

Section 2

LSBU Students' Equality and Diversity

1. The purpose of this report is to provide the HR Committee with information which will allow it to consider whether LSBU is meeting its obligations to students in respect of Equality and Diversity and to suggest further action.
2. The report takes as its reference the HEFCE Equality and Diversity Action Plan 2012-13, which derives from a new Equality and Diversity Scheme. This sets out HEFCE's approach to equality and diversity, both within HEFCE itself and in its work with the higher education sector, for the next three years. This includes their approach to meeting the requirements of the Equality Act 2010 and to furthering their Widening Participation Policy, which seeks to promote equality of opportunity for people from different socio-economic groups.
3. The promotion of equality between different socio-economic groups as well as other groups under-represented in HE has long been part of HEFCE's widening participation policy as people from lower socio-economic groups are generally less likely to go into higher education. It is also an important aspect of protecting the interests of students, and improving social mobility through fairer access is an objective of the Government's White Paper on higher education, 'Students at the Heart of the System'.

HEFCE Equality and Diversity Action Plan for 2012-13 and LSBU

HEFCE		LSBU
Aims	Actions	Position
<p>2.1 To support the sector in achieving and maintaining an appropriately diverse student body and reducing inequalities of student opportunities and outcomes</p>	<p>Employment and skills: Monitor the extent to which certain groups of students participate in subjects defined as strategically important and vulnerable</p> <p>Widening participation: Through research and development in 2011-12, we will examine differences in attainment and the wider learning experience for Black and minority ethnic students and those with other protected characteristics. We will actively work with partners, such as the Equality Challenge Unit and Higher Education Academy, to raise awareness of the outcomes of this and to promote action where this necessary.</p> <p>We will continue provision and support for disabled students through mainstream disability allocation and sector support. We will consider the outcomes of the disabilities projects we have funded and we will continue to oversee and support the Sector Strategy Group. We will ensure that the Sector Strategy Group acknowledges gaps left in disability support in the sector by Skill, LLNs and Aimhigher and looks to fill them where possible.</p>	<p>Appendix 1 details the make-up of LSBU students, but data on all of the protected groups is not available, but is now being collected, a year ahead of the HESA timetable.</p> <p>The diversity of students in ESBE (mainly representing the STEM subjects to which HEFCE refers although some Business and Health courses could be included) can be seen in Table 2 and Table 3.</p> <p>Appendix 2 analyses admissions data and demonstrates that the diversity of students broadly reflects the diversity of applicants.</p> <p>Appendix 3 details progression and highlights some areas in which diversity might be challenged. Data showing the attainment of different groups is not available.</p> <p>Appendix 4 explains how the Validation and Review Process supports diversity.</p> <p>Appendix 5 details the support available for students.</p> <p>Appendix 6 explains LSBU's approach to cultural and faith diversity.</p> <p>LSBU's 2012 and 2013 Access Agreements are clearly targeted on students from</p>

	<p>Through the ongoing development of widening participation strategic assessments, annual monitoring and further alignment with the Office for Fair Access's access agreements, we will encourage institutions to consider their equalities duties and promote equality and diversity.</p>	<p>reduced financial circumstances and on care leavers. We will, once fee waivers have been allocated, be able to determine the gender, ethnicity and disability profile of successful applicants, but these are not factors that are currently considered in the award.</p>
<p>2.2 To enable fair access to higher education so that all students, regardless of their background, are able to access the institution or programme that best meets their needs and aspirations</p>	<p>Employment and skills:</p> <p>Monitor the extent to which sustainability of national subject provision impacts on accessibility.</p> <p>Widening participation:</p> <p>We will work with the sector and BIS in the ongoing development of the National Scholarship Programme. In particular we will include equalities analysis in the forthcoming evaluation of the scheme and we will analyse data regarding the recipients of the scheme from an equalities perspective. This will help to inform future discussions we have with institutions around equalities, as well as how our funding for widening participation and requirements for WP strategies could be further developed in future.</p>	<p>LSBU is committed to maintaining a wide enough range and distribution of provision to enable access from our local community to all strategically important subject areas. Our aim is to balance diversity of provision against excellence of delivery (and institutional focus).</p> <p>This is largely covered under 2.1, above. Whilst we see no real barriers in access to NSP support from any group, we will, of course, monitor provision and determine whether it can be demonstrated that any groups are advantaged or disadvantaged.</p>
<p>2.3 White Paper challenges – throughout the period of transition, impact assess work streams and monitor the</p>	<p>Employment and skills:</p> <p>Monitor the extent to which there is concentration of SIVS in highly selective institutions.</p>	<p>Our Strategically Important and Vulnerable Subject provision is focused within the area of Science, Technology, Engineering and Mathematics, which are subject areas which fit within our overall mission and strategic ambitions. We</p>

<p>cumulative effect of new fees and funding mechanisms. Seek to minimise disadvantages where they do occur.</p>		<p>foresee little likelihood that we will diversify further within the SIVS area (languages, some 'niche' areas, such as Theology).</p>
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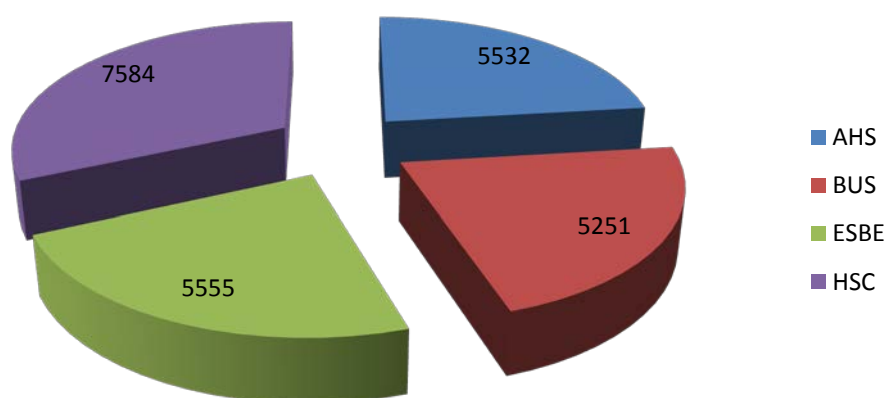
Appendix 1 Context: Student Profile

In 2010/11, the student profile, by mode and level of study was as follows:

Table 1

Level of study	Mode of study	Headcount	%
Postgraduate Research	Full-time	85	30
	Part-time	197	70
Postgraduate Research Total		282	
Postgraduate Taught	Full-time	1820	35
	Part-time	3382	65
Postgraduate Taught Total		5202	
First Degree	Full-time	9376	84
	Sandwich	60	1
	Part-time	1748	16
First Degree Total		11184	
Foundation	Full-time	876	82
	Part-time	196	18
Foundation Total		1072	
Other Undergraduate	Full-time	2910	47
	Part-time	3302	53
Other Undergraduate Total		6212	
Total		23952	

Headcount of Students by Faculty 2010/11



Year 1 Undergraduate Students Profiled for Diversity
See Table 2.

The typical 2010/11 LSBU full-time undergraduate student was younger than in previous years, and entered with A-Level or BTEC qualifications (AHS 69%, BUS 50%, ESBE 55%, HSC 38%). Following 2011/12 enrolment trends (and the impact of the Student Number Control), this trend is likely to be more pronounced. There are also notable differences between the full-time undergraduate student profile and the part-time student profile (this level of data is available on request).

Gender

Gender distribution across faculties has changed little from 2009/10. Gender distribution within faculties varies greatly between departments, clearly determined by subject area. (A greater proportion of part-time students are female: - HSC 86%, BUS 70%, AHS 64%, ESBE 9% - the difference in ESBE being accounted for by the high proportion of employer-sponsored part-time students.)

Ethnicity

The ethnicity of undergraduate students differs across departments, but Black African or White students are generally the largest single group in any department. There is growth in the category of "other" ethnicity students probably reflecting London's growing young mixed race population.

Age

The most significant change since 2009/10 is the growth in students aged 21 and under, thought to be an effect of changes to fee policy. (This area of change is most significant for the full time student population - part-time students are mostly aged 25 to 39)

Disability

There is an increase in disclosure of disability, perhaps linked to increasing awareness of financial support.

Entry Qualifications

Clearly linked to the increase in students aged 21 and under, more full-time undergraduate students in 2010-11 enrolled with A Levels. The decrease in "Other Entry Qualifications" could be linked to improved recording processes at enrolment or a decline in EU students, rather than a change in actual qualifications.

Year 1 Postgraduate Students Profiled for Diversity **See Table 3.**

Postgraduate profiles show similar trends to undergraduate, but there are some striking differences.

Gender

The gender balance in the four faculties generally mirrors the gender distribution of undergraduate students across the four faculties, but overall, the balance is better. Nevertheless a small trend from men to women may be a single year phenomenon. (A greater proportion of part-time students are female: HSC 86%, AHS 65%, BUS 59%, ESBE 22%, averaging 62% across LSBU).

Ethnicity

The postgraduate data largely reflects undergraduate data, but overall there is a striking increase in the proportion of white students. As with undergraduates, Black African or White students are the largest single group in any department with the exception of Chinese full-time postgraduate students in the Informatics department in BUS.

Age

Students aged 40 or over have declined.

Disability

As with UG, there is a possible increase in disclosure, perhaps linked to increasing awareness of financial support.

Entry Qualifications

Not surprisingly, in all faculties the majority of PG students enter with HE Qualifications. The lowest proportion is in BUS, particularly in Informatics and Management.

Table 2: Profile of 2010-2011 Year 1 All UG FT and PT Students

	LSBU Year 1 All UG 2010- 2011	Change from 2009- 2010	AHS Year 1 All UG 2010- 2011	Change from 2009- 2010	BUS Year 1 All UG 2010- 2011	Change from 2009- 2010	ESBE Year 1 All UG 2010- 2011	Change from 2009- 2010	HSC Year 1 All UG 2010- 2011	Change from 2009- 2010
Female	64%	1%▼	62%	2%▲	42%	1%▼	23%	3%▼	86%	1%▼
Male	36%	1%▲	38%	2%▼	58%	1%▲	77%	3%▲	14%	1%▲
Asian	7%	1%▲	10%	4%▲	10%	3%▲	10%	0%■	4%	1%▼
Black African	23%	2%▼	21%	1%▼	26%	3%▼	23%	0%■	20%	2%▼
Black Caribbean	8%	1%▼	12%	2%▼	7%	0%■	7%	1%▼	7%	1%▼
Chinese	2%	1%▼	1%	1%▲	12%	3%▼	1%	0%■	0%	1%▼
Not Known	4%	2%▲	2%	1%▲	3%	1%▼	3%	1%▲	5%	4%▲
Other	11%	1%▲	12%	4%▲	16%	4%▲	17%	1%▲	8%	0%■
Refused	8%	1%▲	4%	0%■	6%	2%▲	7%	1%▼	10%	2%▲
White	37%	2%▼	39%	5%▼	22%	1%▼	32%	0%■	45%	1%▼
Age 21 and under	33%	10%▲	59%	17%▲	50%	16%▲	48%	12%▲	10%	2%▲
Age 22 to 24	15%	2%▼	16%	6%▼	23%	11%▼	21%	5%▼	9%	1%▲
Age 25 to 39	35%	4%▼	18%	8%▼	20%	7%▼	26%	7%▼	50%	1%▲
Age 40 or over	18%	3%▼	7%	3%▼	7%	2%▲	5%	0%■	32%	2%▼
Disability (DSA NK)	2%	0%■	3%	1%▼	1%	1%▼	2%	0%■	3%	1%▲
Disability (No DSA)	2%	0%■	2%	0%■	1%	0%■	1%	0%■	2%	0%■
Disability (rec DSA)	3%	1%▼	5%	2%▼	2%	0%■	3%	1%▼	3%	1%▼
No disability	86%	1%▼	90%	2%▲	94%	0%■	94%	1%▲	78%	4%▼
Not known	7%	2%▲	1%	1%▲	2%	0%■	1%	1%▲	15%	5%▲
A Level passes	25%	5%▲	47%	4%▲	33%	7%▲	31%	1%▲	10%	2%▲
Access	3%	1%▲	8%	7%▲	3%	2%▲	4%	3%▲	1%	3%▼
BTEC/SCOTVEC	12%	2%▲	20%	3%▲	16%	2%▲	22%	3%▲	4%	1%▲
GCSE & SCE O	3%	0%■	2%	2%▼	5%	2%▲	2%	2%▼	3%	1%▲
HE quals	20%	2%▼	15%	4%▼	28%	1%▲	28%	3%▼	18%	2%▼
No formal quals	1%	0%■	1%	1%▼	1%	1%▲	2%	1%▲	0%	0%■
Not Known	22%	4%▲	1%	1%▲	1%	7%▼	2%	2%▲	44%	11%▲
Other	14%	10%▼	6%	8%▼	13%	8%▼	10%	2%▼	19%	11%▼
Home	72%	1%▲	93%	2%▲	69%	8%▲	79%	4%▲	60%	5%▼
EU	6%	1%▼	5%	1%▼	13%	1%▼	11%	2%▼	2%	1%▼
Overseas	5%	2%▼	2%	1%▼	17%	5%▼	10%	2%▼	2%	1%▼
Not known	10%	5%▼	0%	0%■	0%	0%■	0%	0%■	23%	6%▼
UK based overseas	0%	0%■	0%	0%■	0%	0%■	0%	0%■	14%	14%▲

Table 3: Profile of 2010-2011 Year 1 All PG FT and PT Students

	LSBU Year 1 All PG 2010- 2011	Change from 2009- 2010	AHS Year 1 All PG 2010- 2011	Change from 2009- 2010	BUS Year 1 All PG 2010- 2011	Change from 2009- 2010	ESBE Year 1 All PG 2010- 2011	Change from 2009- 2010	HSC Year 1 All PG 2010- 2011	Change from 2009- 2010
Female	55%	2%▼	64%	3%▼	50%	4%▼	21%	0%■	84%	4%▲
Male	45%	2%▲	36%	3%▲	50%	4%▲	79%	0%■	16%	4%▼
Asian	9%	0%■	7%	1%▲	11%	1%▼	11%	3%▼	6%	2%▲
Black African	15%	2%▲	14%	3%▲	17%	1%▲	14%	1%▲	17%	4%▲
Black Caribbean	5%	0%■	8%	2%▲	4%	1%▼	2%	1%▲	5%	0%■
Chinese	4%	0%■	0%	1%▲	8%	1%▼	4%	0%■	2%	1%▲
Not Known	6%	2%▲	3%	2%▲	10%	2%▲	9%	3%▲	2%	1%▲
Other	7%	1%▲	5%	0%■	9%	0%■	8%	0%■	6%	2%▲
Refused	5%	1%▲	5%	2%▲	5%	0%■	5%	2%▲	4%	3%▼
White	50%	5%▼	58%	8%▼	35%	1%▲	46%	4%▼	58%	6%▼
Age 21 and under	1%	1%▲	1%	1%▲	1%	0%■	0%	0%■	0%	0%■
Age 22 to 24	13%	1%▲	13%	3%▲	17%	3%▲	18%	3%▼	3%	1%▼
Age 25 to 39	59%	3%▲	55%	4%▲	62%	2%▼	71%	3%▲	49%	1%▲
Age 40 or over	28%	4%▼	30%	9%▼	21%	0%■	11%	0%■	47%	1%▼
Disability (DSA NK)	1%	0%■	2%	0%■	1%	0%■	1%	0%■	2%	0%■
Disability (No DSA)	1%	1%▼	2%	1%▼	1%	0%■	1%	0%■	1%	1%▼
Disability (rec DSA)	3%	1%▲	4%	2%▲	1%	1%▲	2%	0%■	4%	0%■
No disability	79%	3%▼	84%	2%▼	74%	5%▼	65%	8%▼	90%	6%▲
Not known	16%	2%▲	8%	0%■	24%	5%▲	30%	8%▲	4%	5%▼
A Level passes	1%	0%■	1%	0%■	2%	0%■	1%	0%■	0%	1%▼
Access	0%	0%■	0%	0%■	0%	0%■	1%	1%▲	0%	0%■
BTEC/SCOTVEC	0%	1%▼	0%	0%■	1%	0%■	0%	0%■	0%	0%■
GCSE & SCE O	0%	0%■	0%	0%■	0%	1%▼	0%	0%■	0%	0%■
HE quals	91%	1%▲	92%	2%▲	85%	3%▼	93%	1%▼	94%	6%▲
No formal quals	1%	1%▲	0%	0%■	1%	0%■	0%	0%■	0%	0%■
Not Known	2%	1%▲	1%	0%■	3%	2%▲	2%	2%▲	1%	1%▼
Other	5%	1%▼	4%	1%▼	8%	1%▲	4%	2%▲	5%	4%▼
Home	72%	2%▲	85%	2%▼	49%	3%▲	64%	4%▲	92%	7%▲
EU	9%	0%■	7%	0%■	15%	1%▲	11%	0%■	3%	2%▼
Overseas	19%	0%■	8%	1%▲	36%	4%▼	25%	4%▼	5%	1%▲
Not known	0%	1%▼	0%	0%■	0%	0%■	0%	0%■	0%	0%■

Appendix 2 Admissions

See Table 4

An analysis of admissions data shows that the profile of students at LSBU largely reflects the applications. Anomalies in one year are ameliorated in the next, so that any trend or permanent issue seems unlikely. One exception to this is a slight tendency for white applicants to demonstrate a better conversion rate from application to admission. Another is that Black African Students form a smaller proportion of students at the University than we would expect from their applications.

As with the slight difference in disabled students, this may be due more to students being unable to come for technical reasons, rather than not being selected.

Table 4

Percentage of applicants compared to percentage of intake for 2010/2011 and 2011/2012

Age

Age category	First Degree		Post grad research	
	% Applicants 10/11	% intake 10/11	% Applicants 10/11	% intake 10/11
Under 21	50.7	48.5	0.0	0.0
22-24	15.7	19.7	9.6	10.0
25-39	26.3	23.8	62.6	61.0
40 and over	7.3	8.0	27.8	29.0

Age category	First Degree		Post grad research	
	% Applicants 11/12	% intake 11/12	% Applicants 11/12	% intake 11/12
Under 21	54.8	53.4	0.0	0.0
22-24	13.4	13.6	5.9	9.4
25-39	25.0	25.0	64.5	53.1
40 and over	6.9	8.0	29.6	37.5

Gender

First Degree		Post grad research	
% Applicants 10/11	% intake 10/11	% Applicants 10/11	% intake 10/11

Female	51.6	47.4	27.4	34.0
Male	48.4	52.6	72.6	66.0

	% Applicants 11/12	% intake 11/12	% Applicants 11/12	% intake 11/12
Female	49.0	53.0	33.1	37.5
Male	51.0	47.0	66.9	62.5

Ethnicity

	First Degree		Post grad research	
	% Applicants 10/11	% intake 10/11	% Applicants 10/11	% intake 10/11
Asian	9.6	10.1	9.6	7.0
Black African	26.7	22.3	23.7	25.0
Black Caribbean	8.8	8.6	1.5	1.0
Chinese	2.6	3.4	7.4	6.0
Not Known	8.6	6.7	3.0	1.0
Other	14.8	15.3	17.0	18.0
White	29.0	33.7	37.8	42.0

	% Applicants 11/12	% intake 11/12	% Applicants 11/12	% intake 11/12
Asian	9.1	8.3	11.7	9.7
Black African	27.6	21.9	18.2	9.7
Black Caribbean	7.8	7.4	2.6	4.8
Chinese	1.7	2.5	5.2	4.8
Not Known	6.8	4.4	9.1	3.2
Other	15.2	14.8	15.6	14.5
White	31.9	40.7	37.7	53.2

Disability

	First Degree		Post grad research	
	% Applicants 10/11	% intake 10/11	% Applicants 10/11	% intake 10/11
No Disability	93.6	91.7	94.6	93.0
	% Applicants 11/12	% intake 11/12	% Applicants 11/12	% intake 11/12
No Disability	94.6	91.9	97.1	92.2

Appendix 3 Student Achievement

In 2010/11, the 'Progression Analysis Tool' (PAT) was available for use by all faculties to analyse progression and achievement data. PAT allows the creation of progression and achievement monitoring reports based on the data from QLS. The reports present data at course, department or faculty level and allow easy analysis against LSBU benchmarks. Data is not presented here in full.

Undergraduate Progression

Some undergraduate student demographic groups progress better than others:

- **Age** is significant, and students age 21 and under are far more likely to progress.
- **Gender** does not appear to be a significant determinant for progression.
- **Ethnicity** patterns are differentiated across faculties, with less obvious progression correlations.
- **Disability** indicates that students with a disclosed disability are no less likely to progress. **Entry qualifications** are very significant, and students with **A Level** in AHS/BUS or **Access** in BUS/ESBE and HSC progress best. Data analysis clearly links age on entry with entry qualifications.

Postgraduate Progression

The influence of demographic factors is less pronounced for PG students than for UG students and demographic trends appear to be more marked for PG FT students than for PG PT students:

- **Age:** PG students age 40 or over are generally less successful in all faculties.
- **Gender** may have some influence on PG FT award/progression but is subject linked. In AHS and HSC, female students are more successful than male students but in ESBE female students are less successful. In BUS gender does not appear to be significant.
- **Ethnicity** may be significant to PG FT progression/award but trends differ in each faculty. In general, Asian and white students in AHS and BUS are more likely to succeed than students from other ethnic groups. In AHS and BUS, Chinese students are less likely to succeed. In HSC white students are more successful than other ethnic groups. In ESBE, there are no obvious links between ethnicity and success.

- **Disability** indicates that students with a disclosed disability are no less likely to progress. **Entry qualifications** are less significant as most PG FT students enter with HE Quals. Students with no formal qualifications are less likely to succeed.

Appendix 4 Validation and review processes.

LSBU uses a standard comprehensive indicative list of topics for discussions with programme teams at validation events for new and revised programmes and this specifically refers to equality and diversity. This list serves to prompt panel members to ensure that they address all aspects of the content and delivery of the proposed programme(s) both through their scrutiny of the documents and their discussions with the programme team. However, rather than treat this as a separate topic, equality and diversity issues are most likely to be discussed in relation to specific aspects of the programme, for instance:

- Selection and recruitment of students – eg how applicants with non standard entry qualifications will be dealt with
- Student support – eg how students with specific needs are identified and supported;
- Assessment strategies – eg the range of assessment methods used.

Validation panels include internal panel members, who are members of LSBU academic staff. AQDO encourages all academic staff to put themselves forward for this. This is to ensure that validation events benefit from a broad range of academic experience and expertise and to encourage the sharing of good practice in relation to teaching, learning and assessment.

Appendix 5 Support for Students

An extensive array of support services, soon to be united in the Student Centre, supports all students and some groups in particular.

- The Overseas Student Service offers comprehensive support from recruitment to graduation.
- The Student Advice Service is responsible for the administration of a number of different Charitable Funds and Awards that are available for targeted groups of students.
 - The Lawrence Burrows Trust awards ten scholarships a year to students from Asian or West Indian origin, who will be under 30 on expected completion of their course. The Charitable Funds are targeted at students experiencing unforeseen or exceptional difficulties, which includes students having to travel abroad following bereavement.
 - The Access to Learning Fund is Government funding awarded to students in financial difficulty which is targeted at specific groups of student; those with dependants, care leavers, disabled and those with a Foyer or who are homeless. Students who are care leavers have an academic mentor, and a dedicated advice worker, to help them access the University's support services, to find accommodation, and with applying for additional financial support through the Care Leavers Bursary.

- Specialist support for students who are experiencing personal difficulties, or who may be struggling to cope at university can be accessed through the Student Mental Health & Wellbeing service.
- Disability & Dyslexia Support (DDS) offers support for disabled students including mental health conditions, medical conditions, or students with specific learning difficulties (including dyslexia). The service offers advice for applicants, and support for students throughout their time at LSBU.
 - For students with evidence of disability, the will assess their needs to identify adjustments required for teaching and learning, and for examinations. Recommendations might include extra time in exams, an extension on book loans in the library, loan of assistive equipment such as digital recorders or Back Friend, and access to the specialist facilities for disabled students in the Assistive Technology Room in the LRC. The service also offers non-medical support to students with a range of medical and learning needs; note taking, campus and British Sign Language Support, and specialist weekly 1:1 support sessions for students with specific learning difficulties, and mentoring for students with mental health conditions.
 - In addition, the service offers a full dyslexia diagnostic assessment service for enrolled students. This includes initial screening, referral to in-house assessors, advice about applying for the Disabled Students Allowance, and an in-house Needs Assessment facility.
- Any student experiencing difficulties with learning on their course can also access support through the Skills for Learning Service. This service offers an extensive range of courses, workshops, 1:1 and group sessions for foundation to postgraduate students, such as, Maths and communication Skills Development for Academic and Professional purposes.
- Employability Services support students to identify and articulate difference and diversity which is attractive to employers. Much work goes in to programmes to counteract the gender imbalance of certain professions. A small number of specific programmes are aimed a particular groups. Future Horizons is a partnership project with Goldman Sachs. which focuses on Black African and Black Caribbean students, supporting them through mentoring, internship and applications for jobs.

Appendix 6 Faith and Cultural Diversity

A great number of students are from the local area and come to LSBU with existing ties with local faith communities. Others are detached from their home communities and feel in need of support.

Students who are religious, some with ambitions to leadership, are often keen to express their faith within the campus in discussions in class, in organising speaker events, organising promotion or awareness activities, or in simply practising their faith individually and in groups.

The campus is impressively harmonious, and students report a distinct lack of tension connected with faith. Nevertheless, there are sometimes disagreements within faith groups, and sometimes tensions build between faith groups and those with less or no faith. The university has obligations and responsibilities under the law, particularly regarding diversity, and also a strong desire to maintain positive and harmonious relationships between students and with local communities.

The student experience at LSBU will enable students to develop and learn, and in some ways be 'formed' while they are at the University. At LSBU we see part of that forming

experience being the development of the capacity to relate positively and respectfully to people of faith, other faiths and no faith, to respect their beliefs and lifestyles, so as to be able to engage successfully with the diverse society in which they live. The appointment of a Multi-Faith Chaplain is intended to support this agenda and a new Student Multi-faith Advisory Board will bring more stability, governance and balanced informed judgment to our efforts.

The new board, which will comprise local faith leaders, will give the university, its students and student societies, a valuable sounding board on matters of faith. We also expect the board to form a link between students and local faith communities.