

# EQUALITY AND DIVERSITY REPORT 2010/2011



**The University  
is committed  
to DisabledGo**

**A supporter of  
Oxford Pride**

**Investors in  
People Gold  
Award**

# Oxford Brookes University

## Equality and Diversity Report 2010/2011

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### Introduction

Oxford Brookes University is committed to increasing equality, diversity and inclusion through the creation and nurturing of a culture where each individual's contribution is valued and everyone is treated with dignity and respect. This will help it build a place that will be a great one in which to learn, research and work. Additionally, it will assist the University to create a culture that attracts and retains talented people who want to learn and work with us.

The collection and publication of information relating to the University's performance in the area of equality, diversity and inclusion will enable the University to monitor service outcomes for all groups, measure progress towards delivering on equality objectives as well as identifying areas for future action.

The data contained within this report has as its reference point 1<sup>st</sup> September 2011 for staff and for students has been taken from the APTT and uses the Intake KPI available which measures student populations as at 1<sup>st</sup> December of the selected year, for instance 2009/10 figures include the new intake up to 1<sup>st</sup> December for that year as well as all continuing students from previous years still enrolled. It may therefore preclude a small number of students newly entering the university in Semester two of the selected year but it is anticipated that this figure will be minimal.

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## Background

The University introduced a Single Equality Scheme which was published in July 2010. The scheme brought together previous policy and schemes for disability, gender and race, and its commitment to advancing equality in relation to the characteristics of age, care and dependency, gender identity, pregnancy and maternity, marriage and civil partnership, political opinion, religion or belief and sexual orientation.

The University is also consciously aware of the legal duties that are required of it within the Equality Act 2010 to demonstrate how it is advancing equality across a much wider range of individual characteristics.

The University has produced a report on an annual basis outlining its efforts within the equality and diversity arena. This report builds on those documents already published and also provides details of how the University is meeting the general Equality duty as defined by the Equality Act 2010. It provides an update on how the University has advanced equality, diversity and inclusion and also, highlights the systematic changes that still need to be undertaken to further the promotion of equality and to be more fully inclusive, and concludes with recommendations for further action.

The University is aware that it can only bring about an inclusive community where equality of opportunity is the norm with the help and support of staff, students, the local community and other member of the University community. Consequently, it welcomes contributions, suggestions and input from all who have an interest in the University as it strives to improve opportunities for all.

## Legal Framework

One of the University's core values is the promotion of equality and diversity and it will seek to comply with spirit and the letter of its legal obligations under the Act. The Equality Act 2010 superseded previous equality legislation and introduced a more streamlined approach to promoting equality. The Act introduces a General Equality Duty. This requires public bodies including Higher Education Institutes (HEIs) to have due regard to the need to:

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

The Public Sector Equality Duty, which was introduced in April 2011, is a duty on public bodies including HEI's to fulfil the requirements of the Equality Act by taking proactive steps to carry out the General Equality Duty.

- To demonstrate due regard to the meeting of the General Equality Duty institutions must consider three aims of the general when developing, evaluating and reviewing policy, designing, delivering and evaluating services including education and commissioning and procuring services from others.

The specific duties provide a framework to help public bodies including HEIs meet the general duty. They are:

- Set specific, measurable equality objectives;
- Publish information about their performance on equality;

Public bodies including HEIs must publish and prepare information on:

- The effect of policies and practices on employees and other people;
- Evidence of equality analysis undertaken and details of information used in the analysis;

- Equality objectives;

Oxford Brookes University is required to publish information about its staff and other persons affected by its policies not later than 31<sup>st</sup> January 2012 and then at annual intervals. The University already publishes a range of data on its staff, students, and governance bodies annually and has done so for many years as part of its strategy for the promotion of equality and diversity. This data has included a range of indicators on the participation, experience and outcomes for different groups of people.

## **General**

This section of the report highlights just some examples of the ways in which the University promotes equality, diversity and inclusion bringing to life its responsibilities under the Equality Act 2010.

### **Investors in People**

The University achieved Investors in People Gold Award in February 2011. This was further recognition of its success in developing consistent and good practice in people management, including equality and flexible working practices, across the University. The Investors in People framework is now an integral element of the University's approach to people development. Equality and diversity is a major theme within the Investors in People standard, to ensure that all staff are able to contribute effectively to achieving the University's strategic goals.

### **Widening Participation**

Oxford Brookes University community has undertaken the following activities to encourage the engagement in higher education by underrepresented groups as well as implementing associated changes in teaching and learning practices.

#### **Student work**

During the past year 26 undergraduate students in the 'Regenerative Architecture' Unit led by Dr Fionn Stevenson and Dr. Paola Sassi, explored the link between architecture, mental health and sustainable buildings. Their work was exhibited in an exhibition curated by Allie Butler, Artscape coordinator and the OBMH Partnership NHS Trust at the Warneford Hospital from 11th June – 6th August 2010.

#### **Contribution to the community**

Five community projects were funded through the Student Community Fund, thanks to the generosity of students and alumni. The projects announced in December 2010 were led by Brookes students: they included:

- a performing arts club for teenagers,
- a composting toilet at Pullens Lane allotments,
- boxing lessons for teenagers and young adults
- a sewing group for Somali women.

The University is also an active supporter of the Oxford Academy. A mixed Academy for 11- 19 year old students in the eastern part of the city.

### **Widening participation in higher education**

The University was disappointed by the Government's decision to end funding for the Aim Higher scheme. Aim Higher Milton Keynes, Oxfordshire and Buckinghamshire has been led by Oxford Brookes, working with other universities in the area. Examples of the University's outreach work include;

- a passport day In November 2010, to which 25 Asian girls from the Iqra School were invited. This was their first visit to a university. Sobia Afridi, Community Outreach Worker organised a day of activities where the girls mixed with girls from The Grange, Aylesbury. The day went well and Sobi was subsequently invited to a parents' evening at the Iqra School. Only one girl has gone into higher education from the school since it was opened in 2003.
- 250 pupils in years 10,11 and 12 of African, Caribbean and Asian heritage attended the STEP-UP conference in June 2011 for an opportunity to explore their aspirations. Guest speakers including Saira Khan (1st year of the Apprentice), Imam Monawar Hussain, (Local business man), Ms. Adannaya Chobbah (Community Development Officer) and Dr Paul Dash (Goldsmiths University).

## **Courses**

- Brookes' courses include;
  - an HE diploma in palliative care, run in conjunction with Nairobi Hospice.
  - a Return to Practice course to enable women to return to roles in health care after taking time out to start a family.

## **Community support and engagement**

### Volunteering

Since the launch of an employee volunteering policy enabling people to apply for up to two days additional paid leave to participate in volunteering activity in Oxfordshire 14 employees have been involved in a range of events.

A group from the University's Estates and Facilities Directorate also took part in a community support event at Sobell House Hospice.

The policy is intended to support, encourage and develop employees by facilitating their engagement in a wide range of community organisations.

<http://www.brookes.ac.uk/services/hr/handbook/workinghours/volunteering/>

### Public lectures

A panel comprising of our Chancellor Shami Chakrabarti, Vice-Chancellor Janet Beer, author Philip Pullman and Sara Thornton, Chief Constable of Thames Valley Police, discussed books which have influenced their lives and their views on human rights. Journalist Yasmin Alibhai-Brown gave a public lecture on 'The myth of post-racial Britain'.

### Networking and contribution to the higher education sector

The diversity practice at Oxford Brookes University is informed by an awareness of national developments and by contacts with colleagues at other universities.

- The University continues to play an active part in the Equality Challenge Unit
- It explores best practice by networking with colleagues from other universities through HEEON, the Higher Education Equal Opportunities Network, via national events, the email list, and the regular regional group meetings.
- The Centre for Diversity Policy Practice and Research continues to carry out research on behalf of the sector and has most recently been active in exploring the implications of the removal of the default retirement age delivering a number of workshops attended representatives of a wide range of higher education institutions.

### Training & Awareness Raising

Equality and diversity is embedded into core elements of the staff development training programme including the revised staff Recruitment & Selection Training, the University Introduction Day ( Welcome to

Brookes), the Core Management Leadership Programme and the Postgraduate Certificate in Teaching in Higher Education. In 2010 it invited REACT to repeat their Forum Theatre sessions on equality in customer service.

### **Data collection and monitoring**

This is an area where it is acknowledged that work continues. The University introduced collection of data on staff religion and belief and sexual orientation, and more recently revised disability categories. It has and continues to encourage all employees to update their online personal data although it recognises that it will take time to develop robust data in these new areas.

Employee and student surveys include questions about personal equality data, allowing responses to be analysed by these characteristics. The next staff survey is scheduled for completion in April 2012.

The University continues to develop its understanding of the impact its policies and practices have on particular groups. Although no longer a legal requirement, Equality impact Assessments offer a means of examining available data to see whether any current or proposed policy or practice may have an adverse impact on particular groups. Consequently these will continue to be an integral feature of the University's efforts to enhance equality, diversity and inclusion throughout the University

## Age

### Age: staff

The University has taken steps to abolish the default retirement age for all of its' staff with effect from 1 October 2011. From that date in line with legislation no member of University staff has had their employment terminated on the grounds of retirement, unless they have decided to retire by giving the normal period of notice. Staff with normal retirement dates up to and including 30 September 2011 retired at that date as permitted under the previous legislative provisions, subject to the procedures for requesting to work past retirement date.

The University has provided all staff with access to an online Retirement Planning programme replacing the previous workshop based programme which was only available to staff aged over 55 years.

The University is attracting applicants from a wide age profile. This is in part due to the economic climate, the variety of roles available within the University and the working patterns available.

### Age: students and the curriculum

The age profile for Undergraduate Programmes within the University mirrors the normal profile of such programmes in higher education.

The proportion of mature applicants to the University without a first degree has continually increased from 13.7% in 2007 to 20.3% in 2010. There has been a fall to 19.1% in the past year but it is currently above the 2012/13 target of 17%.

## Disability

### Disability: General

The University ran a promotion in support of **Dyslexia awareness week** took place in November 2011. There are nearly 2000 students who have disclosed dyslexia studying with the University. Student Services makes available a range of study support for those students who have dyslexia resulting in far more students disclosing that they have dyslexia than have actually registered.

The University continues to make information about access to its buildings available through the DisabledGo website. The website provides a resource for current and prospective staff, students and visitors.

Work continues to ensure that the University's New Library and Teaching building is inclusive. QMP, the University's disability consultants have been working closely with the architects, to ensure the building will meet the needs of disabled people. Action has also been undertaken to ensure that disability access is maintained during the enabling works for the building and that information is passed on to disabled staff, students and visitors.

The University has continued to make improvements to the physical access to its buildings installing automatic doors and improving footpaths as appropriate.

The University has worked to enable greater access to its planned new student accommodation. When opened, it will have the facility to offer accommodation for students with 24 hour care support needs.

### Disability: Staff

There has been an increase in the number of colleagues who are declaring they have a disability. In 2004 2.9% of colleagues declared that they had a disability. This now stands at 5.41%.

The University continues to have a Staff Disability Advisor who is playing a vital role in assisting employees effectively manage their disabilities and so enhance their overall performance. During the past year 36 colleagues have been supported by this service principally through the provision of advice and guidance on adaptive equipment.

**Disability: students and curriculum**

The University recognises that its students and staff include increasing numbers of disabled people, who have particular needs to enable them to participate fully in learning and working at the University.

**Table 1: Disabled and dyslexic students registering for support**

Disabled and dyslexic students	05/06	06/07	07/08	08/09	09/10	10/11
Students who have disclosed dyslexia	1137	1235	1363	1396	1718	1935
Students registered with Dyslexia Service	921	1115	1078	1069	1242	1268*
Students registered with the Disability Service		394	483	545	597	845*

\*To Oct 2010.

- The University continues to make information about access to its buildings available through the DisabledGo website. The website provides a resource for current and prospective students and staff, and visitors.  
<http://www.disabledgo.com/en/org/oxford-brookes-university>
- Work continues to ensure that the New Library and Teaching Building is inclusive. QMP, our disability consultants, have been working closely with the architects, to ensure the building will meet the needs of disabled people. Action has been undertaken to ensure that disability access is maintained during the enabling works for the building and that information is passed on to disabled students, employees and visitors.
- We have continued to make improvements to physical access at all sites, including installing automated doors and improving footpaths.
- As part of an annual review process our Positive about Disabled People/Two Ticks accreditation was renewed. The accreditation is given by Jobcentre Plus to employers based in Great Britain who can evidence their commitment to the fair employment, retention, training and career development of disabled people
- As part of the University's Intern Programme proactive steps have been taken to provide opportunities for disabled Brookes graduates.
- We celebrated on 3<sup>rd</sup> December 2010 the International Day of Disabled People with an event for local employers and disabled people, organised in partnership with the city and country councils, the University of Oxford and the Learning Disability Partnership Board. '[The Equality Act 2010 and disability: what does it mean to you?](#)' was an opportunity to share the University's good employment practice on recruiting and supporting disabled people.

It is encouraging that the numbers of disabled students continue to rise every year. Currently 12% of students have disclosed a disability to the university, an increase from 7.9% in 2006/07. The major cause continues to be dyslexia or other specific learning difficulties. As shown by the information in Table 1 our Student Disability Service is finding that over a third of Students on joining the University are not formally registering that they have dyslexia but are instead merely flagging that they have the condition.

In 2010/11 17% of students who lodged a complaint under the University's agreed procedures declared themselves as having a disability (compared with 12 % in 2009/10 and 7% in 2008/09). This is higher than the figure of 11% among the student population as a whole but, given the small numbers involved and the substantial fluctuations over the previous years, firm conclusions are difficult to draw. Only one complaint related directly to the complainant's disability. The disabilities of complainants will continue to be monitored and reported within the annual reporting process so that any underlying issues can be identified and addressed.

### **Academic Research into Disability**

Psychologists at Oxford Brookes University are attempting to discover whether Facebook can help people with autism develop skills for making strong friendships face-to-face. Thirty people with autism from around Europe who had been chatting online since September 2009 met at Oxford Brookes at the four-day Autism Connections Europe (ACE) International meeting and conference in April 7 2011. The meeting was organised by Dr John Lawson, Senior Lecturer in Psychology.

## **Gender, gender identity, pregnancy and maternity**

### **Gender, gender identity, pregnancy and maternity: Staff**

The University has a positive stance towards flexible working that has facilitated 85% of those staff that have taken maternity leave during the year being able to return to work. In addition, the University continues to have in place its own Nursery that achieved an outstanding OFSTED inspection during the past year.

### **Gender, gender identity, pregnancy and maternity: students and curriculum**

The gender balance of the University's student population remains more even than in previous years although the percentage of female students has increased slightly during the past year. This currently stands at 59% female and 41% male.

The 2010/11 52% of complainants received from students were male, 45% female and 3% unknown which appears to vary from the proportion of male and female students in the Brookes' population as a whole. The previous year's figures were closer to the overall balance (48% male) while the year before that the figures were weighted the other way (36% male). The gender balance will continue to be monitored and reported within the annual reporting process so that any issues can be identified and addressed.

## **Race**

### **Race: General**

The University held a networking event for staff identifying themselves as Black and Minority Ethnic (BME) and postgraduate students with the University of Oxford, and people to explore how the University's could best support this particular group of colleagues. Further events are being planned to continue the engagement.

### **Race: Staff**

The University's workforce continues to be diverse with 7.88% of colleagues identifying themselves as belonging to a BME group. This is slightly lower than the level of 8% in January 2010.

The percentage of applicants who identified themselves as belonging to Black and Minority Groups has remained at 21% the same level as previous years. This compares with 13.7% who progressed to the shortlisting stage and 10.2% who were appointed. This again is comparable with previous years. Further

analysis has been carried out to ensure that the University's recruitment and selection policy and procedures do not adversely impact this group. This has shown that a major cause of the disparity is that the University continues to attract a high number of applicants from overseas applicants who due to the UK Border Agency systems have little chance of success. The University is ensuring that where possible opportunities are advertised for a period of 4 weeks and so if a suitable local candidate cannot be identified the UK Border Agencies 'market test' can be applied. In addition the University also attracts a high number of applicants identifying themselves as BME to roles within the Estates and Facilities Directorate and Learning Resources for a small number of posts. Data on this is included in an appendix to this report.

### **Race: students and curriculum**

The level of applications from individuals identifying themselves as having a BME background is at its lowest for 5 years although the proportion of BME students is at its highest for 5 years. In addition, the level of retention amongst students who have identified themselves as belonging to a BME group has increased by 6.1% over the same period and now stands at 94.2%.

In 2010/11 20% of students who made a complaint under the University's complaints procedure were from an ethnic minority background, 65% white and 15% not known compared with 16%, 74% and 10% in the student body as a whole. While this might suggest that the relatively high proportions of minority ethnic complainants in the previous two years (31% in 2008/9 and 27% in 2009/10) were either statistical artefacts of the low numbers involved or a discrepancy that was disappearing over time, it may indicate that in general more complainants are from an ethnic minority than would be expected by chance alone. The ethnicity of complainants will continue to be monitored and reported within the annual reporting process to ensure that there are no issues that might present cause for concern.

## **Religion or belief**

### **Religion or belief: General**

The University continues to be a wonderfully diverse community. Staff and students represent a wide variety of faiths and cultures. To support this the University operates a Chaplaincy service that has a wide range of contacts with local faith communities through a network of Faith Advisors who represent the major faith traditions in Oxford. Faith Forums are in place to encourage dialogue, understanding and friendship between staff and students from different faith traditions.

A Multi-faith quiet room is available and Muslim Prayer rooms have been established on all of the University's campuses.

### **Religion and Belief: Staff**

The amount of information that we have been able to collect to support the monitoring of this area during the past year has risen to over 90%. This is up considerably on the 80% achieved last year. Data quality on applications received is still not robust and is being developed so that the appointments process can be appropriately analysed for equality impacts

### **Religion and Belief: Students and Curriculum**

The University has not systematically collected student data on religion and belief and so this remains an area for future attention.

## **Sexual orientation**

### **Sexual Orientation: General**

The University in the past year was an active supporter of Oxford Pride and will do so again in 2012.

In conjunction with the University of Oxford the University will be promoting a Lesbian, Gay, Bisexual and Transgender (LGBT) social networking group for staff and students at both Institutions.

### **Sexual Orientation: Staff**

The level of data the University has been able to collect in the past year from its employees has increased significantly. However, the quality of data is not robust and further attention will need to be made in this area.

### **Sexual Orientation: Students and Curriculum**

The University has not systematically collected student data on sexual orientation and so this remains an area for future attention.

## **Review**

The University is aware that the Equality and Human Rights Commission (EHRC) will be publishing further guidance on the steps the University will need to take to meet the Public Sector duty under the Equality Act 2010. The next Equality and Diversity report will be published in December 2011. That report will for staff cover the period to 31<sup>st</sup> July 2012 and for students the reference point will be 1st December 2011 in line with its standard reporting process. However, the University may upon receipt of the further guidance publish an update to this report.

## Appendices

## Appendix: Data

### University Staff Wide Profile @ 1<sup>st</sup> September 2011

Gender	Number of people	Percentage
F	1339	59.30%
M	919	40.70%
Ethnicity	Number of people	Percentage
Black and minority ethnic group	178	7.88%
Information refused	34	1.51%
Not known	8	0.35%
White	2029	89.86%
	9	0.40%
Age group	Number of people	Percentage
15-19	9	0.40%
20-24	45	1.99%
25-29	161	7.13%
30-34	239	10.58%
35-39	248	10.98%
40-44	284	12.58%
45-49	344	15.23%
50-54	344	15.23%
55-59	322	14.26%
60-64	217	9.61%
65-69	41	1.82%
70-74	4	0.18%
Disability status	Number of people	Percentage
Disabled	124	5.49%
Not disabled	2108	93.36%
Prefer not to say	16	0.71%
	10	0.44%
Religion Description	Number of people	Percentage
Buddhist	14	0.62%
Christian	680	30.12%
Hindu	13	0.58%
Jewish	9	0.40%
Muslim	20	0.89%
No religion	486	21.52%
Other	37	1.64%
Prefer not to say	203	8.99%
Sikh	6	0.27%
	790	34.99%
Sexual Orientation Meaning	Number of people	Percentage
Bisexual	13	0.58%
Gay man	8	0.35%
Gay Woman/lesbian	14	0.62%
Heterosexual/straight	1207	53.45%
Other	7	0.31%
Prefer not to say	197	8.72%
	812	35.96%

## Age

### Staff

The age profile of the staff within the University is:

Age group	Number of people	Percentage
15-19	9	0.40%
20-24	45	1.99%
25-29	161	7.13%
30-34	239	10.58%
35-39	248	10.98%
40-44	284	12.58%
45-49	344	15.23%
50-54	344	15.23%
55-59	322	14.26%
60-64	217	9.61%
65-69	41	1.82%
70-74	4	0.18%

The profile over the past 3 years has been:

Age range	31-Jul-09	%	31-Jul-10	%	31-Jul-11	%
15-19			3	0.13%	9	0.40%
20-29	129	5.78%	178	7.82%	210	9.40%
30-39	457	20.49%	490	21.53%	483	21.62%
40-49	610	27.35%	611	26.85%	620	27.75%
50-59	636	28.52%	646	28.38%	654	29.27%
60-69	382	17.13%	337	14.81%	255	11.41%
70-79	16	0.72%	11	0.48%	3	0.13%

### Age: Students

Year and Study Level	Age Group			
	U21	21-24	25-29	30+
UG 2009/10	8,328	2,206	1,033	2,254
PG 2009/10	14	980	879	1,717
<b>Total</b>	8,342	3,186	1,912	3,971
UG 2010/11	8,518	2,215	980	2,069
PG 2010/11	27	1,028	907	2,105
<b>Total</b>	8,545	3,243	1,887	4,174
UG 2011/12	8,687	2,082	840	2,067
PG 2011/12	26	1,143	903	2,061
<b>Total</b>	8,713	3,225	1,743	4,128

## Disability

The definition of disability used within this report is that within the Equality Act 2010 and so includes people with a long term health condition. With regards to data relating to students the disability measure currently has been set simply to identify those students recorded as having a disability (self-declared). The APTT is able to provide further details of disability using the following categories; however student numbers in many are likely to be very small:

Autistic Spectrum Disorder  
 Blind/Partially Sighted  
 Deaf/Hearing Impairment  
 Mental Health Difficulties  
 Mobility Difficulties/Wheelchair users  
 Multiple Disabilities  
 No Disability Other  
 Disability Personal  
 Care Support  
 Specific learning Difficulty  
 Unknown  
 Unseen Disability

### Disability: Staff

The number of staff in you University who have made it known that they have a disability has increased from 112 people in 2009 to the current number of 124:

Disability status	Number of people	Percentage
Disabled	124	5.49%
Not disabled	2108	93.36%
Prefer not to say	16	0.71%
	10	0.44%

### Disability: Student

Status	Number of people	Percentage
Disabled	1988	12.00%
Not disabled	14292	86.50%
Unknown	248	1.50%
Total	16528	

Of those students who have registered that they have a disability the profile is:

Disability	Percentage
Autistic spectrum disorder	1%
Blind/partially sighted	1%
Deaf/hearing impairment	2%
Mental health difficulties	4%
Mobility difficulties/wheelchair	1%
Multiple disabilities	2%
Personal care support	0%
Specific learning difficulty	55%

Other disability	5%
Unseen disability	9%
Unknown	19%

The table below provides a summary of the student population at Brookes by year and study level showing disabled students by age profile

Year and Study Level	Age Group - Disabled Students			
	U21	21-24	25-29	30+
<b>UG 2009/10</b>	1,239	253	143	235
<b>PG 2009/10</b>	1	66	44	126
<b>Total</b>	1,240	319	187	361
<b>UG 2010/11</b>	1,269	269	125	231
<b>PG 2010/11</b>	3	71	56	133
<b>Total</b>	1,272	340	181	364
<b>UG 2011/12</b>	1,240	215	104	223
<b>PG 2011/12</b>	3	75	55	126
<b>Total</b>	1,243	290	159	349

The table below provides a summary of the student population at Brookes by year and study level showing disabled students by gender profile

Year and Study Level	Gender - Disabled Students	
	Male	Female
<b>UG 2009/10</b>	924	946
<b>PG 2009/10</b>	89	148
<b>Total</b>	1013	1094
<b>UG 2010/11</b>	939	955
<b>PG 2010/11</b>	102	161
<b>Total</b>	1041	1116
<b>UG 2011/12</b>	878	904
<b>PG 2011/12</b>	93	166
<b>Total</b>	971	1070

## Gender, gender identity, pregnancy and maternity

Staff:

The gender profile of the University's staff has remained relative stable over the past 3 years

Gender	31-Jul-09	%	31-Jul-10	%	31-Jul-11	%
F	1343	60.22%	1371	60.24%	1325	59.31%
M	887	39.78%	905	39.76%	908	40.64%
Not known					1	0.04%

The gender profile of the University's Faculties and Directorates is:

	F	Percentage	M	Percentage
AL	4	80.00%	1	20.00%
ASA	91	76.47%	28	23.53%
BH	157	60.15%	104	39.85%
DC	112	76.19%	35	23.81%
EFM	194	51.46%	183	48.54%
FI	49	62.03%	30	37.97%
HLS	219	65.18%	117	34.82%
HR	53	74.65%	18	25.35%
HSS	218	63.19%	127	36.81%
LR	94	74.60%	32	25.40%
OBIS	17	20.99%	64	79.01%
SM	11	55.00%	9	45.00%
SU	8	53.33%	7	46.67%
TDE	112	40.58%	164	59.42%

The profile of staff taking maternity leave and returning to work in the past year across the University is:

Leave type	Number of people taking leave
Maternity leave	45
Paternity/maternity support	22
	Number of people not returning from leave
Maternity leave	7

Gender, gender identity, pregnancy and maternity: Student

Gender	Number of people	Percentage
Female	9703	58.70%
Male	6825	41.30%
Total	16528	

The gender balance of the University's student population remains more even than in previous years although the percentage of female students has increased slightly during the past year.

Students

Year and Study Level	Gender	
	Male	Female
<b>UG 2009/10</b>	5,943	7,880
<b>PG 2009/10</b>	1,445	2,147
<b>Total</b>	7,388	10,027
<b>UG 2010/11</b>	5,982	7,803
<b>PG 2010/11</b>	1,457	2,610
<b>Total</b>	7,439	10,413
<b>UG 2011/12</b>	5,883	7,795
<b>PG 2011/12</b>	1,485	2,645
<b>Total</b>	7,368	10,440

## Race

Race: Staff

The profile across the University is:

Ethnicity	Number of people	Percentage
Black and minority ethnic group	178	7.88 %
Information refused	34	1.51 %
Not known	8	0.35 %
White	2029	89.86 %
Not known	9	0.40 %

This is broken down against each of the Faculties and Directorates within the University as:

	Black and minority ethnic group	Percentage	Information refused	Percentage	Not known	Percentage	White	Percentage	Not known	Percentage
AL	1	20.00%					4	80.00%		
ASA	8	6.72%	1	0.84%			110	92.44%		
BH	20	7.66%					241	92.34%		
DC	15	10.20%	1	0.68%			131	89.12%		
EFM	39	10.34%	5	1.33%	3	0.80%	328	87.00%	2	
FI	8	10.13%	1	1.27%			70	88.61%		
FLS	20	5.95%	7	2.08%	2	0.60%	304	90.48%	3	
HR	1	1.41%	1	1.41%			68	95.77%	1	
HSS	15	4.35%	8	2.32%	2	0.58%	320	92.75%		
LR	5	3.97%	2	1.59%			119	94.44%		
OBIS	6	7.41%	4	4.94%			71	87.65%		
SM							19	95.00%	1	
SU	1	6.67%					14	93.33%		
TDE	39	14.13%	4	1.45%	1	0.36%	230	83.33%	2	

Race: Students

Home/EU and Overseas Split	Number of people	Percentage
Home/EU students	14490	87.70%
Overseas students	2038	12.30%
Total	16528	

Ethnicity of UK domiciled	Number of people	Percentage
Black and minority ethnic group	1719	13.00%
Not known	411	3.10%
White	11089	83.90%
Total	16528	

## Religion or belief

Religion or belief: Staff

Religion Description	Number of people	Percentage
Buddhist	14	0.62 %
Christian	680	30.12 %
Hindu	13	0.58 %
Jewish	9	0.40 %
Muslim	20	0.89 %
No religion	486	21.52 %
Other	37	1.64 %
Prefer not to say	203	8.99 %
Sikh	6	0.27 %
Not known	790	34.99 %

Religion or belief: Students

The University has previously not systematically collected data on this characteristic.

## Sexual orientation

Sexual orientation: Staff

Sexual Orientation Meaning	Number of people	Percentage
Bisexual	13	0.58 %
Gay man	8	0.35 %
Gay Woman/lesbian	14	0.62 %
Heterosexual/straight	1207	53.45 %
Other	7	0.31 %
Prefer not to say	197	8.72 %
Not known	812	35.96 %

Sexual orientation: Students

The University has previously not systematically collected data on this characteristic.

## Appendix: Staff Recruitment and Selection

### Ethnicity

	Applications	Shortlisted	Appointed
<b>Black and minority ethnic group</b>	2076	317	50
%	21.0%	13.7%	10.2%
<b>Not known</b>	844	142	24
%	8.5%	6.2%	4.9%
<b>White</b>	6977	1849	417
%	70.5%	80.1%	84.9%

Further analysis has been completed in relation to the recruitment and selection of people from the Black and minority ethnic group. This has identified that a large number of applicants who have identified themselves as part of the BME group have applied for a small number of roles in the Estates and Facilities Directorate. Further additional analysis is set out later in this report.

### Gender

	Total applications	Shortlisted	Appointed
<b>Female</b>	5103	1291	283
%	51.6%	55.9%	57.6%
<b>Male</b>	4702	995	208
%	47.5%	43.1%	42.4%
<b>No information recorded</b>	92	22	0
%	0.9%	1.0%	0.0%
Sum:	9897	2308	491

The number of female applicants and those appointed continues to outnumber the number of male applicants. This is due to the wide range of flexible working arrangements the University is able to offer.

### Disability

	Total applications	Shortlisted	Appointed
<b>Disabled</b>	540	194	34
%	5.5%	8.4%	6.9%
<b>Not disabled</b>	8642	2003	445
%	87.3%	86.8%	90.6%
<b>Prefer not to say</b>	23	1	1
%	0.2%	0.0%	0.2%
<b>No information recorded</b>	692	110	11
%	7.0%	4.8%	2.2%
Sum:	9897	2308	491

As noted elsewhere in this report the University continues to put a considerable amount of effort into raising awareness to the needs of disabled people and the support available to them.

## Religion and Belief

	Total applications	Shortlisted	Appointed
<b>Buddhist</b>	109	26	5
%	1.1%	1.1%	1.0%
<b>Christian</b>	4190	997	228
%	42.3%	43.2%	46.4%
<b>Hindu</b>	250	33	2
%	2.5%	1.4%	0.4%
<b>Jewish</b>	38	11	1
%	0.4%	0.5%	0.2%
<b>Muslim</b>	483	69	9
%	4.9%	3.0%	1.8%
<b>No religion</b>	2596	669	132
%	26.2%	29.0%	26.9%
<b>Other</b>	315	84	14
%	3.2%	3.6%	2.9%
<b>Prefer not to say</b>	1014	247	59
%	10.3%	10.7%	12.0%
<b>Sikh</b>	56	5	2
%	0.6%	0.2%	0.4%
<b>No information recorded</b>	846	167	39
%	8.6%	7.2%	7.9%
<b>Sum:</b>	<b>9897</b>	<b>2308</b>	<b>491</b>

## Sexual Orientation

	Total applications	Shortlisted	Appointed
<b>Bisexual</b>	142	42	7
%	1.4%	1.8%	1.4%
<b>Gay man</b>	94	17	2
%	1.0%	0.7%	0.4%
<b>Gay woman/lesbian</b>	50	15	0
%	0.5%	0.7%	0.0%
<b>Heterosexual/straight</b>	7744	1852	392
%	78.3%	80.2%	79.8%
<b>Other</b>	69	13	3
%	0.7%	0.6%	0.6%
<b>Prefer not to say</b>	921	195	50
%	9.3%	8.5%	10.2%
<b>No information recorded</b>	877	174	37
%	8.9%	7.5%	7.5%
<b>Sum:</b>	<b>9897</b>	<b>2308</b>	<b>491</b>

As with religion and belief the amount of data we have been able to collect during the past has risen significantly. Data quality is still not robust but we have reason to believe that percentages are not consistent across the applications, short listing and appointment stages.

Age

	Total applications	Shortlisted	Appointed
15-19	189	46	12
%	1.9%	2.0%	2.4%
20-24	1303	250	53
%	13.2%	10.8%	10.8%
25-29	1763	355	92
%	17.8%	15.4%	18.7%
30-34	1367	295	70
%	13.8%	12.8%	14.3%
35-39	1021	228	51
%	10.3%	9.9%	10.4%
40-44	950	225	56
%	9.6%	9.8%	11.4%
45-49	891	257	59
%	9.0%	11.1%	12.0%
50-54	804	253	62
%	8.1%	11.0%	12.6%
55-59	610	201	27
%	6.2%	8.7%	5.5%
60-64	202	64	9
%	2.0%	2.8%	1.8%
65-69	48	27	0
%	0.5%	1.2%	0.0%
70-74	11	2	0
%	11.0%	0.1%	0.0%
Unknown	738	105	0
%	7.5%	4.6%	0.0%
Sum:	9897	2308	491

**Details of the experience of BME applicants within the recruitment process**

BME Candidates by Faculty	Not shortlisted	Percentage	Shortlisted	Percentage
AL	13	100.00%		
ASA	75	85.23%	13	14.77%
BH	127	79.38%	33	20.63%
DC	134	87.01%	20	12.99%
EFM	713	86.01%	116	13.99%
FI	35	66.04%	18	33.96%
HLS	129	83.77%	25	16.23%
HR	21	95.45%	1	4.55%
HSS	54	84.38%	10	15.63%
LR	261	91.90%	23	8.10%
OBIS	6	24.00%	19	76.00%
SM	29	87.88%	4	12.12%
SU	42	95.45%	2	4.55%
TDE	123	78.85%	33	21.15%
Shortlisted BME candidates by Faculty				

	No offer made	Percentage	Offer made	Percentage
ASA	10	76.92%	3	23.08%
BH	28	84.85%	5	15.15%
DC	18	90.00%	2	10.00%
EFM	82	70.69%	34	29.31%
FI	16	88.89%	2	11.11%
HLS	19	76.00%	6	24.00%
HR			1	100.00%
HSS	8	80.00%	2	20.00%
LR	17	73.91%	6	26.09%
OBIS	19	100.00%		
SM	4	100.00%		
SU	1	50.00%	1	50.00%
TDE	28	84.85%	5	15.15%
<b>BME Candidates by staff group</b>				
	Not shortlisted	Percentage	Shortlisted	Percentage
Professor	3	100.00%		
Research	90	78.26%	25	21.74%
Senior	25	89.29%	3	10.71%
Support	1444	86.05%	234	13.95%
Teaching	161	75.94%	51	24.06%
Variable hours	39	90.70%	4	9.30%
<b>Shortlisted BME candidates by staff group</b>				
	No offer made	Percentage	Offer made	Percentage
Research	20	80.00%	5	20.00%
Senior	3	100.00%		
Support	183	78.21%	51	21.79%
Teaching	41	80.39%	10	19.61%
Variable hours	3	75.00%	1	25.00%
<b>BME candidates by age group</b>				
	Not shortlisted	Percentage	Shortlisted	Percentage
15-19	46	97.87%	1	2.13%
20-24	272	90.67%	28	9.33%
25-29	409	88.91%	51	11.09%
30-34	339	82.48%	72	17.52%
35-39	214	82.95%	44	17.05%
40-44	198	84.62%	36	15.38%
45-49	113	79.02%	30	20.98%
50-54	71	62.28%	43	37.72%
55-59	42	91.30%	4	8.70%
60-64	18	94.74%	1	5.26%
65-69	8	100.00%		
70-74			1	100.00%
Unknown	32	84.21%	6	15.79%
<b>Shortlisted BME candidates by age group</b>				
	No offer made	Percentage	Offer made	Percentage
15-19	1	100.00%		
20-24	24	85.71%	4	14.29%
25-29	33	64.71%	18	35.29%
30-34	58	80.56%	14	19.44%
35-39	35	79.55%	9	20.45%
40-44	32	88.89%	4	11.11%
45-49	22	73.33%	8	26.67%

50-54	33	76.74%	10	23.26%
55-59	4	100.00%		
60-64	1	100.00%		
70-74	1	100.00%		
Unknown	6	100.00%		

## Appendix: Senior Management Team

The profile of the University's senior management team is;

Gender	Number of people
F	3
M	6

Age group	Number of people
50-54	3
55-59	5
60-64	1

## Appendix: Reports

### Other Reports Published

During the past year the University has published the following monitoring reports:

- a. Influence of student's demographics on their academic performance 2005 - 2010 – an analysis of influence on gender, ethnicity and age on first year retention, degree attainment and first destinations of Oxford Brookes Undergraduates and Postgraduates taught by domicile;
- b. Oxford Brookes Performance against OFFA Milestones 2006 - 2011
- c. Employment Statistics – showing workforce composition
- d. Academic Board Student Complaints 2010/11
- e. Student feedback –

The majority of the reports provide information broken down by age, disability, ethnicity and gender, with some survey reports providing information broken down by religion or belief and sexual orientation. These reports are available on our Equality and Diversity website.

However, the University is consciously aware that there are both gaps and deficiencies in the data available to it. These include but are not limited to:

- a. Apart from staff surveys, no monitoring of religion or belief, or sexual orientation for staff and students, although it is committed to introducing this
- b. The University has no way at present to identify and target support at students with care responsibilities
- c. The data for staff returning from maternity leave is not robust beyond the fact that their return is noted

The University is currently reviewing both its Equality and Diversity objectives to address these data gaps.

Considering the relatively small number of transgender staff and students and therefore the unreliability of data, along with the importance of maintaining individual privacy, which is a legal requirement as well as an ethical duty, the University does not consider it helpful to introduce transgender monitoring. Instead i will rely on qualitative information when assessing the experience of transgender staff and students and we will strengthen its policy and guidance in this area.

## Appendix: Abbreviations

A number of abbreviations have been used in this report the full explanation of these is:

Abbreviation	Full title
AL	Association of Learning Technology
ASA	Academic and Student Affairs
BH	Faculty of Business
DC	Corporate Affairs
EFM	Estates and Facilities Management
FI	Finance Directorate
HLS	Faculty of Health and Life Sciences
HSS	Faculty of Humanities of Social Sciences
HR	Directorate of Human Resources
LR	Learning Resources
OBIS	Oxford Brookes Information Services
SM	Senior Management Team
SU	Students Union
TDE	Faculty of Technology Design and Engineering