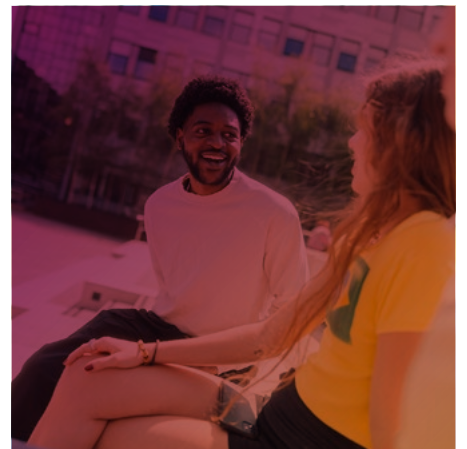


# EQUALITY, DIVERSITY AND INCLUSION

Annual Report 2024-2025



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# Introduction

Oxford Brookes University's Equality, Diversity and Inclusion (EDI) Annual Report provides a summary of the progress made during the first year of implementation of the University's EDI Strategy 2024-29. It comprises a narrative report of the key areas of our EDI activity over the 2024/25 academic year and a data annexe which gives an overview of staff diversity data as at 31 July 2025 and student diversity data at 31 December 2024.

The EDI Annual Report fulfils the University's duty under the Equality Act 2010's Public Sector Equality Duty to publish information and data to demonstrate its compliance with the Act.

The introduction of the EDI Strategy took place against a background of institutional change and constrained resources. Therefore, activity was deliberately focused in a number of priority areas, notably *Ambition 1: Building a strong supporting framework for EDI work*, as this work would underpin other areas of work in future years. Nonetheless, as this Report demonstrates, a wide range of work in support of our goals took place over the year. Activity across all six of the Strategy's ambitions will be rebalanced over its five-year span.

## A note on terminology

We use the acronym 'BAME' to refer to Black, Asian and minority ethnic staff. We acknowledge the contested nature of this term and use it in full cognisance of its limitations. The University's Race Equality Steering Group is working actively to identify an alternative term that has the widespread support of our community. We use disaggregated ethnicity data to inform our work as far as possible.

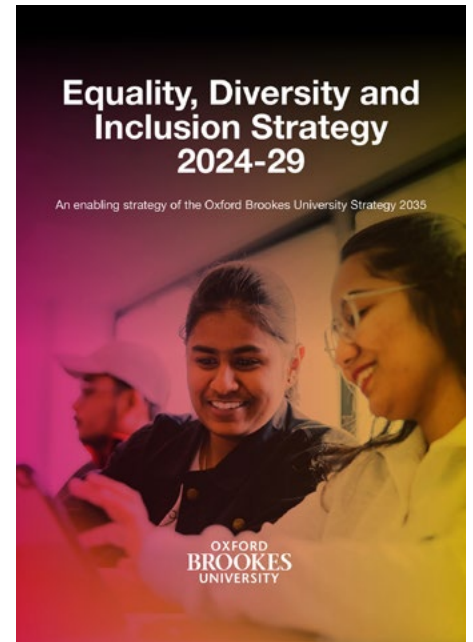
# Equality, Diversity and Inclusion (EDI) context

## EDI Strategy 2024-29

The [Equality, Diversity and Inclusion Strategy 2024-29](#) provides an overarching framework to guide Oxford Brookes University's work on EDI.

As an enabling strategy of the [Strategy 2035](#), it sets out our ambitions to:

- Put in place a strong supporting framework to underpin effective work on EDI
- Support every member of the University community to embody the Oxford Brookes guiding principle of 'inclusivity'
- Embed EDI considerations into each of the four pillars of the Strategy 2035 (Education and Enterprise, Research and Innovation, People and Culture, and Partnerships and Place)



## EDI governance and support

The Equality, Diversity and Inclusion Advisory Group (EDIAG), chaired by the Vice-Chancellor, provides central oversight and coordination of Oxford Brookes' commitments and responsibilities in relation to EDI and makes recommendations to the Senior Leadership Team.

A number of supporting committees feed into the EDIAG. They provide a forum for more detailed consideration of issues specific to different groups, co-ordinate the University's participation in equality charters and oversee the resulting action plans. These are the:

- Disability Equality Steering Group
- Gender Equality Steering Group
- LGBTQ+ Equality Steering Group
- Race Equality Steering Group
- Anti-Harassment Strategic Oversight Committee
- Multifaith Advisory Board

Each Faculty has an EDI Working Group to support their internal focus on EDI and contributions to wider University initiatives.

The University's central EDI Team is led by the EDI Director and currently consists of four posts (3.6 FTE). The team works collaboratively with colleagues across the institution to identify priority areas for action; advise on legislation, compliance and risks; identify emerging issues and trends; advise, support and empower others to embed inclusive practice in their day-to-day work and behaviours; and raise awareness of EDI themes.

## Progress against core indicators

We have identified the following set of core indicators, and associated targets, which will be monitored over the duration of the EDI Strategy.

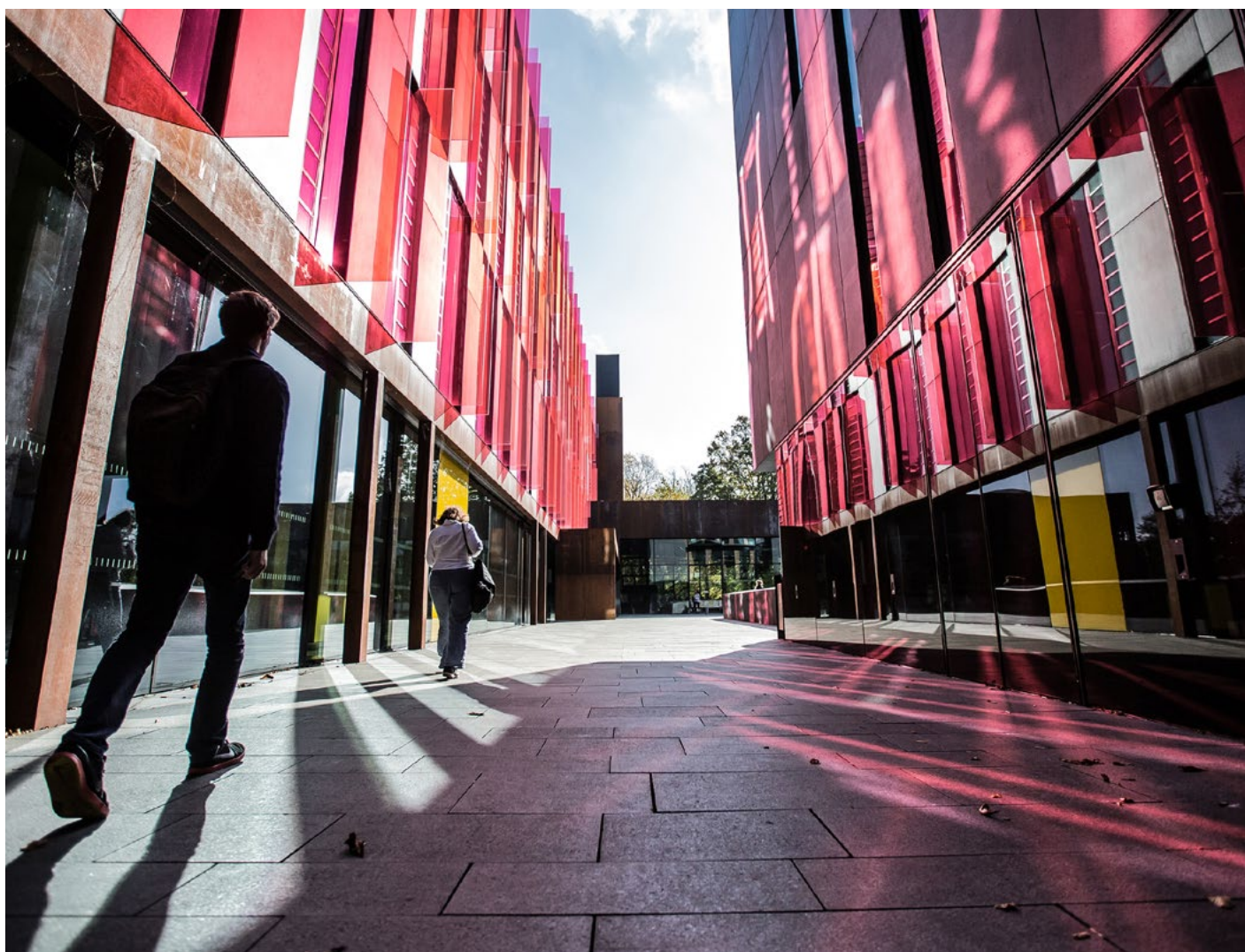
The quantitative measures address the areas of greatest underrepresentation in our staffing body, and complement the targets for student representation, progression and attainment contained in our Access and Participation Plan. We aim to continue our positive trajectory of increased ethnic diversity at the University, bringing overall representation closer in line with the diversity of our local and student populations; and also continue to close our pay gaps by bringing the proportions of BAME staff and women in the upper pay quartile in line with the current overall populations.

The qualitative measures represent our ambition to maintain and build on our generally positive staff and student sentiments relating to culture and belonging, whilst closing the gap where certain demographic groups show less positive experiences of the University. The disaggregated measures show those demographic groups with the largest divergence from the average.

| Indicator   | Benchmark 2024 | 2025             | Target |
|---|----------------|------------------|--------|
| <b>Staff</b>  |                |                  |        |
| Overall proportion of staff: ethnicity  | 18.6%          | 19.2%            | 25%    |
| Proportion of staff in upper pay quartile: ethnicity  | 14%            | 16%              | 20%    |
| Proportion of staff in upper pay quartile: sex  | 52%            | 52%              | 60%    |
| Staff survey response: 'I feel able to be myself at work'   |                |                  |        |
| Overall   | 78%            | n/a <sup>1</sup> | 85%    |
| Disabled  | 74%            |                  |        |
| Bisexual  | 73%            |                  |        |
| Black   | 69%            |                  |        |
| Other ethnic background   | 64%            |                  |        |
| Staff survey response: 'The university is committed to equality, diversity and inclusion for all'                           |                |                  |        |
| Overall   | 70%            | n/a              | 80%    |
| Gay or lesbian  | 67%            |                  |        |
| Disabled  | 62%            |                  |        |
| Mixed ethnicity   | 58%            |                  |        |
| Staff survey response: 'I have confidence that reports of bullying and/or harassment are dealt with fairly and effectively' |                |                  |        |
| Overall   | 44%            | n/a              | 70%    |
| Bisexual  | 38%            |                  |        |
| Mixed ethnicity   | 36%            |                  |        |
| Disabled  | 36%            |                  |        |
| Gay or lesbian  | 35%            |                  |        |

<sup>1</sup> The University's Staff Survey and the International Student Barometer are run every two years.

| Indicator   | Benchmark 2024 | 2025 | Target |
|---|----------------|------|--------|
| <b>Students</b>   |                |      |        |
| Achieve the targets for access, progression and attainment set out in the Access and Participation Plan |                |      |        |
| NSS survey question: 'I feel safe to be myself at university'<br><i>Disaggregated data unavailable</i>  | 87%            | 88%  | > 90%  |
| ISB survey question: 'I feel a sense of belonging'  | 83%            | n/a  | 88%    |
| Student survey question: 'My course offers an inclusive learning experience'                            |                |      |        |
| BSS - Overall   | 78%            | 79%  | > 80%  |
| BSS - Asian (UK)  | 74%            | 84%  |        |
| BSS - Mixed ethnicity (UK)  | 69%            | 77%  |        |
| NSS - Overall   | 79%            | 78%  |        |
| <i>No significant demographic differences</i>   |                |      |        |
| PTES - Overall  | 82%            | 85%  |        |
| <i>No significant demographic differences</i>   |                |      |        |
| PRES  |                |      |        |
| <i>To be added in future years</i>  |                |      |        |



# A strong supporting framework

Establishing a strong, supportive framework for effective and impactful EDI work has been a primary focus of implementation in the first year of the EDI Strategy.

## Work has included:

- Reviewing and reinforcing institutional EDI governance arrangements, and establishing Faculty EDI committees as we transitioned to our new two-Faculty structure;
- Developing guidance on conducting Equality Impact Assessments, and reinforcing the use of equality analysis in institutional decision making;
- Establishing a regular cycle of staff engagement surveys, ensuring that analysis of results from an equality perspective is an integral part of this, and using outcomes to inform decision making;
- Continuing to support the operation and development of our staff diversity networks;
- Ensuring regular communications about equality issues in our internal staff and student newsletters;
- Looking for opportunities to raise awareness of initiatives in support of diversity and inclusion in external communications and press releases;
- Initiating a project to make diversity data more easily available at a local level;
- Continued engagement with equality charter marks - in 2024/25 we renewed our Disability Confident Accreditation at Level 2 and submitted a successful application for a Bronze Race Equality Charter Award.

## Equality analysis

There has been a strong focus on embedding Equality Impact Assessments (EqIAs) as a tool for improving and developing practice, and ensuring attention to EDI in institutional decision-making. This has been particularly important during a period of change. A new institutional policy framework was introduced in July 2024, to set out the approach that should be followed for the development and maintenance of all University policies. This includes guidance on accessibility and inclusion standards, minimum consultation requirements and makes completion of an EqIA a mandatory element of the approval process. Our EqIA guidance provides further advice on consultation and requires that the impact and effectiveness of policies is monitored following implementation.

All major change proposals during this period affecting our staff and students have been informed by equality analysis, including a number of team restructuring programmes, the University's withdrawal from its Harcourt campus, and changes to the arrangements for car parking and allocating parking permits.



## Race Equality Charter

At the end of May, the University was delighted to learn that its application to the Race Equality Charter (REC) had been successful and that we had achieved a Bronze award. A Bronze award recognises that we have made an institutional commitment to advancing race equality and established a solid foundation for our work. The award represented the culmination of a 15-month self-assessment of the University's race equality context, overseen by the Race Equality Steering Group (RESG).

The RESG, chaired by Chief People Officer Sarah Thonemann, reviewed and discussed a wide range of data and evidence in preparation for our REC application, and used this to identify six priority areas for improvement:

1. Ensure that decisions are informed by evidence and equality analysis.
2. Build a sense of community and belonging, where all students and staff feel able to be themselves.
3. Ensure that Black, Asian and minority ethnic (BAME) students and staff are able to access appropriate support and services.
4. Continue to address harassment and discrimination, including on the basis of ethnicity, nationality and / or religion.
5. Continue to increase the proportion of BAME staff, with a particular focus on the recruitment, retention and progression of UK BAME staff and BAME staff in senior academic and professional services roles.
6. Continue to build a diverse student community, which supports every individual to succeed and thrive.

These priorities form the basis of a five-year action plan of targeted interventions and policy and practice changes to address the gaps identified.

# Support the University community to embody inclusivity

The report from an external evaluation of our EDI training and development offer was delivered at the beginning of the year, and we began to implement the findings. Our priority was to systematically review and update existing e-learning training modules.

There was a strong focus throughout the year on developing resources in support of the Leadership and Management Framework, including providing advice and guidance to support managers to lead and develop inclusive teams. New workshops for managers were introduced, including mental health awareness training, and over 100 line managers attended briefing sessions on the University's new Occupational Health provision.

Towards the end of the year, work was undertaken to prepare for the introduction of the Higher Education (Freedom of Speech) Act.



# EDUCATION AND ENTERPRISE



Oxford Brookes' new **Access and Participation Plan (APP)** was approved in November 2024 and sets out how the University will improve and promote equality of opportunity for under-represented groups of UK-domiciled students at undergraduate level.

Analysis of potential ethnicity gaps for other student groups (international undergraduates, and postgraduate taught and postgraduate research students of all nationalities) was carried out as part of the Race Equality Charter self-assessment process. This resulted in a number of related actions being identified.

Steps were taken to attract students to disciplines in which certain demographics are under-represented - notably in motorsport engineering - and Oxford Brookes was pleased to be awarded three fully-funded AHRC Landscape Award PhD scholarships, intended to support individuals from groups that are under-represented in the Arts and Humanities and in doctoral research.

Support for students was enhanced through the introduction of new attendance and support to study policies and a Task & Finish Group was established to review the Equality and Human Rights Commission's *Advice note for the higher education sector from the legal case of University of Bristol vs Abrahart* and make recommendations on areas for improvement. The University also reasserted its commitment to supporting care experienced and estranged students.

Student experience was reinforced through skills development for teaching staff and curriculum enhancement initiatives. Mandatory training for academic advisors was introduced to build their skills to effectively support students, and Oxford Brookes' annual teaching and learning conference took place in June 2025, attracting 52 in-person delegates and 148 international colleagues online. A total of 91 staff were supported to achieve a new fellowship award, up from 52 in the previous year.

Programmes are supported to develop an inclusive learning experience for all students through engagement with the IDEAS inclusive curriculum framework, which is embedded into quality processes. Last year, the suite of IDEAS resources and activities expanded to include Associate Lecturers with 84 completing an online introduction course, up from 11 who were supported in the initial launch. The Oxford Centre for Academic Enhancement and Development (OCAED) have worked directly with 57 programmes to date. OCAED employed 16 students as Curriculum Consultants in 2024/25 who contributed to more than 25 student experience and curriculum design projects.

## Access and Participation Plan

The APP was developed over an 18-month period, drawing on extensive intersectional data analysis, and consultation with a wide range of stakeholders, including students. The APP sets out the University's main goals for the next five years:

- Increase the proportion of new students at Oxford Brookes from low socio-economic backgrounds and those of Black and mixed ethnicity.
- Improve the number of students from low socio-economic backgrounds who progress to their next year of study.
- Increase the proportion of students from low socio-economic backgrounds and students of Black and mixed ethnicity who are awarded a 2:1 or first class honours degree.
- Improve the rates of progression into further study or higher level employment for students from low socio-economic backgrounds and for students from Asian, Black, mixed and other ethnicities.

### Activity undertaken in 2024/5

Some of the activities contained within the new APP, which covers the period 2025-2029, have been carried over from the [APP 2020-2025](#). Whilst the objectives and targets within the previous APP were slightly different, the main areas of activity are similar in that they sought to recruit a greater proportion of students from low socio-economic and diverse ethnic backgrounds, and reduce awarding gaps and progression to highly skilled employment or further study between students from minority ethnic backgrounds and White students. The APP 2020-2025 also had a focus on supporting care leavers, a priority that has continued, identified as enhanced risk factors for care experienced and estranged students.

Activities to achieve these objectives include sustained and targeted outreach, financial support and money advice, the implementation of IDEAS, and continuation of our Student Partner initiative. Future activities will include the development of a peer mentoring programme, buddy scheme and support for the professional development of student casual employees.

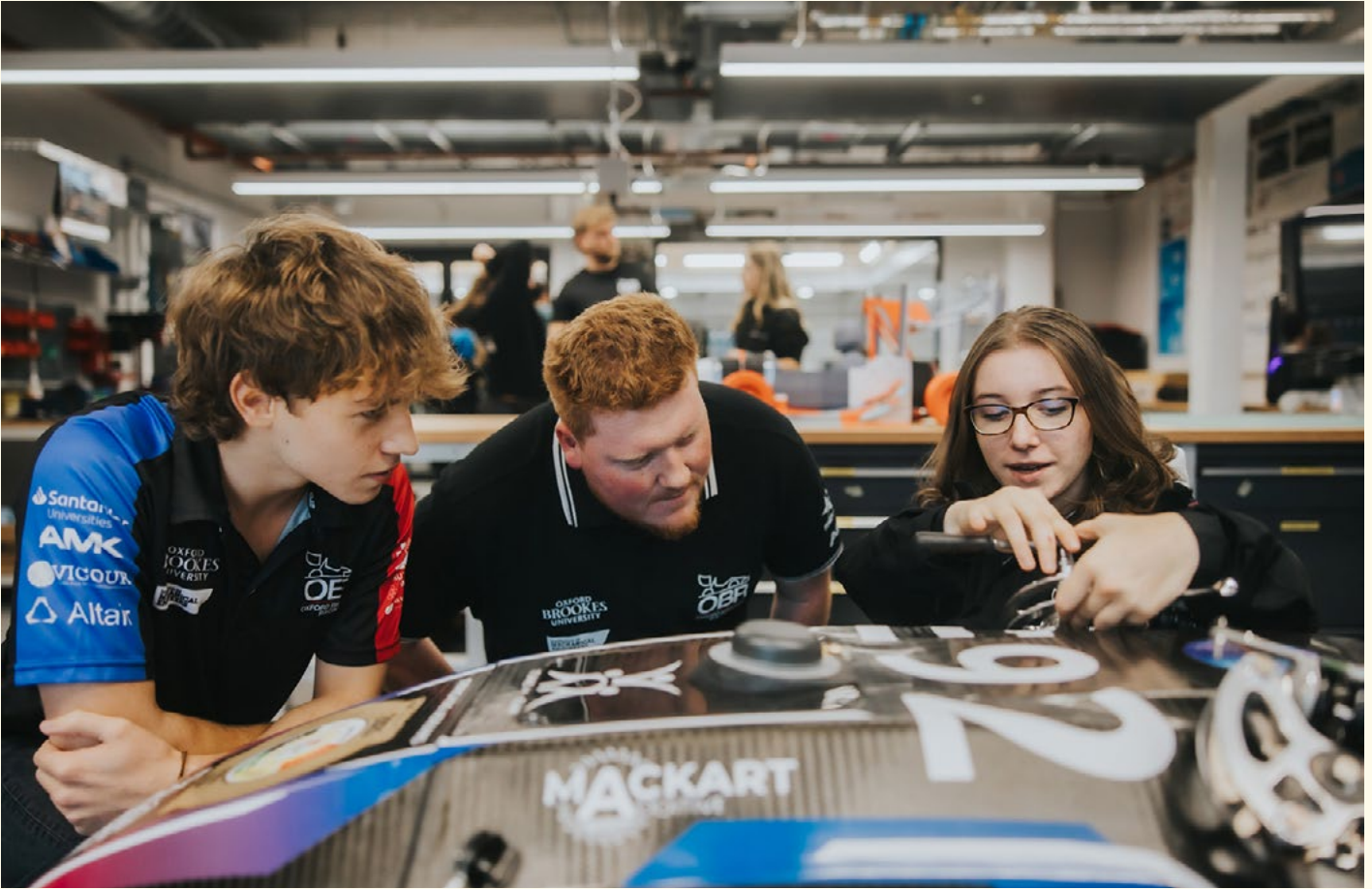
### Progress against targets

- The proportion of new students from low socio-economic backgrounds was slightly below the first 2025/26 milestone, while the proportion of those of Black and mixed ethnicity was 1.5 p.p. ahead of the milestone.
- The continuation gap, based on 2022/23 cohorts, had slightly increased from the previous year but remained below the first 2025/26 milestone.
- Both the socio-economic and ethnicity awarding gaps had narrowed and were below the first 2025/26 milestone.
- The socio-economic progression gap for 2022/23 graduates was negative, whilst the ethnicity gap remained close to zero.

## Strengthening support for students

Building on the introduction of our [Academic Advising Policy](#) in September 2023, the University introduced its new Student Engagement and Attendance Policy and revised Support to Study Policy in 2024/25. This framework aims to provide a structured and compassionate process to assist students who are facing challenges that may impact their ability to engage with their studies effectively. Ensuring that students who may need additional support are identified at an early stage is intended to impact positively on students' continuation, completion and degree outcomes.

Developments with Academic Advising have been supported by a new Academic Advising structure that includes Senior Faculty Academic Advisors (SFAAs) and a University SFAA Coordinator. Through this structure resources have been developed including a process to ensure timely and effective referrals are made, where necessary, and an Academic Advising Google site created specifically to support Academic Advisors in their role. NSS results for 2024/25 reveal improvements in student satisfaction with the contact that they have had with their Academic Advisor, a measure that we continue to monitor through this optional NSS question, with no significant difference reported by student demographic.



## Promoting diversity in motorsport engineering

To celebrate International Women in Engineering Day, Oxford Brookes welcomed more than 50 girls from local schools to the University's brand-new teaching building on its Headington Hill site, where they met female motorsports stars Vanina Ickx and Marta Garcia. Marta and Vanina talked about their careers in a presentation designed to inspire girls to consider careers in motorsport. The pupils also met the award-winning Oxford Brookes Racing team and learnt about the electric racing vehicle they develop each year to compete in the International Formula Student competition. They were introduced to Driven by Us - an organisation that aims to empower aspiring leaders from under-represented backgrounds in the automotive and motorsport industry.

This year three students aspiring to a motorsport career were awarded fully-funded scholarships to study for an MSc in Motorsport Engineering at Oxford Brookes, thanks to a charitable foundation set up by seven-time Formula 1 World Champion, Sir Lewis Hamilton. They were part of the second cohort of students to receive the grant from Sir Lewis' foundation, Mission 44, supported by the Royal Academy of Engineering. The scholarship programme was established in June 2022, with the aim of increasing diversity within Formula 1 and UK motorsport, and to address the under-representation of individuals from Black or Black mixed ethnic background in the industry. Five of the 13 students who have so far been awarded scholarships under the programme have chosen Oxford Brookes for their studies.

# RESEARCH AND INNOVATION



The University's Equality, Diversity and Inclusion Research Network (EDIN) ran a number of events to build the capacity of our research community to embed EDI considerations into research design. These included workshops on EDI Best Practice in Research Engagement and Applying a Gender Dimension in Research, and an EDIN research showcase during LGBTQ+ History Month.

The University's Migration and Refugees Research Network, in collaboration with local charity Asylum Welcome, led an application for Oxford Brookes to be officially recognised as a University of Sanctuary. The award reflects Oxford Brookes' sustained commitment to sanctuary seekers through research, community partnerships and direct student support, and sees us join a growing national network of institutions committed to creating welcoming and supportive environments for refugees and people seeking asylum. A three-year action plan will continue to guide our work. Projects that were initiated during the year included a collaboration on the Refugee-Led Research Hub in East Oxford and an expanding programme of events, training and outreach in partnership with Asylum Welcome and other local organisations.



# PEOPLE AND CULTURE



In 2023/24, the University had introduced a recruitment hold and suspended its senior academic promotions processes to support financial sustainability. In 2024/25, the University took advantage of this pause in activity to assess our approach to recruitment and promotions, and to identify improvements to our processes that would support our commitment to transparency and inclusion. Both were informed by internal engagement and external reviews.

We also undertook extensive work on wellbeing and anti-harassment, aimed at improving staff and student experience, and continued to support staff to achieve work-life balance through the introduction of a new Flexible Working Policy and an enhanced scheme for purchasing additional annual leave.

## Recruitment

Following widespread engagement, a number of improvements to our provision in support of recruitment and selection were introduced, to take effect from 1 September 2025. These included:

- A new Recruitment and Selection Policy;
- A hiring manager guidebook to support managers through each step of the recruitment process and a checklist for time-pressed managers;
- Improved shortlisting and interview scoring forms with clear and concise scoring criteria;
- Interview guidance to support the design of fair and transparent assessment and selection;
- A standard advert template for professional services roles to help us articulate our roles and our benefits to the external market in a consistent manner;
- Updated recruitment and selection webpages to reflect these changes and to make it easier to find recruitment and selection materials.

We expect these changes to strengthen our approach to fair, transparent and inclusive recruitment, and lead to a better experience for both recruiting managers and candidates.



## Promotions

Senior academic promotions (promotion to Associate Professor, to Professor and between professorial levels) were relaunched at the end of 2024/25 following a year's pause. In response to the findings of an external review, which had a focus on ethnicity, and building on previous good practice, steps were taken to reinforce transparency, fairness and inclusion:

- Briefing sessions for prospective applicants continued at a Faculty level, with a University-wide 'back up' session for those unable to make Faculty sessions;
- All prospective applicants were offered a mentor to support them through the process;
- All applicants were invited to disclose any personal circumstances that may have affected their productivity;
- Members of the Senior Academic Promotions Committee (SAPC) assessed and scored applications independently of each other;
- The role of Equality Observer was introduced to the SAPC;
- A briefing on equality and unconscious bias was provided to all panellists, and all internal panellists completed our unconscious bias on-line training;
- Thorough data analysis was conducted at each stage of the application process.

Promotions were based on a framework of revised academic career pathways, which aimed to standardise the expectation that all staff should contribute to academic citizenship, and emphasise the importance of teaching and education, whilst allowing flexibility to accommodate different career paths. The three new Pathways were intended to promote parity of esteem between different contributions and allow flexibility to cite evidence drawing on non-traditional activities and achievements.

Overall, outcomes by sex were very similar, with women slightly more likely than men to be promoted to Associate Professor and Professor, as a percentage of the eligible pool.

Staff from minority ethnic backgrounds were slightly over-represented in the applicant pool, apart from in promotions between the professorial bands, where there were no applications. However, the high application rate did not translate into higher success rates. 6% of the eligible pool of minority ethnic staff was promoted to Associate Professor and 4% to Professor, compared to 8% and 9% of eligible White staff respectively. This pattern of higher application rates and lower success rates reflects trends seen in previous promotions rounds.

The outcomes of the promotions round will be reflected in our 2025/26 staffing data.



## Wellbeing at Work

The University introduced its Wellbeing at Work Strategy in February 2024. In 2024/25, there was a wide range of activities in support of the strategy, including:

### Stress management

A revised Prevention and Management of Work-Related Stress Policy was introduced, which sets out the University's commitment to, and arrangements for, reducing the impact of work-related stress. Implementation of the policy is supported by new webpages to provide practical guidance, signposting and resources, and a range of new stress management and prevention learning and development resources. These include resources for individuals, for those who support students, and for managers, to support them to prevent, manage and support individuals affected by work-related stress.

### Mental health

The University grew its network of Mental Health First-Aiders to over 60 individuals, volunteers trained to offer help to someone developing a mental health issue, experiencing a worsening of an existing mental health issue or in mental health crisis.

We also introduced Mental Health Awareness workshops, attended by 41 staff members, and a new one-day awareness session for line managers, attracting 82 participants. These workshops complement a range of e-learning and resources about mental health. A panel discussion on 'Navigating mental health in the modern world: challenges and strategies' took place to mark World Mental Health Day.

New resources for staff included Wellness Action Plans, tools designed to help individuals identify what keeps them well, what might challenge their mental health, and how to address these issues collaboratively with their manager or team.

### Wellbeing at Work Network

The Wellbeing at Work Network was established and draws membership from across the University. It aims to harness colleagues' extensive knowledge, skills, expertise and enthusiasm to develop and promote wellbeing initiatives. The Network provided various wellbeing events and activities during the year.



## Anti-harassment

A new role of Anti-Harassment and EDI Advisor was introduced at the beginning of 2024/25 to lead work in this area. Over the course of the year we:

- ✓ Launched a new **Anti-Harassment Hub** to act as a single point of information about support, reporting and resources for staff and students who may have experienced or witnessed bullying, harassment, discrimination and victimisation.
- ✓ Improved our reporting tools for bullying and harassment, and relaunched our anonymous reporting tool. The tool now has a greater number of categories for intersectional disclosures and is available to all members of the Oxford Brookes community, including staff, students, visitors and third parties. We also created a new reporting route for staff to access support directly from the People Directorate if they are unable to disclose to their line manager.
- ✓ Introduced a Staff and Student Relationships Policy which prohibits intimate and close personal relationships where staff have a direct or indirect academic or pastoral responsibility for a student. This policy is an important step forwards to protect our staff and students from any potential conflicts of interest and abuses of power.
- ✓ Made minor amendments to our Anti-Harassment and Discrimination Policy to ensure it reflects new regulatory and legislative requirements.
- ✓ Reviewed our approach to staff learning and collaborated with our Independent Sexual Violence Advisor and leading local charity Survivor Space to develop a two-hour workshop for staff who are likely to receive disclosures from students.
- ✓ Continued to encourage students to complete a consent e-learning module provided by leading sexual health charity Brook.
- ✓ Established a new Anti-Harassment Strategic Oversight Committee to provide more robust governance of anti-harassment related initiatives and support greater collaboration and information sharing between staff- and student-facing teams.

# PARTNERSHIPS AND PLACE



Throughout the year, the University looked for opportunities to strengthen its ties with the local community, to make its campus facilities more inclusive for staff, students and visitors, and to celebrate the diversity of the University community.

## Inclusive campus

There were efforts during the year to ensure appropriate provision for religiously observant students and staff, and for the University's growing population of Muslim students in particular. New arrangements for Friday Prayer were put in place, after demand outgrew the existing prayer room. The renewal of our catering contract provided an opportunity to embed commitments to ensure availability of halal food options and to investigate the feasibility of introducing a fully halal-certified kitchen on campus.

An accessibility audit was initiated to carry out a full access audit of the University estate and make accessibility information easily available on the University website, led by Estates and Campus Service (ECS) and supported by a cross-University reference group. Meanwhile, a sensory space was established in the library.

## Community engagement

Oxford Brookes partnered with Oxfordshire Youth to host a Christmas Day Dinner for care leavers, bringing warmth, community and a festive meal to young people who might otherwise have spent Christmas Day alone. University staff volunteered their time, both in the lead-up to Christmas and on the day itself.

In March, the Multifaith Chaplaincy and Brookes Union partnered with the Dialogue Society to host our first Community Iftar on campus. Around 150 staff, students and community members of all faiths and none came together to share a meal during Ramadan.

Oxford Brookes participated in and supported a number of local events, including Oxford and Swindon Pride, and the Cowley Road carnival. The University's Centre for Development and Emergency Practice organised the annual Oxford Human Rights Festival, and hosted a number of events on campus as well as at venues across the city.



## Celebrating diversity

The University organised events at a number of moments in the year - including during national History Months - to celebrate the diversity of its community and to raise awareness of equality issues. In November, Brookes Union hosted its first Global Fest, a week of events celebrating the diversity and inclusion of all students at Oxford Brookes. A successful global food court led to the establishment of a monthly international food market on campus. Also in November, Brookes Union and the University's LGBTQ+ Staff Forum joined together to hold a vigil to mark Trans Day of Remembrance. In February, Oxford Brookes Chancellor Paterson Joseph gave a talk entitled 'These stories are our stories' and met with members of the BAME Staff Network and students of Black heritage.

### Black History Month

Oxford Brookes celebrated Black History Month in October, with lectures and talks led by inspiring voices from the Black community. All events were open to staff, students, and the public, offering a unique opportunity to engage with the speakers' compelling stories and join in a celebration of Black history, culture and resilience.

The keynote lecture for Black History Month 2024 was given by Trevor Sterling, the first Black Senior Partner of a UK top 100 law firm. Trevor shared insights about his personal journey and the importance of self belief, irrespective of social challenges.

Later in the month, acclaimed musician Guy Davis hosted an insightful talk titled 'Blues, Songwriting and Civil Rights'. Davis, a two-time Grammy nominee for Best Traditional Blues, blends a variety of genres, including roots, blues, folk, rock, rap, spoken word, and world music, to explore themes of social justice. His work reflects on historical events, personal hardships, and the ongoing fight against inequality. Joining him was Michael Roach, a respected blues musician and chair of the European Blues Association, who has long been involved in preserving and teaching blues traditions.



### Disability History Month

Our annual Disability History Month lecture was given by award-winning writer and broadcaster, Selina Mills, on the theme of 'Why Blindness Matters: how to travel through time and life with no or low vision'. Selina talked about what we think of blindness and how to define it, and explored the origins of our binary definitions.

The University's Lloyd Building and the Sports Centre were lit up in purple to mark our support for #PositivelyPurple, a global movement that celebrates and draws attention to the contribution of employees with disabilities. The Staff Disability Network organised an informal lunchtime gathering to mark the UN International Day of Persons with Disabilities.

### LGBTQ+ History Month

The LGBTQ+ Staff Network, Brookes Union and the LGBTQ+ Society planned a range of events during LGBTQ+ History Month in February and the University raised Progress Pride flags on each campus and lit up Lloyd Building in rainbow colours to celebrate the month.

In our keynote lecture, Dr Daniel Fountain, Senior Lecturer in Art History and Visual Culture at the University of Exeter, explored how LGBTQ+ communities have utilised craft processes to explore identities, bring communities together, and encourage social and political change.

Brookes Union organised a panel discussion in which students and staff shared their experiences of how queer joy can drive and support our activism and help to change the world.

A protest sign-making workshop with visual artist Mister K helped participants to design eye-catching cardboard placards and find new ways to come together to reflect, connect and inspire social change.

# Staff and student diversity data 2025

## Terminology and methodology

We use the acronym 'BAME' to refer to Black, Asian and minority ethnic staff. We acknowledge the contested nature of this term and use it in full cognisance of its limitations. We use disaggregated ethnicity data to inform our work as far as possible.

We collect and analyse staff and student data on binary sex to fulfil external statutory reporting requirements, and in line with the Equality Act (2010) protected characteristic of sex. Staff and students are able to self-report their gender and we offer non-binary gender options when collecting data for non-Equality Act purposes, such as in staff engagement surveys.

## Staff data

Staff data is extracted from People XD with a reference date of 31 July 2025. This procedure is consistent for all staff data reporting, allowing for continuity across reports. This is the data point used for all tables and charts unless stated otherwise.

The number of staff is calculated as the Full Person Equivalent (FPE), a headcount measure which counts each individual once. For individuals with more than one role, the 1.0 FPE is attributed to each role in proportion with the Full Time Equivalent (FTE). This avoids double counting whilst ensuring that all roles are considered.

## Student data

Student data is extracted from the SMART enrolments dashboard as of 3 December 2024. It captures new enrolments and annual re-enrolments.

To align with the University's Access and Participation Plan (APP), the data in this report represents the main study body based at Oxford Brookes University campuses as well as distance learners and those studying through Associate College Partnerships. Students studying associate short courses, such as CPD, and those in Global Banking School partnership institutions are excluded unless otherwise stated.

Around 7,000 students were studying for Oxford Brookes-accredited degrees through the Global Banking School in 2024/25. The demographics of these students is quite distinct and presenting data that combines this cohort with our on-campus students would give a distorted picture of our student profile.

Due to the small number of students studying foundation courses, these have been combined within the figures for undergraduates.

## Staff diversity profile

### Headcount

On 31 July 2025 the University employed 2,091 salaried staff, contributing 1,866 FTE (Full Time Equivalent). Of those, 42.9% are academics and 57.1% work in professional services.

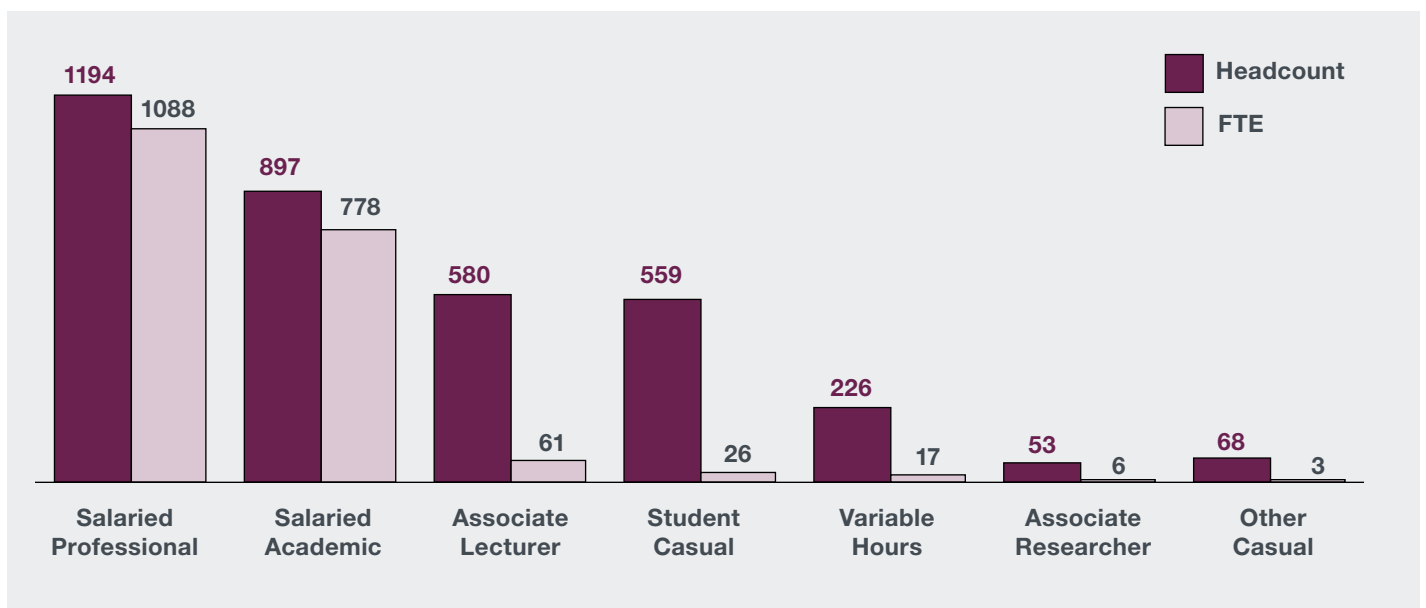
During 2024/25 the University also employed 1,420 active hourly paid staff who contributed more than 157,000 hours between them, equivalent to 113 FTE.

Amongst salaried staff, the overwhelming majority work full-time so the headcount and FTE measures broadly align. The opposite is true of hourly paid staff who may only be contracted to work a few hours at a time.

Table 1 - Contract type of salaried staff as at 31 July 2025

| Academic and professional high level | All staff   |               | Academic   |               | Professional |               |
|--------------------------------------|-------------|---------------|------------|---------------|--------------|---------------|
|                                      | FPE         | %             | FPE        | %             | FPE          | %             |
| Research                             | 75          | 3.6%          | 75         | 8.3%          |              |               |
| Teaching                             | 721         | 34.5%         | 721        | 80.4%         |              |               |
| Professor                            | 69          | 3.3%          | 69         | 7.7%          |              |               |
| Senior academic                      | 32          | 1.5%          | 32         | 3.6%          |              |               |
| Professional                         | 1136        | 54.3%         |            |               | 1136         | 95.1%         |
| Senior professional                  | 58          | 2.8%          |            |               | 58           | 4.9%          |
| <b>Total</b>                         | <b>2091</b> | <b>100.0%</b> | <b>897</b> | <b>100.0%</b> | <b>1194</b>  | <b>100.0%</b> |

Figure 1 - Headcount and FTE of all staff groups 2024/25



## Disclosure of diversity data

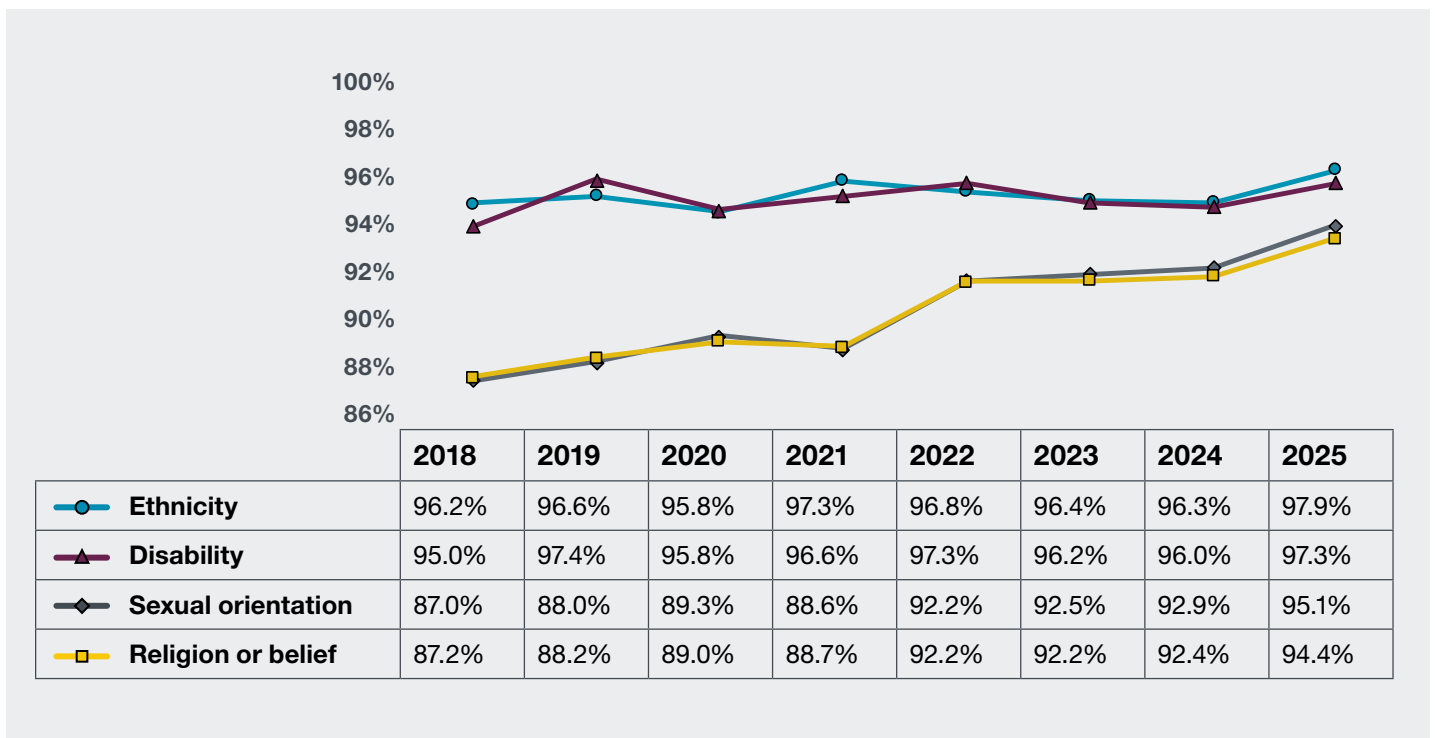
As part of efforts to ensure that our staff diversity data is as complete as possible, we have disaggregated the categories of ‘Prefer not to say (PNS)’ and ‘Unknown’ to better understand our rates of disclosure.

When staff provide diversity data they can choose the response ‘Prefer not to say’, which is an active decision to withhold information about one or more characteristics. A response is categorised as ‘Unknown’ if staff have not provided data for one or more characteristics.

Our disclosure rates are generally consistent with or above sector average and, as the chart below shows, have improved considerably over time. A targeted campaign run throughout 2024/25 led to notable improvements in data held on ethnicity and gender identity (increases of almost 2 percentage points and 3 percentage points, respectively). Of the 275 staff contacted, almost one third (~30%) provided additional data.

Staff turnover also has the effect of improving disclosure rates as staff with longer service, who joined the University before systematic data collection was introduced, are less likely to have shared diversity data.

Figure 2 - Disclosure of diversity data by protected characteristic, 2018-2025



### Disclosure of data by senior staff

Disclosure rates among senior staff are lower than average, predominantly linked to their longer length of service. As a result, data on the diversity of senior staff typically includes a higher than average proportion of staff in the category of ‘Unknown’. The number of staff in each category of seniority is also relatively small (n=26 on average) making the findings less reliable and more vulnerable to annual fluctuations.

# Sex and gender

## Overview

The proportion of women salaried staff has consistently been around 60% since systematic reporting was introduced in 2017.

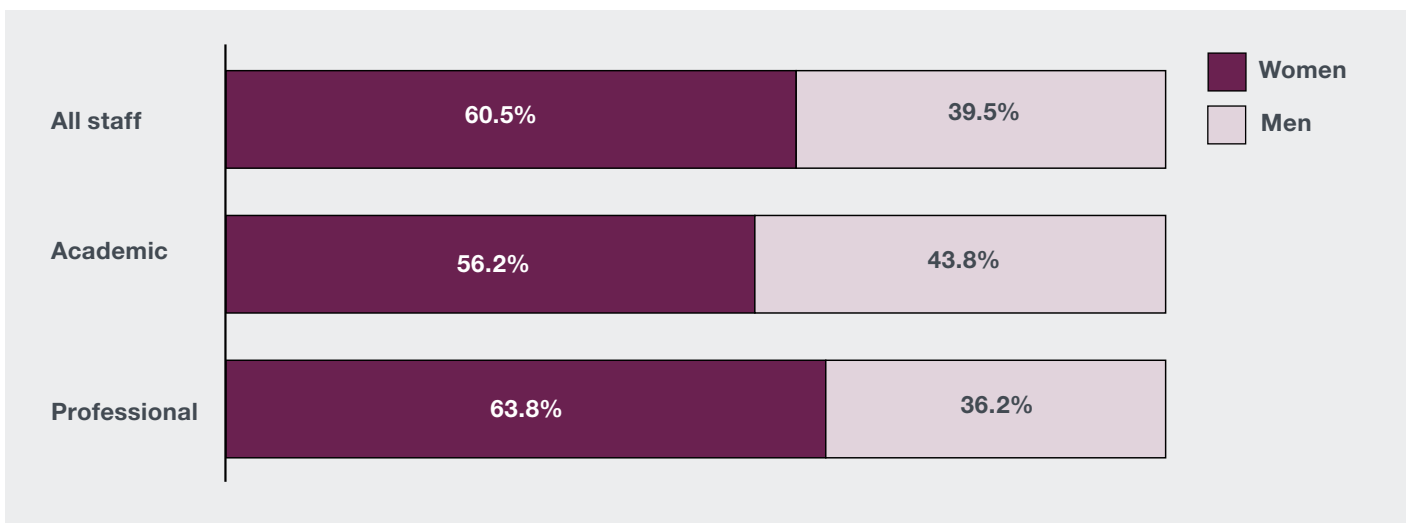
In 2025, 60.5% of all staff were women. When disaggregated by role type, women made up 56.2% of academics and 63.8% of professional services staff.

This ratio is reflected amongst hourly paid staff, where 61.7% were women.

**Table 2 - Sex of salaried staff as of 31 July 2025**

| Academic and professional high level | All staff   |               | Academic   |               | Professional |               |
|--------------------------------------|-------------|---------------|------------|---------------|--------------|---------------|
|                                      | FPE         | %             | FPE        | %             | FPE          | %             |
| Women                                | 1266        | 60.5%         | 504        | 56.2%         | 762          | 63.8%         |
| Men                                  | 825         | 39.5%         | 393        | 43.8%         | 432          | 36.2%         |
| <b>Total</b>                         | <b>2091</b> | <b>100.0%</b> | <b>897</b> | <b>100.0%</b> | <b>1194</b>  | <b>100.0%</b> |

**Figure 3 - Sex of salaried staff by role type**

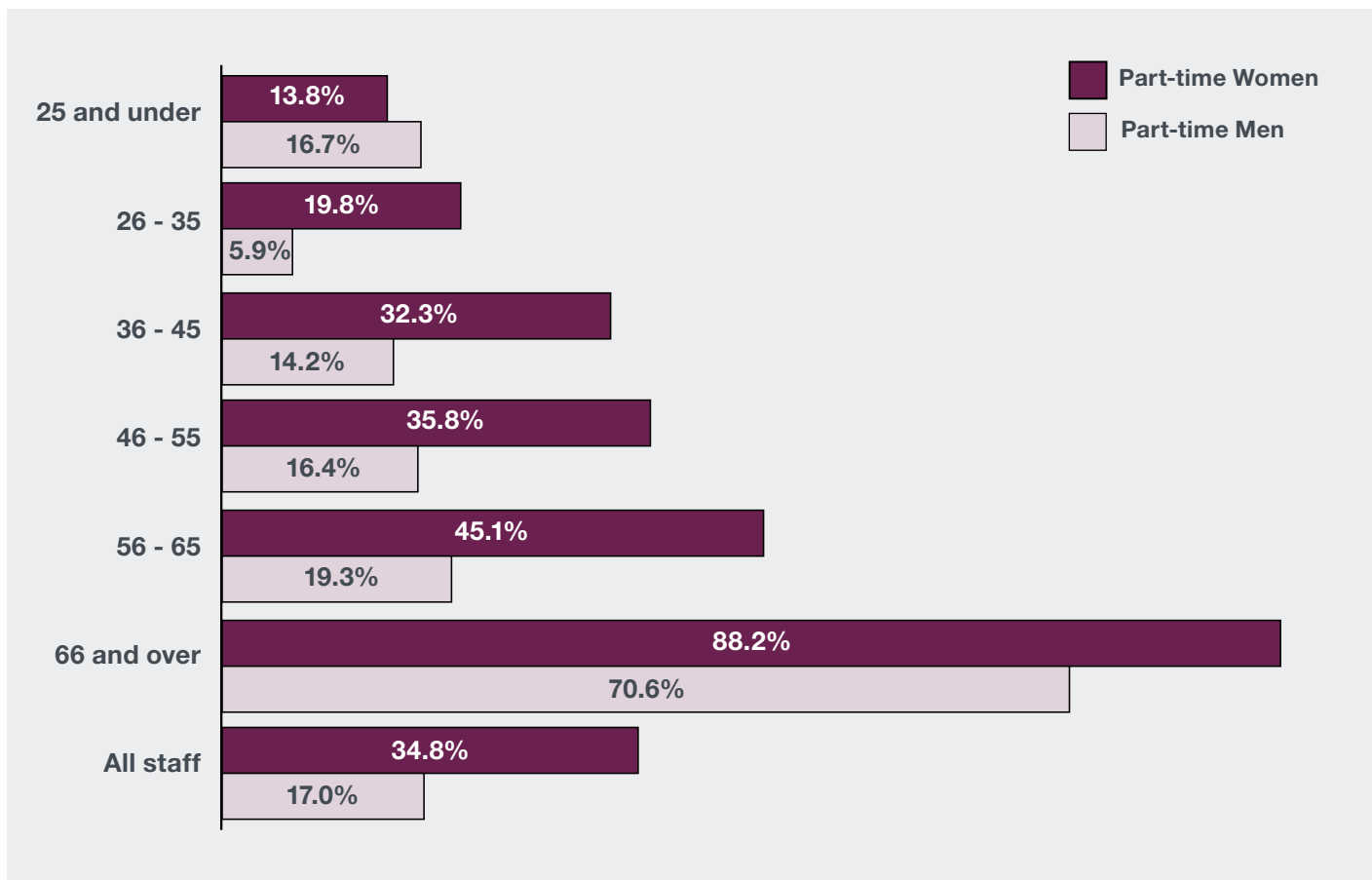


## Women, age and working pattern

For both women and men, the proportion of staff working part-time increases with age but between the ages of 36 and 65 women are twice as likely to work part-time than men.

At both ends of the age spectrum, the percentage of women and men working part-time is more even. However, both groups are fairly small in number: a total of 115 staff are aged 25 and under or 66 and over.

Figure 4 - Part-time salaried staff by sex and age

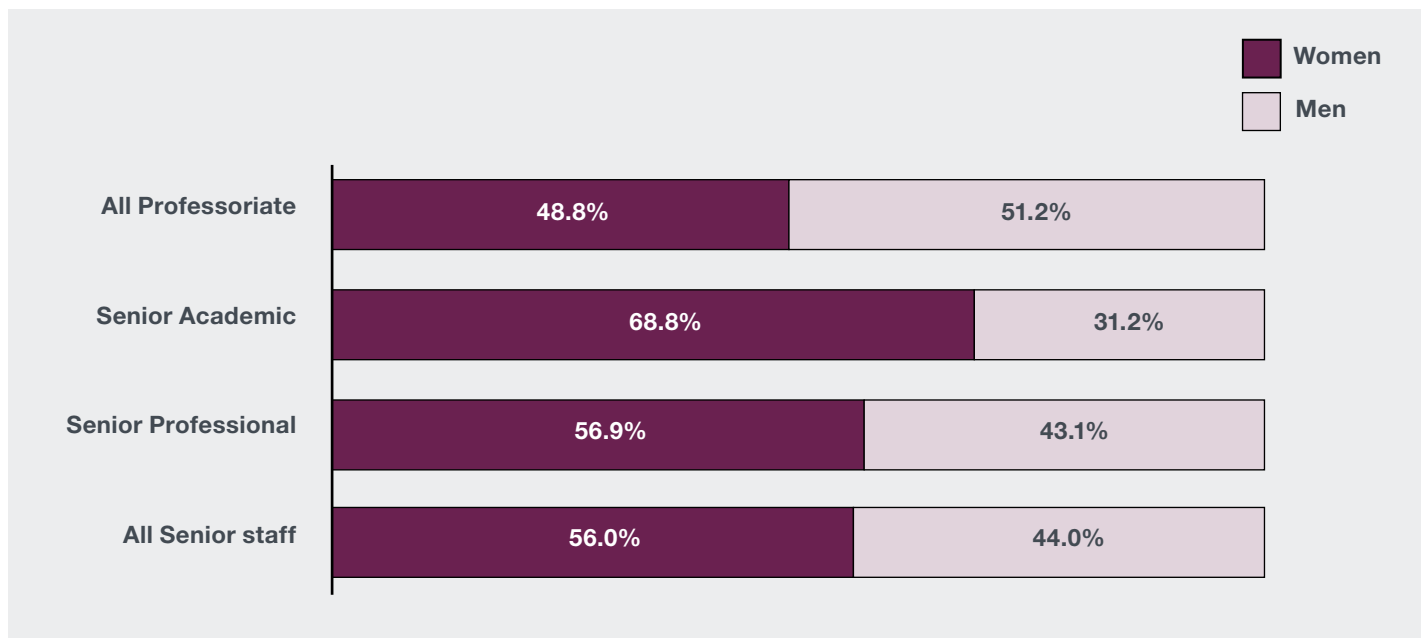


## Sex of senior staff

The proportion of women professors dipped to just under half (48.8%) this year after reaching parity in 2024 (and previously in 2022). Each year the percentage point movements represent a very small change in personnel and this year there were just two more men professors than women. This is a much higher proportion than in the wider sector, where around one third of professors are women (31.8% across the sector and 35.3% at Post-92 institutions, HESA 2023/24).

The proportion of women in senior academic roles continued to increase, with more than twice as many women in these posts as men (n=22 and n=10 respectively). For the first time, there were also more women than men in senior professional roles, at 56.9%, representing a change of 10 percentage points since 2024. This puts the University ahead of the sector average, where half of senior professionals are women (49.9% across the sector and 51.1% at Post-92 institutions, HESA 2023/24).

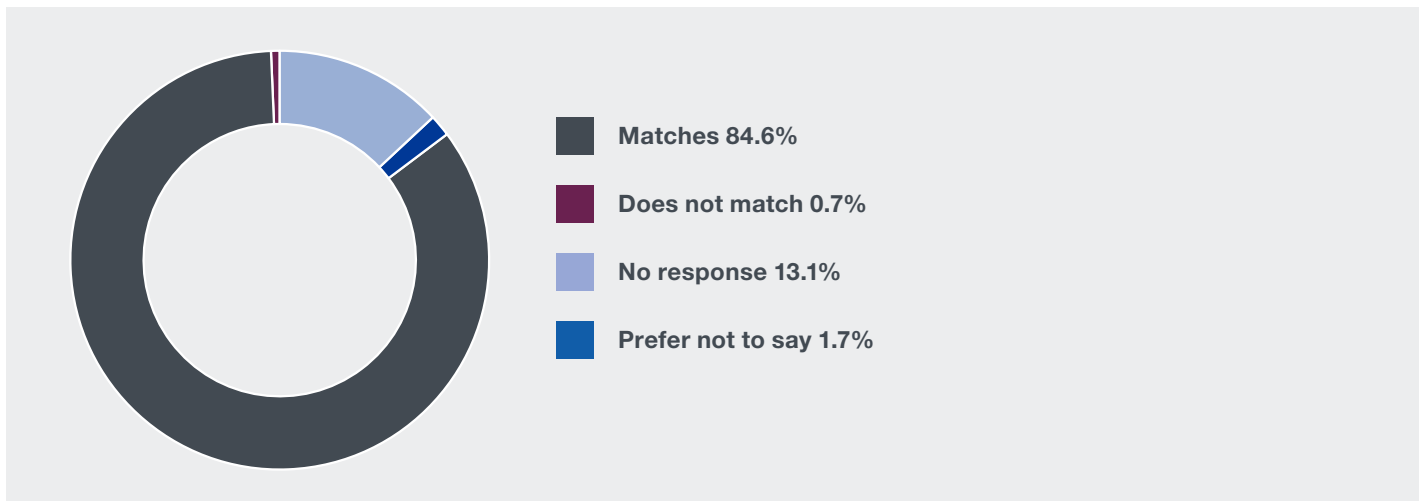
Figure 5 - Sex of senior staff



## Gender identity and gender reassignment

In People XD, we use the question: 'Is your gender identity the same as the sex you were assigned at birth?' to capture data on trans status and gender identity. In 2025 0.7% of staff indicated that their gender identity was not the same as the sex they had been assigned at birth.

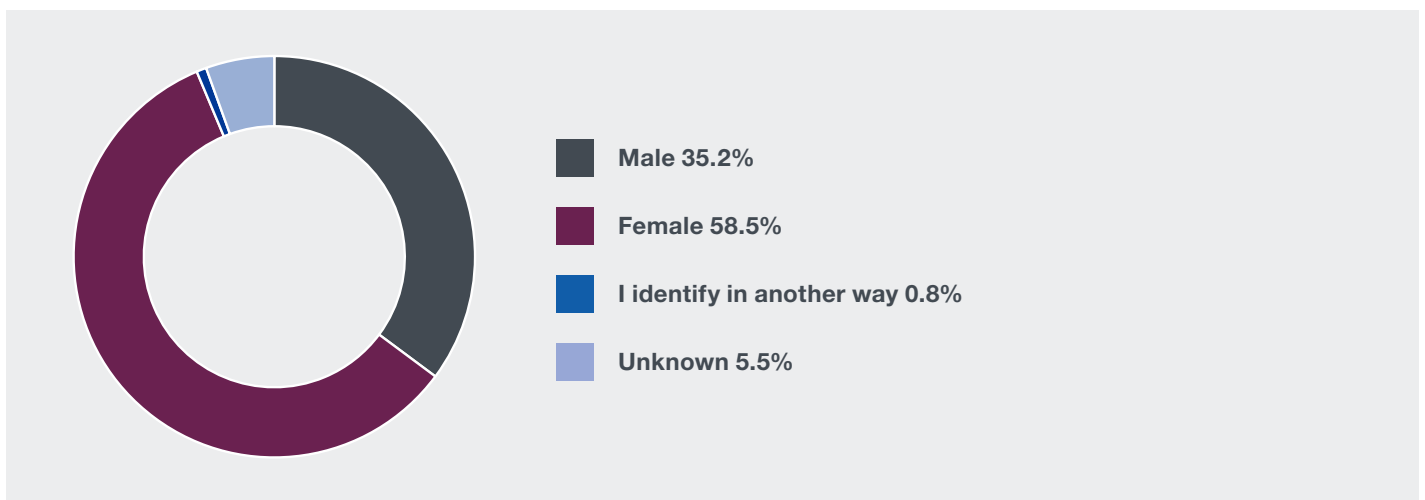
**Figure 6 - Salaried staff responses to the question 'Is your gender identity the same as the sex you were assigned at birth?'**



To capture more nuanced data about the gender of staff, the all-staff Pulse Survey conducted in 2025 asked 'How would you describe your gender identity?', offering respondents the options of selecting that they 'identify in another way' to female or male, to include non-binary and other gender identities.

The percentage of staff who identify in another way (0.8%) broadly aligns with the 0.7% of staff in People XD who say their gender is different to the sex they were assigned at birth, although it cannot be assumed they represent the same group of people.

**Figure 7 - Gender identity of staff responding to the 2025 pulse survey**



# Ethnicity

## Overview

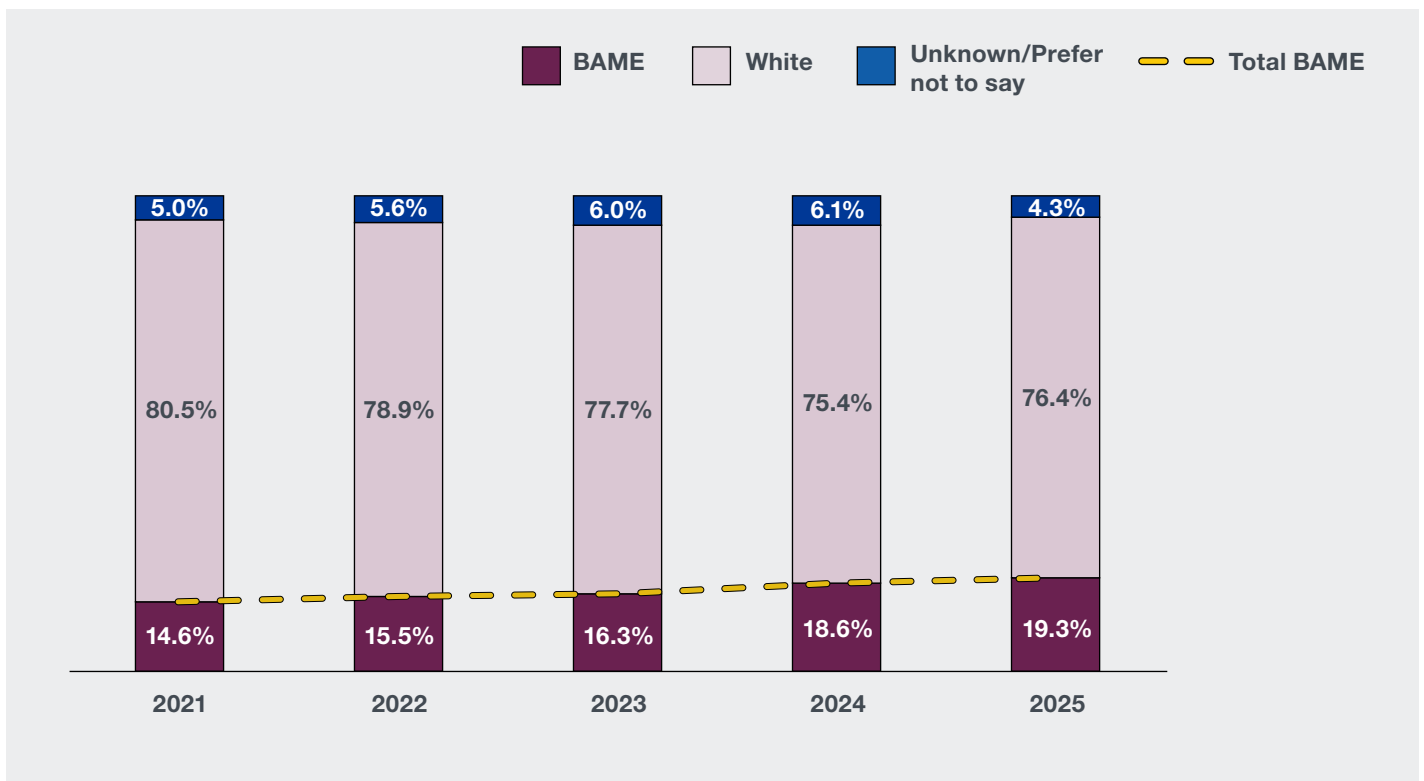
After a relatively large increase in the proportion of BAME staff between 2023 and 2024 (2.3 percentage points), there was modest growth of 0.6 percentage points this year, which is in line with previous annual increases. BAME staff now make up almost 1 in 5 of all staff (19.3%), roughly in line with the sector average.

The ethnic diversity of hourly paid staff was much higher, with 27.1% being from a BAME background. This was true across all hourly paid employment groups but was largely driven by the high number of students employed on casual contracts.

**Table 3 - Ethnicity of salaried staff as of 31 July 2025**

| Academic and professional high level | All staff   |               | Academic   |               | Professional |               |
|--------------------------------------|-------------|---------------|------------|---------------|--------------|---------------|
|                                      | FPE         | %             | FPE        | %             | FPE          | %             |
| BAME                                 | 402         | 19.3%         | 202        | 22.5%         | 200          | 16.8%         |
| White                                | 1599        | 76.4%         | 652        | 72.7%         | 947          | 79.3%         |
| Prefer not to say                    | 46          | 2.2%          | 19         | 2.1%          | 27           | 2.3%          |
| Unknown                              | 44          | 2.1%          | 24         | 2.7%          | 20           | 1.7%          |
| <b>Total</b>                         | <b>2091</b> | <b>100.0%</b> | <b>897</b> | <b>100.0%</b> | <b>1194</b>  | <b>100.0%</b> |

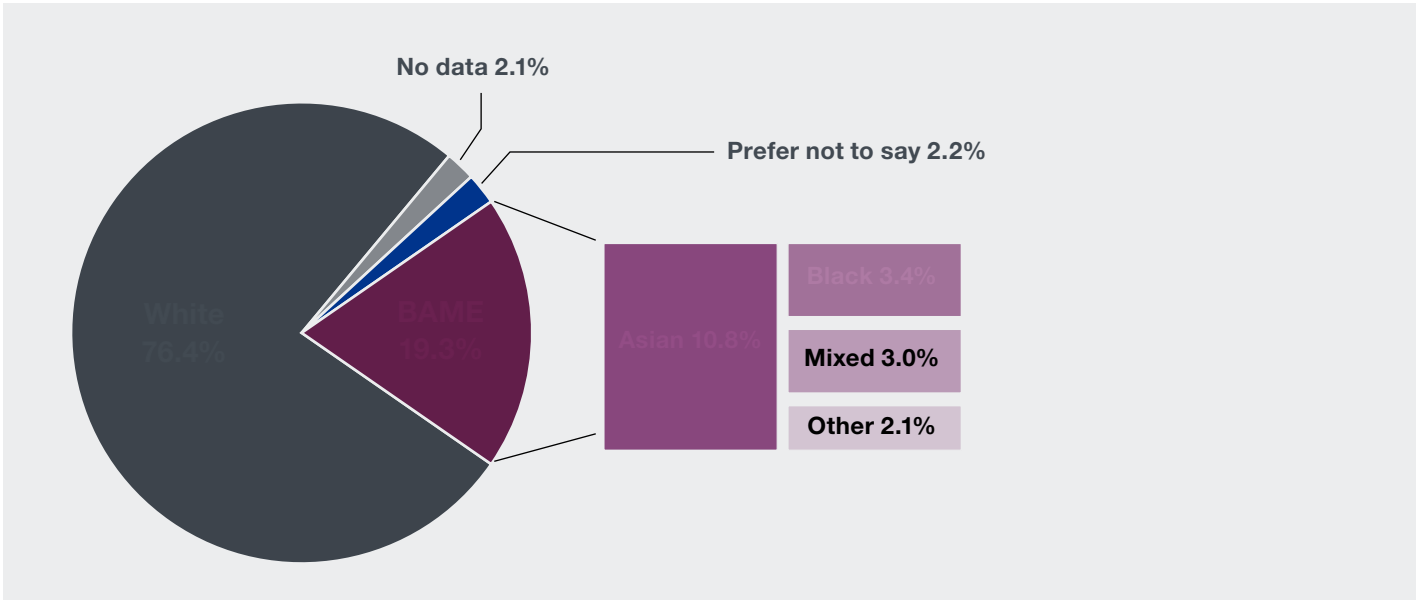
**Figure 8 - Ethnicity of salaried staff 2021-2025**



## Data disaggregated by ethnicity

Disaggregating data shows that Asian staff represented over half (56.2%) of BAME staff and 1 in 10 (10.8%) of all salaried staff.

Figure 9 - Ethnicity of BAME salaried staff

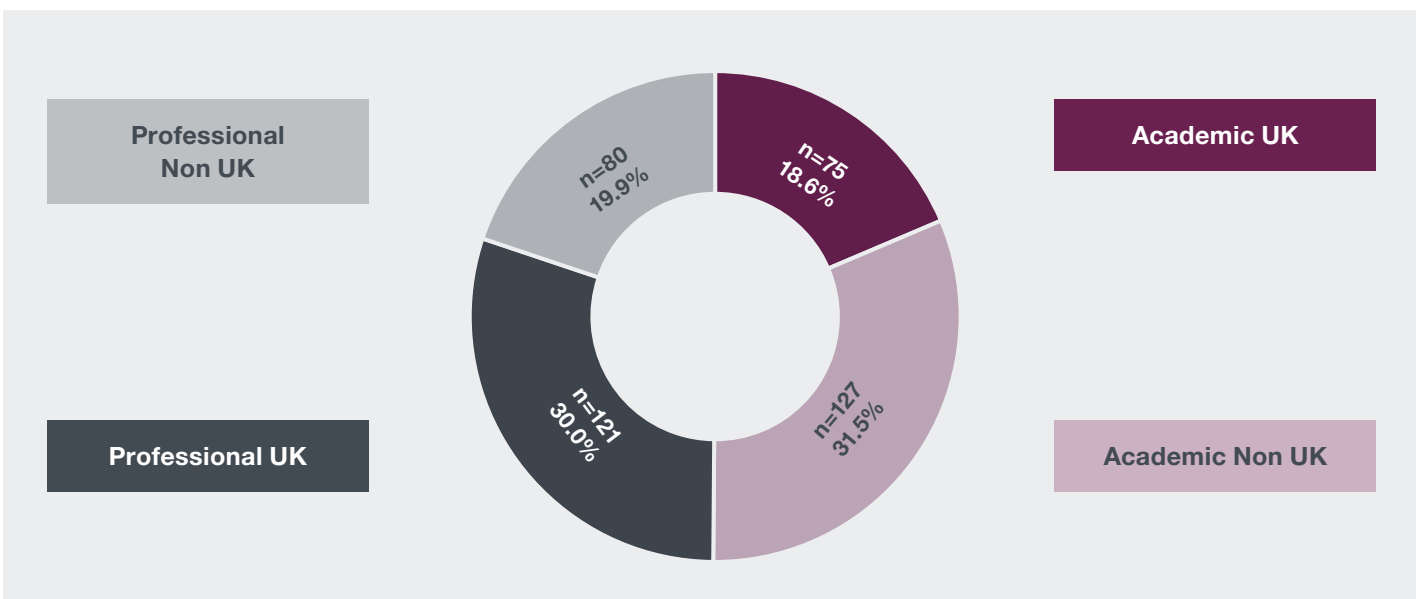


## Ethnicity and nationality

There was an almost equal number and proportion of BAME staff working in academic and professional services roles.

However, BAME academics were more likely to be from outside the UK and the opposite was true of professional services staff.

Figure 10 - Ethnicity and nationality of salaried staff by role type

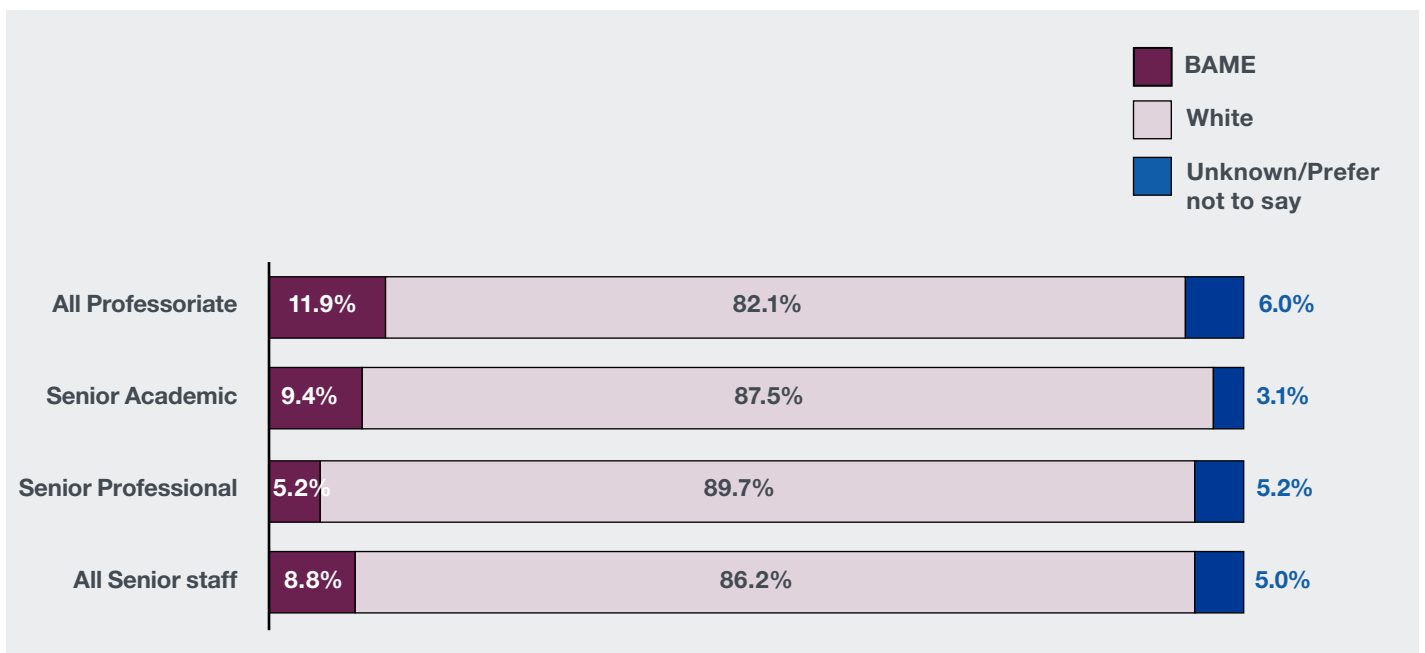


## Ethnicity of senior staff

The proportion of BAME staff increased across all senior roles, partly as a result of White staff leaving the institution and also due to improved disclosure of diversity data. The latter contributed to the 3.6 percentage point increase in the proportion of professors who identify as BAME, to reach 11.9%. This is just under the sector average of 12.4% but considerably lower than the Post-92 average of 16.9% of BAME professors (HESA 2023/24).

The proportion of senior professional services staff from a BAME background increased by 2.1 percentage points, meaning that 1 in 20 senior professionals (5.2%) now identify as BAME. However, this is still a long way behind the sector average (15.5% across the sector and 15.8% in Post-92 institutions, HESA 2023/24).

Figure 11 - Ethnicity of senior staff



## Sex and ethnicity

### Overview

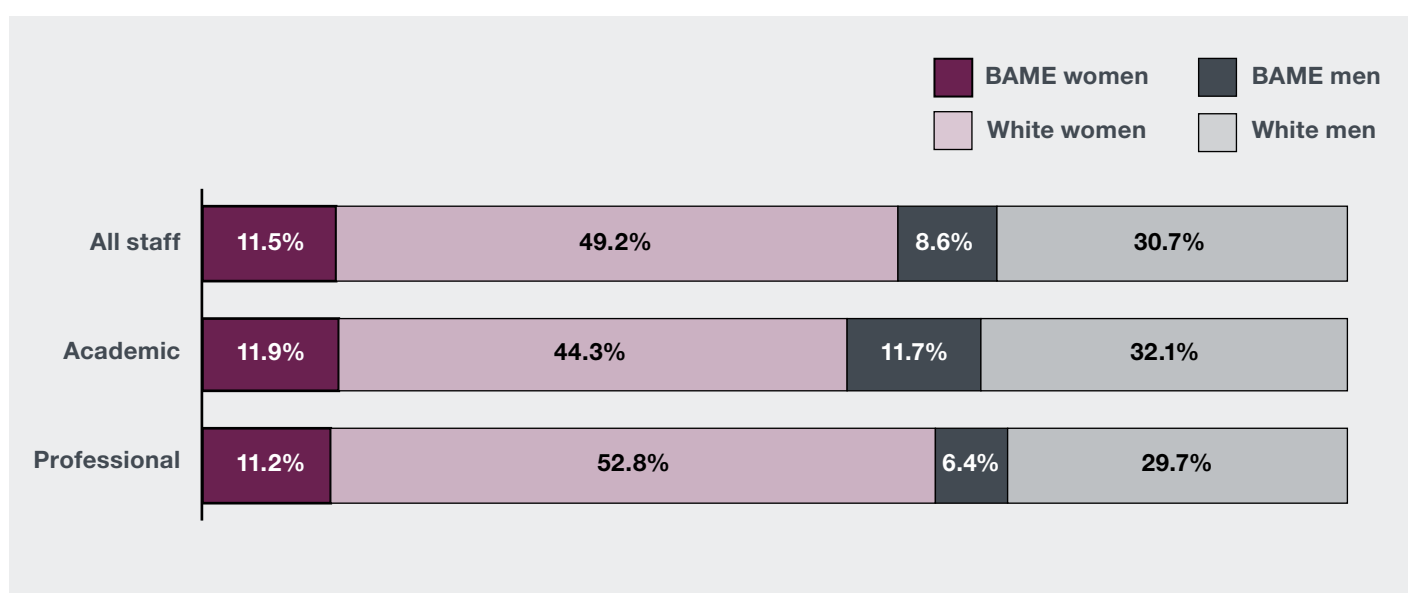
There was a similar proportion of BAME women in academic and professional services roles but this was not the case for BAME men, who made up 11.7% of academic staff but only 6.4% of those working in professional services.

Amongst hourly paid staff, the representation of BAME women was much higher (17.4%). Amongst Casual staff they were the second largest group (27.1%) behind White women (41.8%). In contrast, only 1 in 10 casual staff were BAME men.

**Table 4 - Sex and ethnicity of salaried staff as of 31 July 2025**

| Academic and professional high level | All staff   |               | Academic   |               | Professional |               |
|--------------------------------------|-------------|---------------|------------|---------------|--------------|---------------|
|                                      | FPE         | %             | FPE        | %             | FPE          | %             |
| BAME Women                           | 230         | 11.0%         | 102        | 11.4%         | 128          | 10.7%         |
| BAME Men                             | 173         | 8.3%          | 100        | 11.2%         | 73           | 6.1%          |
| White Women                          | 984         | 47.1%         | 378        | 42.2%         | 606          | 50.7%         |
| White Men                            | 614         | 29.4%         | 274        | 30.5%         | 340          | 28.5%         |
| Unknown/PNS Women                    | 52          | 2.5%          | 24         | 2.7%          | 28           | 2.3%          |
| Unknown/PNS Men                      | 38          | 1.8%          | 19         | 2.1%          | 19           | 1.6%          |
| <b>Total</b>                         | <b>2091</b> | <b>100.0%</b> | <b>897</b> | <b>100.0%</b> | <b>1194</b>  | <b>100.0%</b> |

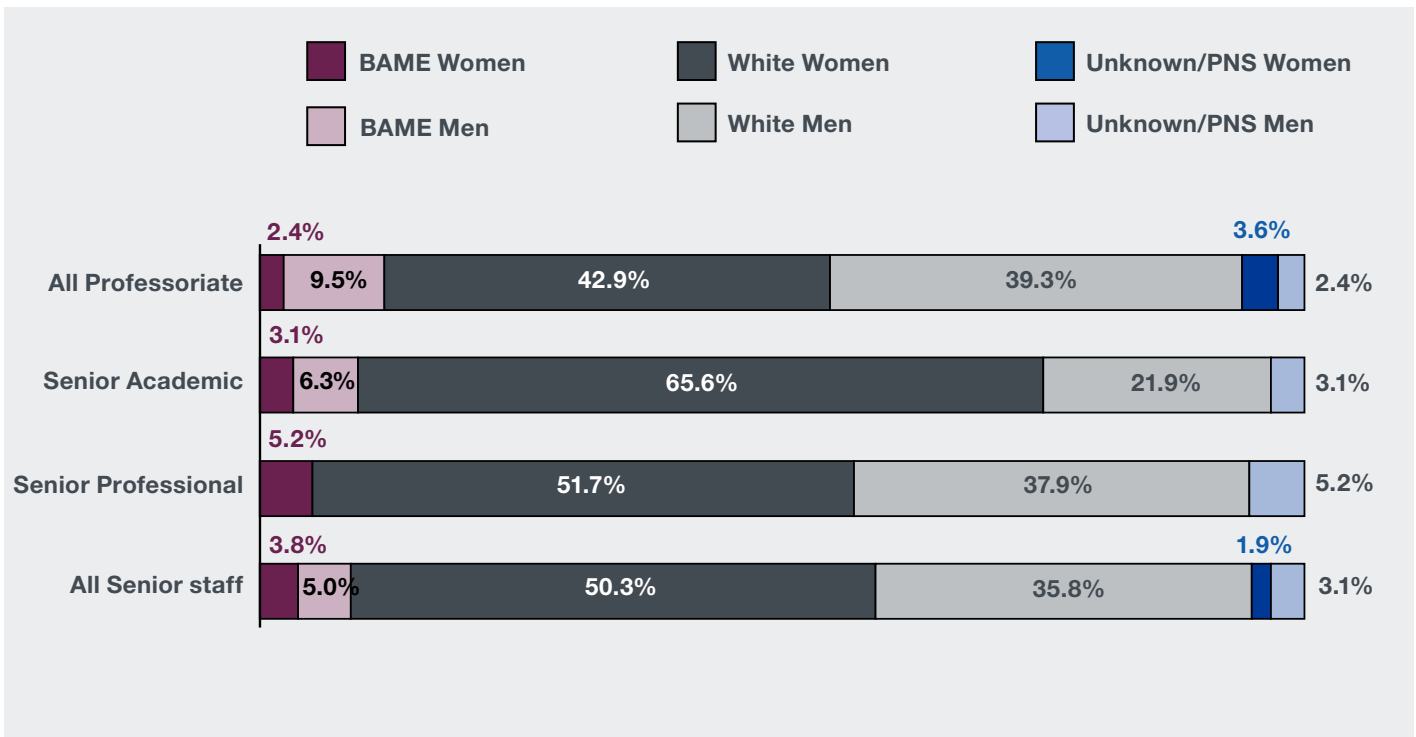
**Figure 12 - Sex and ethnicity of salaried staff by role type**



## Sex and ethnicity of senior staff

Although over two thirds (67.7%) of senior academic posts (typically Faculty PVCs and Heads of School or Department) are occupied by White women, there are more BAME men than BAME women in senior academic roles and in the professoriate. In contrast, there are no BAME men in senior professional services roles. However, the overall number of BAME staff in senior roles is small (fourteen in total) and disaggregation by sex makes comparisons difficult. Across the sector average, 4.0% of professors are BAME women and 9.5% are BAME men. In Post-92 institutions, this increases slightly to 4.8% BAME women and 13.1% BAME men (HESA 2023/24). In senior management positions, the proportion of BAME women is similar to that of professors (4.3% across the sector and 5.0% in Post-92 institutions) but the percentage of BAME men is far lower at 5.6% (5.7% in Post-92 institutions, HESA 2023/24).

Figure 13 - Sex and ethnicity of senior staff



# Disability

## Overview

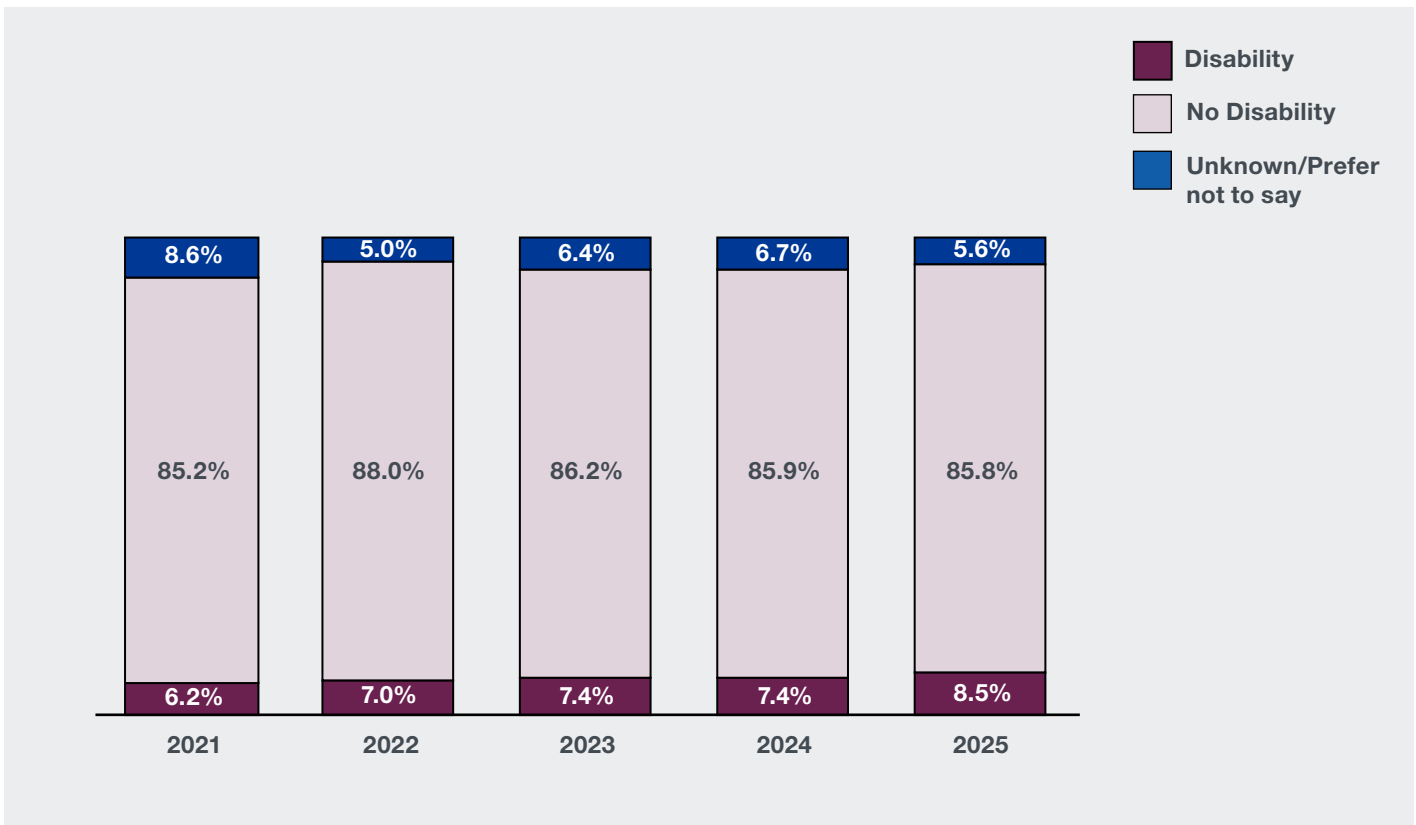
The proportion of staff who shared that they have a disability increased from 7.4% in 2024 to 8.5%, the greatest annual increase since 2022. This is in contrast to 2004 when there was no change from 2023. The sector average for staff with a disability is around 8% (7.9% across the sector and 8.3% at Post-92 institutions, HESA 2023/24).

Amongst hourly paid staff, an average of 1 in 10 had a disability but this varied by employment type: 1 in 15 Associate Lecturers were disabled, compared to 1 in 6 Casual staff, the majority of whom were also students. Casual staff made up almost two-thirds of all hourly paid staff reporting a disability.

**Table 5 - Disability status of salaried staff as of 31 July 2025**

| Academic and professional high level | All staff   |               | Academic   |               | Professional |               |
|--------------------------------------|-------------|---------------|------------|---------------|--------------|---------------|
|                                      | FPE         | %             | FPE        | %             | FPE          | %             |
| Disability                           | 178         | 8.5%          | 69         | 7.7%          | 109          | 9.2%          |
| No disability                        | 1795        | 85.8%         | 772        | 86.1%         | 1023         | 85.6%         |
| Prefer not to say                    | 61          | 2.9%          | 29         | 3.2%          | 32           | 2.7%          |
| Unknown                              | 57          | 2.7%          | 27         | 3.0%          | 30           | 2.5%          |
| <b>Total</b>                         | <b>2091</b> | <b>100.0%</b> | <b>897</b> | <b>100.0%</b> | <b>1194</b>  | <b>100.0%</b> |

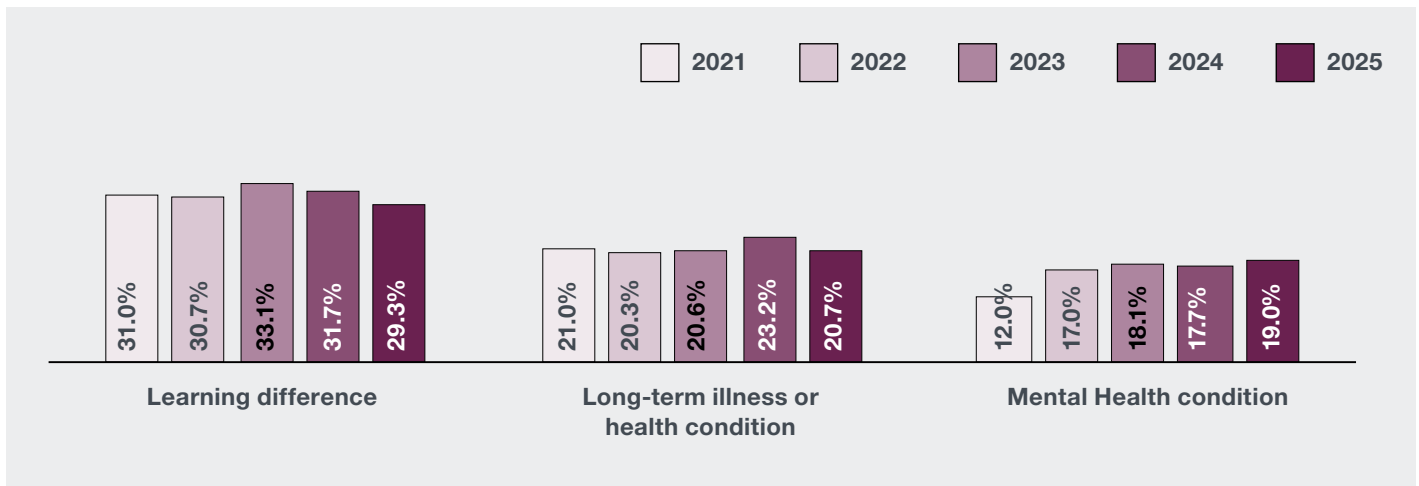
**Figure 14 - Disability status of salaried staff 2021-2025**



## Type of disability

The most common disability type was a learning difference, which 29.3% of disabled staff had reported as their primary disability, dipping below 30% for the first time. In line with recent annual trends, there was an increase in the proportion of staff whose primary disability was a mental health condition (19.0%, compared to 17.7% in 2024).

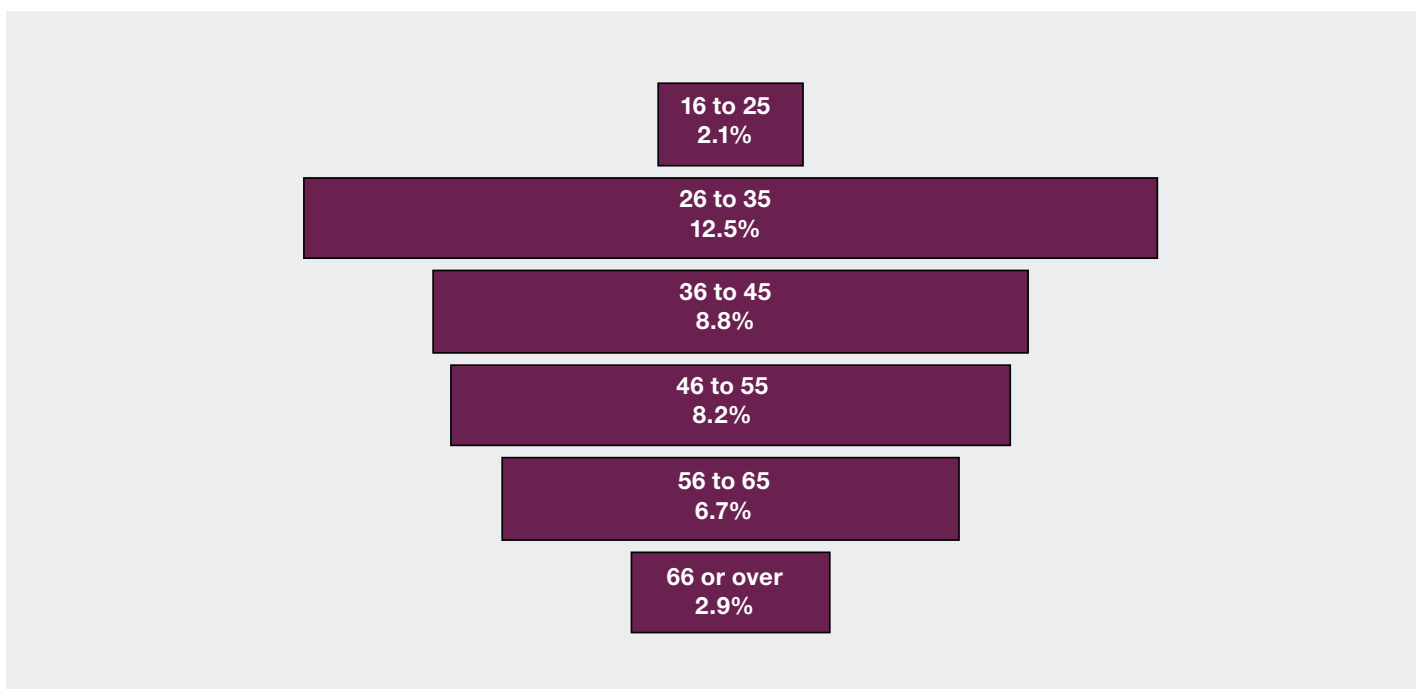
Figure 15 - Type of disability reported by disabled staff 2021-2025



## Disability and age

Typically, younger staff are more likely to share that they have a disability. Of those aged 26 to 35, 12.5% reported a disability compared to 6.7% of those aged 56 to 65. The only exception to this trend is among those aged 25 and under where only 2.1% of staff have reported a disability.

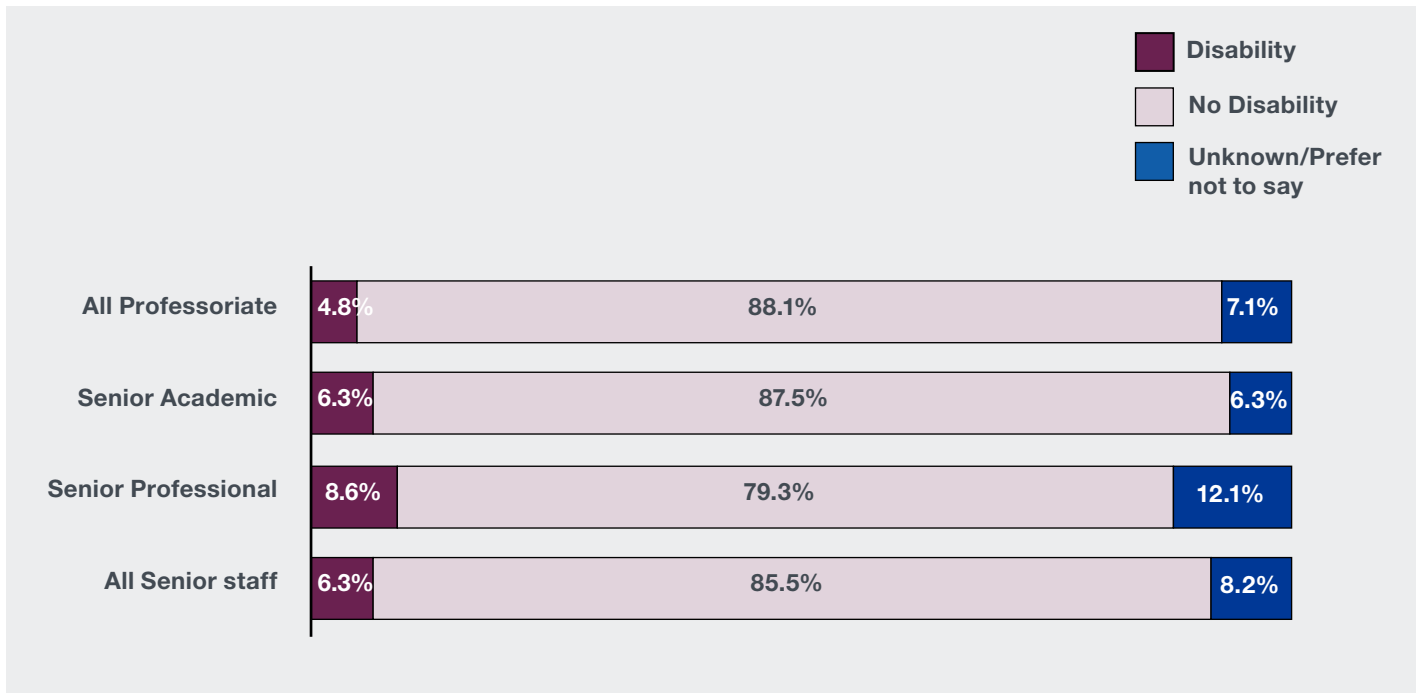
Figure 16 - Age profile of salaried staff reporting a disability



## Disability amongst senior staff

The proportion of senior staff who shared that they have a disability was 2.2 percentage points below the average for all staff, the equivalent of ten individuals. The proportion of senior professional services staff with a disability was similar to the average for all staff but 1 in 8 senior professionals had not disclosed their disability status.

Figure 17 - Disability status of senior staff



## Sexual orientation

### Overview

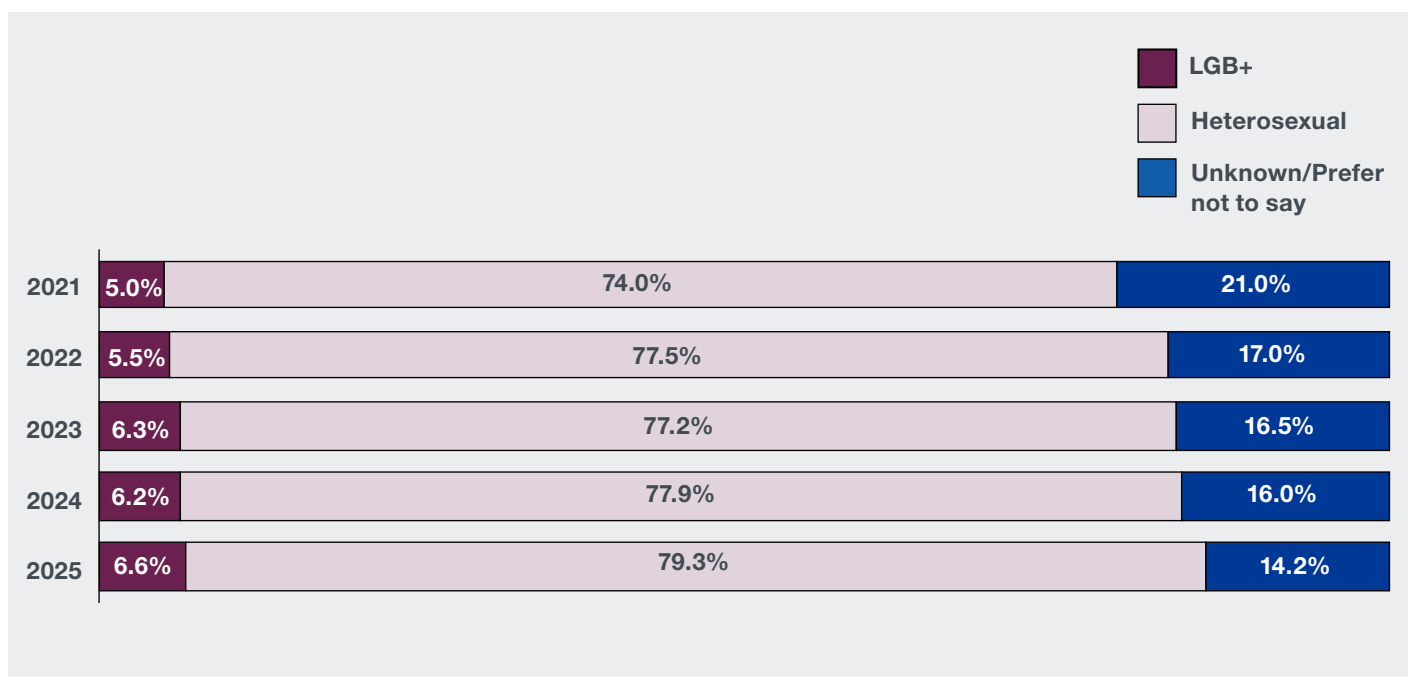
The proportion of staff who shared that they are lesbian, gay, bisexual or another minority sexual orientation (LGB+) increased slightly to 6.6%, from 6.2% in 2024. There was also an increase of 1.4 percentage points in the proportion of heterosexual staff, and a reduction in the proportion of staff of 'Unknown' sexual orientation to 4.9%, from 7.1% in 2024. Across the sector as a whole, 6.1% of staff identify as LGB+ and 77.6% disclose their sexual orientation (Advance HE, 2023/24).

Amongst hourly paid staff, 1 in 10 staff identify as LGB+ which again reflects the high number of students on Casual contracts. Although the number of Associate Lecturers and Casual staff are similar, Casual staff are twice as likely to identify as LGB+.

Table 6 - Sexual orientation of salaried staff as of 31 July 2025

| Academic and professional high level | All staff   |               | Academic   |               | Professional |               |
|--------------------------------------|-------------|---------------|------------|---------------|--------------|---------------|
|                                      | FPE         | %             | FPE        | %             | FPE          | %             |
| LGB+                                 | 137         | 6.6%          | 49         | 5.5%          | 88           | 7.4%          |
| Heterosexual                         | 1658        | 79.3%         | 698        | 77.8%         | 960          | 80.4%         |
| Prefer not to say                    | 193         | 9.2%          | 97         | 10.8%         | 96           | 8.0%          |
| Unknown                              | 103         | 4.9%          | 53         | 5.9%          | 50           | 4.2%          |
| <b>Total</b>                         | <b>2091</b> | <b>100.0%</b> | <b>897</b> | <b>100.0%</b> | <b>1194</b>  | <b>100.0%</b> |

Figure 18 - Sexual orientation of salaried staff 2021-2025

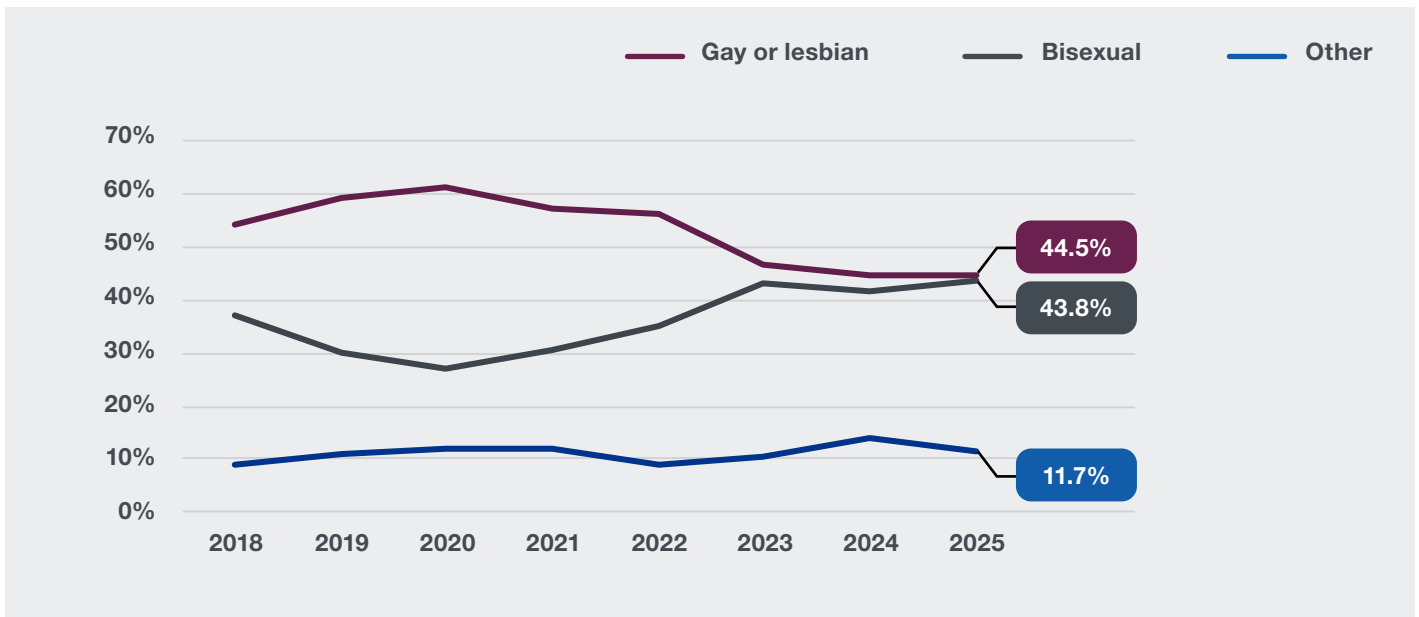


## Sexual orientation of LGB+ staff

The number of staff sharing they are LGB+ (n=137) had not changed since 2024 and there were a similar number of LGB+ leavers and joiners across the year.

Of the 6.6% of staff who are LGB+, 44.5% identified as gay or lesbian, the same proportion as in 2024. The proportion of staff who described themselves as bisexual or an 'Other' sexual orientation fluctuated slightly, and was mostly explained by the shifting demographic between LGB+ leavers and LGB+ joiners.

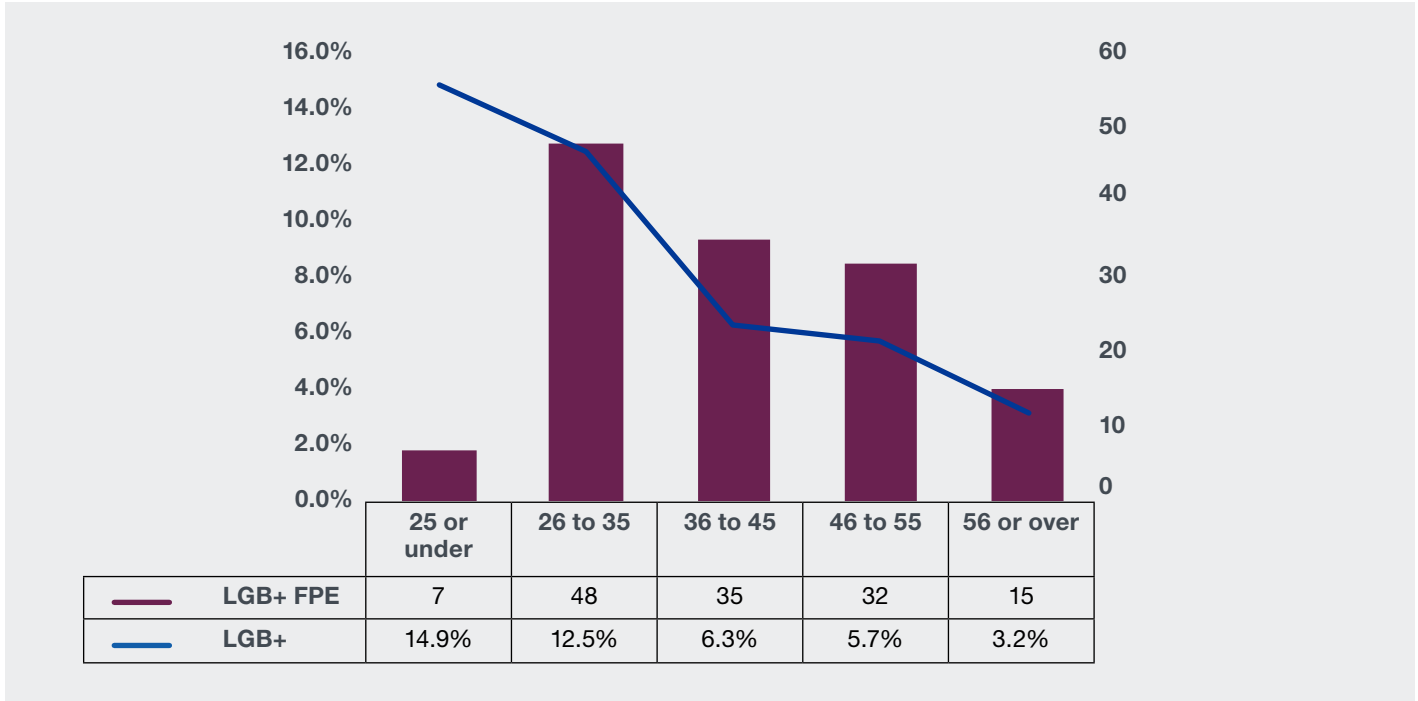
Figure 19 - Figure 19 Sexual orientation of LGB+ salaried staff 2018-2025



## Sexual orientation and age

Younger staff are more likely to identify as LGB+. Almost 1 in 7 (14.9%) of those aged 25 and under were LGB+ compared to less than 1 in 30 (3.2%) aged 56 or over.

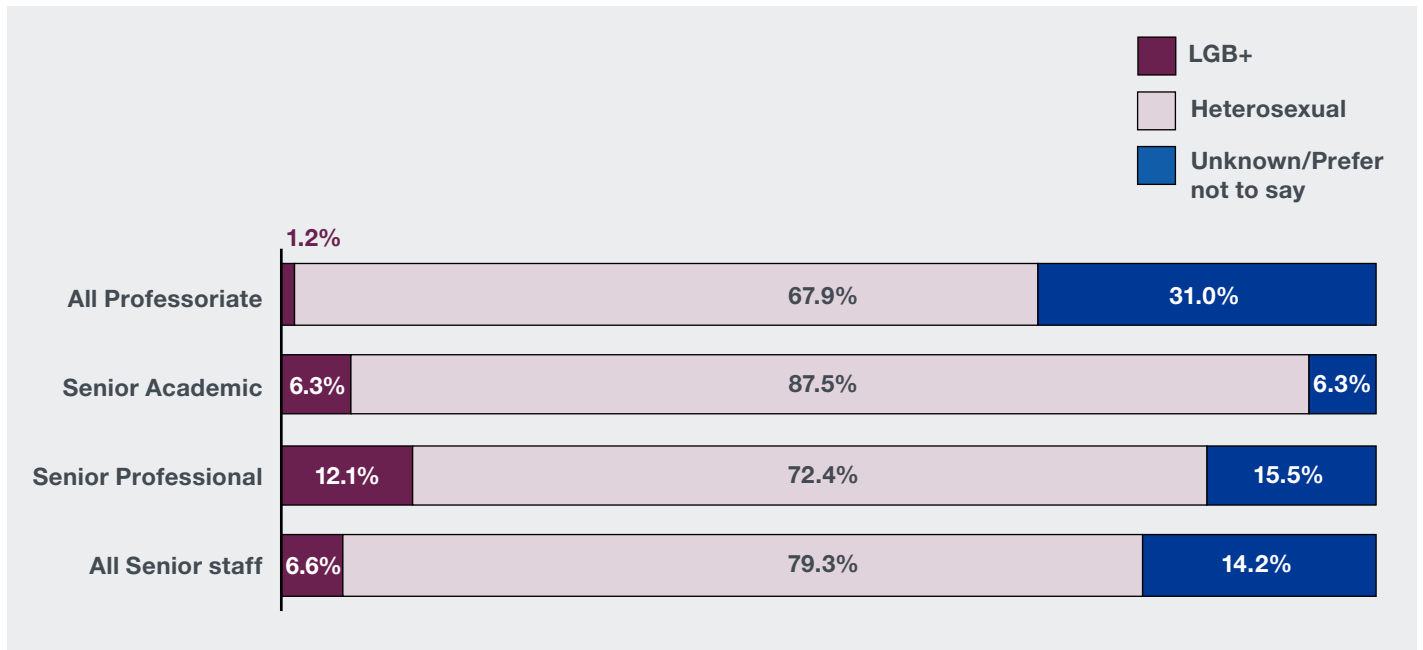
Figure 20 - Age profile of LGB+ salaried staff - number of staff (FPE) and percentage of age group who are LGB+



## Sexual orientation of senior staff

The number of LGB+ staff in senior positions was below 10, and equated to 5.7% of all senior staff. Sexual orientation was unknown for 21.4% of senior staff. The highest proportion of senior LGB+ staff was in professional roles (12.1%). The highest proportion of staff for whom sexual orientation was unknown was within the professoriate (31.0%).

Figure 21 - Sexual orientation of senior staff



# Religion and belief

## Overview

The proportion of staff with a religion or belief increased slightly (1.2 percentage points) from the previous year to 45.6% of all staff, the same as the figure reported in 2022. This is notably higher than the sector average where just under a third of staff (32.3%, Advance HE 2023/24) report that they have a religion or belief. The percentage of staff without a religion or belief increased by 1.1 percentage point to 39.0% of all staff, continuing recent annual trends. This is also higher than the sector average of 34.3% (Advance HE 2023/24).

These ratios were reflected amongst hourly paid staff, 46.0% of whom had a religion or belief, and there was very little variation from this average across the different employment groups (all within five percentage points).

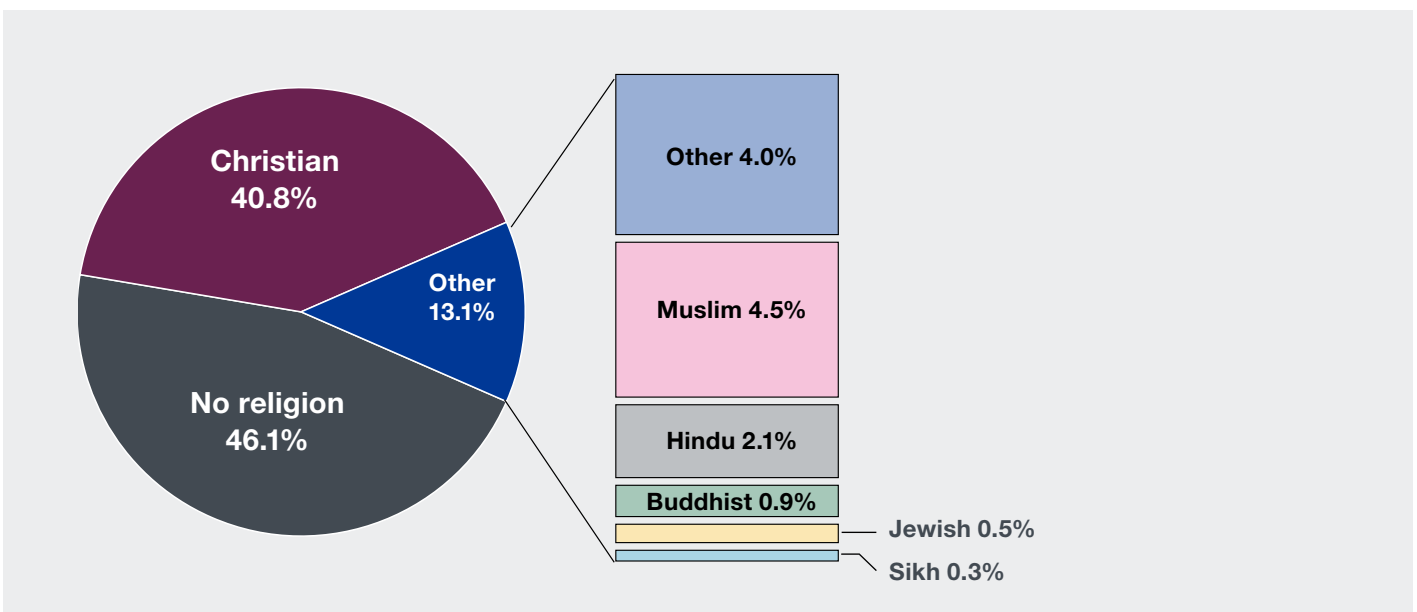
Table 7 - Religion of salaried staff as of 31 July 2025

| Academic and professional high level | All staff   |               | Academic   |               | Professional |               |
|--------------------------------------|-------------|---------------|------------|---------------|--------------|---------------|
|                                      | FPE         | %             | FPE        | %             | FPE          | %             |
| Of a religion or belief              | 954         | 45.6%         | 332        | 37.0%         | 484          | 40.6%         |
| No religion or belief                | 816         | 39.0%         | 402        | 44.8%         | 552          | 46.2%         |
| Prefer not to say                    | 204         | 9.8%          | 99         | 11.0%         | 105          | 8.8%          |
| Unknown                              | 117         | 5.6%          | 64         | 7.1%          | 53           | 4.4%          |
| <b>Total</b>                         | <b>2091</b> | <b>100.0%</b> | <b>897</b> | <b>100.0%</b> | <b>1194</b>  | <b>100.0%</b> |

## Religion and belief of staff

More than 1 in 8 (13.1%) staff held a religion or belief other than Christianity. The majority of those (4.7% of all staff) had a belief 'other' than those listed. The second most common religion was Islam at 1 in 22 (4.5%) of all staff, followed by the 2.5% of staff practising Hinduism.

Figure 22 - Religious profile of salaried staff

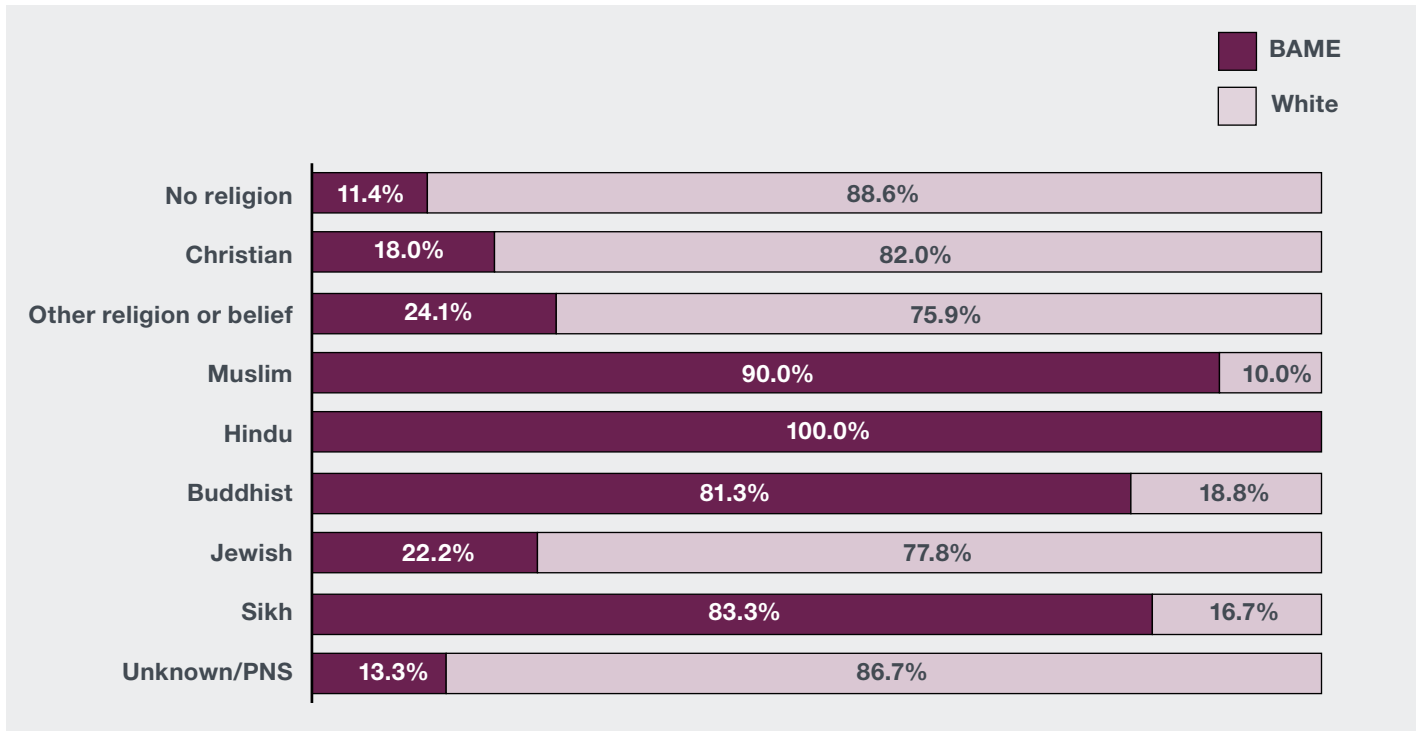


## Religion, belief and ethnicity

Over two thirds (69.0%) of staff from a BAME background held a religion or belief compared to less than half (41.7%) of White staff.

The large majority of Muslims, Hindus, Buddhists and Sikhs were from a BAME background compared to 18.0% of Christians and 11.4% of those with no religion or belief.

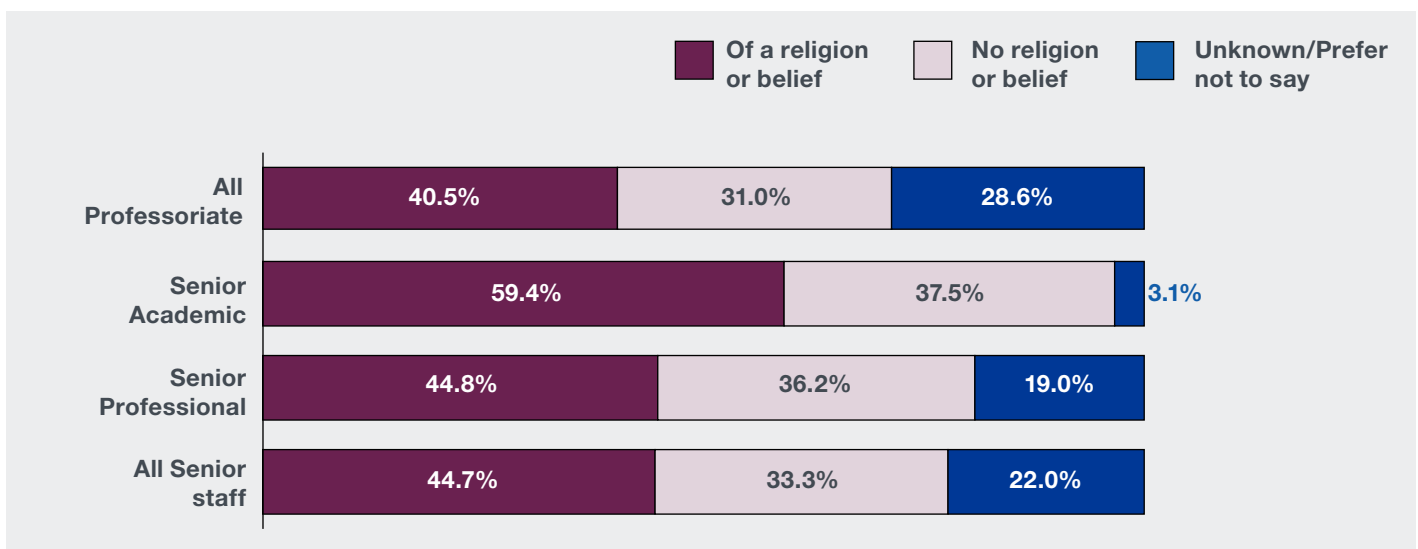
Figure 23 - Religious profile of salaried staff by ethnicity



## Religion and belief of senior staff

The proportion of senior staff with a religion or belief (44.7%) was only slightly lower than the average for all staff (45.6%) but senior academics were much more likely to hold a religion or belief than professors (59.4% and 40.5% respectively). However, data on religion and belief is held for almost all senior academics (96.9%) compared to 71.4% of professors.

Figure 24 - Religious profile of senior staff



# Age

## Overview

The average age of all staff was 46.5 years old, the highest since 2018, but similar to the average in 2021 (46.4 years).

Table 8 - Age of salaried staff as of 31 July 2025

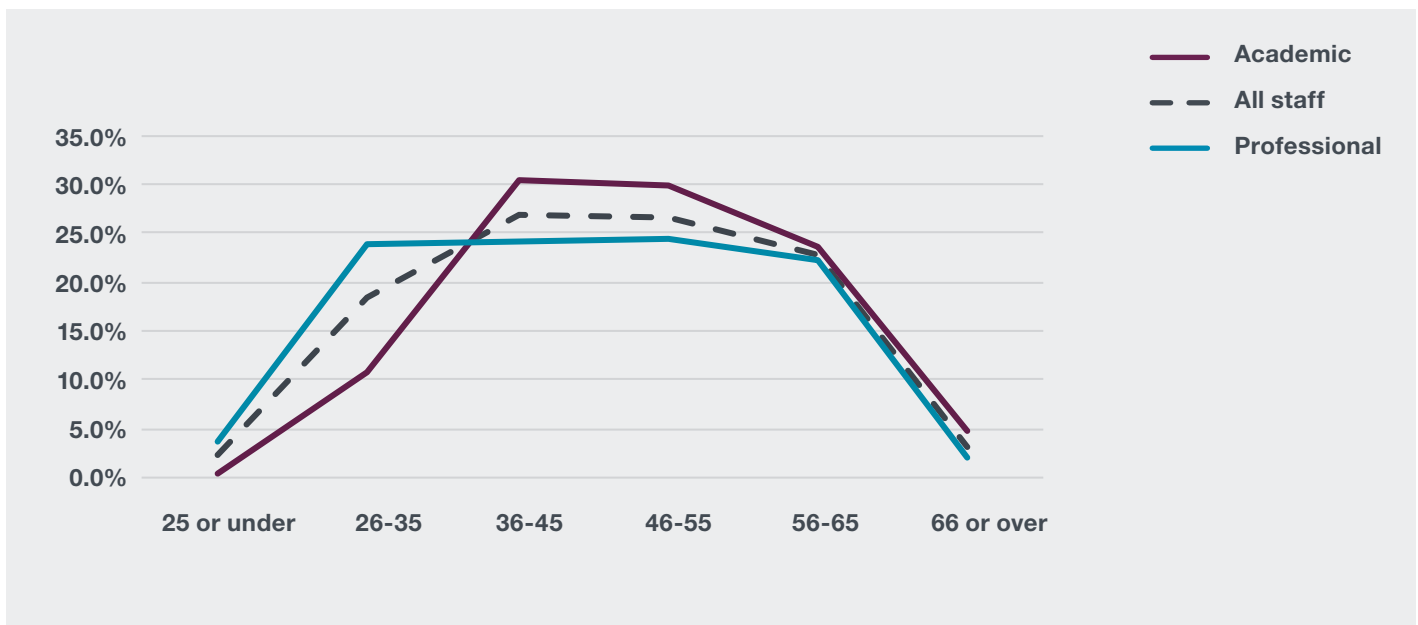
| Academic and professional high level | All staff   |               | Academic   |               | Professional |               |
|--------------------------------------|-------------|---------------|------------|---------------|--------------|---------------|
|                                      | FPE         | %             | FPE        | %             | FPE          | %             |
| 25 or under                          | 47          | 2.2%          | <5         | 0.04%         | 43           | 3.6%          |
| 26-35                                | 383         | 18.3%         | 98         | 10.9%         | 285          | 23.9%         |
| 36-45                                | 559         | 26.7%         | 272        | 30.3%         | 287          | 24.0%         |
| 46-55                                | 558         | 26.7%         | 268        | 29.9%         | 290          | 24.3%         |
| 56-65                                | 476         | 22.8%         | 211        | 23.5%         | 265          | 22.2%         |
| 66 or over                           | 68          | 3.3%          | 44         | 4.9%          | 24           | 2.0%          |
| <b>Total</b>                         | <b>2091</b> | <b>100.0%</b> | <b>897</b> | <b>100.0%</b> | <b>1194</b>  | <b>100.0%</b> |

## Age profile and role type

The proportion of professional services staff was fairly evenly distributed across the different age bands, from ages 26 to 65, compared to academics who were concentrated in the age ranges of 36 to 65. The proportion of staff aged 25 and under, and 66 or over was much lower.

The large number of students employed on Casual contracts influenced the age profile of hourly paid staff, a third of whom were aged 25 or under. Four out of five Casual staff were aged 25 or under. In contrast, half of Variable hours staff were aged 56 or over, the majority of whom were exam invigilators.

Figure 25 - Age profile and role type of salaried staff

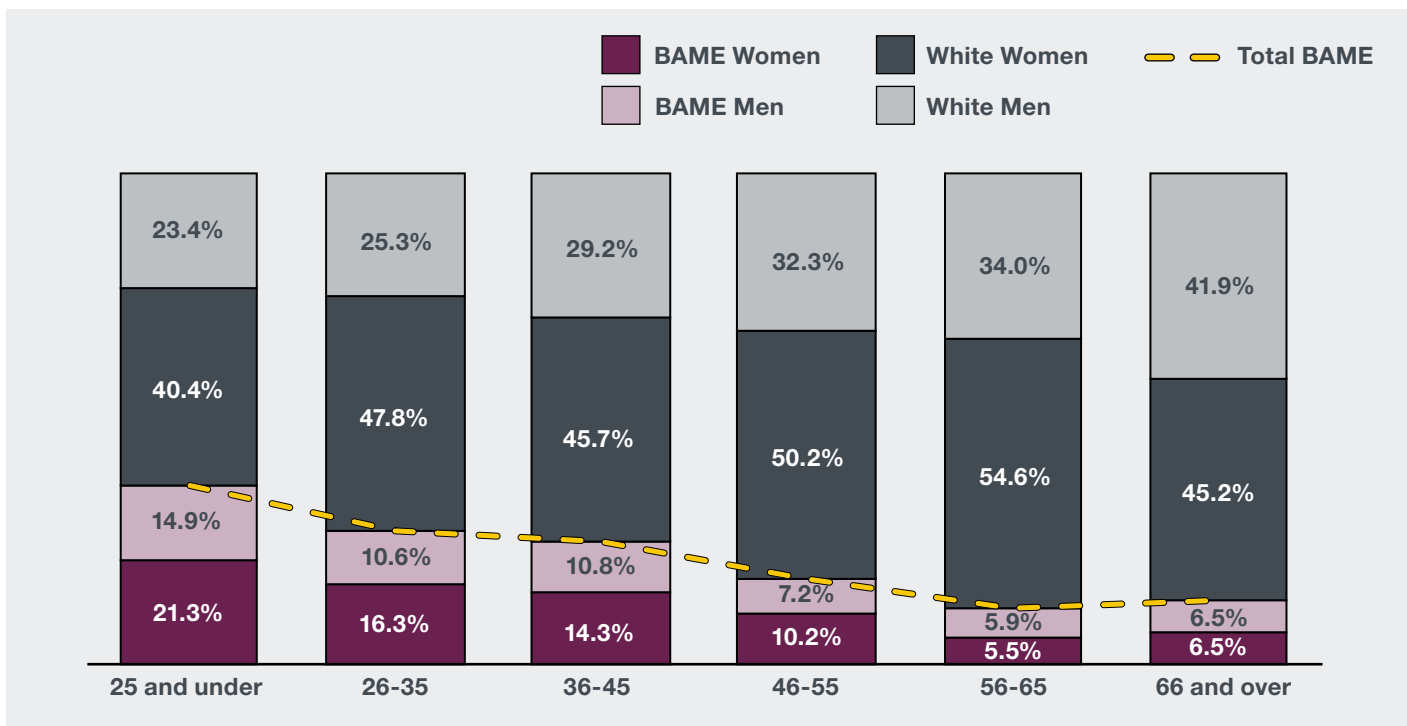


## Age, ethnicity and sex

There were large variations in the proportions of staff from a BAME background across different age bands. BAME staff represented over a third (36.2%) of staff aged 25 and under, more than one quarter (26%) of those aged between 26 and 45, and less than 1 in 8 (12.2%) of staff aged 55 and over.

The proportion of both BAME women and men decreased with age but this fall was particularly acute among BAME women.

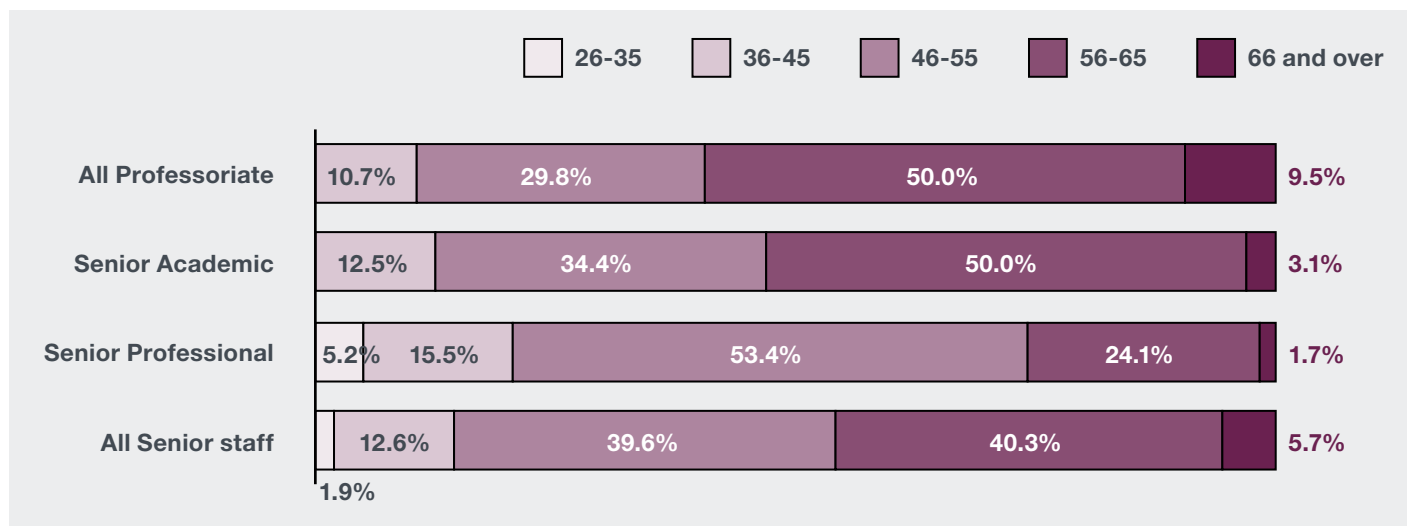
Figure 26 - Age profile and role type of salaried staff



## Age of senior staff

The average age of a senior member of staff was 54.3 years, 7.8 years older than the average across all staff. Almost three quarters (74.1%) of senior professional services staff were aged 55 or younger, in contrast to senior academics and professors, of whom half were aged 56 to 65.

Figure 27 - Age profile of senior staff

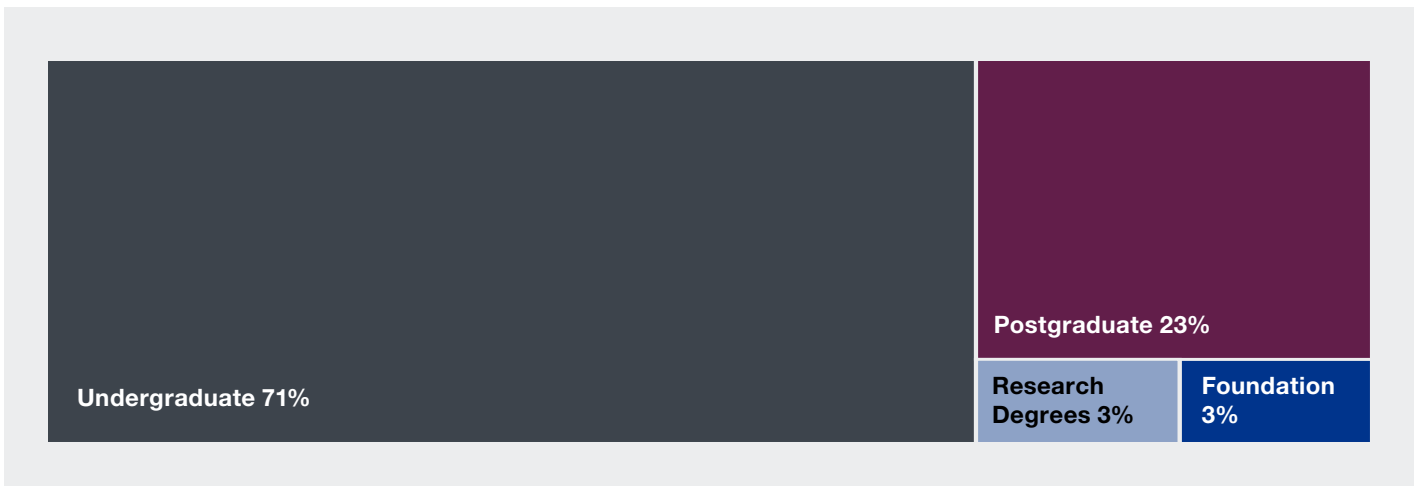


# Student diversity profile

## Overview

In the academic year 2024/25 there were approximately 15,500 students registered with Oxford Brookes. This included students studying on campus and through our eight Associate College Partnerships (ACPs) but excluded students studying for Oxford Brookes-accredited qualifications through partnership agreements with other institutions.

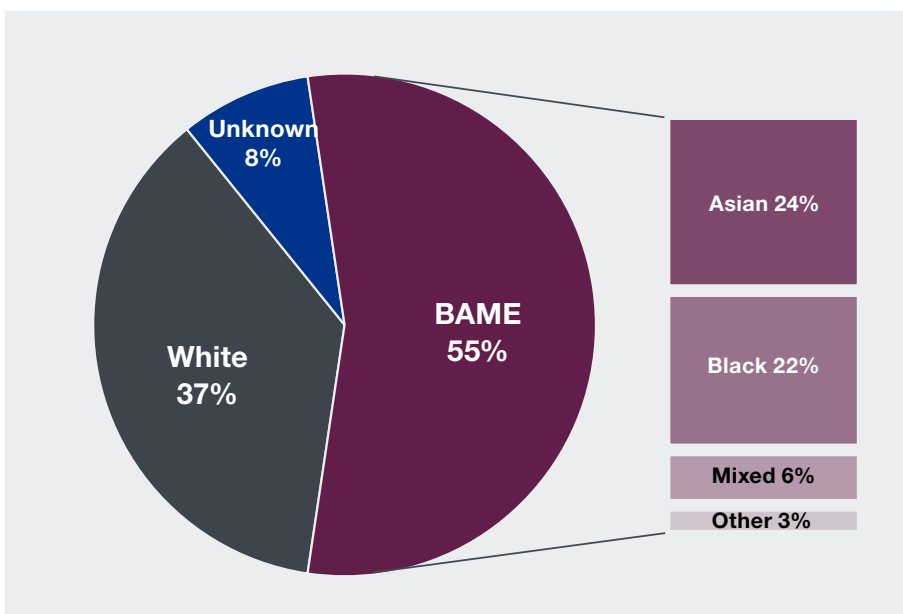
Figure 28 - Study level of student population



## Global Bank School

In 2022/23 Oxford Brookes entered into a partnership with the Global Banking School (GBS). The number of students at GBS partner institutions studying for Oxford Brookes-accredited degrees increased to around 7,000 students in 2024/25.

Figure 29 - Ethnicity profile of GBS students



The profile of GBS students is quite distinct:

- All students are UK domiciles
- Students are almost entirely mature (aged 21 or over)
- Over half of all students are from a BAME background
- All students are studying at Undergraduate level

## Sex

Across all levels of study, there was a larger proportion of women students<sup>1</sup>, except at Foundation level where just over half (53%) of the approximately 400 students were men. The proportion of women studying at the University is just below the sector average which has consistently stood at 57% for the last few years (Advance HE, 2024).

The sex of students varied across faculty and study level but on the whole, the proportion of women students increased at postgraduate levels, except in HSS<sup>2</sup> where there was a marked decline in women postgraduate research (PGR) students.

Figure 30 - Sex of all students

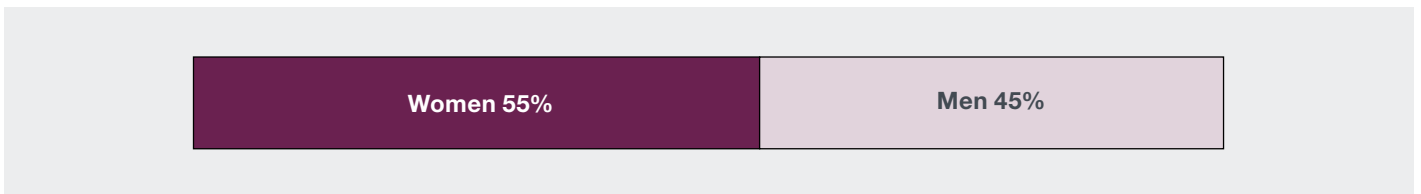
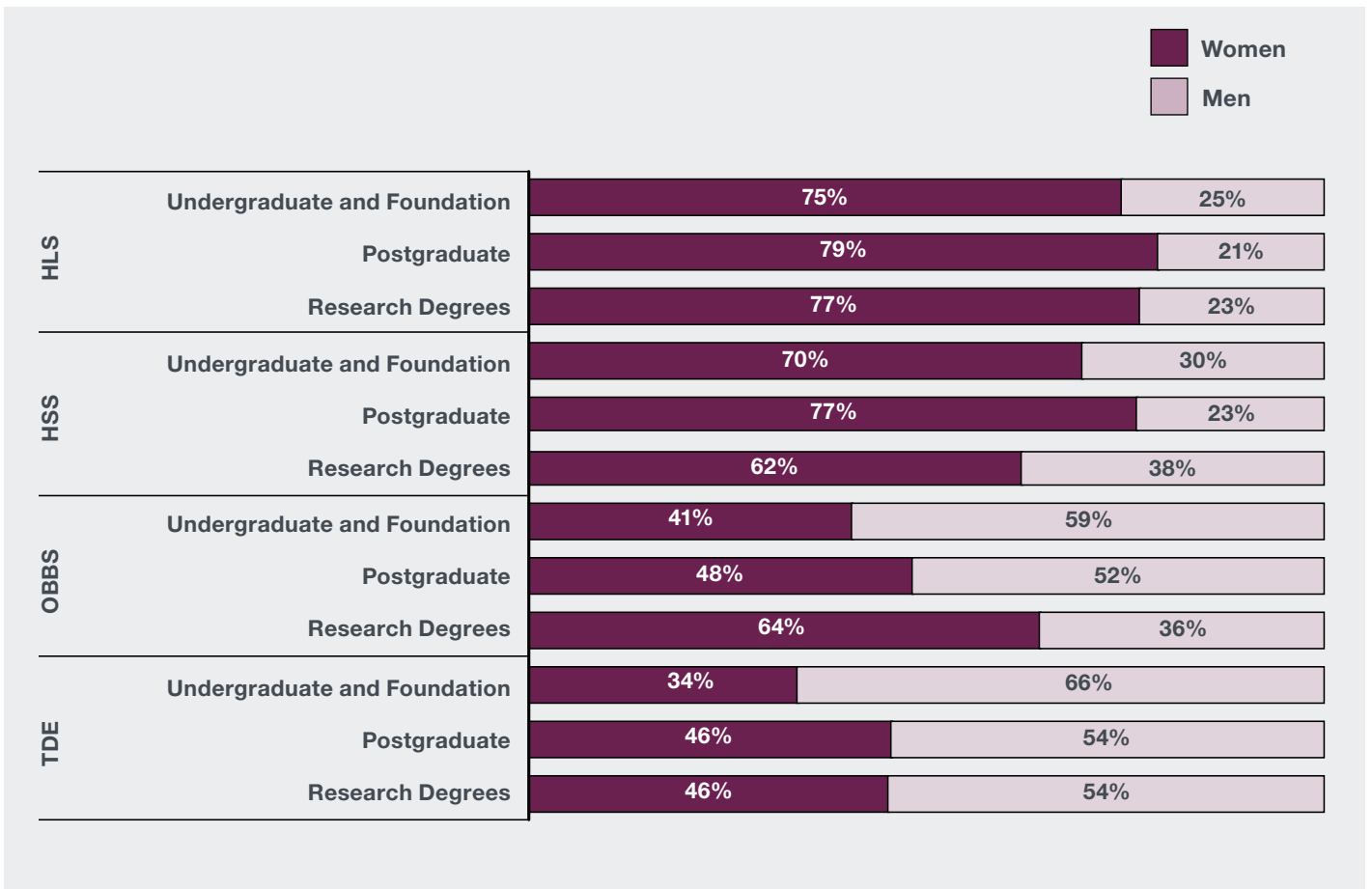


Figure 31 - Sex by faculty and study level



1 At the point of enrolment sex was known for 84% of all students. Due to an anomaly between student management systems, data on sex was unreliable at the time of reporting and is presented as the most accurate available.

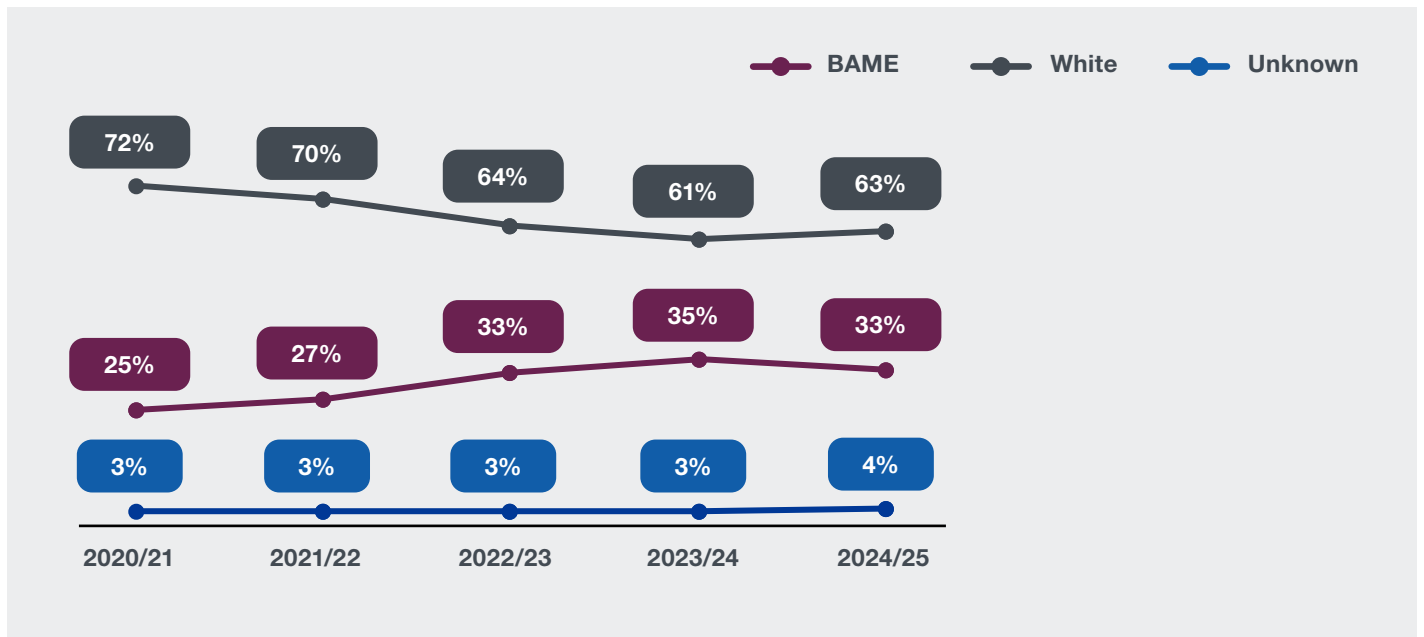
2 Data has been analysed using the University's previous four faculty structure due to the census date. These are Health and Life Sciences (HLS), Humanities and Social Sciences (HSS), Oxford Brookes Business School (OBBS) and Technology, Design and Environment (TDE).

## Ethnicity and nationality

In previous years the proportion of BAME students had been gradually increasing but 2024/25 saw a decline of 2 p.p., due to a reduction in international students coming to study in the UK and a slightly higher intake of White students overall.

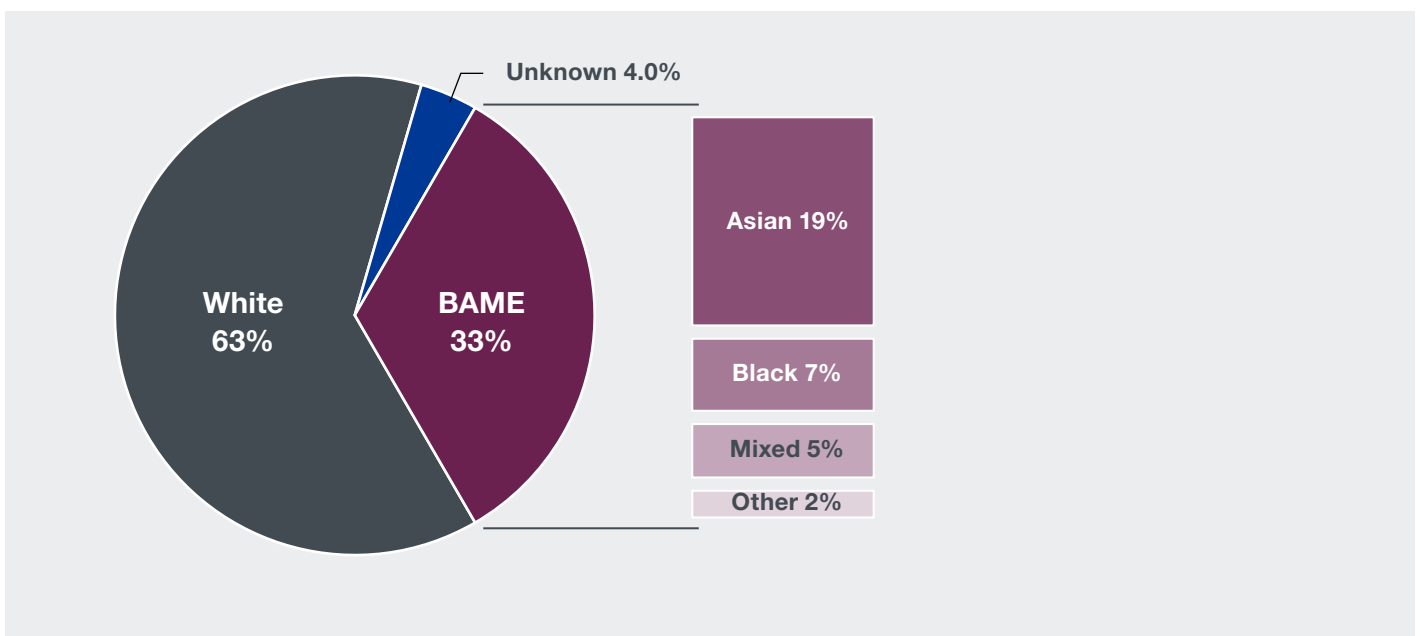
Across the whole sector, BAME students make up on average 28.2% of students but this increases to 35.6% for institutions within the University Alliance mission group, of which Oxford Brookes is one of 18 members (Advance HE, 2024).

Figure 32 - Student ethnicity profile 2020/21-2024/25



The ethnicity profile of BAME students was similar to that of 2023/24 with the proportion of Asian students dropping to just under 1 in 5 (or 20%) of all students.

Figure 33 - Ethnicity profile of students 2024/25



The proportion of BAME students varied considerably by study level with over half (55%) of postgraduate taught (PGT) students from a BAME background compared to 28% of Undergraduates. This was heavily influenced by the high proportion of international students taking postgraduate taught degrees.

At postgraduate level, there were almost as many Asian students as there were White students. More than 1 in 10 postgraduate taught students were from a Black background compared to 1 in 20 at undergraduate level.

Figure 34 - Ethnicity of students by study level

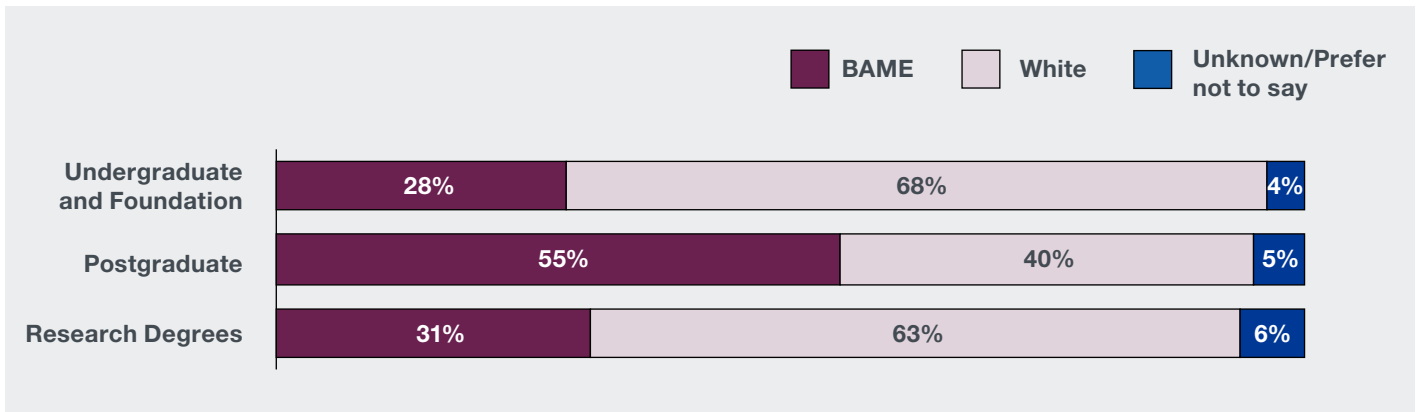
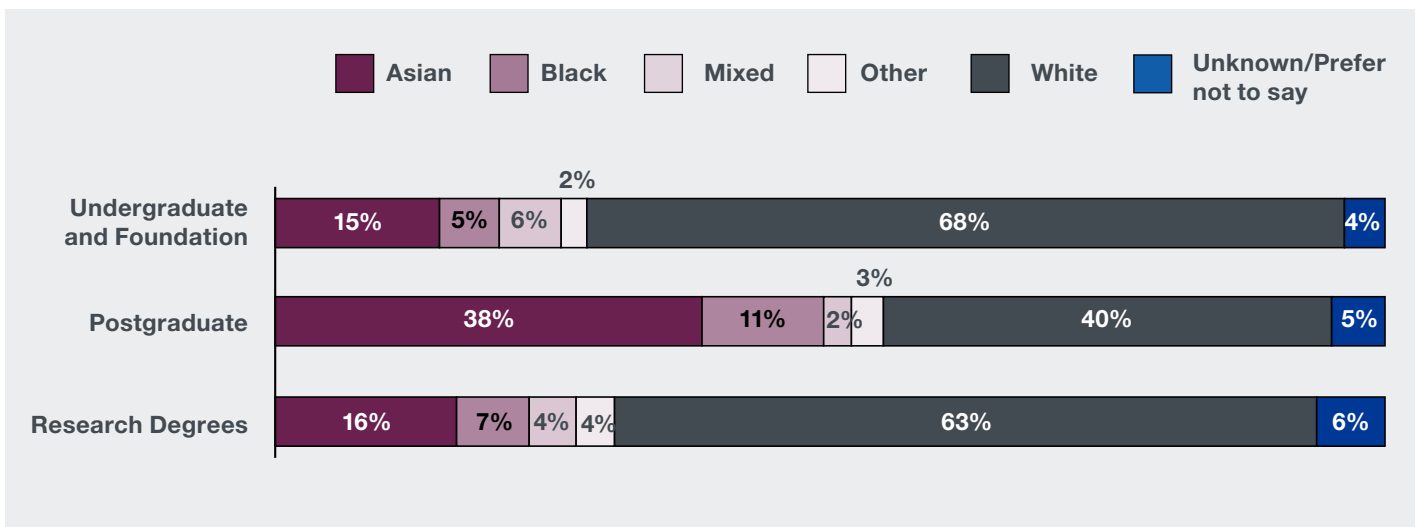


Figure 35 - Disaggregated ethnicity of students by study level



More than three quarters (77%) of students were from the UK, but almost half of BAME students were non-UK domiciles. However, at 44% this was the lowest proportion in three years.

Figure 36 - Profile of all students by domicile status

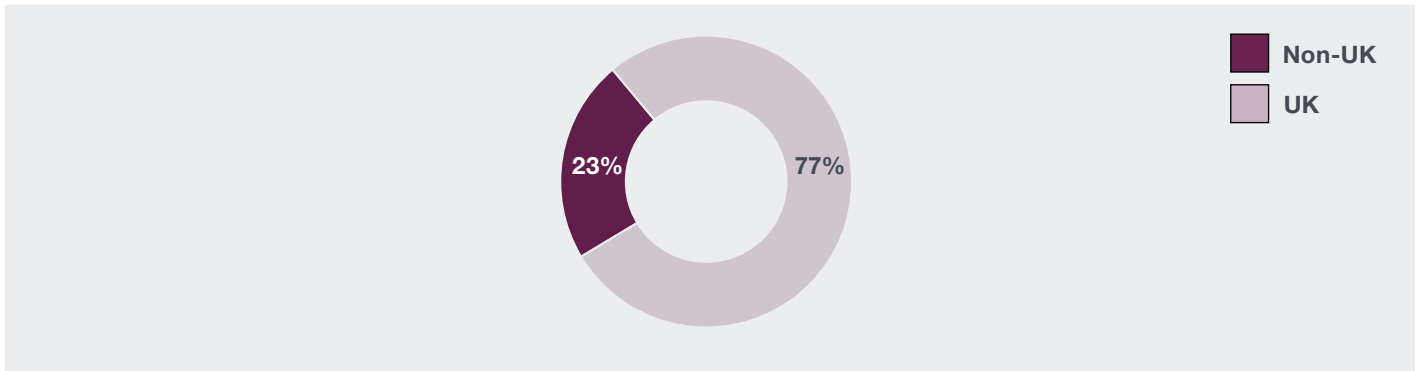
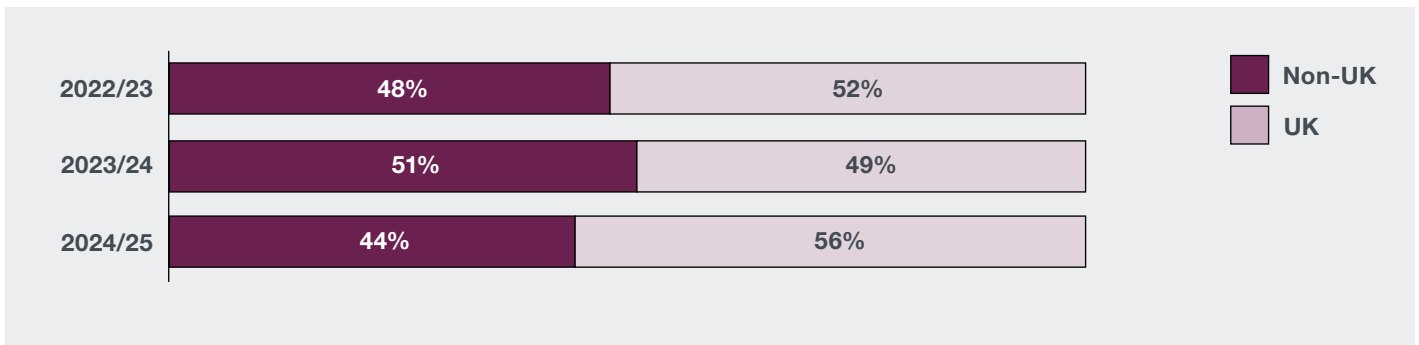


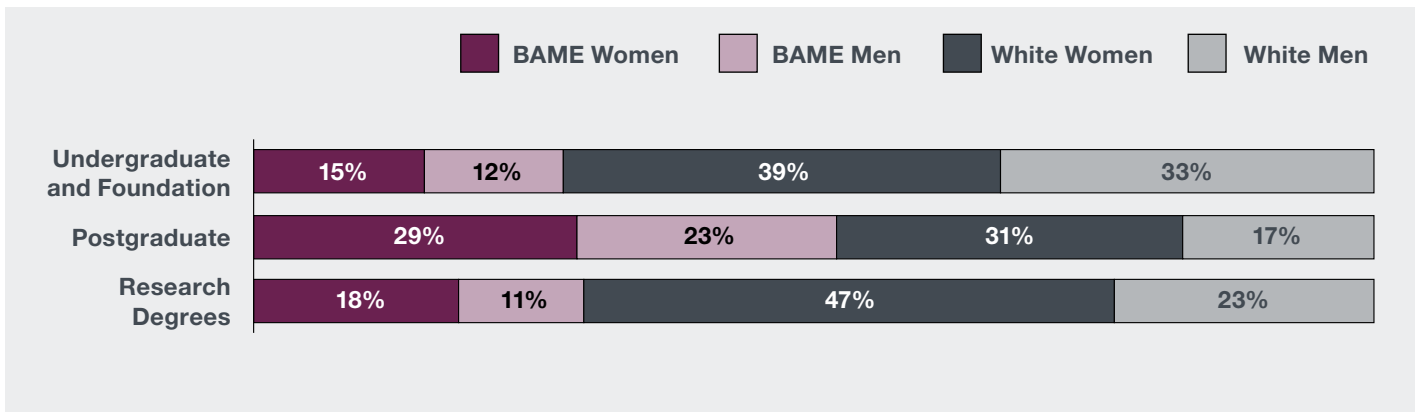
Figure 37 - Nationality of BAME students 2022/23-2024/25



## Sex and ethnicity

The distribution of students by sex and ethnicity varies considerably by level of study and is heavily influenced by the proportion of international students at each level. Generally, there are higher proportions of BAME women than BAME men, although the gaps are smaller than those between White women and White men.

Figure 38 - Sex and ethnicity of students by study level



## Sexual orientation

The percentage of students identifying as LGB+ remains unchanged from 2024 at 14.9%, a proportion that has remained fairly consistent over the past five years.

This is higher than the sector average, where in 2022/23, 9.2% of students at University Alliance institutions identified as bisexual, gay, lesbian, or another sexuality (Advance HE, 2024).

Figure 39 - LGB+ students 2020/21-2024/25

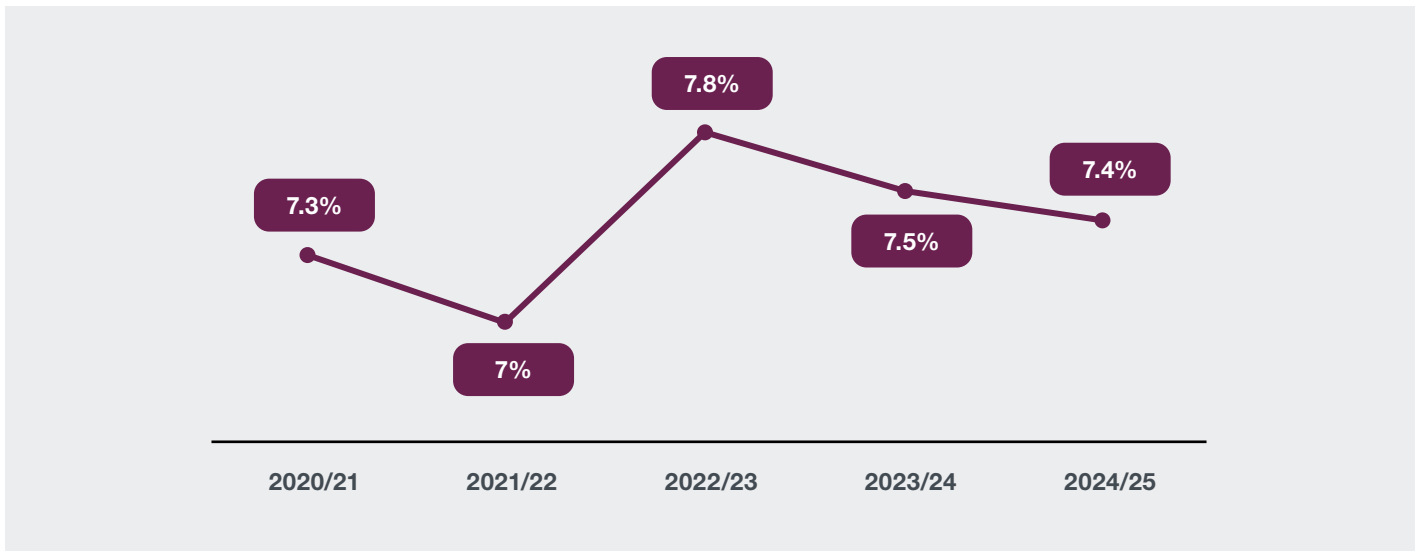
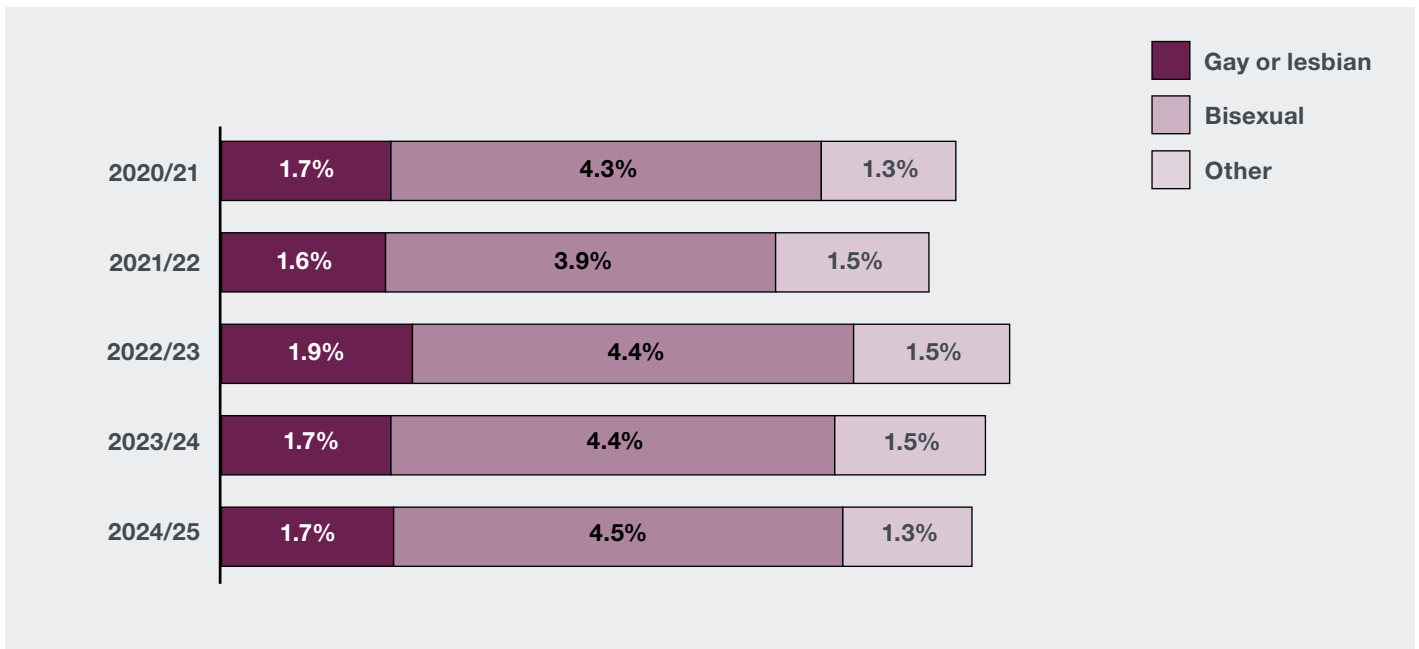


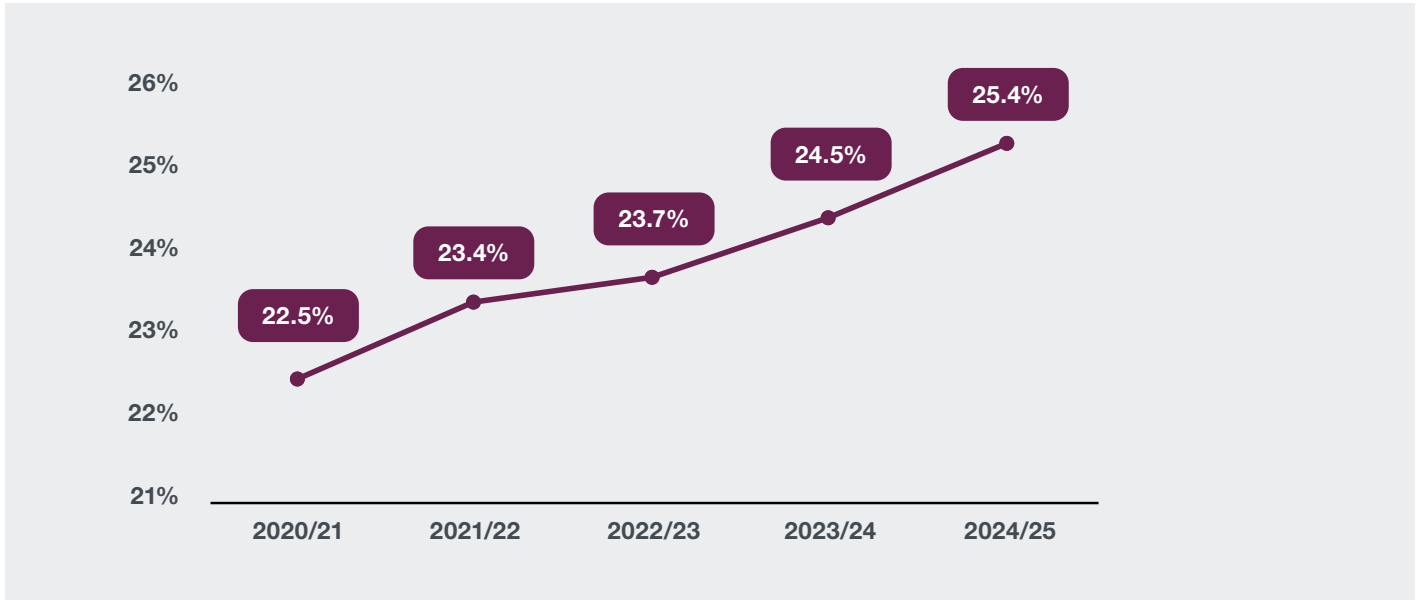
Figure 40 - Sexual orientation of LGB+ students 2020/21-2024/25



## Disability

The proportion of students sharing that they have a disability has gradually increased year on year, with one quarter (25.4%) of all students reporting a disability. This is higher than the sector average which stood at 17.1% in 2022/23 (Advance HE, 2024).

Figure 41 - Students with known disabilities 2020/21-2024/25



The proportion of students who disclosed a disability varied across study levels and was strongly influenced by student domicile status. International students were far less likely than UK domiciled students to declare a disability.

Of the 30% of undergraduates who shared that they have a disability, 94% were UK domiciles. In contrast, only 9% of postgraduate taught students, over half of whom were non-UK domiciles, disclosed a disability.

Figure 42 - Student disability status by study level

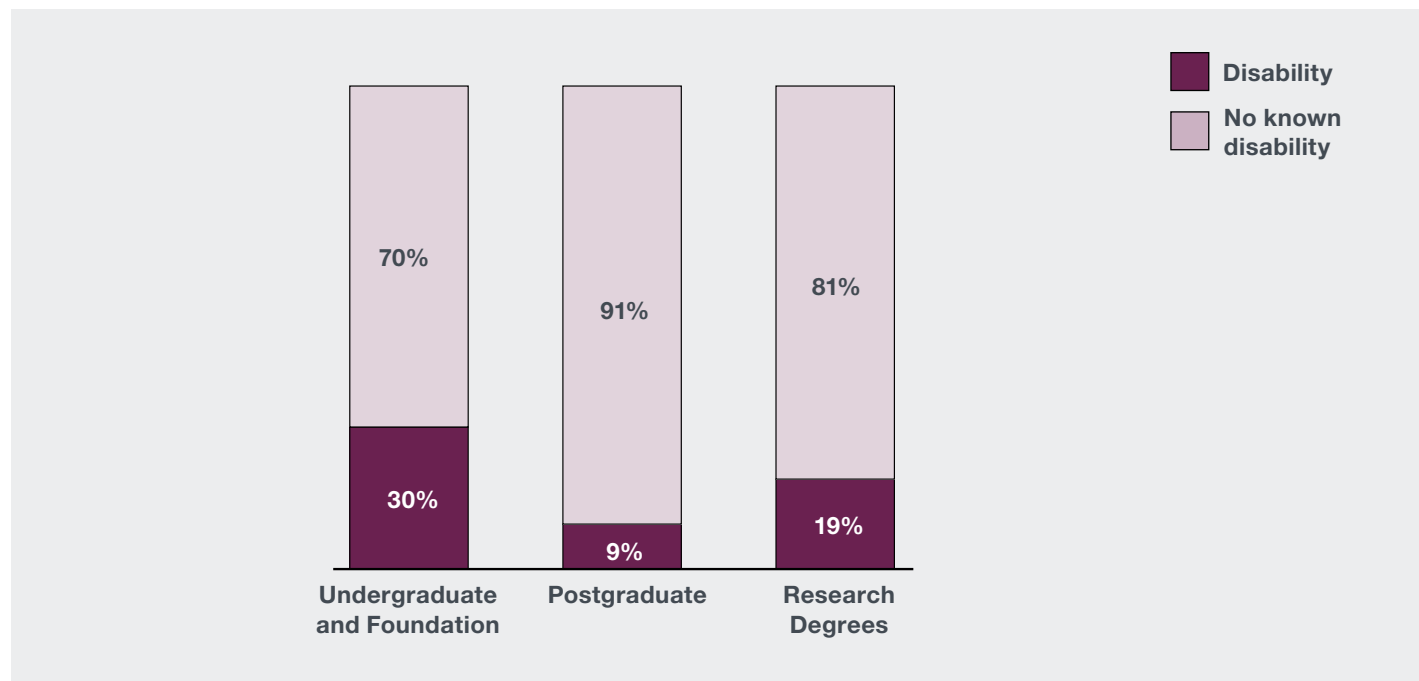
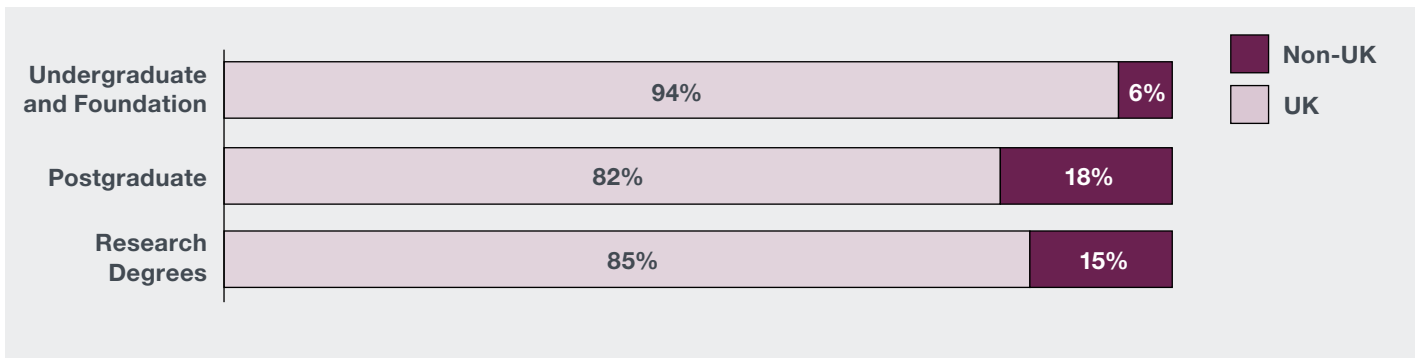


Figure 43 - Students with a disability by study level and domicile status



## Age

This year saw a marked decline in the proportion of mature students, largely at undergraduate level, reflecting a sector-wide trend over the last four years.

Figure 44 - Age profile of all students 2020/21-2024/25

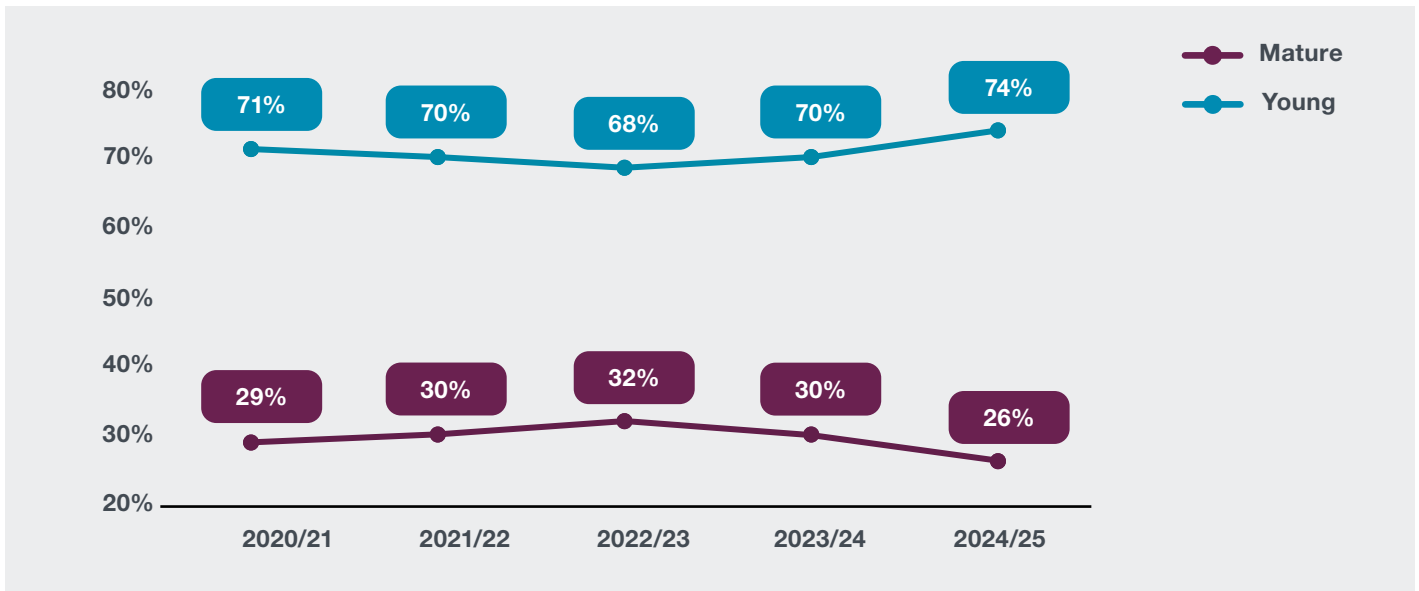
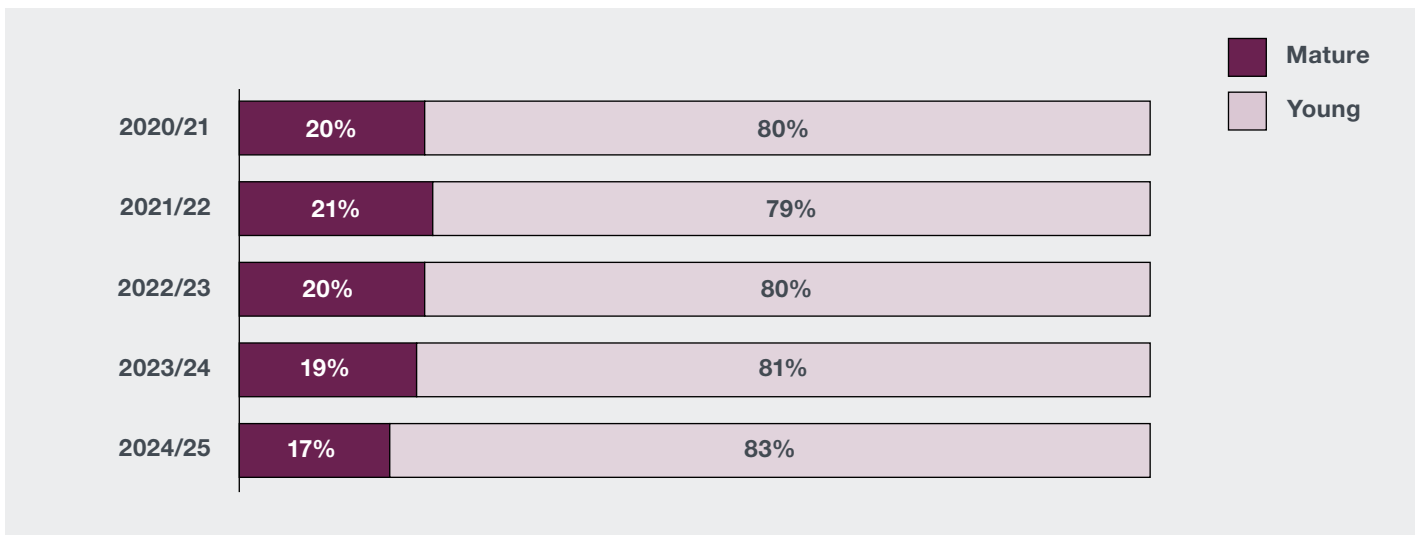


Figure 45 - Age profile of undergraduate students 2020/21-2024/25





## Equality, Diversity and Inclusion

### Working at Oxford Brookes

[www.brookes.ac.uk/staff/working-at-brookes/equality-diversity-and-inclusion](http://www.brookes.ac.uk/staff/working-at-brookes/equality-diversity-and-inclusion)

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