

**‘A goal of all formal  
education should  
be to graduate  
students to lead  
lives of consequence.’**

John Henry Brookes

Extract from a speech delivered by John Henry Brookes, October 1954.  
Notes of the speech are now held in the Bodleian Library, Oxford.

# **THE ECONOMIC CONTRIBUTION** OF OXFORD BROOKES UNIVERSITY



# WHAT ARE UNIVERSITIES FOR?

As Vice-Chancellor I am very clear about what we are trying to achieve at Oxford Brookes. Our commitment is to lead the intellectual, social and economic development of the communities we serve. We do this with some of the UK's best teaching and research and by some truly innovative partnerships with the business world and society at large.

Our contribution takes many forms, from our role as one of the region's biggest employers, to the steady stream of Brookes graduates beginning their careers in Oxfordshire's schools, hospitals, businesses, local authorities and charities.

Some of our contributions are simple to quantify – financial support for small businesses – money that would not have otherwise come to Oxfordshire, an annual expenditure of more than £151 million, and a contribution of more than £1 million a day to the UK economy.

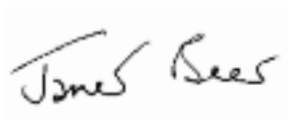
But some things are less tangible; for instance the important role models we create through our community scholars, the ways that we encourage entrepreneurialism and competitiveness, or our volunteers in local schools where current Brookes students work to raise aspirations and ambitions.

This contribution to Oxfordshire doesn't happen by accident. It is embedded in our strategy to 2020 that we will be a university dedicated to improving the human condition in Oxfordshire, with a strategic objective to:

**'Harness the creativity, knowledge, and commitment of the university's staff and students to benefit urban and rural communities, principally within Oxfordshire.'**

This is reflected in many ways. For example, pupils at state schools in Oxfordshire can take advantage of a guaranteed offer for an undergraduate course at Brookes and we have scholarships aimed specifically at local students.

The primary focus of this report is to look at the contribution that Oxford Brookes makes to the local, regional and national economy, but we also identify some of the other ways in which we contribute to society. We are committed to making Oxfordshire a better place to live, work and study and we hope that this report demonstrates some of the ways in which we meet that commitment.



**Professor Janet Beer**  
Vice-Chancellor  
Oxford Brookes University

# FACTS AND FIGURES

An annual expenditure of more than **£151 million**

**£20 million** direct spend with Oxfordshire suppliers

**£17.4 million** a year earned from international student fees

**18,000** students with **17,200** of them spending in the local economy

**£85 million** annual spend on staff salaries

Oxford Brookes contributes over **£1 million** to the UK economy every day

**£49 million** annual income from government funding for teaching

In the UK **top 20** universities for intellectual property earnings

Over **300** consultancy contracts with non-commercial organisations

Over **2,500** staff

Almost **£4 million** new funding to boost businesses and skills channelled through Oxford Brookes

## BACKGROUND

The statistical element of this report comes from a variety of sources including work that was done by the university's Strategic and Business Planning Office, using university and sector data. The output from this work was independently verified by Martin Meyer, Director, Innovation Policy, Rand Europe as a sound analysis using appropriate methodology. The university also utilised economic modelling undertaken by Universities UK. The full list of sources

(including those which have not been independently verified) is listed in Appendix 1.

A copy of the university's annual accounts can be downloaded from:

[www.brookes.ac.uk/accounts0809.pdf](http://www.brookes.ac.uk/accounts0809.pdf)

This edition published March 2010.

# **THE ECONOMIC CONTRIBUTION** OF OXFORD BROOKES UNIVERSITY

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Oxford Brookes  
is the 8th largest  
employer in  
Oxfordshire with  
more than  
**2,500**  
staff



# OUR ROLE AS A HIGH-VALUE EMPLOYER

The presence of universities and hospitals means that Oxford has a larger than average number of jobs in the service sector. Almost 50% of all employee jobs are in the public administration, education or health sectors. This proportion (46.6%) exceeds by far the proportion for the South East region (25.5%) and for Great Britain as a whole (26.9%).

Brookes is the eighth largest employer in Oxfordshire with more than 2,500 staff and we spend more than £85 million a year on salary costs. Of our permanent staff, more than 84% live in Oxfordshire.

For every 100 full-time jobs created within universities, more than 100 full-time equivalent jobs are generated elsewhere in the economy. Universities pay their employees, who in turn spend their income on goods and services generating wealth and jobs throughout the economy. Since most of our staff live locally, our economic impact is local too.

We offer highly competitive salaries, which increases the spending power of our staff and the impact we have on the local economy. The average salary of a member of academic staff at Oxford Brookes is £39,461; the average salary for Oxfordshire as a whole is £30,202.

We are a large employer but we're a very diverse one too, with staff in many different sectors from accounts to maintenance, sports to catering, student welfare to information technology. This makes our impact on the jobs market even more positive and widespread, especially in times when some sectors of the economy are under particular pressure.

More than **84%** of our staff live in Oxfordshire

Brookes is the **8th** largest employer in Oxfordshire

## PICTURED

**ANDY GLASS** JOINED OXFORD BROOKES IN 1974 WHEN HE WAS JUST 19 AND OVER THE PAST 35 YEARS HAS PROGRESSED SUCCESSFULLY UP THE CAREER LADDER.

*As Technical Services Manager in the School of the Built Environment, he manages a skilled technical team who facilitate the teaching of students on courses including Architecture, Real Estate and Construction, and Planning and Urban Design.*

*'Much of the teaching is studio and workshop based and we support the various teaching activities and research by ensuring all the necessary facilities and equipment are in place and suitable for purpose,' explains Andy.*

*'It's really about the grassroots activity from checking the computers, data projectors and screens, to ensuring supplies of materials for model making and supporting lab exercises – all the jobs that people don't necessarily think about but are essential to the day-to-day running of the school.'*

*'The variety of the work is really enjoyable,' he adds. 'There's a great deal of autonomy and the people I work with are fantastic.'*

**3 out of 4**

nurses who study  
at Oxford  
Brookes go on  
to work  
in the local  
community



# HOW OUR GRADUATES MAKE A DIFFERENCE

Most employers say that people are their biggest asset. Brookes is a key source of this human capital and our graduates are in constant demand in many different sectors. Brookes graduates in any discipline have learnt to challenge, question and think for themselves and they have skills and knowledge that employers find valuable from day one.

- Graduates make a real impact on the economy. People with degrees generally earn more – salaries for graduates aged 33 are 12% to 18% higher for men and 34% to 38% higher for women than the salaries for non graduates. Brookes graduates have an excellent reputation as entrepreneurs and innovators so they could make even more impact when it comes to helping businesses flourish.
- About 21,500 Brookes graduates live in Oxfordshire, many working in sectors that are key to the area's prosperity. In a study of Oxford's economy, five sectors – Education, Health, Retail, Tourism and High-tech – were identified as being of crucial importance to future development and these are all areas of real strength for Brookes.

- Nearly half of the university's 2006 graduates went on to find employment in education (31%) and health and social work (18%). The actual numbers of Brookes graduates employed in the education sector increased by 27% between 2004 and 2006.
- We train many of Oxfordshire's primary and secondary school teachers, and we continue to support them with training and professional development throughout their careers.
- More than 3,500 people study with our School of Health and Social Care each year to pursue or develop their career as health professionals – they work as paramedics, specialist nurses, occupational therapists, osteopaths and midwives. In fact three out of four of our nursing students go on to find jobs locally.

Brookes attracts some of the UK's best students who go on to build their careers in the area. From motorsport to publishing, Brookes graduates make valuable contributions to Oxfordshire's economy helping businesses grow and create more jobs.

More than  
**3,500**  
people study with our School of Health and Social Care each year to pursue or develop their career as health professionals

**INVALUABLE**

## PICTURED

**SUSAN HICKS, 26,** IS IN HER SECOND YEAR OF A THREE-YEAR ADULT NURSING COURSE AT BROOKES.

*'I chose Brookes because it was local to where I was living, I wanted to stay in Oxford and the university has also got a good reputation for nursing.'*

*All nurses trained at the university's School of Health and Social Care undertake 2,300 practice hours as part of their course. This can include placements in the Oxford Radcliffe Hospitals NHS Trust and in the wider community as district nurses or even as prison nurses.*

*'We are assigned a range of placements anywhere within Oxfordshire, this enables us to gain a wide range of experience and to help us to decide which field of nursing we may wish to work in,' says Susan. The first posting of her second year was a three-month placement in district nursing.*

*'My core group of friends at university are Oxford born and bred and they are planning on staying in the area to work,' she adds.*

# STUDENT CONTRIBUTION TO THE ECONOMY

Oxford Brookes has over 18,000 students, with 17,223 on-campus students. 84% of our students are from the UK, 5% from the EU and 11% from the rest of the world. Around 70% of our students are studying full-time and around 30% part-time.

According to a recent government survey, the average annual spending of full-time English domicile students was £12,254. Living costs are the largest category of spending for students, averaging around £6,500. Student spending generates demand across the economy, from local retail outlets to leisure and other entertainment venues. Students are also an important part of the rented housing sector.

Estimating the scale of the impact that Brookes students make on the local economy independently of the university is not straightforward, but based on available research it is possible that our students spend up to £100 million a year in Oxfordshire.

Overseas students contribute almost £3.3 billion to the UK economy every year. The income from full fee paying students at Brookes has increased by almost two thirds from £10.5 million in 2001 to £17.4 million in 2007.

Oxford Brookes values the intellectual contribution of international students and the importance of a diverse student body. In 2007, we were ranked 23rd out of 167 higher education institutions for the number of international students.

Many Brookes students contribute to the local economy as part-time employees, especially in the retail and leisure sectors.

**18,000**  
students at  
Oxford Brookes

The average  
total spending  
of full-time UK  
students is  
**£12,254**

**VALUABLE**

## PICTURED

**BUSINESSMAN MAJID  
YAZDANI RUNS  
THE POPULAR CAFE  
NOIR AND THE NEW  
COCO NOIR IN  
HEADINGTON**

*'A considerable amount of our income comes from student spending and the amount of business generated in Headington due to the local university is phenomenal,' says Majid.*

*'Headington is such a cosmopolitan area and Oxford Brookes really helps to put us on the map.'*

*A Brookes alumnus, Majid studied mechanical engineering in the late 1980s when Brookes was then a polytechnic, helping pay for his studies by working at the cafe. He married the boss's daughter and has stayed in the business ever since, and now employs several Brookes students himself.*

*'We have nine staff, and most are studying at Brookes. I find the students extremely hard working, and intelligent, and they get on well with my customers – many are bilingual. The cafe is a real melting pot for local people, students, Brookes staff and medics alike, it's got a special atmosphere.'*

*'I've seen local businesses grow alongside the university. I set up Coco Noir in October, and it's been a great success. Now I'm looking for a keen business graduate from Brookes to join me and help me run it!'*

Around

**17,200**

Brookes students  
spend in the local  
economy



Oxford Brookes  
spends nearly  
**£20  
million**  
on local services  
and suppliers  
every year



# BRINGING MONEY TO OXFORDSHIRE

## INCOME

Oxford Brookes' income has been on an upward trajectory since 2001 and has increased by a substantial 74% from £91 million in 2001/02 to £158 million in 2008/09. The Retail Prices Index over the same period increased by 22%.

Our government funding for teaching has increased by more than 50% from £32 million in 2001 to £49 million in 2007, reflecting the consistently excellent standards of our teaching.

Oxford Brookes student numbers on campus increased by less than 0.5% per year between 1999/00 and 2008/09.

We keep a clear focus on our key activities of teaching and research, but we run the university in a business-like way and we earn a quarter of our income from what the government classes as 'other income sources'. This includes services, such as consultancy, to businesses and other organisations. More than half relates to commercial services, such as residence and catering operations.

We have been highly successful in diversifying our income. With a quarter of our funding coming from other sources of income, we are in the top 25 universities in the UK. We are less dependent on, and influenced by, fluctuations in government funding than many others and this self-sufficiency puts us in a strong financial position.

## PICTURED

### GORDON LYALL DELIVERS TRAYFULS OF FREE RANGE EGGS TO OXFORD BROOKES EACH WEEK.

*Gordon keeps about 2,500 chickens at a farm near his home in the village of New Yatt in west Oxfordshire which he runs with his wife Joy and two other local people.*

*Brookes Restaurant sources high-quality produce from local suppliers just like Gordon who estimates the university will spend about £2,000 with him this year.*

*The restaurant buys from butchers, cheesemongers and fishmongers throughout the region to support local business and guarantee the highest quality ingredients.*

*As the world's first Fairtrade university, Brookes must ensure all produce is ethically sourced. Flocks of chickens live in large henhouses on Gordon's farm. They are free to roam during the day and locked up at night to protect them from foxes.*

*'It's a hobby that has grown, that has become a business and when it's a hobby you don't count the number of hours you put in,' says Gordon.*

*'I'm extremely happy with the relationship we have with Brookes,' he adds.*

## EXPENDITURE

Our expenditure has risen by 50% from £94 million in 2001/02 to £151 million in 2008/09 and continues to grow alongside our increasing income. Around 56% of our expenditure (£85 million in 2008/09) is on staff costs; with more than eight out of ten staff living in Oxfordshire this has a massive impact on the local and regional economy.

Oxford Brookes injects approaching £20 million into the Oxfordshire economy every year with direct spending on local services and suppliers, and our franchise college partners. We have big plans for re-developing our campuses with capital investments of more than £200 million planned for the next four years alone.

### Oxford Brookes University's annual expenditure by location of supplier

Year	Oxfordshire based suppliers (£M)
2006	£14.6
2007	£15.5
2008	£19.9

Source: Oxford Brookes University, Directorate of Finance and Legal Services

Since 2005, Brookes  
has teamed up in 14  
Knowledge Transfer  
Partnerships with a  
total value of  
**£2 million**



# WORKING WITH THE BUSINESS WORLD

One of our founding principles was a clear focus on the needs of the world outside the university. Today that focus covers a huge range of activity from Knowledge Transfer Partnerships (KTPs), which improve business competitiveness and wealth creation, to a rapidly developing business consultancy practice.

Nearly £4 million of government funding is channelled through Brookes to boost businesses and skills during challenging times – funding awarded through universities that would not have otherwise come to Oxfordshire.

**Knowledge Transfer Partnerships** give us the chance to apply our knowledge and expertise to the needs of both the private and the public sector. They also give our academic staff the opportunity to gain commercial experience and to apply their knowledge and expertise to real-life business problems.

- Since 2005, Brookes has successfully completed six KTPs, with a further eight that are in progress or about to start, amounting altogether to a total value of £2 million.
- One of our most effective KTP collaborations has been with Oxford company Webmart. The project analysed Webmart's position in the print

management marketplace, identifying areas for corporate development and investment, and integrating these into Webmart's IT systems. In March 2008 the partnership received the highest possible grade of 'outstanding' in a KTP assessment. Thanks to the project, sales forecasts at Webmart are projected to increase by £30 million over two years.

Oxford Brookes is the lead partner in CommercialISE, a partnership of 11 universities across the South East which has supported over 200 business ideas, helped 130 potential entrepreneurs to develop their business plans and invested over £1.5 million in 36 innovative business opportunities.

Oxford Brookes also has a thriving **business consultancy** operation. Income from consultancy has significantly increased from £1.6 million in 2006/07 to £4.1 million in 2008/09, demonstrating strong demand for our expertise. We work across the board, supporting small and medium sized enterprises as well as large businesses.

Brookes is in the **top 20** UK universities for income generated from intellectual property

**VALUABLE**

*Continued on next page*

## PICTURED

**JOHN FRANCIS** IS DIRECTOR OF RESEARCH AND BUSINESS DEVELOPMENT AT OXFORD BROOKES AND MANAGES THE UNIVERSITY'S LINKS WITH THE WORLD OF BUSINESS.

*Establishing Knowledge Transfer Partnerships (KTPs) with private companies and the not-for-profit public sectors is a key part of his work.*

*'Knowledge transfer is about using the expertise of the university and its skills and people to bring benefits to the community – particularly the economic community,' he explains.*

*'We can offer organisations intellectual capital, expertise, facilities and access to networks.'*

*A project between Brookes and Oxford company Vicon showed how university-backed research carried out at the heart of business can bring*

*positive improvements in technology and competitiveness. Vicon is part of the Oxford Metrics Group (OMG) and a world leader in the field of motion capture.*

*The project won the Best Knowledge Transfer Partnership award in the UK and represents Brookes' commitment to pursue research links with business.*

*'Commercialising research through spin-outs and licensing patents and intellectual property is another area of our work,' adds John.*

*'By putting world-leading research into practice, we can tackle major global challenges.'*

Oxford's economy has particular strengths in the public administration, education and health sectors, representing nearly half the workforce (compared to a quarter nationally). Not surprisingly, our business consultancy in these areas is thriving. We work closely with government agencies, charities, the NHS, local and national government and related bodies.

- The number of contracts with non-commercial organisations has increased (140 in 2007 to 304 in 2008) as has the income generated in this area (£1.2 million in 2007 to £2.9 million in 2009), showing the vital role that Brookes plays in supporting public and third sector services.

As a leading higher education institution, we see **professional training** for businesses as one of our most important responsibilities.

- Our Enterprise Fellowship Scheme has flourished, and many of our academic schools run continuing professional development courses. This has a huge impact not only on local and regional businesses but on individuals too, helping them to acquire new skills and, in some cases, to return to university study.
- We have seen strong demand for our professional training and development and this has created significant income for the university, reaching £3.2 million in 2009.

#### PICTURED

**ELSPETH  
MACFARLANE IS  
HEAD OF  
CONSULTANCY AND  
CORPORATE  
LEARNING AT THE  
UNIVERSITY'S  
BUSINESS SCHOOL.**

*The school is currently offering free business advice to local small and medium sized enterprises as part of a £160,000 package.*

*It's just one of a range of measures that Brookes is delivering to support businesses and boost skills in a tough economic climate.*

*'Within the school there's a whole spectrum of commercial experience,' she says.*

*'Most people in the Business School have some background in industry whether it's the private sector, public sector or not-for-profit organisations.'*

Research at Oxford Brookes is changing the world in many different spheres, but it is also creating valuable **intellectual property (IP)**.

- Income from our IP has increased dramatically from £374,000 in 2003 to around £1.1 million in 2008, placing Brookes in the top 20 universities for IP-generated income and outclassing all our traditional competitors. In particular, a diagnostic test for Down's syndrome using antibodies developed from our research now earns significant income for the university. Over the past eight years, millions of pregnant women have undertaken a diagnostic test developed at Oxford Brookes.

As well as licensing our intellectual property, we have also established **spin-out businesses**.

- *Oxford Expression Technologies* provides products, services and consultancy to the global pharmaceutical and biotechnology industries and has quickly become a centre of excellence for baculovirus protein expression.
- *WildKnowledge* began in 2004 as a research project examining ways to help children identify wildlife species. Hand-held devices fitted with GPS and simple keys provide a more engaging way of identifying and recording wildlife. The business was spun out from Oxford Brookes in late 2006 and received £300,000 investment. Since then, *WildKnowledge* has developed and launched innovative new products for the education and healthcare markets.



*Elspeth is a former Divisional HR Manager with retailer Marks & Spencer who was responsible for overseeing the staffing budgets of 22 stores.*

*'We are trying to understand what their needs are and we apply our intelligence to those needs. It's very much driven by the client.'*

*'It's about supporting industries in our regional area to perform more effectively.'*

Brookes is channelling nearly **£4 million** to support businesses and boost skills in these difficult economic times



Community  
based research  
brings  
**real  
benefits**  
to Oxford



# OUR PLACE IN SOCIETY

The majority of this report has looked at the tangible contribution that Oxford Brookes makes to the local, regional and national economy, measured in millions of pounds, in new jobs created and in businesses built to compete on the world stage. But there is far more to Brookes: this section provides a brief overview of just some of the ways in which we are giving society – both in Oxfordshire and around the world – a better, fairer and more sustainable future.

The money we won to help boost skills in the local economy would not have otherwise come to community projects in our region. It is helping us to run over thirty local projects including:

- The Sunshine Centre, Banbury
- The Rainbow Centre Banbury
- Ethnic Minority Business Service, Oxford – IT skills
- Oxford and Cherwell Valley College – Motorsports
- Ruskin College – Family law
- Oxfordshire Community and Voluntary Action
- Social and Community Services, Oxfordshire County Council – Skills for Work, Skills for Life, homelessness project
- Blitz Community Interest Company, Blackbird Leys – Computing skills
- Barrack Social Enterprise, Barton Neighbourhood Centre – First Aid, Health and Beauty
- Leys News – Community journalism
- Northway Community Association, Headington – Computing skills

## LOOKING TO THE FUTURE

We are committed to being an environmentally sustainable and ethically responsible place to study and work, and our pioneering ideas have been adopted by many other institutions and organisations. Brookes is well known for its academic work on sustainable development and environmental protection, so we feel it is important to set an example in how we run our organisation as well.

- Oxford Brookes was the first university in the world to be awarded Fairtrade status in October 2003.
- Brookes recycles as much of its waste as possible, including paper, cans and glass, paper cups, computers and monitors, CDs, fluorescent tubes, cooking and engine oil, and mobile phones.
- 100% of our electricity comes from renewable sources.
- The BrookesBus is a familiar sight around Oxford, linking our campuses with the rest of the city, and it's open to everyone. BrookesBus is a central part of our sustainable travel plan which aims to cut car use and promote public transport.
- Environmentally sustainable buildings are a key part of our plans for the future.



**First** university to be awarded Fairtrade status

**15** low emission vehicles in the new BrookesBus fleet

*Continued on next page*

## PICTURED

PHD RESEARCHER, **TRACY MCATEER**, IS WORKING CLOSELY WITH HELEN & DOUGLAS HOUSE IN OXFORD ON A STUDY TO EXPLORE YOUNG ADULTS' UNDERSTANDING OF CHRONIC ILLNESS.

*The results could help staff and volunteers who work with families and care for young people with life-shortening conditions.*

*Over the course of many months, Tracy will speak to young adults and their families about their experiences at Helen & Douglas House and of having or coping with a serious condition.*

*'Little is still known about what it feels like from a child or young adult's point of view to discover they have a serious illness,' she explains.*

*'The basic assumption, for instance, is that if a child knows about a condition, they are better able to cope. However, not enough scientific work has been done so far to underpin this.'*

*'The overall aim of my research is to better understand the psychological processes which young adults face when confronted with their own illnesses and mortality.'*

*'We hope that this will then help carers and*

### OPENING OUR DOORS

Many of our facilities, services and events are open to the public. Having a major university on the doorstep can be a real benefit with everything from libraries to sports facilities on offer.

- We offer public access to the full range of classes and sporting facilities at our Headington, Wheatley and Harcourt Hill campuses. The Centre for Sport at Headington has just had a major revamp, with some of the best facilities in the region, including a state-of-the-art climbing wall.
- Our public lecture programme is one of the biggest and best, bringing a unique selection of speakers to Brookes, from national figures to some of our most respected academics. Recent events have seen visits from Kate Adie, Ray Mears and university Chancellor Shami Chakrabati.
- Brookes Science Bazaar attracted 500 adults and children in 2009 who got hands-on with science and engineering challenges.
- We hold a community event every December for older members of the community who have supported Brookes down the years. 'No Mince Pies' is organised jointly by Oxford Brookes and the Students' Union and features performances from students across the university including the Orchestral, Choral and Jazz Societies.

### VOLUNTEERS AND COMMUNITY-BASED LEARNING

Volunteering is an important part of the lives of many of our students and staff and a big part of how we work with our neighbours. In 2009, Brookes contributed 14,240 hours of volunteer time to a huge range of different projects, and we helped to establish 100 partnerships with third sector organisations.

Every year our students find themselves involved in a host of different volunteering activities from children's playschemes to community festivals. Some are able to use their academic courses to help people, for example some of our law students volunteer with the Citizens Advice Bureau, the Oxfordshire Youth Offending Team and the Oxfordshire Short-Term Advocacy Service which helps disadvantaged people to find out about their rights.

The Brookes Student Innovation Fund raises money from former students to support community projects. In 2009, donations of more than £12,000 have supported student-led projects including an 'eco shelter' for the Barracks Lane Community Garden in East Oxford, a music project to teach DJing to young people disaffected by school or society and a drop-in cafe in a youth centre in Botley.

Community-based student research projects are another example of how Brookes brings real benefits to Oxford. Students have worked with Thames Valley Police on their Neighbourhood Policing project, looking at how communities form perceptions of crime and disorder. Another project, with the Royal British Legion, examined the extent of homelessness among ex-service personnel in Oxford.



**14,240**  
hours of  
volunteer time

**£12,000**  
in donations  
to support  
student-led  
community  
projects

### PICTURED

**TOM YOUNG IS A  
NEWLY QUALIFIED  
TEACHER WORKING  
WITH SEVEN, EIGHT  
AND NINE YEAR OLDS  
AT ST NICHOLAS  
PRIMARY SCHOOL IN  
MARSTON.**

*He trained at Oxford Brookes' Westminster Institute of Education, which was graded as 'outstanding' in the most recent Ofsted report on primary initial teacher training. Tom specialised in primary languages and now teaches Years 3 and 4.*

*'I really enjoy teaching and work with really supportive and friendly colleagues,' he says. 'The school's motto is live, learn, love and be happy which matches my own philosophy.'*

*A graduate in Philosophy, Politics and Economics at Manchester University, Tom praises Westminster for its quality of teaching.*

*'I went on three placements with local schools plus I spent an additional fourth month in France. We had excellent support and I'm looking forward to going back to talk to a current group of students before they go off on placement.'*

More than

**350**

Brookes students  
qualify as primary  
teachers every  
year



# VALUABLE AND INVALUABLE CONTRIBUTIONS

**INVALUABLE**

Universities UK has conducted extensive research into the impact of universities on the economy, based on data derived from the Office of National Statistics' input-output tables (2006) together with data from its Blue Book (2008).

This research showed that for every £1 million of university output an additional £1.38 million of output was generated in other sectors of the economy (multiplier effect).

At Oxford Brookes we spent £151 million on running the university in 2008/09 plus a further £20 million capital investment in our future. Based on the Universities UK research, our overall impact on the economy was £382 million.

Every single day of the year, Oxford Brookes is contributing well over £1 million to the UK economy, seven days a week, 365 days a year.

**VALUABLE**

## FUTURE YEARS

Oxford Brookes' expenditure over the next three years will be subject to a number of variables. Income will be influenced by public funding constraints, the general economic conditions, and small growth in student numbers. Therefore operating expenditure is unlikely to grow significantly. On the other hand, capital projects are already planned, and if approved, the major capital project that is the new Library and Teaching Building will see a significant increase in overall capital expenditure. At times during the next four years this will exceed £50 million per annum. If the current multiplier effect remains relatively stable, the total calculated economic impact from Oxford Brookes is likely to rise above the 2008/09 level during each of the next four years.

As this report shows, our contributions are wide-ranging and multi-faceted. Some are very easy to quantify – for example our financial contribution of more than £1 million a day to the UK economy. But our wider role is just as valuable. From mentoring GCSE students at the new Oxford Academy to operating the BrookesBus and cutting car use, we work hard to make sure that all our activities contribute to the community.

We see this report as an important step in helping to define the relationship between Oxford Brookes and our partners, our neighbours and our community. This is the start of a process and we are very keen to begin a conversation with anyone who can help make our role in the community more effective.

# APPENDIX 1: SOURCES

## OUR ROLE AS A HIGH-VALUE EMPLOYER

SEEDA

Oxford Brookes University, Directorate of Human Resources (31 July 08)

*UUK Report, The economic impact of UK higher education institutions, Summary (2009)*

*UCU Report, UK academic staff gender pay gaps and average salaries 1995-6 to 2005-6 & HEI data for 2005-6 (2007)*

### Employee jobs by industry

	Oxford (employee jobs)	Oxford (%)	South East (%)	Great Britain (%)
<b>Manufacturing</b>	9,000	<b>8.9</b>	8.5	10.6
<b>Construction</b>	2,200	<b>2.2</b>	4.6	4.9
<b>Services</b>	90,100	<b>88.4</b>	85.3	83
Distribution, hotels and restaurants	18,500	18.1	24.7	23.3
Transport and communications	4,000	4	6	5.9
Finance, IT, other business activities	16,300	16	23.8	21.6
Public admin, education and health	<b>47,500</b>	<b>46.6</b>	<b>25.5</b>	<b>26.9</b>
Other services	3,700	3.7	5.4	5.2
<b>Tourism-related†</b>	<b>6,900</b>	<b>6.8</b>	<b>8</b>	<b>8.2</b>

#### Notes

Employee jobs excludes self-employed, government-supported trainees and HM Forces.

% is a proportion of total employee jobs.

† Tourism consists of industries that are also part of the services industry.

**Source:** *NOMIS official labour market statistics (2007)*

## HOW OUR GRADUATES MAKE A DIFFERENCE

'HE in the learning society' report to the National Committee of Inquiry (1996-97)

Economic Study of Oxford, SQW Limited and Cambridge Econometrics (2004)

HESA

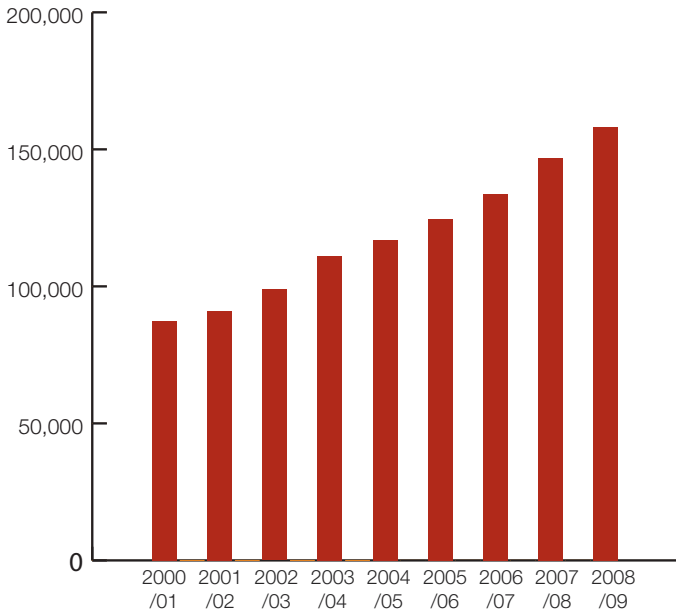
## STUDENT CONTRIBUTION TO THE ECONOMY

Student Income and Expenditure Survey 2007/08 (DIUS, 2009)

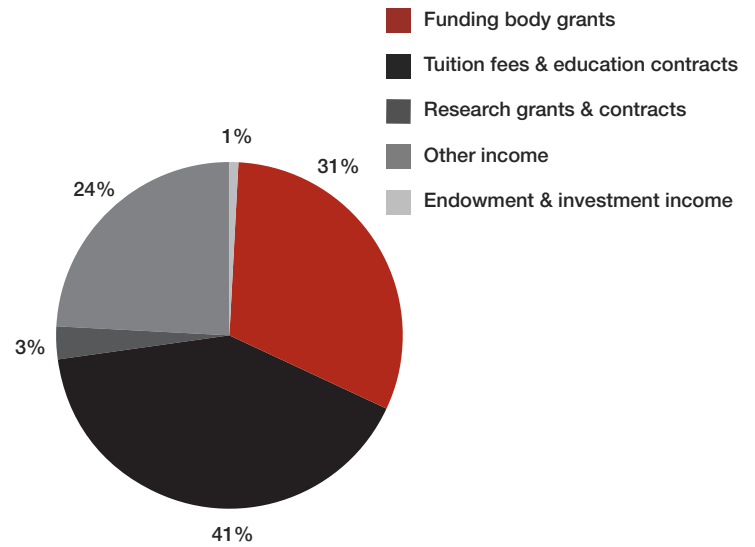
**BRINGING MONEY TO OXFORDSHIRE**

Universities UK: International Student Fee Survey (2007)  
 The Economic Costs and Benefits of International Students, HEPI (2004)  
 The UNITE International Student Experience Report (2006)  
 HESA

**Oxford Brookes University's total income (£000s)**



**Oxford Brookes University's total income by activity (£000s): 2007**



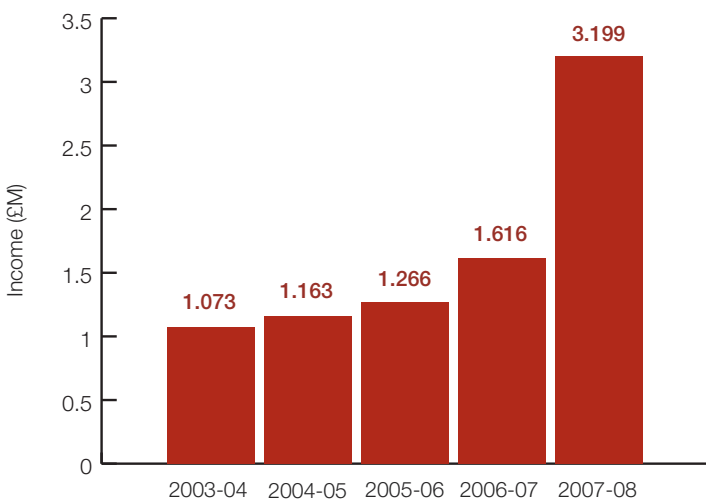
Source: HESA

**HOW OUR GRADUATES MAKE A DIFFERENCE**

'HE in the learning society' report to the National Committee of Inquiry (1996-97)  
 Economic Study of Oxford, SQW Limited and Cambridge Econometrics (2004)  
 HESA

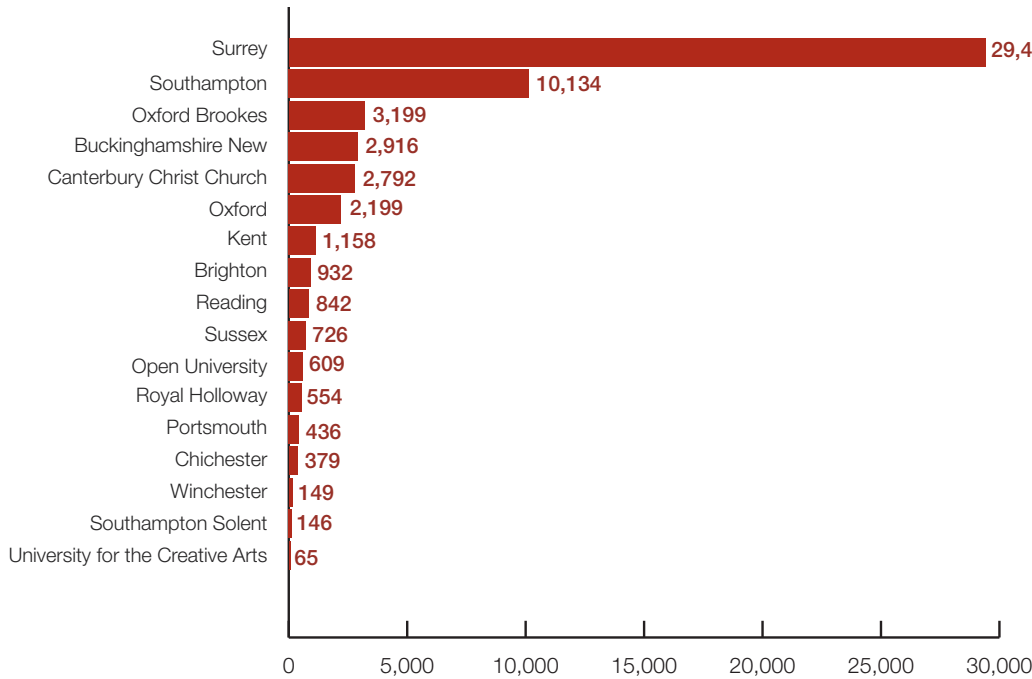
**WORKING WITH THE BUSINESS WORLD**

**Oxford Brookes' income from consultancy contracts: 2003/04 – 2007/08**



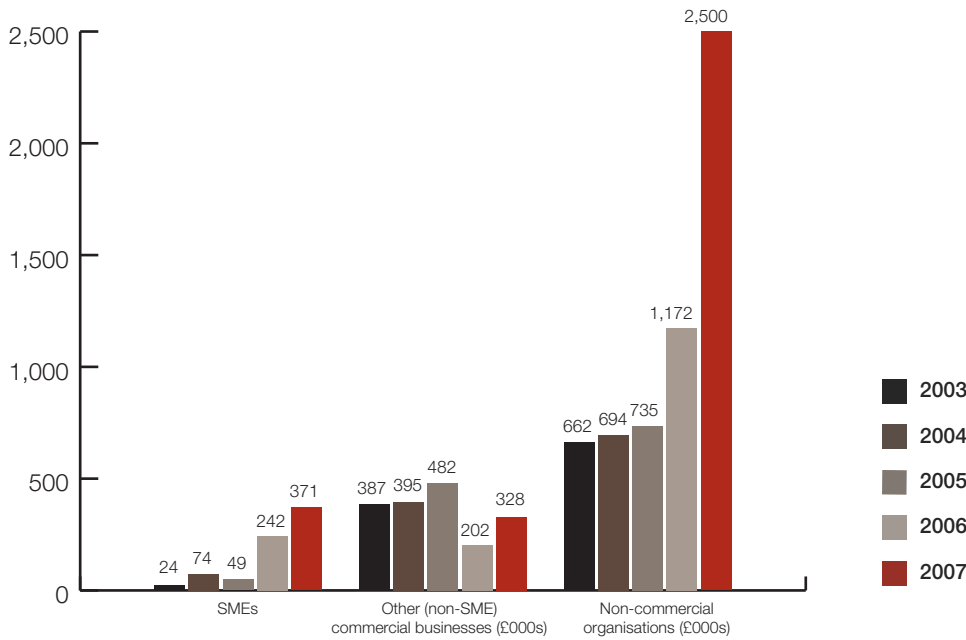
Source: HE – Business and community and interaction survey

Total income from consultancy contracts (£000s) in 2007/08 for all HEIs in the South East Region (exc London)



Source: HE – Business and community and interaction survey

Total income from consultancy contracts by type of business supported (£000s): 2003/04 – 2007/08



Source: HE – Business and community and interaction survey

**OUR PLACE IN SOCIETY**

Rachel Buxton, MBA dissertation

**CONTRIBUTING TO OUR COUNTY**

Office of National Statistics' input-output tables (2006) together with data from its Blue Book (2008)

# APPENDIX 2: STRATEGY 2020

## FOREWORD

Oxford Brookes University occupies a strong position in UK higher education. We have a sound and growing international reputation for the quality of our teaching, learning and research and we are a vital part of and contributor to the local and national economy and society.

The university has always been and will continue to be made distinctive through its individual students and staff.

Whilst our Mission defines who we are, our Vision what we are aiming for and our Values how we behave, our ambitions will only be realised through our people. We must continue to attract and keep the most committed and dedicated staff and students if we are to achieve our aspirations. And, in order to realise our ambitions, we must make the continuous improvement of quality in our teaching, research and other activities the centrepiece of our strategy.

We also need to ensure that our organisational structures support staff and students in their activities, that they facilitate the integration of research and teaching and promote inter-disciplinarity and diversity. We must have strong foundations within the disciplines in order to develop the strength and confidence necessary to challenge the boundaries between them.

We are international in our orientation: in our curriculum, our staff, our student body and our partnerships in an increasingly interdependent world. We are large enough to make a diverse range of opportunities available to our prospective students but small enough to offer a supportive and nurturing environment for both undergraduates and postgraduates.

We aspire to be a university which makes a commitment to an educational culture where mentorship is valued and teaching is integrated with both research and cutting edge practice from the professions. We will educate students of all ages for livelihood, for both personal and societal enrichment, taking advantage of the manifold cultural and economic benefits of our region. We will ask our staff and students to work together to improve the human condition locally, nationally and internationally by engaging in active global citizenship and undertaking research that resonates around the world.

#### OUR MISSION

Oxford Brookes University is committed to leading the intellectual, social and economic development of the communities it serves through teaching, research and creativity that achieve the highest standards.

#### OUR VALUES

In the development and nurturing of intellectual creativity we make our highest contribution to society. Social responsibility demands that all aspects of our activity should be sustainable. Equality, inclusivity and the celebration of diversity must be the foundation for all we do. We will never be content with anything other than a wholehearted commitment to the quality of the student experience. We will continue to enhance the value – and the perception of value – of our social as well as educational mission.

#### OUR VISION

Oxford Brookes University will provide an exceptional, student-centred experience which is based on both internationally significant research and pedagogic best practice. We will build on a tradition of distinction in academic, professional and social engagement to enhance our reputation as a university which educates citizens for lives of consequence.

#### OUR STRATEGIC GOALS

- **Student experience**  
We will be a university that enables a student experience of the highest standard possible.
- **Research and knowledge transfer**  
We will be a university that is committed to externally recognised world-leading research which is exploited and disseminated for the benefit of our communities.
- **External**  
We will be a university dedicated to improving the human condition in Oxfordshire and around the world.
- **Infrastructure and services**  
We will be a university characterised by our sector-leading, high quality, sustainable and cost-effective services, operating within a culture of continuous improvement.