideas in a supportive learning environment, and have attracted 150 participants since 2014.
Students as partners

The University has developed three initiatives that focus on creating extra-curricular sustainability learning: the Futures Leaders Programme; Plymouth Growing Futures, and the Global Challenge.

The Future Leaders Programme, established in 2013, 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 on projects alongside CSF projects. Since 2014, the programme has worked with over 40 participants, and the projects have included:

- the moor-to-sea sustainable bike ride, where students have partnered with Plymouth City Council to develop a bike ride that introduces students to wild natural areas, and considers sustainability along the way.
- sustainability training workshops for course representatives, and sports and society leaders in partnership with UPSU.
- the creation of a global citizenship and Fairtrade workshop for local primary schools in partnership with the Children's University.

Plymouth Growing Futures was an outdoor learning project for students and staff that linked curriculum engagement and learning to biodiversity on campus. The group looked after a small garden on campus, growing vegetables, herbs and insect-friendly plants. The project formed curriculum links with modules in photography, biological sciences, social work and educational studies. In 2014-15, the project delivered over 220 hours of volunteer work by staff, students and local community members.

The Global Challenge is a week-long co-curricular programme for students to explore the idea of global citizenship. Operating since 2013, it offers a series of interactive workshops in the fields of business, international communication, social justice and sustainable development. In 2015, the programme was co-led by student sustainability ambassadors.
SOCIETY, LOCAL COMMUNITIES AND COMMUNITY ENGAGEMENT

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

We are strongly connected to our community, helping people to transform their lives through education, and providing opportunities to foster social inclusion and build a future-facing society distinguished by innovation, where people are encouraged to 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 which improve the lives of others and improve the learning for our students.

Friends of Drake’s Place

Drake’s Place restoration was an inclusive project that involved community-wide consultation, garnering 800 comments and ideas on how to restore the space, and as a result the gardens and reservoir have been restored for the benefit and use of our students, staff and local community. Individuals can volunteer to help look after this award-winning community space with the Friends of Drake’s Place group, undertaking activities such as litter clearing, spot weeding, creating insect boxes, sanding benches and supporting biodiversity activities and other events in this tranquil space. Volunteers with the Friends group comprise local residents, councillors, faith leaders, teachers and University staff and students, and we have enabled local school pupils to volunteer with us towards achieving their Duke of Edinburgh awards. It is also possible to book Drake’s Place for community and University events, and the space has been used by the city to support civic events such as Lord Mayor’s Day and Fishing Feast in 2015.

Come On In

Building on the success of Drake’s Place in engaging our local community, we have launched our ‘Come On In’ campaign to encourage even more community involvement on campus, as a means of benefiting from sharing our facilities and getting involved with campus activities. We encourage all to come in and use our cafés as a space to eat and meet, serving healthy and sustainable food. Members of the public may use our library free of charge for referencing purposes if undertaking personal research, and there is a nominal £50 fee for annual membership to take books out on loan. The public are welcomed into our contemporary art exhibitions, performances, music, films and talks, and attend events on campus. Our sports facilities are open to the public, including our gym, fitness studio, and squash and sports courts.

Law Clinic

Plymouth Law School has a long history of offering pro bono work dating back to the early 1990s. In more recent years the Law Clinic has been established, offering real advice and representation by supervised students, in many cases offering a real difference to clients’ lives. The strength of the clinic is growing, with up to 35 students working in the clinic in 2013–14, and rising to 60 students in the following year. The clinic has helped over 100 individuals and families between 2013 and 2015 and client numbers are rising quickly. In 2014 our students won an employment law appeal for a client who obtained significant damages in the High Court in London. The Law 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 service recently won the National Junior Lawyers’ Pro Bono Award.

The Centre for Eye Care Excellence

We have a clinic which provides free eye care to members of the public, delivered by our students. Our eye care clinic is located off campus, close to the centre of town, providing easy access for the community. 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 in a region where eye care professionals and students can exchange ideas.

Dental care

The Peninsula Dental Social Enterprise 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 clinics and the Peninsula School of Dentistry were set up to tackle oral health inequalities in the far South West, training dentists who may stay in the region on qualifying, and providing treatment in the teaching clinics to patients who may not have previously had access to treatment. Most treatments that are provided by NHS general practice are available in our clinics, including check-ups, oral examinations (including x-rays) and diagnosis, advice for preventing tooth decay and gum disease, fillings, extractions and minor surgery, providing much-needed free treatment to support local communities. In 2015, the clinics have seen up to 10,000 patients, providing 88,000 treatments. The facility has proved to be incredibly successful, with high patient numbers, and it has also been recognised by a number of awards, including the Green Gown Award for Enterprise in 2014 and a Guardian University Award in the Social and Community Impact Category in 2015.
Curriculum

CSF works in a number of ways to further the potential of ESD to enrich the student experience at Plymouth University. One approach is to work directly with individual schools and programmes, and members of CSF have worked with colleagues across a number of areas in the last couple of years. Whilst CSF staff have given one-off lectures to students, where possible the emphasis has been on enabling academic staff to engage further with sustainability and become empowered to work on curriculum change and delivery themselves. This approach has been successful recently in support of colleagues working in the fields of business and management, civil engineering, and robotics.

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 over 20 national partners involving over 14,000 students. The University received one of the first Queen’s Anniversary Prizes for Higher and Further Education in 1994 in recognition of our successful HE in FE partner network, and we have now provide more than 400 approved university awards across 24 partner institutions.

University of the Third Age – U3A

Our pioneering partnership with the Plymouth U3A enables members to access University facilities to continue learning and, in turn, enhance our students’ experience. U3A members can access a variety of educational, creative and leisure opportunities within a friendly environment. This prevents isolation and delivers enormous health and wellbeing benefits from interaction on campus. We provide access to lectures, tours, events and facilities, as well as bespoke presentations to members from academic experts. Engagement levels with the U3A network has been steadily increasing, from 839 in 2013 to 1,022 in 2014 and 1,569 in 2015. Engagement includes attending an event, participating in research, volunteering, or supporting students.

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. The South West has the highest rate of brain tumours in England. Brain Tumour Research is an official charity partner of Plymouth University, and we are one of only four universities within the UK working with the charity to improve the treatment and outcome of brain tumours. The university partnerships are aiming to establish and grow world-leading teams to accelerate research into all 120+ types of brain tumour. Plymouth University’s Centre of Excellence specialises in low-grade brain tumours, which are usually benign and slow-growing but can become malignant. Our focus is to identify and understand the mechanism behind the development of brain tumours and to explore ways of halting or reversing that mechanism. This facility costs £1 million a year, and so we are fundraising to support this, together with our partners and the local community. In 2014–15, our sports partners and Santander have together raised over £15,000 and UPSU significantly more through their student-led fundraising activities.
STUDENTS

Excellent learning in partnership with students

Plymouth University is a community of learning, underpinned by the principle that students and staff are partners in enhancing the student experience here. Our agreement has been devised by students, staff and UPSU representatives to place students at the heart of everything we do and to develop an innovative and creative student experience that is empowering.

University of Plymouth Students’ Union

University of Plymouth Students’ Union (UPSU) is an independent registered charity, seeking to represent all students of Plymouth University. UPSU was awarded the Gold standard in the Green Impact Students’ Union Scheme 2015, following on from Excellent the year before and Gold in 2013. UPSU was also placed among the top ten students’ unions in the country, scooping a top award for its policy and practice of selling alcohol responsibly, and winning a gold award in the Best Bar None national scheme.

17,821 Volunteering hours

UPSU student-led volunteering

UPSU has four main student-led volunteering projects in which all activities are organised by students. This year has involved 11 project leaders organising 60 volunteering events and 39 food parcel deliveries, amounting to 2,784 hours of volunteering by 228 students. The student-led green team takes students out of the city for activities focused on restoration, conservation and management of environmentally important land, such as Dartmoor National Park. In 2015 they worked with the Stover Canal Trust, Moor Trees, and the Devon & Cornwall Railway Partnership, clocking up 922 hours and organising three swap shops. Students typically volunteer an hour a week, last year undertaking 39 food collections and organising three swap shops.

Student-led fundraising

In 2014–15, students raised an incredible £232,799 for charity, supporting local, national and international causes, increasing from £106,187 in 2013 and from £50,000 in 2012. UPSU has the fastest growing student fundraising committee in the country.

National Student Survey

The National Student Survey (NSS) is a national annual survey which asks final year undergraduates and students to provide feedback on their courses. There are 23 questions overall relating to eight aspects of teaching, assessment and feedback; organisation and management; learning resources; personal development; overall satisfaction; and the students’ union. Overall, our students are very satisfied, with 87% saying they were satisfied in 2015, up from 85% in 2014, most notably above the sector average of 86% in 2015.

In 2015, we scored higher than the sector average in 15 questions, and the same or lower in eight questions. In the areas of teaching, assessment and feedback, academic support, personal development, overall satisfaction and the Students’ Union, we scored higher than the sector in all questions. In most of the questions we are improving our own scores year on year, showing that we continue to offer a high standard of education that generates high levels of student satisfaction.
Empowering our people

Higher education is an intensely people centred business and one which 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 whilst 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 have 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 People Strategy to focus on four key areas:

- **Performance Management and Employee Engagement** – 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
- **Resourcing** – to ensure the right people are in the right roles at the right time
- **Change Capacity and Capability** – so that Plymouth University is able to build and sustain its success in the long term.

Our commitment to equality, diversity, inclusion, health and wellbeing are 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

Plymouth University is a major employer in the region. As at 31 July 2015, there were 3,841 permanent and temporary employees working at Plymouth University. Of these, 56% were female and 44% were male, with 61% of all employees being on permanent contracts.

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<thead>
<tr>
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<tr>
<td>Staff</td>
<td>2,789</td>
<td>2,660</td>
<td>2,608</td>
</tr>
<tr>
<td>Students</td>
<td>20,848</td>
<td>20,334</td>
<td>19,772</td>
</tr>
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</table>

Annual HESA reporting statistics taken as of 1 December; this information reports the HESA full-time equivalent.

Remuneration and incentives

Members of our Board of Governors are not remunerated other than expenses related to Board meetings. Senior executives’ pay is determined on an individual basis and is dependent on the complexity of the role, level of responsibility and external market pay factors. To ensure good governance, senior executive pay and reward is reviewed annually by the Board of Governors’ Reward and Remuneration Committee. Members of the University Executive Group may be eligible for performance-related pay, and any award is based on the achievement of individual and organisational performance objectives.

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 support 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 on top of their remuneration. All benefits are available to employees – whether permanent, fixed term, part time or permanent. We provide generous 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 leave. Although no staff requested or took parental leave in the 2014–15 year, which is separate from maternity leave, adoption leave, compassionate leave and shared parental leave.

We have supported flexible working requests from those employees returning from maternity leave. University employment contracts include a minimum time frame of one month’s notice period for operational changes. We work closely with our trade unions through a Joint Consultative Committee to ensure that staff are fully informed and consulted regarding any proposed operational changes.

Employee turnover

During 2014–15, the University hired 291 new employees and saw 347 employees leave the organisation. Out of the 347 leavers, 32% relate to the ending of fixed-term contracts and a further 11% to retirements.

<table>
<thead>
<tr>
<th>AGE GROUP</th>
<th>NEW EMPLOYEE HIRES</th>
<th>EMPLOYEE TURNOVER</th>
</tr>
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<tbody>
<tr>
<td>NUMBER</td>
<td>PERCENTAGE</td>
<td>NUMBER</td>
</tr>
<tr>
<td>PERCENTAGE</td>
<td></td>
<td>PERCENTAGE</td>
</tr>
<tr>
<td>16–24</td>
<td>34</td>
<td>31</td>
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<tr>
<td>25–34</td>
<td>94</td>
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<td>55–64</td>
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<td>65+</td>
<td>4</td>
<td>30</td>
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<table>
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<th>GENDER</th>
<th>NEW EMPLOYEE HIRES</th>
<th>EMPLOYEE TURNOVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER</td>
<td>PERCENTAGE</td>
<td>NUMBER</td>
</tr>
<tr>
<td>PERCENTAGE</td>
<td></td>
<td>PERCENTAGE</td>
</tr>
<tr>
<td>FEMALE</td>
<td>180</td>
<td>184</td>
</tr>
<tr>
<td>MALE</td>
<td>111</td>
<td>163</td>
</tr>
</tbody>
</table>

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 his/her manager; the Performance Development Review (PDR) is the process that supports those conversations. Individuals maintain their individual personal development plan to reflect their PDR discussions. The University monitors and reports the completion rates of this process annually. During 2014–15, 2,113 PDRs were completed: 54% of completions relate to female employees.

The University provides many opportunities for development solutions from across the University, ranging from experiential learning through ‘stretch’ projects, secondment opportunities, coaching, mentoring and online guides, as well as through formal training programmes. Fifty-nine per cent of staff engaged with training provision delivered via the University’s internal staff development programme. In terms of formal training, 14,571 hours of learning were recorded in 2014–15, by 2,444 employees. Taking the average employee rate for the year, this works out as 5.6 hours of learning per employee.

<table>
<thead>
<tr>
<th>AVERAGE HOURS OF TRAINING PER EMPLOYEE</th>
<th>(of those who engaged in training)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td>7.19</td>
</tr>
<tr>
<td>MALE</td>
<td>5.56</td>
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<tr>
<td>PERMANENT</td>
<td>6.78</td>
</tr>
<tr>
<td>TEMPORARY</td>
<td>4.51</td>
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</table>
Equality and diversity

As a University, we are committed to the principles of equality of opportunity and respect for the individual in creating and sustaining an inclusive environment. We work to recruit and develop employees and students from diverse backgrounds and to promote an inclusive culture where we:
- provide a supportive and inclusive learning, working and social environment where everyone feels that they are valued and can work to realise their potential
- offer opportunities that are open to all and where decisions are based upon merit and free from bias
- work to ensure that all of our students, employees and visitors, as well as those who apply or seek to apply to work or study with us, are treated fairly, not subjected to discrimination, and treated with dignity and respect.

Under UK equality and diversity laws, universities are required to set, and publish, progress against equality targets each year. This forms part of the Equality Act 2010 and is known as the Public Sector Equality Duty. We publish an annual Equality and Diversity Report on our website: www.plymouth.ac.uk/your-university/about-us/university-structure/service-areas/equality-diversity-and-inclusion. The information that we publish each year includes summary information about staff gender. The current equality scheme has 14 objectives that cover age, disability, gender, race, sexual orientation, gender reassignment (transgender), religion and belief. By law, we also have specific provisions for pregnant women.

OBJECTIVE

AREA

Disability

To reduce the percentage of staff with an unknown disability status

Gender

To monitor the student gender attainment gap

Gender

To increase the representation of women in senior academic and academic managerial roles

Gender

To undertake regular equal pay audits for all staff

LGBT

To make the support we offer to LGBT students more visible

Race

To report the attainment gap for UK Black and Minority Ethnic (BME) students.

Race

To increase the representation of BME groups in under-represented staff grades

Religion & belief

To make the support which we offer to students of diverse faiths more visible

The University is also a member of the Stonewall Diversity Champions programme, supporting lesbian, gay, bisexual and transgender (LGBT) staff and students, and was 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.

Age

Looking at our staff profile, 2% of our staff are aged 65 and over as at the end of 2014. This is a 1% increase from the previous year. In the HEI sector nationally, this age group make up 3% of the workforce.

Gender

Nationally, the representation of women in senior appointments in higher education (professor level and senior academic manager) is something that all universities are working to address. Most UK universities are members of the Athena SWAN Charter, which was specifically set up to address the under-representation of women in science, technology engineering, maths and medicine. We are a Bronze-level award member of this scheme, which recognises our commitment and ongoing work in this area. The UK’s Equality Challenge Unit (ECU) found that in 2015, 23% of UK professors were female. In Plymouth, the profile of females in senior academic roles is as follows:
- 19% professors
- 35% associate professors (senior lecturers)
- 38% associate professors (readers)
- 23% senior academic managers.

In governance terms, 44% of our Board of Governors are female. This exceeds the latest UK government goal to try and secure 40% female representation at Board level by 2020. When looking at degree results for our students, the data shows that female students outperform male students in terms of good honours degrees by 7%. This attainment gap is something that we monitor, as we currently see a 4% gap in favour of female students nationally.

Ethnicity

At the end of 2015, 10.5% of our academic staff identify as BME. This is an increase from 8.1% in 2012–13 and exceeds the target we set in our equality scheme to try and ensure that at least 9.5% of our academic staff were BME. We still have more work to do in terms of professional services (non-academic) staff posts, where 1.8% of our staff identify as BME. Local demographics are part of our challenge as the 2011 UK census showed that only 4% of the economically active population in Plymouth were BME compared with 13% elsewhere in England and Wales.

When we consider degree attainment in terms of ethnicity, which again is a national issue, our 2015 data tells us that:
- 72% of white students achieved good first degrees
- 59% of BME students achieved good first degrees
- there was a 13% attainment gap at Plymouth University in 2015.

Nationally, the attainment gap was 14%, based on 2013–14 HESA data. This means that the gap at Plymouth University in 2015 was slightly smaller than the national average, which shows important progress in this area.

<table>
<thead>
<tr>
<th>GENDER</th>
<th>HEADCOUNT</th>
<th>%</th>
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<th>ETHNICITY</th>
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<tr>
<td>WHITE</td>
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<td>GRAND TOTAL</td>
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</table>
OCCUPATIONAL HEALTH AND SAFETY

The University takes its responsibilities in relation health and safety (H&S) matters seriously, and staff and student interests in this respect are protected by the University’s safety policies and practices whilst studying and working on campus.

The University Safety Committee meets three times per year to oversee the implementation of policies and procedures, and codes of practice, address H&S concerns, and monitor training and development. This is supported by faculty, school and directorate safety committees ensuring that all departments and staff are represented for H&S.

The University has been developing a robust risk-based culture. This ensures that we can manage risks and trends more competently and effectively and add resources as required. We monitor all accident statistics for staff, students, visitors and contractors, and all accident reports are forwarded to the Higher Education Statistics Agency (HESA) for national breakdown analysis.

Accident reporting

Our H&S reporting cycle lags by one year, so we are reporting here on 2012–13 and 2013–14 statistics. The data for accident reporting covers all sites where the University has responsibilities and ownership of property. Owing to the makeup of our campus population and resident customer base, we monitor accidents by staff, students, visitors and contractors as it is important for us to be informed about accident statistics according to the type of user. As of yet, we do not report accidents by gender. In 2014, staff work-related reported accidents showed a drop of 9% on the previous year’s figures. This is a positive result in response to our intention to deliver reductions in the number of accidents by staff.

Staff are empowered to work in a safe manner and are provided with the tools and skills to work safely. All University job descriptions include the requirement that all activities undertaken comply with the University’s Safety Policy, and it is mandated that all staff are required to undertake general H&S training as part of their induction and to refresh their knowledge every five years. This takes the form of a General Health, Safety and Fire Awareness e-learning module, and in 2013–14 nearly 100% of all required staff participated in training.

Student work-related accidents have shown a decrease of 20% on the previous year, which is encouraging as it supports our efforts to include students in our H&S management programme. For us, it is important not only to maintain student safety but also to develop a ‘safety first’ culture before students embark on their work careers, equipping them with the necessary H&S skills which will be expected in the workplace.

Sporting injuries are not covered under H&S legislation; however, we monitor sporting injuries and include the statistics in our reporting owing to the frequency of sporting activities on campus. During the last 12 months we have tried to ensure that any accidents involving contractors or visitors are also reported to the safety office so that any follow-up investigation also includes the University.

Student work accidents in 2014 were 'Inj by a moving, flying or falling object', both of which increased slightly from the year before.

All accident reports are reported to the Higher Education Statistics Agency for national breakdown and analysis. The most common accident in 2013–14 was ‘Another kind of accident’ or ‘Hit by a moving, flying or falling object’, both of which increased slightly from the year before.

Staff accidents over the next five years. There have been no work-related fatalities since the late 1990s.
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<th>Report Section</th>
<th>Omission</th>
<th>Page</th>
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<td>Statement from the Vice-Chancellor</td>
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<td>G4-2 Key impacts, risks and opportunities</td>
<td>Sustainability Context</td>
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<td>9</td>
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<td>G4-4 Primary brands, products and services</td>
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<td>Economic and public benefit</td>
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</tr>
<tr>
<td>G4-8 Markets served</td>
<td>Full details in Financial Statements: <a href="https://www.plymouth.ac.uk/your-university/financial-statements">https://www.plymouth.ac.uk/your-university/financial-statements</a></td>
<td></td>
<td></td>
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<tr>
<td>G4-9 Scale of the organisation</td>
<td>At a Glance</td>
<td>Full details in Financial Statements: <a href="https://www.plymouth.ac.uk/your-university/financial-statements">https://www.plymouth.ac.uk/your-university/financial-statements</a></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>G4-10 Total number of employees and breakdown by gender and contract type</td>
<td>People</td>
<td></td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>G4-11 Percentage of total employees covered by collective bargaining agreements</td>
<td>Not included owing to confidentiality concerns</td>
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### General Standard Disclosures

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<tr>
<td>G4-12 Describe the organisation’s supply chain</td>
<td></td>
<td>Currently not included in the report, not material</td>
<td></td>
</tr>
<tr>
<td>G4-13 Report any significant changes during the reporting period regarding the organisation’s size, structure, ownership or supply chain</td>
<td></td>
<td>No changes to report</td>
<td></td>
</tr>
<tr>
<td>G4-14 Report whether and how the precautionary approach or principle is addressed by the organisation</td>
<td>Sustainability Context</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>G4-15 List externally developed economic, environmental and social charters, principles or other initiatives to which the organisation subscribes or which it endorses</td>
<td></td>
<td>Not included in our monitoring centrally</td>
<td></td>
</tr>
<tr>
<td>G4-16 List memberships of associations (such as industry associations) and national or international advocacy</td>
<td></td>
<td>Not included in our monitoring centrally</td>
<td></td>
</tr>
<tr>
<td>G4-17 List all entities included in the organisation’s consolidated financial statements or equivalent documents</td>
<td></td>
<td>Included within our Financial Statements</td>
<td></td>
</tr>
<tr>
<td>G4-18 Explain the process for defining the report content and the Aspect Boundaries. Explain how the organisation has implemented the Reporting Principles for Defining Report Content</td>
<td>About this report</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>G4-19 List all the material Aspects identified in the process for defining report content</td>
<td>Performance, Sustainability Context</td>
<td>5, 9</td>
<td></td>
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<tr>
<td>G4-20 Report the aspect boundary for each material Aspect</td>
<td>Sustainability Context</td>
<td>9</td>
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<tr>
<td>G4-21 Report the aspect boundary for each material Aspect outside the organisation</td>
<td>Sustainability Context</td>
<td>9</td>
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<tr>
<td>G4-22 Report the effect of any re-statements of information provided in previous reports, and the reasons for such re-statements</td>
<td></td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>G4-23 Report significant changes from previous reporting periods in the Scope and Aspect Boundaries</td>
<td></td>
<td>Not applicable</td>
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</table>
Provide a list of stakeholder groups engaged by the organisation

G4-25
Report the basis for the identification and selection of stakeholders with whom to engage

Not included in our monitoring centrally – currently unavailable

G4-26
Report the organisation’s approach to stakeholder engagement

Not included in our monitoring centrally – currently unavailable

G4-27
Report key topics and concerns that have been raised through stakeholder engagement

Not included in our monitoring centrally – currently unavailable

G4-28
Reporting period

About This Report 1

G4-29
Date of most recent previous report

About This Report 1

G4-30
Reporting cycle

About This Report 1

G4-31
Provide the contact point for questions regarding the report or its contents

83

G4-32
Report ‘in accordance’ option and the GRI Content Index

About This Report 1

G4-33
Report the organisation’s policy and current practice with regard to seeking external assurance for the report

Performance, Sustainability Context 5, 9

G4-34
Report the governance structure of the organisation

Full details available on our webpages: https://www.plymouth.ac.uk/your-university/governance 14

G4-35
Report the process for delegating authority for economic, environmental and social topics

Full details available on our webpages: https://www.plymouth.ac.uk/your-university/governance 14

G4-36
Report whether the organisation has appointed an executive-level position or positions with responsibility for economic, environmental and social topics

Governance 14
## Strategy and Analysis

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<td>G4-46</td>
<td>Report the highest governance body’s role in reviewing the effectiveness of the organisation’s risk management processes for economic, environmental and social topics</td>
<td>Governance</td>
<td>14</td>
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<tr>
<td>G4-47</td>
<td>Report the frequency of the highest governance body’s review of economic, environmental and social impacts, risks and opportunities</td>
<td>Governance</td>
<td>14</td>
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<tr>
<td>G4-48</td>
<td>Report the highest committee or position that formally reviews and approves the organisation’s sustainability report and ensures that all material Aspects are covered</td>
<td>About This Report</td>
<td>1</td>
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<tr>
<td>G4-49</td>
<td>Report the process for communicating critical concerns to the highest governance body</td>
<td>Governance</td>
<td>14</td>
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<tr>
<td>G4-50</td>
<td>Report the nature and total number of critical concerns that were communicated to the highest governance body and the mechanism(s) used to address and resolve them</td>
<td>None to report during this period</td>
<td></td>
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<tr>
<td>G4-51</td>
<td>Report the remuneration policies for the highest governance body and senior executives</td>
<td>People – ‘Remuneration and incentives’</td>
<td>63</td>
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<tr>
<td>G4-52</td>
<td>Report the process for determining remuneration</td>
<td>People – ‘Remuneration and incentives’</td>
<td>63</td>
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<tr>
<td>G4-53</td>
<td>Report how stakeholders’ views are sought and taken into account regarding remuneration</td>
<td>People – ‘Remuneration and incentives’</td>
<td>63</td>
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<tr>
<td>G4-54</td>
<td>Report the ratio of the annual total compensation for the organisation’s highest-paid individual to the median annual total compensation for all employees</td>
<td>Not included owing to commercially confidential information</td>
<td></td>
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<tr>
<td>G4-55</td>
<td>Report the ratio of percentage increase in annual total compensation for the organisation’s highest-paid individual to the median percentage increase in annual total compensation for all employees</td>
<td>Not included owing to commercially confidential information</td>
<td></td>
</tr>
<tr>
<td>G4-56</td>
<td>Describe the organisation’s values, principles, standards and norms of behaviour such as codes of conduct and codes of ethics</td>
<td>Not included as mission, vision and values were being reviewed at the time of writing. Available publicly 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>
<td></td>
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<tr>
<td>G4-57</td>
<td>Report the internal and external mechanisms for seeking advice on ethical and lawful behaviour, and matters related to organisational integrity</td>
<td>Governance</td>
<td>14</td>
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<tr>
<td>G4-58</td>
<td>Report the internal and external mechanisms for reporting concerns about unethical or unlawful behaviour, and matters related to organisational integrity</td>
<td>Governance</td>
<td>14</td>
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<tr>
<td>G4-EC1</td>
<td>Direct economic value generated and distributed</td>
<td>Economic and public benefit</td>
<td>17</td>
</tr>
<tr>
<td>G4-EC2</td>
<td>Financial implications and other risks and opportunities for the organisation’s activities due to climate change</td>
<td>Currently unavailable</td>
<td></td>
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<tr>
<td>G4-EC3</td>
<td>Coverage of the organisation’s defined benefit plan obligations</td>
<td>Included within our Financial Statements</td>
<td></td>
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<tr>
<td>G4-EC4</td>
<td>Financial assistance received from government</td>
<td>Included within our Financial Statements</td>
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<tr>
<td>G4-EC5</td>
<td>Ratios of standard energy level wage by gender compared with local minimum wage at significant locations</td>
<td>Not applicable – no employees on minimum wage salary, living wage paid</td>
<td></td>
</tr>
<tr>
<td>G4-EC6</td>
<td>Proportion of senior management hired from the local community</td>
<td>This information is currently unavailable. We are investigating how to monitor this going forward.</td>
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## GRI CONTENT INDEX

### GENERAL STANDARD DISCLOSURES

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<td><strong>G4-EN1</strong></td>
<td>Materials used by weight or volume</td>
<td>Not applicable</td>
<td></td>
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<tr>
<td><strong>G4-EN2</strong></td>
<td>Percentage of materials used that are recycled input materials</td>
<td>Not applicable</td>
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<tr>
<td><strong>G4-EN3</strong></td>
<td>Energy consumption within the organisation</td>
<td>Operations – ‘Energy’</td>
<td>28</td>
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<tr>
<td><strong>G4-EN4</strong></td>
<td>Energy consumption outside the organisation</td>
<td>Operations – ‘Carbon’</td>
<td>21</td>
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<td><strong>G4-EN5</strong></td>
<td>Energy intensity</td>
<td>Operations – ‘Energy’</td>
<td>28</td>
</tr>
<tr>
<td><strong>G4-EN6</strong></td>
<td>Reduction of energy consumption</td>
<td>Operations – ‘Energy’</td>
<td>28</td>
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<tr>
<td><strong>G4-EN7</strong></td>
<td>Reduction in energy requirements of products and services</td>
<td>Not applicable</td>
<td></td>
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<tr>
<td><strong>G4-EN8</strong></td>
<td>Total water withdrawal by source</td>
<td>Operations – ‘Water’</td>
<td>32</td>
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<tr>
<td><strong>G4-EN9</strong></td>
<td>Water sources significantly affected by withdrawal of water</td>
<td>Not applicable</td>
<td></td>
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<tr>
<td><strong>G4-EN10</strong></td>
<td>Percentage and total volume of water recycled and reused</td>
<td>Operations – ‘Water’</td>
<td>32</td>
</tr>
<tr>
<td><strong>G4-EN11</strong></td>
<td>Operational sites owned, leased, managed in, or adjacent to protected areas and areas of high biodiversity value outside protected areas</td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td><strong>G4-EN12</strong></td>
<td>Description of significant impacts of activities, products and services on biodiversity in protected areas and areas of high biodiversity value outside protected areas</td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td><strong>G4-EN13</strong></td>
<td>Habitats protected or destroyed</td>
<td>Not applicable</td>
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### STRATEGY AND ANALYSIS

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<tr>
<td><strong>G4-EN14</strong></td>
<td>Total number of IUCN Red List Species and National Conservation List Species with habitats in areas affected by operations, by level of extinction risk</td>
<td></td>
<td></td>
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<tr>
<td><strong>G4-EN15</strong></td>
<td>Direct greenhouse gas (GHG) emissions (scope 1)</td>
<td>Operations – ‘Carbon’</td>
<td>21</td>
</tr>
<tr>
<td><strong>G4-EN16</strong></td>
<td>Energy indirect greenhouse gas (GHG) emissions (scope 2)</td>
<td>Operations – ‘Carbon’</td>
<td>21</td>
</tr>
<tr>
<td><strong>G4-EN17</strong></td>
<td>Other indirect greenhouse gas (GHG) emissions (scope 5)</td>
<td>Operations – ‘Carbon’</td>
<td>21</td>
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<tr>
<td><strong>G4-EN18</strong></td>
<td>Greenhouse gas (GHG) emissions intensity</td>
<td>Operations – ‘Carbon’</td>
<td>21</td>
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<tr>
<td><strong>G4-EN19</strong></td>
<td>Reduction of greenhouse gas (GHG) emissions</td>
<td>Operations – ‘Carbon’</td>
<td>21</td>
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<tr>
<td><strong>G4-EN20</strong></td>
<td>Emissions of ozone-depleting substances (ODS)</td>
<td>Operations – ‘Carbon’</td>
<td>21</td>
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<tr>
<td><strong>G4-EN21</strong></td>
<td>NOx, SOx and other significant air emissions</td>
<td>Monitored but not reported separately currently, included within overall carbon reporting</td>
<td></td>
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<tr>
<td><strong>G4-EN22</strong></td>
<td>Total water discharge by quality and destination</td>
<td>Not applicable</td>
<td></td>
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<tr>
<td><strong>G4-EN23</strong></td>
<td>Total weight of waste by type and disposal method</td>
<td>Operations – ‘Waste’</td>
<td>34</td>
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<tr>
<td><strong>G4-EN24</strong></td>
<td>Total number and volume of significant spills</td>
<td>None to report</td>
<td></td>
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<tr>
<td><strong>G4-EN25</strong></td>
<td>Weight of transported, imported, exported or treated waste deemed hazardous under the terms of the Basel Convention, and percentage of transported waste shipped internationally</td>
<td>Operations – ‘Waste’</td>
<td>34</td>
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<tr>
<td><strong>G4-EN26</strong></td>
<td>Identify size, protected status and biodiversity value of water bodies and related habitats significantly affected by the organisation’s discharges of water and runoff</td>
<td>Not applicable</td>
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<tr>
<td>G4-EN27 Extent of impact mitigation of environmental impacts of products and services</td>
<td>Not applicable – included in the above aspects</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>G4-EN28 Percentage of products sold and their packaging materials that are reclaimed by category</td>
<td>Not applicable – no products or services with packaging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G4-EN29 Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations</td>
<td>None to report</td>
<td></td>
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<tr>
<td>G4-EN30 Significant environmental impacts of transporting products and other goods and materials for the organisation’s operations and transporting members of the workforce</td>
<td>Operations – ‘Travel and transport’</td>
<td>24</td>
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<tr>
<td>G4-EN31 Total environmental protection expenditures and investments by type</td>
<td>Not applicable – none in place</td>
<td></td>
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<tr>
<td>G4-EN32 Percentage of new suppliers that were screened using environmental data</td>
<td>Process in place, but data not collected</td>
<td></td>
<td></td>
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<tr>
<td>G4-EN33 Significant actual and potential negative environmental impacts in the supply chain and actions taken</td>
<td>Not applicable – none to report</td>
<td></td>
<td></td>
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<tr>
<td>G4-EN34 Number of grievances about environmental impact filed, addressed and resolved through formal grievance mechanisms</td>
<td>Not applicable – none to report</td>
<td></td>
<td></td>
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<tr>
<td>G4-LA4 Minimum notice periods regarding operational changes, including whether these are specified in collective agreements</td>
<td>People – ‘Remuneration and incentives’</td>
<td></td>
<td>63</td>
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<tr>
<td>G4-LA5 Percentage of total workforce represented in formal joint management-worker health and safety committees that help monitor and advise on occupational health and safety programmes</td>
<td>Not reported, not currently calculated</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>G4-LA6 Type of injury and rates of injury, occupational diseases, lost days and absenteeism, and total number of work-related fatalities</td>
<td>Occupational Health and Safety</td>
<td></td>
<td>67</td>
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<tr>
<td>G4-LA7 Workers with high incidence or high risk of diseases related to their occupation</td>
<td>Occupational Health and Safety</td>
<td></td>
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<tr>
<td>G4-LA8 Health and safety topics covered in formal agreements with trade unions</td>
<td>Occupational Health and Safety</td>
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<td>G4-LA9 Average hours of training per employee, by gender and employee category</td>
<td>People – ‘Training and skills’</td>
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<tr>
<td>G4-LA10 Programmes for skills management and lifelong learning that support continued employability of employees and assist them in managing their career endings</td>
<td>People – ‘Training and skills’</td>
<td></td>
<td>64</td>
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<tr>
<td>G4-LA11 Percentage of employees receiving regular performance and career development reviews, by gender and by employee category</td>
<td>People – ‘Training and skills’</td>
<td></td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>G4-LA12 Composition of governance bodies and breakdown of employees per category according to gender, age and minority group membership</td>
<td>Full details available on our webpages: <a href="https://www.plymouth.ac.uk/your-university/governance">https://www.plymouth.ac.uk/your-university/governance</a></td>
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<tr>
<td>G4-LA13 Ratio of basic salary and remuneration of women to men by employee category</td>
<td>People – ‘Equality and diversity’</td>
<td></td>
<td>65</td>
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<td>G4-LA14 Percentage of new suppliers that were screened using labour practices criteria</td>
<td>Currently not in place – we are reviewing the process for this</td>
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<td>G4-LA15</td>
<td>Significant actual and potential negative impacts for labour practices in the supply chain and actions taken</td>
<td>Currently not monitored</td>
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<tr>
<td>G4-LA16</td>
<td>Number of grievances about labour practices filed, addressed and resolved through formal grievance mechanisms</td>
<td>People</td>
<td>63</td>
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<tr>
<td>G4-HR1</td>
<td>Total number and percentage of significant investment agreements and contracts that include human rights clauses or that underwent human rights screening</td>
<td>Not applicable – currently not monitored</td>
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<tr>
<td>G4-HR2</td>
<td>Total hours of employee training on human rights policies or procedures concerning aspects of human rights that are not relevant to operations, including the percentage of employees trained</td>
<td>Not applicable – currently not monitored</td>
<td></td>
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<tr>
<td>G4-HR3</td>
<td>Total number of incidents of discrimination and corrective actions taken</td>
<td>Not applicable – currently not monitored</td>
<td></td>
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<tr>
<td>G4-HR4</td>
<td>Operations and suppliers identified in which the right to exercise freedom of association and collective bargaining may be violated or at significant risk, and measures taken to support these rights</td>
<td>Not applicable</td>
<td></td>
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<tr>
<td>G4-HR5</td>
<td>Operations and suppliers identified as having significant risk for incidents of child labour, and measures taken to contribute to the effective abolition of child labour</td>
<td>Currently not in place – we are reviewing the process for this</td>
<td></td>
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<tr>
<td>G4-HR6</td>
<td>Operations and suppliers identified as having significant risk for incidents of forced or compulsory labour, and measures to contribute to elimination of all forms of forced or compulsory labour</td>
<td>Currently not in place – we are reviewing the process for this</td>
<td></td>
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<tr>
<td>G4-HR7</td>
<td>Percentage of security personnel trained in the organisation’s human rights policies or procedures that are relevant to operations</td>
<td>Not applicable</td>
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<td>G4-HR8</td>
<td>Total number of incidents of violations involving rights of indigenous peoples and actions taken</td>
<td>Not applicable</td>
<td></td>
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<td>G4-HR9</td>
<td>Total number and percentage of operations that have been subject to human rights reviews or impact assessments</td>
<td>Not applicable</td>
<td></td>
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<tr>
<td>G4-HR10</td>
<td>Percentage of new suppliers that were screened using human rights criteria</td>
<td>Currently not monitored</td>
<td></td>
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<tr>
<td>G4-HR11</td>
<td>Significant actual and potential negative human rights impact in the supply chain and actions taken</td>
<td>Currently not monitored</td>
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<td>G4-HR12</td>
<td>Number of grievances about human rights impacts filed, addressed and resolved through formal grievance mechanisms</td>
<td>Currently not monitored</td>
<td></td>
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<tr>
<td>G4-SO1</td>
<td>Percentage of operations with implemented local community engagement, impact assessment and development programmes</td>
<td>Society, local communities and community engagement</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>
</tr>
<tr>
<td>G4-SO2</td>
<td>Operations with significant actual and potential negative impacts on local communities</td>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>G4-SO3</td>
<td>Total number and percentage of operations assessed for risks related to corruption and the significant risks identified</td>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>G4-SO4</td>
<td>Communication and training on anti-corruption policies and procedures</td>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>G4-SO5</td>
<td>Confirmed incidents of corruption and actions taken</td>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>G4-SO6</td>
<td>Total value of political contributions by country and recipient/beneficiary</td>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>GENERAL STANDARD DISCLOSURES</td>
<td>INDICATOR</td>
<td>REPORT SECTION</td>
<td>OMISSION</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------</td>
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<tr>
<td>STRATEGY AND ANALYSIS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G4-PR4</td>
<td>Total number of incidents of non-compliance with regulations and voluntary codes concerning product and service information and labelling, by type of outcomes</td>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>G4-PR5</td>
<td>Results of surveys measuring customer satisfaction</td>
<td>Students</td>
<td>59</td>
</tr>
<tr>
<td>G4-PR6</td>
<td>Sale of banned or disputed products</td>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>G4-PR7</td>
<td>Total number of incidents of non-compliance with regulations and voluntary codes concerning marketing communications, including advertising, promotion and sponsorship, by type of outcomes</td>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>G4-PR8</td>
<td>Total number of substantiated complaints regarding breaches of customer privacy and losses of customer data</td>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>G4-PR9</td>
<td>Monetary value of significant fines for non-compliance with laws and regulations concerning the provision and use of products and services</td>
<td></td>
<td>Not applicable</td>
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</table>
This report has been awarded a Green Gowns 2016 award in the Sustainability Reporting category and a Building Public Trust in Corporate Reporting award in the Sustainability Reporting in the Public Sector category, both for the quality and relevance of publicly available information provided by the institution.

**Building Public Trust in Corporate Reporting Awards 2016**
Winner of Sustainability Reporting in the Public Sector (in association with the National Audit Office)

Any questions relating the content of this report please get in touch as below.

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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