



# Heythrop College

The Specialist Philosophy and Theology College  
of the University of London

## Research Excellence Framework Code of Practice

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## **I. Introduction**

The College will be participating in the Research Excellence Framework (REF) in 2014. This exercise is the replacement for the previous Research Assessment Exercise (RAE) in which the College participated for the first time in 2008.

The REF is a joint project undertaken by the four UK Research Councils and it is designed to judge research excellence across all academic subjects and institutions which participate in the exercise.

Academic staff whose research is to be included in the REF will be in post at the College by the census date, 31 October 2013, and will have produced the research in the publication period, 1 January 2008 to 31 December 2013.

The College's Equality and Diversity policy is available at <http://www.heythrop.ac.uk/about-us/official-heythrop/college-policies/equal-opportunities.html>. Equality and Diversity issues are embedded throughout the College, and each major College Committee and Board has an equality and diversity remit. The College is fully committed to equality in all aspects of its activities and this is reflected in our REF submission:

1. The Code of Practice on the selection of staff for inclusion in the submission has been developed by the College's REF Steering Group, in consultation with academic staff and College management, with due reference to appropriate equality legislation and good practice.
2. As in all College activities, particular consideration has been given to the issues of inclusivity for those of all faiths and none.
3. The College has developed an inclusive research environment at the departmental level.

The Code clarifies the principles and procedures that the institution will adhere to in the selection of staff for inclusion within the REF submission.

## **II. Policy and principles**

The Principles listed below inform and underlie the College's REF preparations. They are available to all staff electronically and have been discussed and explained in staff meetings (see §IX).

- 2.1 Transparency: The decision-making process is transparent. The criteria and procedures are set out in the Code, published in advance of the decision-making period, and discussed with staff being considered for submission. The Code sets out information about the roles, responsibilities and processes to select staff to include in the College's submission.
- 2.2 Consistency: The policy for staff selection is applied uniformly across the College. Processes are clarified for all stages of the selection

process. Central direction of the process enables this consistency to be applied.

2.3 Accountability: The Code states the following operating procedures and criteria in relation to staff selection:

- clearly defined responsibilities and roles for selecting staff (§III)
- the required staff development for those involved in selecting staff (§III)
- feedback mechanisms with appropriate timescales (§VII-IX)
- an appeals process with criteria and the identities of members of the appeals panel (§VIII).

The Code and planned submission are informed by a process of equality impact assessment.

2.4 Inclusivity: In line with the College ethos, the Code promotes and supports an inclusive research environment. All staff with a contractual responsibility for research, whether full time, part time, or fixed term, have equal entitlement to all forms of College support for research activities. The development of an inclusive research environment has supported the College's research strategy and development, as has staff development support at an individual level. There are clear criteria for eligibility for staff to be considered for submission and for consideration of special circumstances.

### **III. Responsibilities**

The College is taking a centralised approach to the management of the staff selection process, through the REF Steering Group (REFSG), set up by the Senior Leadership Team and approved by the Academic Board to provide direction for the REF process, execute many of the procedures, and provide recommendations for the final decisions to be taken.

The group is chaired by the Vice Principal (Academic) as the person with overall academic responsibility for the College, including strategic responsibility for research. The membership consists of the Director of Research, the three Heads of Department, and three other senior academics, one from each Department. The Equality and Diversity Subgroup advises the REFSG on Equality Impact Assessment and undertakes the consideration of Special Circumstances with reference to the published criteria. The progress of the REFSG is monitored by the Research Committee and, through regular reports, by the Academic Board and Governing Body.

External advice is available on process matters, and especially relevant in the appeals process (see §VIII). Final decisions on the submission will be made by the Principal, guided by the Senior Leadership Team, based on the recommendations of the REF Steering Group.

Membership of the REF Steering Group

Vice Principal (Academic) - Chair  
 Director of Research  
 Head of the Department of Pastoral and Social Studies  
 Head of the Department of Philosophy  
 Head of the Department of Theology  
 Three senior research active academics, one from each department  
 Director of Administration  
 Quality and Research Coordinator  
 Human Resources Manager  
 Research and Policy Administrator

Membership of the Equality and Diversity Sub-group:

Director of Administration - Chair  
 Quality and Research Coordinator  
 Human Resources Manager  
 Research and Policy Administrator

For the terms of reference for the two groups, see appendices A and B.

The REF Steering Group will assess possible outputs and impact case studies, building on mock REF outcomes (§IV). The Equality and Diversity Sub-Group will advise on how to assess the impact of policy and process decisions being made by the Group. It also assesses the Special Circumstances of individuals and determines where staff may be eligible to submit with a reduced number of outputs through the processes set out in §V. While the personal circumstances of individuals will remain confidential to the Equality and Diversity Sub-group, the REF Steering Group will be informed where staff can submit fewer outputs in order to consider whether they meet the criteria for submission on quality.

The College has included external assessors in its processes. This includes involvement in mock REFs, advice on submissions and processes, and guidance to ensure that College arrangements are appropriate in the light of sector wide practice and expectations. An External is also the Chair of the Appeals Panel.

An important part of the process is the appeals system. For details, see §VIII. The membership and terms of reference of the Appeals Panel are set out in appendix C.

Staff with responsibilities for decision making relating to the REF submission will receive training in the following areas:

- REF requirements and processes: both external briefings from HEFCE's REF team and panel chairs and internal staff development sessions
- understanding the Code of Practice
- feeding back recommendations to staff
- equality and diversity in the REF in light of the Equalities Act 2010 (to include case study work)
- legislation and good practice in confidentiality and applying data protection.

## **IV. Decision-making Framework**

### *Criteria*

Academic staff at Heythrop College undertake research in Philosophy, Psychology, and Theology and Religious Studies. The REF Steering Group will evaluate the potential submissions for each Unit of Assessment and decisions regarding which Units of Assessment to submit will be informed by the quality of the submissions, taking into account the overall strategic aims of the College regarding its research profile and its mission of engagement and outreach. The decisions regarding which staff to submit will be based on the quality of the outputs, the reach and significance of impact in individual case studies, and strategic considerations relating to the quality profile desired by the College.

### *Process*

Following the RAE outcomes in 2008, the Director of Research interviewed all members of academic staff regarding their research outputs and plans. Records of the outputs were entered into a publication database, which is regularly updated, and before each mock exercise on outputs, staff are requested to check that the records held by the College are accurate and complete.

A first mock was held in March 2010, with the College's two Visiting Research Professors, both members of previous RAE panels, acting as readers. The purpose of the exercise was to inform the College of its position and it did not form part of the process of formally selecting staff for submission. In November 2010, all academic staff were invited to a workshop on improving the quality of their publications and the approach to publications taken in the REF. Notes from the workshop were posted on the staff intranet.

In preparation for the second mock, begun in March 2012, the Director of Research obtained a full list of academic staff from the Human Resources Manager, and ran the list against the eligibility criteria for inclusion. Eligibility for inclusion was established as all academic staff with responsibility for research, on contracts of at least 0.2 FTE, who would be in post on the census date. All research outputs since January 2008 were read by the College's two Visiting Research Professors and external readers with previous RAE experience. The readers were asked to advise on the quality of the outputs. The results were presented to the REF Steering Group who drew up a preliminary list of staff for submission. The REF Steering Group then received information on staff who were allowed to submit less than four outputs from the consideration of Special Circumstances by the EDSG (see §V). Taking these into account, the REFSG will model the results of the quality assessments of outputs, so far eligible, to inform the decision (a) which Units of Assessment to submit and (b) which individuals to include. A provisional threshold will be established for indicative quality assessments, taking into account reduced output requirements and the REF panel's published criteria. At this point an equality impact assessment will be undertaken on the provisional recommendations to ensure that no particular group or individual with protected characteristics is affected disproportionately.

The final decisions on individuals will be informed by a third and final mock to be held in spring 2013, to consider new publications, new staff, any staff with special circumstances who were not included in the second mock, and any staff to be reconsidered on the basis of feedback from the second mock. The process will follow

that of the second mock. At this point again an equality impact assessment will be undertaken on the recommendations to ensure that no particular group or individual with protected characteristics is affected disproportionately. The preliminary list of staff for submission will be revised by the REF Steering Group, and forwarded to the Principal, together with a report from the EDSG on the Equality Impact Assessment. The final decision will be taken by the Principal on advice from the REF Steering Group.

#### *Case Studies*

Six potential impact case studies were identified by the Director of Research following the individual interviews with staff in 2008 and two more with the arrival of new staff in 2009. These were reported to the Research Committee. As part of the second mock, the Director of Research invited all eligible staff to propose further impact case studies. A report, incorporating feedback from the staff identified, potential risk factors, and recommendations by the Director of Research, was submitted to the REF Steering Group in June 2012. The Steering Group will recommend which case studies to develop further.

#### *Reporting and decision-making*

The Director of Research is responsible for running the mock procedures and identifying possible impact case studies. He reports to the REF Steering Group, who make preliminary and final decisions on which staff to recommend for inclusion in the submission. Minutes of meetings in which recommendations are decided upon will be made. Confidentiality will be respected by these being reserved to members of the Steering Group. These recommendations are approved or revised by the Principal, in consultation with the Senior Leadership Team, and these decisions will be minuted.

### **V. Special Circumstances**

The REF Steering Group will follow guidelines on individual staff circumstances set out in *Panel Criteria and Working Methods*<sup>1</sup>, which states that staff may be returned with fewer than four outputs without penalty in the assessment where specified circumstances significantly constrained their ability to produce four outputs or to work productively throughout the assessment period. The EDSG includes the HR Manager and is chaired by the Director of Administration to ensure that Data Protection principles were adhered to.

#### *Process*

In preparation for the assessment of special circumstances, all academic staff were asked to update their personal information as part of the equality monitoring process. All academic staff eligible for selection for the REF submission were also sent information about the way in which special circumstances might impact on their REF submission and were invited to complete a disclosure form, including a nil return section. They were made aware that special circumstances might allow a reduction in the *number* of outputs submitted, but that no application could be made relating to consideration of the *quality* of outputs.

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<sup>1</sup> Ref 01.2012, January 2012 (<http://www.ref.ac.uk/pubs/2012-01/>)

Staff were asked to return the relevant form to the Human Resources Manager. Staff with special circumstances were asked to provide:

- a) a broad description of the nature of the circumstance, for example caring for an elderly relative, long-term ill-health;
- b) the timing and duration of the circumstance, and
- c) the extent of the impact of the circumstance on the member of staff's ability to carry out research activities.

As staff were giving confidential personal information it was emphasised that information received on individual staff circumstances was considered by the Equality and Diversity Sub-Group and handled in the strictest confidence, in line with data protection legislation. Copies of the forms are found in appendix D. The REFSG only receives the results of the exercise, i.e. any reduction in the number of outputs required.

This process will be repeated in March 2013, when staff will be asked to provide updated information if relevant, and new staff will be requested to complete the forms.

## **VI. Equality Impact Assessment**

The College is concerned to ensure that the decision-making process for submission to the REF is informed by a consideration of the impact of its policies and procedures on staff with protected characteristics. The Equality Act 2010 identifies nine protected characteristics (listed in Appendix E below) under which discrimination is unlawful. In addition to these, the following groups are also considered when carrying out impact assessment: early career researchers, staff with caring responsibilities, staff with paternity and adoption responsibilities, and part-time and fixed-term staff.

The potential impact on equality of policies and procedures relating to the selection of staff for the REF is undertaken at key stages of the selection process – including the second mock, decisions on which Units and individuals to submit, and the appeals process – to ensure that any equality issues are addressed prior to the submission deadline. EIAs are carried out by analysing data on staff in these categories, where data is available. All staff will be consulted on this as part of the communication process. If the data show a high number of staff with a particular characteristic not being selected for inclusion in the REF, at any stage of the selection process, the College will investigate to ensure that there is no discrimination taking place, and revise its policy, procedure, and/or practice as necessary to ensure that the staff with the protected characteristic are given a fair opportunity to progress in the selection process.

The College will publish its impact assessments after the submissions have been made.

The College believes that, in its particular context, its commitment to supporting the research of all eligible staff, with no reference to their faith or beliefs, is especially important. As part of the consultation, a significant proportion of staff who are members of religious orders or have particular responsibilities within the Church,

raised this as a potential special circumstance that could impact upon their ability to undertake research. After much consideration and the collection of evidence through the form, it was decided that the impact of special circumstances could be covered by the existing criteria.

## **VII. Notification of Decisions**

Following the second mock, staff will be individually informed of the quality judgments of their work by the readers, and the likely inclusion of their outputs in the College submission, in one-to-one meetings with their Head of Department. These meetings will occur in a timely and constructive manner, and provide an opportunity for further questions about the recommendations of the REF Steering Group to be raised. Staff will be invited to provide feedback, which will be brought to the REF Steering Group by the Heads of Department.

The notification of the final recommendations of the REF Steering Group, and any additional quality judgments arising in the third mock, will be communicated through the same means in the early summer of 2013. These meetings will also convey the recommendations of the REF Steering Group concerning the submission of staff with special circumstances. A formal letter from the Principal will be sent to each member of staff to confirm whether they are included, and a list of staff submitted will be posted on the staff intranet. This process will be timely to allow any member of staff who wishes to make and have an appeal heard to be able to do so before the final submission is made.

## **VIII. Appeals Procedure**

### *Policy*

The existence and timing of the appeals procedure was communicated to staff in the first draft of the Code of Practice (see §IX). In the discussions following the second mock, staff can give feedback to the REF Steering Group on the evaluation of their outputs. However, formal appeals will follow the communication to staff of the final recommendations of the REF Steering Group regarding the inclusion of staff in the REF submission, to be decided by summer 2013.

Staff may appeal the decision not to include them on the following grounds:

- the process set out in the Code of Practice has not been followed;
- their application for special circumstances has not been adequately considered;
- they have been discriminated against because of a protected characteristic

### *Panel*

The panel comprises two senior members of staff not on the REF Steering Group or EDSG and the external member of the Research Committee, who has experience elsewhere in the sector of such processes, of the requirements of research councils and experience of previous RAE processes. The internal and external members are appointed by the Principal. All members will have received training in equality and diversity legislation and procedures.

### *Procedure*

An appeal is made by writing to the Chair of the REF Steering Group (the Vice-Principal Academic) within 28 days of the letter sent by the Principal informing the member of staff of their exclusion from the REF submission. The appeal must set out specific grounds for the appeal and include supporting evidence. Staff may wish to consult with the UCU in preparing their appeal. Appeals are considered within 1 month of the closing date for submitting appeals, and decisions communicated to staff by letter from the appeals panel within 7 days of being considered.

Decisions are also communicated to the REF Steering Group, who will undertake any actions necessary to include or reconsider including the member of staff in the REF submission.

### **IX. Communication**

The development of the Code of Practice was discussed with staff in January 2012 at an academic staff training session on the REF. The basic criteria of eligibility, the relevant deadlines, the selective nature of the REF ('excellent' research, not all research), and the need for a code of practice were explained, and the presentation placed on the staff intranet. The first public draft of the Code was emailed to all staff and placed on the staff intranet, and distributed and explained at an all-staff meeting and staff were invited to provide feedback. Staff who were away from the College due to illness or who were on secondment also received the draft Code and other information relating to the Code, such as the special circumstances disclosure forms, by email.

The REF Steering Group then considered all feedback received, revised the Code as appropriate, and submitted the final draft to the Senior Leadership Team for approval and the Academic Board and Governing Body for information. The final version, as submitted, will be placed on the staff intranet and the Heythrop College website.

## X. Appendices

### Appendix A REF Steering Group Membership and Terms of Reference

#### *Membership*

Chair: Vice Principal (Academic)	Professor G Griffith-Dickson
Members:	
Director of Research	Dr M Lacewing
Head of the Department of Pastoral and Social Studies	Dr A Abram
Head of the Department of Philosophy	Dr P Gallagher
Head of the Department of Theology	Dr M Kirwan
Three senior research active academics	Dr M Barnes, Professor K Ward, Dr J Loose
Director of Administration	Ms E Thussu
Quality and Research Coordinator	Ms K Powell
Human Resources Manager	Ms S Olutobi
Research and Policy Administrator	Ms F Hooton

#### *Terms of Reference:*

The role of the REF Steering Group is to lead the preparation of the College's submission to the REF. To do this it will follow the guidelines issued by HEFCE, the College's own Code of Practice and other REF guidance, and be guided by the College's research aims and strategy.

#### Reporting to:

The Senior Leadership Team. Through them, reports will be received by the Research Committee, the Academic Board and the Governing Body.

Frequency of meetings: Usually at least fortnightly, at the discretion of the Chair

Quorum: Four, to include either the Chair or Director of Research and at least one Head of Department or senior academic

Sub-Committee: The Equality and Diversity Sub-group.

The REF Steering Group will:

1. Develop and obtain approval for the REF processes, including the Equality and Diversity Code of Practice
2. Manage the preparation process, including the mock REFs and the approval of external assessors
3. Make recommendations to the Senior Leadership Team on the Units of Assessment in which the College should submit to the REF
4. Consider and approve the list of staff eligible for inclusion in the REF submission
5. Make initial and final recommendations to the Senior Leadership Team on staff to be included in the unit(s) of assessment, having followed the College's processes for selection

6. Ensure that staff being considered for submission receive timely feedback
7. Communicate with the Senior Leadership Team on all aspects of REF preparations
8. Make regular reports to the Academic Board, Board of Governors and the Research Committee on the progress in developing the REF submission
9. Communicate widely within the College to ensure all staff are aware of activities and progress relating the REF submission
10. Ensure that all individuals and groups involved in making decisions on staff selection receive relevant training on equality and diversity tailored to the requirements of the REF
11. Monitor on an ongoing basis the implementation of the Code through Equality Impact assessments, making revisions to the Code as appropriate
12. Invite applications from staff regarding special circumstances, and ensure that such applications are considered in line with the requirements of the Code
13. Approve the number of outputs to be submitted for each member of staff included in the submission
14. Ensure that the Equality and Diversity Sub-group operates according to the Code and makes regular reports to the Steering Group
15. Ensure that all staff are made aware of the Appeals procedure
16. Ensure that the Appeals Panel operates within the requirements of the Code and that individuals are informed of its decisions in a timely manner
17. Advise the Senior Leadership Team and, as required, the Research Committee, of any process or other issues which require College attention. These may include, but are not limited to, emerging implications of REF proposals, criteria and submission guidelines, and the impact of REF preparations on other research related activities.

## Appendix B The Equality and Diversity Sub-group Membership and Terms of

### *Membership*

Chair: Director of Administration Ms E Thussu

#### Members:

Quality and Research Coordinator	Ms K Powell
Human Resources Manager	Ms S Olutobi
Research and Policy Administrator	Ms F Hooton

Reporting to: REF Steering Group.

**Frequency of meetings:** As required

Quorum: Chair, Quality and Research Coordinator.

### *Terms of Reference:*

The role of the Equality and Diversity Sub-group is to ensure that the preparation of the College's submission to the REF take proper account of equality and diversity issues. To do this it will follow the guidelines issued by HEFCE, the College's own Code of Practice and other REF guidance, and be guided by the College's research aims and strategy.

1. Contribute to a draft Code of Practice on REF submissions
2. To receive and consider applications for special circumstances, and inform the REF Steering Group on reductions in required outputs
3. Inform the REF Steering Group on equality matters and undertake Equality Impact Assessments at relevant points in the process
4. Address any issues relating to Equality and Diversity referred to it by the REF Steering Group

## Appendix C The Appeals Panel Membership and Terms of Reference

### *Membership*

Chair: External Member      Professor M Cook, Emeritus Professor of Eighteenth Century French Studies, University of Exeter

#### Members:

Two senior academics      Professor R Price  
   Professor J Cottingham

Reporting to: The REF Steering Group

Frequency of meetings: at the discretion of the Chair of the REF Steering group, depending on business

### *Terms of Reference:*

To consider formal representations from individuals who wish to challenge the College's decision on selection for inclusion in the REF, within the process agreed by the College for the consideration of appeals.

The criteria on which appeals can be based are as follows:

- the process set out in the Code of Practice has not been followed;
- the staff member's application for special circumstances has not been adequately considered;
- the staff member has been discriminated against because of a protected characteristic.

Appendix D Staff Disclosure Forms (with Covering Letter)

To: All members of staff eligible for return in REF 2014

From: Elizabeth Thussu

Subject: REF 2014, consideration of individual staff circumstances

PLEASE SUBMIT FORM TO SHADÉ OLUTOBI BY MONDAY 11<sup>TH</sup> JUNE 2012

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Heythrop College is committed to ensuring that decisions about selecting staff for the Research Excellence Framework (REF) are made in a fair, transparent and consistent manner. Information on how eligible staff will be selected for submission to the REF can be found in Heythrop College's Code of Practice which can be found on the Helios Staff Research page.

To ensure that REF processes are fair, the College is collecting data on individual circumstances from all staff eligible for submission. The data will be used to identify which staff are eligible for submission with fewer than four outputs. Summary level data collected may also inform the College's monitoring of staff selection procedures at the institutional level for any member of staff selected.

At this stage, we would like to ask all staff who are eligible for submission to fill in information on any special circumstances, even if you don't think they will affect the number of outputs you will be submitting. The REF Steering Group will use the information you supply to carry out an audit of all special circumstances, which will assist it in determining whether the College will, at a later stage, make an application for special circumstances.

In determining whether eligible staff may be submitted to the REF with fewer than four research outputs, Heythrop College and the REF Steering Group (REFSG) will take the following circumstances into consideration:

- = Early career researcher (started career as an independent researcher on or after 1 August 2009)
- = Part time employment
- = Career break or secondment outside of the higher education sector in which the individual did not undertake academic research
- = Maternity leave, statutory adoption leave, and additional paternity leave (taken by partners of new mothers or co-adopters)
- = Disability (including conditions such as cancer and chronic fatigue)
- = Ill health or injury
- = Mental health conditions

- = Constraints relating to pregnancy, maternity, breastfeeding, adoption, paternity or childcare **in addition to** periods of maternity, statutory adoption or additional paternity leave taken. This could include for example, pregnancy related illness.
- = Other caring responsibilities (including caring for an elderly or disabled relative)
- = Gender reassignment
- = Special religious commitments or responsibilities<sup>2</sup>

If you are affected by other circumstances that are not listed above, not including teaching and administration, please detail them on this form as they may be considered.

In determining the number of outputs staff are required to submit, the institution will observe the definitions of individual staff circumstances provided in the published REF *Panel criteria and working methods* (January 2012) available on the Helios Staff Research page and at [www.ref.ac.uk](http://www.ref.ac.uk) under 'Publications'.

### **What action do I need to take?**

If you are eligible for REF submission you are requested to complete the attached form.

If further information is required about any circumstances disclosed, you will be contacted by Shadé Olutobi.

### **Who will see the information that I provide?**

Within Heythrop College, the information that you provide will be seen by the Equality and Diversity Sub-group. The Sub-group will observe confidentiality and the requirements of the Data Protection Act. The information will only be used for the purpose for which it was collected and the Sub-group will seek permission from staff before disclosing information to any person outside the Sub-group.

Information provided on the form may be shared externally for the purposes of evidencing any reduction in the number of research outputs:

- = For **circumstances with a clearly defined reduction in outputs**, information will be seen by the relevant REF sub-panel, the REF panel secretariat and the UK funding bodies' REF team. This will be information about early career researcher status, part-time working, career breaks or secondments, and periods of maternity, additional paternity or adoption leave taken.
- = For **more complex circumstances**, information will be seen only by the REF Equality and Diversity Advisory Panel, the REF Main Panel Chairs and the UK funding bodies' REF team. This will be information to explain the impact on your research of circumstances such as disability, ill health, injury, mental health conditions, gender reassignment, caring responsibilities or constraints relating to pregnancy, maternity, breastfeeding, adoption and paternity (in addition to the period of leave taken). This information will **not** be seen by the REF sub-panel.

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<sup>2</sup> In our audit of special circumstances in May 2012, we included this item in order to assess the impact of different situations under the nine Protected Characteristics.

All REF panel members, chairs and secretaries are bound by confidentiality requirements, and acceptance of the confidentiality requirements is a condition of their appointment to the role. No information relating to identifiable individuals' circumstances will be published by the funding bodies REF Team. All data collected, stored and processed by the UK funding bodies REF Team will be handled in accordance with the Data Protection Act 1998.

**What if my circumstances change?**

Heythrop College recognises that staff circumstances may change between 1 January 2008 and 31 October 2013. If your circumstances change you can download a copy of the attached form at the Helios staff research page.

**Heythrop College, University of London**  
**Individual staff circumstances disclosure**

Form 1: No individual circumstance to consider

<b>Name</b>	
<b>Department</b>	

**If you do not have any individual staff circumstance, please sign:**

I have no individual circumstances that I wish to be taken into consideration for the purposes of the Research Excellence Framework (REF).

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Staff member)

Please return this form by Monday 11<sup>th</sup> June 2012 to Shadé Olutobi.

## Heythrop College, University of London

### Individual staff circumstances disclosure

Form 2: Individual circumstances to be taken into account

<b>Name</b>	
<b>Department</b>	

I have individual circumstances that may be eligible for a reduction of research outputs when taken into consideration for the purposes of the Research Excellence Framework (REF).

I wish to make the College aware of the following circumstances which might have an impact on my ability to produce four outputs or work productively between 1 January 2008 and 31 October 2013:

**Please provide information required on relevant circumstance/s and continue onto a separate sheet of paper if necessary:**

<b>Circumstance</b>	<b>Information required</b>
<b>Early career researcher</b> (started career as an independent researcher on or after 1 August 2009)	Date on which you became an early career researcher
<b>Information</b>	
<b>Part time employee</b>	FTE and duration in months
<b>Information</b>	
<b>Career break or secondment</b> outside of the higher education sector	Dates and duration in months
<b>Information</b>	
<b>Maternity leave</b> , statutory adoption leave, or additional paternity leave (taken by partners of new mothers or co-adopters)	For each period of leave state which type of leave was taken and the dates and duration in months
<b>Information</b>	
<b>Disability</b> (including conditions such as cancer and chronic fatigue)	Impact on ability to fulfil contractual hours and other impacts on ability to undertake research. Duration in months
<b>Information</b>	

<b>Mental health condition</b>	Impact on ability to fulfil contractual hours and other impacts on ability to undertake research. Duration in months
<b>Information</b>	
<b>Ill health or injury</b>	Impact on ability to fulfil contractual hours and other impacts on ability to undertake research. Duration in months
<b>Information</b>	
Constraints relating to pregnancy, maternity, breastfeeding, paternity, adoption or childcare <b>in addition to</b> the period of maternity, adoption or additional paternity leave taken.	Impact on ability to fulfil contractual hours and other impacts on ability to undertake research. Duration in months
<b>Information</b>	
<b>Other caring responsibilities</b> (including caring for an elderly or disabled relative)	Impact on ability to fulfil contractual hours and other impacts on ability to undertake research. Duration in months
<b>Information</b>	
<b>Gender reassignment</b>	Impact on ability to fulfil contractual hours and other impacts on ability to undertake research. Duration in months
<b>Information</b>	
<b>Specific religious commitments or responsibilities</b>	Possible impact on ability to fulfil contractual hours and other impacts on ability to undertake research. Duration in months
<b>Information</b>	

<b>Other exceptional and relevant reasons,</b> not including teaching or administrative work	Impact on ability to fulfil contractual hours and other impacts on ability to undertake research. Duration in months
<b>Information</b>	

Please select as appropriate:

- I confirm that the information provided is a true and accurate description of my circumstances.
- I recognise that the information provided will be used for REF purposes and will be seen by the REF Steering Group.
- I realise that it may be necessary to share information with the UK funding bodies' REF team, who may make the information available to REF panel chairs, members and secretaries and/or the Equality and Diversity Advisory Panel. Where permission is not provided, Heythrop College will be limited in the action it can take.

Signature: ..... Date: .....  
(Staff member)

**Please return the completed form by Monday 11<sup>th</sup> June 2012 to Shadé Olutobi.**

**Heythrop College  
University of London  
Special Circumstances Decision Form  
For official use only**



**Staff Name:**

**Department:**

Following consideration of the special circumstances described above, the Equality and Diversity Sub-Group, in relation to the set tariffs, as decided that:

1 The number of outputs you are required to submit has been reduced by up to:  
0                    1                    2                    3                    (circle one)

2 The Committee requires further information of the circumstances described as follows:

*e.g. please provide information from your occupational health assessment on the effectiveness of reasonable adjustments provided.*

If you to appeal against the decision of the Equality and Diversity Quality Sub-group, you will need to do so by [insert date] and details of the appeals process can be found in §VIII of the Code of Practice and at [insert web address].

Signature: ..... Date: .....  
(Director of Administration, Chair, Equality and Diversity Sub-group)

## Appendix E Equality Objectives 2012- 2016

### **Introduction**

Heythrop College is committed to the equality of opportunity for members of staff, students and visitors, and believes that all individuals should be treated with dignity and respect.

### **Legal Duties**

The College welcomes the duties under the Equality Act 2010. In accordance with the general duties, the College, in the exercise of its functions, will have due regard to the need to:

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

Taking these three aims into consideration, the College will ensure that staff, students and visitors who have protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In fulfilling its legal obligations, the College will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **College Context**

Heythrop is a small and specialist College of the University of London, offering undergraduate and postgraduate degrees in the disciplines of Theology and Philosophy. The College traces its origins to the foundation of a Jesuit seminary in Louvain in 1614 and it became a College of the University in 1971. The links with the Jesuits and the wider Catholic Church are still fundamentally important to the College ethos, which is, nonetheless, a genuinely inclusive institution welcoming staff and students of all faiths and none.

## **College Mission**

The College Mission Statement, as revised in November 2009, is:

- to serve society through philosophy and theology;
- to offer its students an education marked by intelligence, scholarship and generosity of spirit;
- to foster interfaith dialogue;
- to be a resource for the Christian faith community;
- to provide leadership in Catholic thought.

## **Strategic Aims**

The College's strategic aims are:

- To provide students with excellent academic teaching, learning resources and personal support, thereby enabling them to achieve their full potential and make a valued contribution to society;
- To provide appropriate facilities and services to foster social, academic and personal growth, thus enabling students to make the most of their time at the College;
- To make a significant contribution to the academic disciplines of theology, philosophy, psychology and sociology of religion;
- To provide opportunities for academic and pastoral reflection, dialogue and critique;
- To be a significant UK and European resource for training in Church-related Ministry;
- To safeguard the College's academic and financial viability;
- To grow the College's profile, nationally and internationally;
- To provide an environment to enable staff and students to achieve these aims, particularly in relation to communication, administration and management.

## **EQUALITY OBJECTIVES**

### **Introduction**

In developing the equality objectives, the College has considered the data it has on protected characteristics and has used this to determine the focus of the equality objectives, making sure that the objectives cover the three aims of the general equality duty.

The College's Committees have the responsibility to consider matters relating to equality. Each Committee will ensure, in respect of the areas of College life falling within its remit, that unlawful discrimination does not occur. This will be done by monitoring appropriate data sets at suitable intervals, and by explicitly considering the impact on equality issues of any new actions, policies or procedures which it initiates or approves. The Committees will therefore take forward the equality objectives that relate to their area of work.

The College continues to collect data related to the protected characteristics and analyse this data in relation to various functions at Heythrop, and will take action to redress in equality issues identified.

The equality objectives will be set every four years however, they will be reviewed annually.

### Six Equality Objectives

The College has identified six equality objectives:

#### **Student Recruitment**

1. To promote access to Heythrop's programmes to as wide a range of students who can benefit, as possible.

##### Actions:

- to make for provision available for students as documented in the Access Agreement, such as bursaries, scholarships, and marketing and outreach to teachers in targeted schools;
- to improve recruitment to and support for UK distance-learning students on the University of London International Programme;
- to use the Admissions Forum to facilitate support for decision-making;
- to collate and analyse data relating to student recruitment on an annual basis;
- to give staff suitable training to ensure that they are able to carry out fair selection of students for programmes, being mindful of equality legislation.

## **Learning, Teaching and Assessment**

2. To have a learning environment in which students are given the best opportunity to achieve their full potential and make a valued contribution to society.

### Actions:

- to continually improve teaching and learning spaces, ensuring that they are fit for purpose and meet the needs of all learners and teachers;
- to collate and analyse student data (on retention and attainment, and the use of student services/facilities) which relate to the protected characteristics and taking action to redress any equality issues;
- to provide individual student support via the Student Development Manager, Chaplaincy, Transition to University Project Manager;
- to provide a forum to foster good relations between people who share a protected characteristic and those who do not share it.

## **Supporting Students with Disabilities**

3. Within the next 12 months, to enable a more complete and effective disclosure of students' personal information on their disabilities so that adjustments can be made in a more timely way and taking into consideration individual circumstances.

### Actions:

- to provide a supportive environment and system to enable students to disclose information;
- to consider and implement the most secure and efficient way of using the staff intranet to share information with those who need to know;
- to enable the student to have the confidence to maintain ownership of their data, whilst being sure that it is being shared confidentially within administrative systems;
- to provide staff with the training and/or information to enable them to be more confident in knowing what adjustments to make for students with various medical conditions and disabilities.

## **Staff Recruitment**

4. To increase diversity of staff in relation to gender, age and ethnic background.

### Actions:

- to review recruitment and selection policy and practices;
- to collate and analyse recruitment and selection data and taking action to redress in matters that arise;
- to advertise widely to attract people from diverse backgrounds to apply.
- to provide equality (and other) training for all staff involved with staff recruitment and selection.

## **Staff Development and Reward**

5. To have a professional workforce that feels valued and treated fairly in accessing training and developmental opportunities to develop their professionalism.

### Actions:

- to carry out job evaluation to ensure that staff are rewarded appropriately for the work they do;
- to provide staff development and training opportunities to which all staff have access;
- to provide equality training to staff and governors to ensure that they understand equality in the context of their roles and the College's corporate aims;
- to collate and analyse staff data and taking action to redress in matters that arise;
- to embed the management of equality matters into the College's Committee structure;
- carrying out regular equal pay reviews;
- to update the procedure for special circumstances in relation to staff being considered for the Research Excellence Framework;
- to consult with staff on data to be collected on protected characteristics;
- to provide a forum to foster good relations between people who share a protected characteristic and those who do not share it;
- to carry out impact assessments on practices, procedures and policies as appropriate.

## **Staff Support**

6. To ensure that staff who have protected characteristics have access to the support they might need from the College.

### Actions:

- to obtain up-to-date information from staff in the protected characteristics and find out what support they might need;
- to provide an occupational health service, including an employee assistance scheme;
- to provide staff with information on the College's procedure on bullying, harassment and victimisation;
- to carry out health and safety risk assessments.

## Appendix F Public Sector Equality Duty (2012)

Heythrop College is committed to the equality of opportunity for members of staff, students and visitors, and believes that all individuals should be treated with dignity and respect. In complying with the general equality duty, the College has reviewed (and will continue to review) its staff and student equality data, and its policies, processes and practices to ensure that it implements the three aims of the equality duty, which are, to have due regard to the need to:

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

The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership (but only in respect of eliminating unlawful discrimination); pregnancy and maternity; race – this includes ethnic or national origins, colour or nationality; religion or belief – this includes lack of belief; sex; sexual orientation.

### **Policies, Procedures and Practices**

All College committees have a term of reference regarding equality and so operationalises and monitors requirements through this mechanism to ensure that the College is meeting its responsibilities. The equality term of reference for each committee is as follows:

*The Committee will ensure, in respect of the areas of College life falling within its remit, that unlawful discrimination on grounds of age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief (including lack of belief), sex, or sexual orientation, does not occur. It will ensure this by*

*a) monitoring appropriate data sets at suitable intervals, and*

*b) explicitly considering the impact on equality issues of any new actions, policies or procedures which it initiates or approves.*

All committees also consider new equality legislation, how it will be applied within their functions/areas of work and will take action to do so.

## **STUDENTS**

### Learning and Teaching

#### Introduction

Improving the student experience has been identified as a priority and the College has a Student Experience Strategy which has been developed in consultation with students.

#### Admissions

The College recruits from a wide range of educational, ethnic and faith backgrounds, including a significant number of mature students. The College's policy and procedures on admissions is monitored by the Learning and Teaching Committee (LTC) reporting to Academic Board. There are Admissions Tutors for each programme who work closely with the Admissions Officer. Applicants with a declared disability are sent the *Guide for Applicants with Disabilities* with their offer letter.

#### Student Support

The College offers a range of support to enable students to reach their full potential at each stage of their academic career. The aim is to anticipate and respond to student support needs, providing a full induction week when they first arrive, and offering advice and guidance on study skills, disability issues, student finance, and health matters. The Student Services Centre provides a one-stop shop for advice and guidance for all students. The Student Development Manager plays a key role in student support, assessing needs and referring to the appropriate service, as well as advising on specialist assessment provision.

The College works closely with Heythrop's Students' Union to provide induction for first-year and continuing students at the start of each academic session. This includes introductory sessions on the College ethos, student development and support services, IT, Library and learning resources, careers and working with the Personal Tutor. There is also a session on 'how your course is assessed'.

An increased focus on skills development, both for transferable skills and subject specific skills has been developed for all academic levels and for students with no special needs and those with particular support arrangements in the Heythrop Scholar programme which was introduced in autumn 2010. It is an enhanced generic study skills programme for all Year 1 students along with 'embedded' discipline-based activities. The success of this approach is monitored by the LTC in consultation with student focus groups and the Heythrop Students' Union.

Postgraduate students are provided with induction sessions at the beginning of the academic year and they can access all the student development services, including study skills, specialist support, advice on careers, health, finance, etc. Research students receive their own induction programme which includes an ongoing skills development element and pastoral and academic support.

Activities such as the approval of new programmes or curriculum development require an explicit consideration of equal opportunities issues in the content of the curriculum, design of learning activities and assessment. All students with identified needs are supported through assessment as appropriate, including if necessary extra time to complete assessments, technological support, or the setting of alternative tasks. The development of distance learning opportunities continues to offer opportunities for those unable, for whatever reason, to attend campus based study. These include those with mobility problems, carers, members of enclosed religious orders, members of the armed forces, and prisoners.

Most students will seek advice on their courses from their lecturer and module or programme convenor. All students are offered one-to-one and group tutorials on their work, usually linked to assessment. Postgraduate students can seek academic advice from their module tutors and the programme convenor, who is the main point of contact for their programme. This also includes tutorials on assessment.

Currently, most tutorials are conducted on a one-to-one basis. The purpose of the tutorial is to provide and discuss feedback on a student's coursework. This individual tuition and attention provides close proximity between staff and students, and is highly valued by both groups.

The College offers each undergraduate student a Personal Tutor for their time at Heythrop. For postgraduate students, their main point of support is the programme convenor. The role of the Personal Tutor is set out in the Personal Tutor Handbook and in the Undergraduate Student Handbook. Personal Tutors are required to meet their students in groups and one-to-one at regular intervals. A new attendance monitoring system will enable Personal Tutors access to check the attendance of their tutees. They are also notified if the Student Services Centre is concerned about a student.

The College has a Welfare Liaison Group which meets regularly and whose membership is across the whole college community, including students. Members raise problems and suggest ideas to promote involvement and to notice any adverse impact of policy and procedures on students who have relevant protected characteristics. The first themed meeting of the year focussed on students with a disability.

#### Additional Support of Student with Disabilities

Student support has also been enhanced through increased counselling provision. During 2009, the College set up a Mental Health Working Group and has approved a new Mental Health Policy, the result of which was to double the counselling hours available. There is also a Chaplaincy team and students have access to a range of provision for other faiths in the local area.

Students with disabilities declared on their application or registration forms can be referred to the Student Development Manager and Student Services to offer a range of adjustments to accommodate their needs, from producing learning materials in different formats, to providing a note taker in lectures and supplying technological

aids such as mini-disc recorders or specialist software. Student Services will make special examinations arrangements as required. To assist students with hearing impairments, all lecture rooms are fitted with induction loops.

Disclosure is encouraged at Open Days, Induction, Personal Tutor meetings, and on an on-going basis by Student Development office throughout the year. The College has also improved the circulation to academic staff of the needs of specific students by providing Individual Student Support Agreements, setting out the adjustments that are made in response to a student's disability.

### Careers and Employability

As part of the University of London, Heythrop students have access to one of the biggest Careers Services in Europe. The University's Careers Service provides a huge range of on-line and face to face services. Specialist staff support students in finding vacation or part-time work, postgraduate study and training, "gap year" experience, internships and voluntary work, as well as careers. A University of London Careers Advisor offers a service on site, as well as additional targeted events and students can use the central University service in Bloomsbury.

Through Heythrop's membership of the University's Careers Service, students can access employers' presentations, specialist careers fairs, libraries and information resources. They can drop in for informal quick query sessions which may be followed by longer guidance interviews; rehearse interview techniques and participate in careers skills sessions.

### Estates and Facilities

The Estates Strategy has enabled the College to provide appropriate facilities for students with particular needs, including hearing loops in teaching rooms, and a lift. Teaching materials can be provided in a variety of formats. The College is sensitive to the range of dietary needs of the College community and provides suitable menus.

The acquisition of the Hall of Residence on site has brought with it a significant change to the character of the campus and the student experience. It has placed new demands on services, particularly in relation to pastoral and social support. Most first-year students are accommodated in the Hall of Residence on site and each floor 'flat' has a student Residential Assistant, who provides a first point of contact for support and can refer to other services or staff.

## **STAFF**

### Staffing Committee

The Staffing Committee is responsible for developing staff policies and procedures, taking into account of legislation and best practice in the sector. It is therefore responsible for ensuring that these policies and procedures, and other staff practices do not disadvantage any group of staff (or potential staff), including those people who have protected characteristics.

The Staffing Committee considers staff equality data as produced annual by HESA staff return, and puts forward recommendations to redress any issues that may arise.

The Staffing Committee also ensures that staff are consulted on new/revised staffing policies and procedures so that they are able consider what impacts the changes will have on them.

### Staff Numbers

The current head count (as at January 2012) is 176, made up of 91 academic staff and 85 support staff. The gender breakdown of staff is 60% male and 40% female.

The College has a number of members of staff from religious orders, mainly priests, who have been posted by their orders to Heythrop College, mainly to teach, though a few have other roles; hence, 66% of the academic staff is male. Also refer to the section on [staff recruitment](#) below.

### Staff with Disability

Fewer than 10 members of staff have stated that they have a disability (67% are female and 33% are male). The College supports staff with disabilities by asking them what particular assistance they require; where necessary, staff are given training to help them understand and manage certain medical/health issues.

### Ethnic Grouping and Age Profile

The College recognises that over 85% of its staff is white (of which 55% is white British), and is committed to attracting a more ethnically diverse workforce.

The College's age profile shows that we have a number of older academic staff over the age of 60 - 12% compared with 1% on the support staff side. The College also have a high number of young casual/temporary staff (20%). Through the work of the Staffing Committee and the Senior Leadership Team, the College will continue to review its policies/procedures to ensure that age discrimination does not occur.

### Pregnancy and Maternity

The College's maternity policy and procedure gives details of the College's enhanced maternity benefits for staff with two years' continuous service. The College is committed to supporting staff who are pregnant and who go on maternity

leave by allowing them time off for their appointments and helping them return to work once the baby is born.

The College also encourages staff who are on maternity leave to take advantage of their 'keeping-in-touch' days, which allows staff to come in to work before their maternity leave has finished for up to two weeks.

### Staff Recruitment

The College has a robust staff recruitment policy which ensures that staff involved in recruitment campaigns make decisions that are fair when selecting candidates for roles.

All staff involved with staff recruitment are required to undertake training on equality and diversity to ensure that they do not discriminate against applicants during the recruitment process.

### Staff Development and Training

All new staff take part in a staff induction programme when they start at the College. This enables them to become fully integrated with College life, allows the staff and their line-managers to consider what support they might need, particularly if they have a protected characteristic.

All staff have access to staff development and training, and the College has a staff development strategy which is updated annually. Staff also have staff development reviews with their line-managers which allows them to reflect on their needs and set objectives in line with their department's aims and goals, and with the corporate vision of the College.

The College has annual staff development updates on various aspects of equality and diversity.

### Academic Staff Promotion

The College runs academic staff promotion schemes, normally every year, to enable promotion to Senior Lecturer, Reader and Professor. The Academic Staff Promotions Sub-Committee considers applications and references (and additional recommendations for Readership and Professorship applications); the Sub-Committee has on it, two external senior academics experienced in academic staff promotions scheme on which allows for more objectivity and fairness.

### Research Staff

As part of its overarching aim to make a significant contribution to the academic disciplines of theology, philosophy, sociology of religion and psychology, the College aims to enhance the research environment for both staff and students. To deliver this aim, the Research Committee, working closely with Heads of Department, is responsible for enabling staff to become research-active, and for preparing them for

the Research Excellence Framework (REF) 2014 exercise, making sure this is done in a fair and consistent manner.

In preparation for the REF submission, the College has developed a Code of Practice which clarifies the principles and procedures that the institution will adhere to in the selection of staff for inclusion within the REF submission. As stated in the Code of Practice, the College's REF preparations are based on the principles of transparency, consistency, accountability and inclusivity.

#### Equal Pay Reviews

The College normally has equal pay reviews every four years. The College commissioned an equal pay review in May 2008. There were no issues of discrimination to be redressed, and it was recommended that the College should continue to monitor its staffing, particularly when recruiting.

#### Progression with and between Grades

The College also has a policy that allows staff to have their roles re-evaluated to ensure that they are being rewarded appropriately. The College will carry out regular role-evaluation exercises, normally every five years. Members of staff or line-managers may also request for their role to be re-evaluated because the duties within the role have changed significantly.

#### Grievance and Discipline / Harassment, Bullying and Victimisation at Work

The College has grievance and disciplinary procedures which staff may use to redress any issues related to equality discrimination. The College also has a staff policy and procedure on harassment, bullying and victimisation which also helps to support staff.

## Appendix G Academic staff data

### Equality Data - Academic Staff - July 2012

Data on all REF-eligible staff is found below:

#### Departments

	34%	Philosophy
	27%	PSS
	39%	Theology

#### Ethnic Origin

	56%	White British
	10%	White Irish
	7%	White Scottish
	22%	Other White background
	2%	Mixed - White and Asian
	2%	Other Asian background

#### Age Profile

	0%	18-29
	7%	30-39
	34%	40-49
	29%	50-59
	27%	60-69
	2%	70-

#### Gender

	76%	Male
	24%	Female

#### Religious Order (Roman Catholic) Staff

	39%	Priests
	5%	Nuns
	56%	Other academics (not from ROs)

All staff from Religious Orders are on permanent contracts

#### Part-Time/Fixed-Term Contract Staff

	12%	Staff Part-Time on 0.2-0.99 FTE contracts
	88%	Staff on 1.0 FTE contracts

All part-time academics are male

40% of the part-time are on fixed-term contracts

20% of the part-time staff are from a Religious Order

#### Maternity/Pregnancy

2% Staff who have been pregnant/on maternity leave in the publication period

**Early Career Researchers**

7% ECRs

All ECRs are male

67% of the ECRs are staff from a Religious Order

**Caring Responsibilities\***

5% Currently have caring responsibilities

\*not including staff with young families

**No Disabilities Disclosed/Known****Paternity & adoption, sexual orientation, marriage & civil partnership, gender re-assignment**

No information has been disclosed about these protected characteristics

Gender and Age		Male	Female
0%	18-29	0%	0%
7%	30-39	5%	2%
34%	40-49	27%	7%
29%	50-59	17%	12%
27%	60-69	24%	2%
2%	70-	2%	0%

Gender, Department & Religious Order		Male	Female	Rel Order - % of Total	Rel Order - Dept %
34%	Philosophy	27%	7%	12%	36%
27%	PSS	17%	10%	17%	64%
39%	Theology	32%	7%	15%	35%

Ethnic Origin & Gender		Male	Female
56%	White British	49%	7%
10%	White Irish	8%	2%
7%	White Scottish	5%	2%
22%	Other White background	10%	12%
2%	Mixed - White and Asian	2%	0%
2%	Other Asian background	2%	0%