OXFORD
BROOKES
UNIVERSITY

EQUALITY, DIVERSITY AND INCLUSION

Annual Report 2023-2024
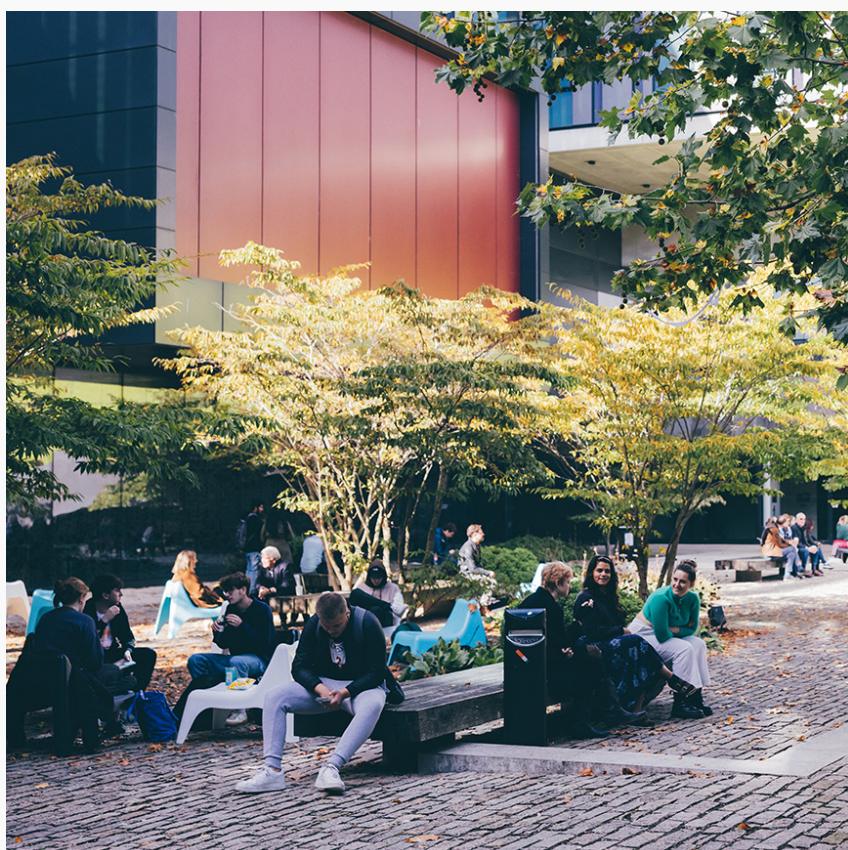
Contents

Introduction from the Vice-Chancellor

Welcome to our EDI Report 2023-24.

The report includes an overview of our work to promote and advance equality, diversity and inclusion across our university community during the academic year 2023-24, as well as data on the diversity profile of our student body and workforce.

The academic year 2023-24 saw a significant step change for how our EDI efforts are developed and delivered, and how future effectiveness will be measured, with the approval and publication of our **EDI Strategy 2024-2029**. This provides us with an overarching framework to guide and further strengthen the University's work to promote equality, diversity and inclusion.

Extensive work on our Access and Participation Plan for the period 2025 to 2029 also came to fruition with the submission of our plan and its approval by the Office for Students. While our new plan addresses ongoing gaps and disparities, it is positive to note progress on previous targets relating to Asian ethnic groups.

As for the wider sector, the year was a difficult period of change for the University. However, our commitment to inclusivity remains unwavering, while the challenging context underlines the importance of sustained efforts to embed equality analysis and responsive actions at the heart of our planning and decision-making.

Reviewing our diversity data, I am pleased that we have again reached gender parity in the professoriate. It is also encouraging to see continued progress to increase ethnic diversity in our workforce and particularly among more senior grades through success in professorial promotions. Our race equity work and enhancing ethnic diversity remains a priority area of focus for our community. I greatly appreciate the contribution made by the reconstituted University-wide Race Equality Steering Group to leading and accelerating our work towards a Race Equality Charter award application.

As we work towards the ambitions set out in the EDI Strategy, we expect to see increased diversity across our student and staff communities at all levels and positive change in our awarding gaps and pay gaps. Alongside demographic changes, we will seek to achieve shifts in culture, to ensure a sense of belonging, safety, opportunity and support is experienced by those from minoritised and under-represented groups.

Professor Alistair Fitt
Vice-Chancellor
March 2025

Equality, Diversity and Inclusion (EDI) Strategy 2024-29

Introducing the strategy
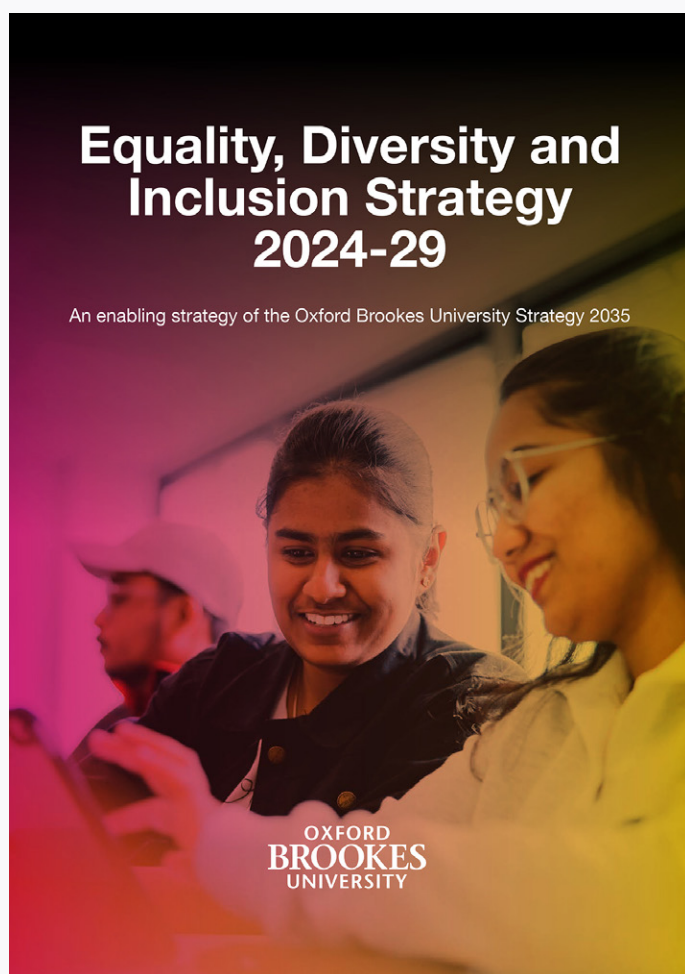
The **Equality, Diversity and Inclusion (EDI) Strategy 2024-29**[1] was approved by the Vice-Chancellor's Group in May 2024. Building on a wide range of existing initiatives and good practice, it provides an overarching framework to guide Oxford Brookes' work on EDI.

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 our guiding principle of 'inclusivity'

- Embed EDI considerations into each of the four pillars of the Strategy 2035.

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1   EDI Strategy 2024-29 pdf

The Strategy will be realised through an implementation plan, setting out in more detail the actions that we will take. The implementation plan will be developed and refreshed annually, to allow it to be responsive to the current institutional context, as well as any emerging external pressures.

Implementation will be overseen by the EDI Advisory Group, chaired by the Vice-Chancellor, and updates on progress will be provided on our webpages as well as in future Equality Reports.

Transitioning to our strategy implementation plan

During 2023-24 existing work and responsive initiatives continued, while using the emerging EDI Strategy to prioritise future areas of focus. A foundation implementation plan was drafted to support the work of the EDI Team and related stakeholders, incorporating a critical review of the contribution of ongoing annual activity and emerging projects. The forward implementation plan was then further developed for review and approval by the EDI Advisory Group (EDIAG) in the first semester of 2024-25.

Core progress indicators

To support us to assess the effectiveness of the EDI Strategy, we have identified the following set of core indicators, and associated targets, which will be monitored over the next five years. They are provided here to provide a benchmark for future reporting.

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 of 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.

KPI	Benchmark 2024	Target
Staff		
Overall proportion of staff: ethnicity	18.6%	25%
Proportion of BAME staff in upper pay quartile: ethnicity	14%	20%
Proportion of female staff in upper pay quartile: sex	52%	60%
Staff survey response: 'I feel able to be myself at work'		
Overall	78%	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%	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%	70%
Bisexual	38%	
Mixed ethnicity	36%	
Disabled	36%	
Gay or lesbian	35%	

KPI	Benchmark 2024	Target
Students		
Achieve the targets for access, attainment and progression set out in the **Access and Participation Plan**		
National Student Survey (NSS) survey question: 'I feel safe to be myself at university' *Disaggregated data unavailable*	87%	> 90%
International Student Barometer (ISB) survey question: 'I feel a sense of belonging'	83%	88%
Student survey question: 'My course offers an inclusive learning experience' Brookes Student Survey (BSS) - Overall BSS - Asian (UK) BSS - Mixed ethnicity (UK) National Student Survey (NSS) - Overall *Disaggregated data unavailable* Postgraduate Taught Experience Survey (PTES) - Overall *No significant demographic differences* Postgraduate Research Experience Survey (PRES) *To be added in future years*	 78% 74% 69% 79% 82%	 > 80%

A strong supporting framework

Progress was made on initiating improvements to EDI governance and enhancing institutional and local accountability, expanding the use of equality analysis (EIAs) and strengthening mechanisms for voice and engagement. Our engagement with equality charters and frameworks was maintained, with focus on work towards achieving a Race Equality Charter award.

EDI governance

The **Equality, Diversity and Inclusion Advisory Group** (EDIAG), chaired by the Vice-Chancellor, provides central oversight and coordination of the University's commitments and responsibilities in relation to equality, diversity and inclusion (EDI).

Supporting committees feeding into the EDIAG include: the Gender Equality Steering Group, the Race Equality Steering Group, the Disability Equality Steering Group and the LGBTQ+ Equality Steering Group.

Pro Vice-Chancellor Professor Astrid Schloerscheidt leads the Access and Participation Group (APG), which reports directly to the Vice-Chancellor's Group. The APG is represented on the EDIAG to ensure cohesion and linkage of work supporting student and staff diversity and inclusion.

The Multifaith Advisory Board, chaired by the Deputy Director of Academic and Student Administration and supported by the University Chaplain, provides a forum for the discussion of matters relating to faith within the University and in its community context. The board includes representatives from faith groups, faculties, the People Directorate, student-facing services and student societies and reports to the EDIAG.

The approval of the EDI Strategy 2024-29 provided an opportunity to review the purpose and membership of the EDIAG, to reinforce its role in overseeing delivery of the Strategy; and to consider the optimal organisation of associated committees to achieve improved coordination of EDI activity. The review of EDI governance arrangements will continue through 2024-25. It will also consider how coordination and communications between central committees and faculties can be strengthened. As a first step, and following transition to a two-faculty structure, an EDI Group is being established in each Faculty.

Equality impact assessments

During 2023-24 work continued to promote and embed the use of early proactive equality analysis and formal Equality Impact Assessments (EIA) to support strategic developments and decisions. **Supporting resources** were introduced, with a simplified screening template and fuller EIA form.

Colleagues within People Directorate and the EDI Team have engaged with managers and project leads to support increased awareness and capability. The priority is to support an effective and proportionate approach to engagement, data analysis and the identification of appropriate actions for evidence gaps and mitigation of identified risks to equality. While managers are increasingly recognising the importance and value of undertaking a meaningful EIA, the focus remains on establishing the practice as business as usual at the initiation of change and development projects. The Vice-Chancellor's Group has been active in expecting and requesting an EIA process to be undertaken for significant proposals.

A range of EIAs were conducted during the year and covered strategic developments and campus changes, restructuring proposals and university policy changes. Feedback suggests that more systematic integration into business case approvals and further training and support is needed to enhance the confidence of managers and local decision-makers in undertaking the EIA process.

Race Equality Charter

Following a review and refresh of the membership and remit of the Race Equality Steering Group (RESG), a strengthened University-wide group chaired by the Chief People Officer took forward a focused programme of work during 2023-24.

The balance of RESG membership was carefully considered, to involve those in leadership positions who would have the ability to influence change, and also to ensure appropriate representation of BAME[2] staff and students.

The systematic self-assessment undertaken by the RESG will result in a new five-year action plan, which builds on current pockets of good practice to achieve a more systematic approach to embedding race equality across the University. Consultation with Faculties and Directorates during the development of the EDI Strategy 2024-29 showed widespread recognition that race equality is an area that requires focus, and this dialogue provides a foundation for future work.

Priorities for the Race Equality Charter Action Plan 2025-31
Priority 1: Ensure that decisions are informed by evidence and equality analysis
Priority 2: Build a sense of community and belonging, where all students and staff feel able to be themselves
Priority 3: Ensure that BAME students and staff are able to access appropriate support and services
Priority 4: Continue to address harassment and discrimination, including on the basis of ethnicity, nationality and / or religion
Priority 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
Priority 6: Continue to build a diverse student community, which supports every individual to succeed and thrive

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2   This report uses the term 'BAME' as an umbrella category for staff identifying as from Black, Asian or other minority ethnic backgrounds as distinct from White backgrounds and the sub-categories within the White group. This aligns with HESA classifications and terminology to enable comparisons with national data sets where applicable. We acknowledge the inadequacy and contested nature of these terms in relation to the self-definitions of people from racially minoritised backgrounds, and the limitations of the usefulness of analysis at the level of the 'BAME' umbrella group.

Staff Diversity Networks

The University has three Staff Diversity Networks, the BAME Staff Network, the Staff Disability Network and the LGBTQ+ Staff Network, which connect and support staff based on shared identity or experience. The University benefits tremendously from the time of network members, who support the personal and professional development of their peers, organise events and activities, act as a sounding board for policy development and review, and provide a consultative forum for the University to gather views and feedback.

Each network maintained regular support for members and input to University structures and wider initiatives, while also navigating challenges in turnover and changes of leadership. Our Networks were central to the design, coordination and delivery of programmes of events for the Diversity and History Months across the year and engaged proactively with Brookes Union and our student societies on collaborative activities.

During the year agreement was reached on a viable model for recognition of the commitment and contribution of Network leaders. This enabled Network leads to re-engage with members around committee and steering group roles to strengthen their operation.

The EDI Strategy gives priority to ensuring strong mechanisms for voice and engagement across student and staff communities. Two joint half-day Network development workshops were run during the summer term to bring our networks together to support collaborative and intersectional working and shared governance development.

The first workshop was for Network leads and committee members with input from Sally-Anne Owen of **Purple Space**, the organisation for staff disability networks. The second was opened to members of all networks with a presentation from Dr Reena Vohora, from the University of Oxford and NHS Foundation Trust. This session looked at sharing expertise and network goals, and gave a focus to supporting self-care and wellbeing in voluntary effort and activity, concluding with a networking lunch.

Support the university community to embody inclusivity

Progress was made on understanding the needs of the university community to support increased confidence in inclusive behaviours and values. Work also focused on enhancing managers' competence and confidence to support individual and team wellbeing and occupational health.

Staff Learning in support of inclusivity

Our Staff Learning portal contains a suite of eLearning modules and related resources covering a range of equality, diversity and inclusion themes. These include a foundation **EDI Induction** which is essential learning for all new starters with a refresher due every three years. The wider suite covers inclusive behaviours and culture, with a focus on raising awareness and deepening understanding around specific protected characteristics and minoritised identities and experience. Take up and engagement with these learning modules is uneven across the University. There are also gaps in content and a need to ensure the approach fits with the higher education context and is positively linked to the wider learning and development expectations for individuals and teams.

EDI Learning Needs Assessment

The EDI Team commissioned an external consultant, Cerulean, to conduct an institutional learning needs analysis and make recommendations as to how we can improve our offer in line with our ambition to support all members of the university community to embody our guiding principle of Inclusivity.

Their report provided a snapshot of differing views and experiences from key stakeholders. While highlighting a range of issues, a particularly pertinent finding was that the current e-learning modules on disability themes are not fit for purpose in the current higher education context and should be reviewed as a matter of priority.

Other relevant findings, relating to our current context, where some staff feel overwhelmed by workload pressures, include:

- We should provide training that emphasises practical, real-world applications of EDI principles, and fosters confidence in staff and managers to engage in open, respectful, positive and productive dialogues;

- We should look for opportunities to embed EDI topics into existing workshops and projects, to achieve more comprehensive coverage without overwhelming participants;

- We should consider expanding our offer of short, focused 'bite-sized' learning opportunities that staff can easily engage with, without taking significant time out of their day;

- We should carefully curate our learning resources and develop structured learning pathways on different EDI themes for different groups of staff.

The EDI Team, the Learning and Development Team and the Oxford Centre for Academic Enhancement and Development are working together to consider the recommendations and agree priority actions for implementation. This will include consideration of the learning and development needs of distinct groups of staff, and knowledge and capabilities around specific protected characteristics and identities.

University Mental Health Charter (UMHC)

Oxford Brookes, along with over 90 other universities, signed up for the **University Mental Health Charter** in August 2023. During 2023-24 we set up a Steering Group for the work and commenced evidence gathering and gap analysis through appointed leads for each of the domains of: Live, Learn, Work and Support ensuring a broad University-wide perspective.

Registration on the UMHC programme demonstrates to staff, students and the wider higher education sector that the University is committed to putting student and staff welfare at the heart of its endeavours. Our aim is to use the Charter Framework as a guide to strengthen our work on staff and student mental health. Being part of the programme and using the Framework as our guide has intrinsic value and will support the revision of our own Mental Health and Wellbeing Strategy.

Culture in Brookes Sport

An independent review of behaviour and culture within Brookes Sport was commissioned in 2021 and resulted in a comprehensive action plan, which Brookes Sport is implementing, in partnership with colleagues across the University.

A university-wide Strategy for Sport and Active Wellness was approved in 2023. A clear set of operating principles underpin the delivery of the strategy, including the establishment of a set of values that drive positive culture and inclusion amongst sports clubs.

An inclusive Occupational Health Service

There has been significant change in the delivery of our Occupational Health Service, moving from an in-house service to one delivered by an external provider, UKIM (United Kingdom Independent Medical). The primary motivation was to ensure that line managers have timely health information on new and existing staff to allow them to provide appropriate support when needed.

Consultation took place with key stakeholders, including trade unions and the Staff Disability Network, to inform the final service specification. These stakeholders also took part in the selection panel.

One operational change has been a move away from 'self-referrals' to line manager or People Manager only referrals. Provision has also been made for staff to access anonymous and confidential Occupational Health information through the Employee Assistance Programme (EAP), and for access to counselling via both Occupational Health referral and directly via the EAP. The EAP has seen an increase in level of usage, with counselling calls accounting for 85.6% of all calls.

Concerns on the loss of self-referral for individual staff were discussed with the Staff Disability Network and through the Disability Equality Steering Group (DESG). The DESG will ensure ongoing feedback is sought on the impacts of the new arrangements on disabled staff and those with long term health conditions.

UKIM formally commenced with the University in June 2024, and early data indicates improvement in the speed of appointments and turnaround of reports to line managers.

Going forward, UKIM will also provide a range of activities to support the University's Wellbeing Strategy. This will include awareness and advice sessions for line managers in the use of Occupational Health, mental health awareness and support sessions, health awareness initiatives and health checks.

Education and Enterprise

Progress was made on our current Access and Participation targets and the approval of a new Access and Participation Plan for 2025-29. The IDEAS curriculum model was further developed and embedded. Positive impact was seen from the policy and practice for Academic Advising.

Updating the Education and Enterprise Pillar

A range of work was undertaken during 2023-24 on updating the Education and Enterprise pillar. This work was driven partly by changes in higher education following the pandemic and new enhancement work that supports the education and student experience agendas. An example of this prioritised work is upgrading our Virtual Learning Environment to Moodle 4.

While the essence of the four ambitions remains largely the same, several themes were given a greater emphasis in the refreshed pillar:

- Working with and co-creating more meaningfully with our students in ways that go beyond consultation, building on work in faculties and directorates where we have roles such as Students as Partners or Curriculum Consultants. A Task and Finish project with Brookes Union on Student Voice formed part of this increased emphasis.

- A greater emphasis on inclusivity within the curriculum and also in developing more inclusive learning communities, aligning with work to develop the EDI Strategy.

- A greater emphasis on sustainability within the curriculum and our co-curricular offer. This builds on substantial work within faculties that forms part of the plans for Education for Sustainability being developed by the Working Group on Education for Sustainability.

Academic Advising

Over the past two academic years there has been continuous work on the practice of Academic Advising. This led to ongoing enrichment of information, advice and guidance for Advisors, and the introduction of the Academic Advising Strategy in 2022-23 and of an Advising Policy in September 2024. This has informed substantial action across the institution which is now having a material impact on student experience.

Measure (from the AA Strategy)	Current status[3]
Target of 90% of Academic Advisors to have completed CPD in the next 2 years (end of 2025)	55.1% of Academic Advisors at June 2024
Meet and exceed the sector benchmark for academic support in the next 3 years (end of 2026) Already achieved - to consider revising to Upper Quartile as new target	85.2% NSS 2024 (84% NSS 2023), exceeding sector benchmark for 2024 of 84.7%
Meet and exceed the sector benchmark for the communication of information on mental wellbeing services in the next 3 years (end of 2026)	75% NSS 2024 (70.2% in NSS 2023) benchmark 78.3% for 2024 BSS 2024 76% (up from 66% in 2023)
Student engagement (attendance) with their Academic Advising sessions to reach 80% in the next 2 years (end of 2025)	To be integrated with the wider institutional developments around attendance and engagement and the learner analytics dashboard
BSS 2024 results: Satisfaction with academic support Satisfaction with contact with Academic Advisor (new optional question)	87% (up from 81% in 2023) 71% (compared to 48% from the pulse survey in 2020)

## Access and Participation Plan 2025-26 to 2028-29

The Access and Participation Group, chaired by Professor Astrid Schloerscheidt, led on our work to develop a new Access and Participation Plan (APP), which was approved by the Office for Students (OfS) in November 2024, and is published on the University website.

While the previous APP was focused on national data, this time the direction given by the OfS enabled us to consider our own context, specifically in relation to the region we recruit from and the particular demographic of our student body. Our approach is now more tailored to our local and regional context and our students. We have removed targets related to increasing the proportion of our students from Asian ethnic groups and those who are care experienced, as we have made progress in these areas since our last APP. We have added targets on continuation rates and degree outcomes for students from low socio-economc backgrounds, as these have emerged as gaps within the analysis of our data.

The table on page 14 shows the nine targets that were set out in the 2020-21 to 2024-25 APP, and performance against the relevant milestone in the target, displayed as RAG rating. The Access data in the table do not include Global Banking School (GBS) students.

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3   Market Intelligence Hub

	Performance against milestones (as of summer 2024)[4]
Access	
To reduce the gap in entrants between the least and most represented groups (POLAR4 Q1 and Q5)	Amber
To increase the proportion of entrants from IMD Q1	Red
To increase the proportion of entrants from Black ethnic groups	Red
To increase the proportion of entrants from Asian ethnic groups	Green
Success	
To reduce the percentage point gap gap in degree outcome between Black and White students	Red
To reduce the percentage point gap in degree outcome between Asian and White students	Red
Progression	
To reduce the gap in progression to highly skilled employment or further study between Black and White students	Green
To reduce the gap in progression to highly skilled employment or further study between Asian and White students	Green
To reduce the gap in progression to highly skilled employment or further study between students from low and high socioeconomic backgrounds	Green

**Access vs 20-24 APP targets: proportion of Black and Asian entrants**
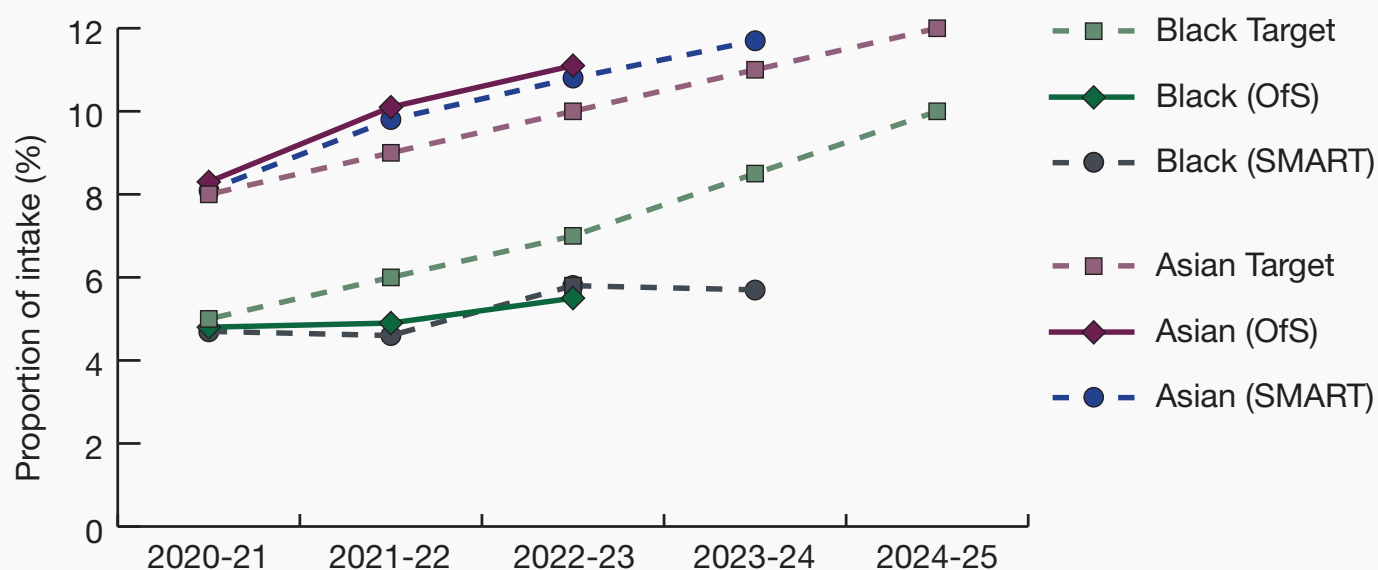
4   The recent introduction of Global Banking School (GBS) students has changed the demographic profile of OBU registered students. For clarity GBS students have been excluded from the Access data in the summary table. It is too early to report on success and progression for GBS students.

Attainment vs 20-24 APP targets: percentage point gap in degree outcome between Asian and White students and between Black and White students
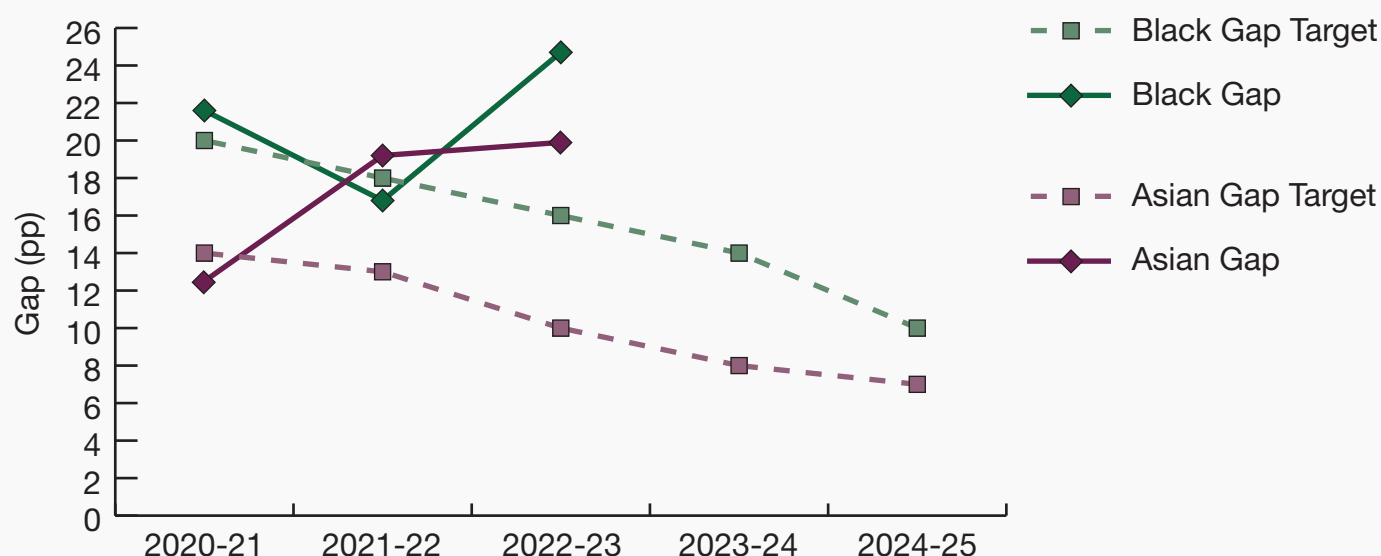
Progression vs 20-24 APP targets: percentage point gap in progression indicator between IMD Q1-2 vs Q3-5, Black vs White students and between Asian and White students
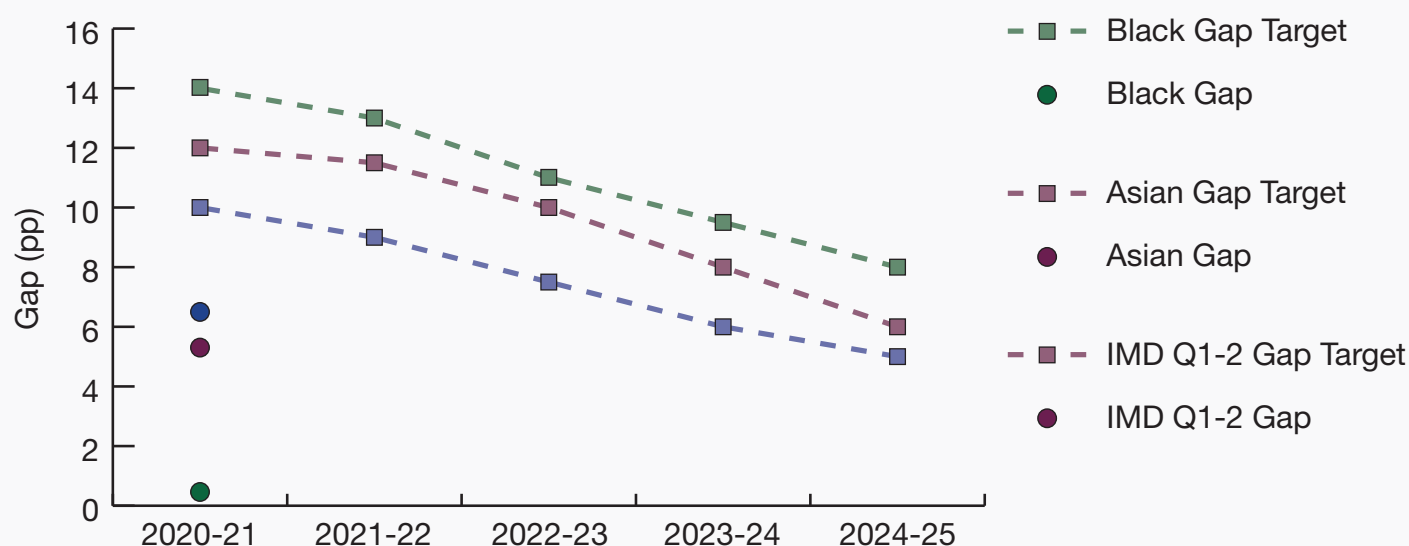
Moving forward to the new Access and Participation Plan (2025-2029)

Oxford Brookes typically recruits a large proportion of its UK undergraduate intake from a region that covers the Midlands, the South East, South West and London. In developing our plan, we therefore sought to understand the extent to which our intake is representative of the region we recruit from, while giving regard to national gaps in representation.

Drawing on data relating to our current students, including feedback from students and staff, our objectives set out what we are trying to achieve through our **Access and Participation Plan 2025-2029** and where we need to make the most progress.

In the new plan we aim to:

- increase the proportion of new students at Oxford Brookes from low socioeconomic backgrounds and those of Black and mixed ethnicity.

- improve the number of students from low socioeconomic backgrounds who progress to their next year of study.

- increase the proportion of students from low socioeconomic 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 socioeconomic backgrounds and for students from Asian, Black, mixed and other ethnicities.

The development work on our Access and Participation Plan was undertaken in collaboration with students, through our Student Partners initiative and **Brookes Union**. Student Partners are paid positions, offering students the opportunity to become involved in a variety of projects across the University. We will continue to engage with students as we deliver and evaluate the plan.

We identified seven key risks to equality of opportunity that are specific to Oxford Brookes:

Risk 1:	Perceptions of higher education and of Oxford as a place to study: Students may not apply to higher education, or consider Oxford as a place for them to study, despite being qualified.
Risk 2:	Knowledge, skills and experience: Students may not have equal opportunity to develop the knowledge and skills needed to enter into, succeed and progress from higher education.
Risk 3:	Recruitment and selection: Students may not have an equal chance of being accepted onto a course at Oxford Brookes despite having the potential to succeed.
Risk 4:	Belonging and shaping: Students may not have a positive student experience while at Oxford Brookes because they don't feel they belong within the university community.
Risk 5:	Student support: Students may not have equal access to, or do not feel able or confident to reach out to, the academic and personal support that is available for them at Oxford Brookes and that will support them to succeed in and beyond higher education.
Risk 6:	Mental health: Students may experience mental health difficulties that may impact their studies.
Risk 7:	Affordability: Increased cost of living may affect a student's ability to access and succeed in higher education.

Enhanced risk factors for care experienced and estranged students (CEES) will also be considered through a working group, set up to support our National Network for the Education of Care Leavers (NNECL) action plan. These enhanced risk factors cover: relationship with adults and peers, independence, agency, experience of transition points, impact of coronavirus and hierarchy of physiological and safety needs.

We have identified specific actions to address our risks to equality of opportunity:

For students before they start university

- We will deliver a range of projects to support students considering university to develop the skills and knowledge they need to make an informed choice about higher education. We will target this particularly at students identified as being underrepresented at Oxford Brookes, within our recruitment region. This will include working with teachers and careers advisors, as well as working directly with school, college and adult learners to support specific groups of students (for example our Brookes and Beyond programme for children in care).

- We will improve our understanding of why some applicants are less likely to receive an offer from Oxford Brookes, and use this to take action to ensure that all applicants who have the potential to succeed at Oxford Brookes have an equal chance of receiving an offer, and are supported to transition into University.

- We will provide additional support for students who may face financial barriers or concerns, to support them to understand and access the financial support that is available to them.

For students studying at Oxford Brookes

- We will offer direct financial support through the Brookes Bursary and targeted scholarships.

- We will implement buddy schemes to provide peer support at all stages and throughout a student's programme of study.

- We will provide targeted support to help students through major changes or transitions in their university journey from starting university through to graduation.

- We will evaluate existing university initiatives for impact on students identified within our Access and Participation Plan, and provide recommendations for improvements that would benefit the students.

- We will develop opportunities to enable students to undertake a variety of quality part-time work within the University.

Preparing students for postgraduate employment or further study

- We will extend existing placement mentoring schemes for current students and explore how this could be enhanced to support students in preparing for postgraduate employment or further study.

- We will deliver and evaluate workshops within our Thrive Festival week, which promotes enterprise and entrepreneurship, and provide tailored industry-focused events throughout the academic year.

- We will develop materials to support Oxford Brookes colleagues in applying good practice in the recruitment and professional development of students employed by the University.

- We will embed the activities identified within our Access and Participation Plan within the BrookesEDGE framework that provides recognition for students who take part in certain co-curricular activities. Students who contribute to the activities will be able to gain and articulate the competencies developed, and use these as evidence for future employers.

Enterprise Support

During 2023-24 we redefined and relocated the Brookes Enterprise Support Team, which provides extra-curricular enterprise and entrepreneurship programmes, and events for students and graduates, within the Enterprise Centre. The team's expertise has now been strengthened by dedicated in-house Start-Up Business Advisors, and the co-location further enhances the student experience, as they are inspired by, and become aware of, opportunities provided by the scaling and growing companies within the wider Enterprise Centre.

Thrive Festival is one of our main enterprise support events for the Oxford Brookes community and beyond. It is part of Global Entrepreneurship Week, taking place during the third week in November.

Thrive Festival 2023 ran from 13-17 November and the main theme was "Diversity and Inclusivity". We had entrepreneurs and businesses from diverse backgrounds as guest speakers and workshop facilitators across ten events, with over a hundred people participating both in person and online.

Updates from Oxford Centre for Academic Enhancement and Development (OCAED)

During the academic year 2023-24 the Oxford Centre for Academic Enhancement and Development (OCAED) increased engagement with events, schemes and short courses (1,620 from 1,472 in 2022-23), and with resources (25,518 views, from 18,686 in 2022-23), and upheld satisfaction levels.[5]

Over 1600 colleagues engaged with OCAED's offer.

**We facilitated 166** workshops and events.

We supported 52 new Fellowships.

The OCAED team also gave greater attention to monitoring and understanding diversity and representation across the breadth of their offer and how this links to success and progression for under-represented and minoritised groups within the university community. The OCAED offer includes the EXPLORE programme (Excellence in Promoting Leadership of Research and Education) and support for HEA Fellowship accreditation awarded by Advance HE.

The initial review of diversity demographics in participation and progression across the OCAED portfolio indicated some variation by gender and ethnicity. There was a tendency to over-representation of White female academic staff and under-representation of White male staff in take up of OCAED provision. There was also potential disparity in the pattern of progression to Fellowship for BAME academics, particularly when taking into account their slight over-representation as EXPLORE session participants. This may be partly explained by the inevitable delay between when staff attend EXPLORE sessions and when they are able to submit their portfolios for Fellowship. These effects will be further examined during 2024-25 and fed into the Race Equality Charter work.

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5   OCAED Annual Report 2023-24

IDEAS Inclusive Curriculum Model

The **IDEAS Inclusive Curriculum Model** has become an established part of the structure to support shifts in practice and mindset for academic programme teams and the wider university community.
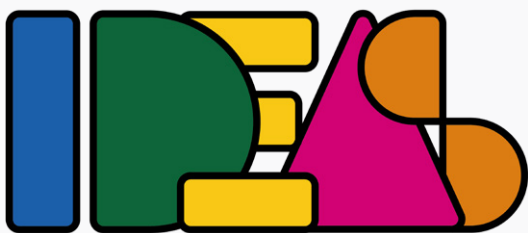
IDEAS is a curriculum design model that aims to enable students, staff and stakeholders to co-create attractive, proportionately assessed, future-fit curricula, to ensure every student can achieve to the best of their ability and be prepared for their graduate destination (further study, work, or enterprise). It incorporates staff-student curricula co-creation of the following elements: Inclusive Learning; Digital Inclusion; Employability Learning; Assessment as, of and for Learning and Sustainability Mindset.

- The IDEAS toolkit and suite of resources had 6,312 unique page views, a significant increase in traffic from 2022-23 (5,167 unique page views).

- 54 programmes were supported to engage with the model during 2023-24.

- Using targeted positive action, a 'Brookes Bank' of twelve student partners were recruited to work on 30 (2022-23 - 25) academic enhancement initiatives, in addition to supporting 23 (2022-23 - 31) programmes through IDEAS redesign.

- The Student Partnership team won a Student Partners Impact Award from the Staff and Educational Development Association.

- IDEAS for hourly paid Associate Lecturers was introduced with paid time to attend. Eleven Associate Lecturers completed the online Continuing Professional Development (CPD) offering, introduced to support their understanding of the model (this CPD is funded by the IDEAS Strategic Change Management fund).

An initial evaluation of the various forms of support offered to staff to use the IDEAS model was conducted in May 2024. 15 staff who had engaged with one or more of these forms of support responded. This early feedback indicated improved confidence in developing and delivering more inclusive activities, and positive impact on consideration of the whole academic programme when planning teaching. The exercise also highlighted some mixed responses to the overarching framework.

A broader exercise to evaluate the model in collaboration with under-represented students will commence in September 2024. This will evaluate the effectiveness of the IDEAS model in addressing differential experiences and outcomes including those relating to ethnicity, disabilities and learning differences, gender, sexual orientation, age and socioeconomic background. This recognises that students have multiple identities and therefore may often face multiple barriers.

Lessons from this evaluation will be used to update the model, particularly the question sets which are at the heart of IDEAS. This will ensure that the model more authentically represents the diversity of our students.

Brookes International Learning and Teaching Conference (BILTC)

The **BILTC 2024 took place on 18 and 19 June 2024**. The theme 'Academic Ambition for Social Justice' celebrated those who have led educational change in the name of creating a fairer, safer and more just academy and society, and provided inspiration for those of us wishing to become the poets of our academic destinies.

The conference keynote was 'How has Black Lives Matter affected racism in education?' delivered by Professor Kalwant Bhopal, Professor of Education and Social Justice and Director of the Centre for Research in Race & Education at the University of Birmingham. Professor Bhopal's work explores how processes of racism, exclusion and marginalisation operate in predominantly White spaces.

Insights from a mental health and wellbeing project

The University is committed to gaining a better understanding of the mental health, wellbeing and inclusive support experiences of our Black, Asian and Minority Ethnic (BAME) students to inform service improvements. During the year we worked with **Cosmos Engagement** to build on the findings of Brookes Union's Mind the Gap campaign, a project aimed at understanding the causes of attainment and retention gaps at the University, and ensuring students' experiences are placed at the heart of the solutions.[6]

Cosmos carried out a research project to capture the experience of BAME students and **compiled the outcomes into a report**. The initial stage of the research involved an online survey sent to all students who identified as BAME at registration, alongside a sample of White students included for benchmarking purposes. A total of 359 students completed the survey: 237 BAME students and 117 White students. This was followed by a qualitative phase exploring key themes.

Key areas covered by the report included:

- student health and wellbeing

- racial and cultural perspectives

- financial pressures

- awareness, usage, access to and experience of support services

- reasons for non-use of support services

- range of support available

The recommendations are being used to enhance and improve our support services and inform other university initiatives, including the University Mental Health Charter, Race Equality Charter Action Plan and overall EDI Strategy.

Student Reasonable Adjustments Panel

Established in 2022, the Student Reasonable Adjustments Panel considers requests from or on behalf of students, for more complex reasonable adjustment solutions. Membership includes representatives from faculties, Estates (Accommodation), Finance, Inclusive Support and Brookes Union. The panel is chaired by the Pro Vice-Chancellor (Education) and the vice chair is the Academic and Student Administration Deputy Director and Head of Student Services.

The majority of cases considered by the Panel over the year related to accessibility of accommodation and ensuring rent reductions to align with average room rates. There were a small number of cases requiring broader adaptations to teaching and shared spaces, and an increase in requests for release from accommodation contracts on mental health grounds.

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6   See Cosmos Report and Comms article
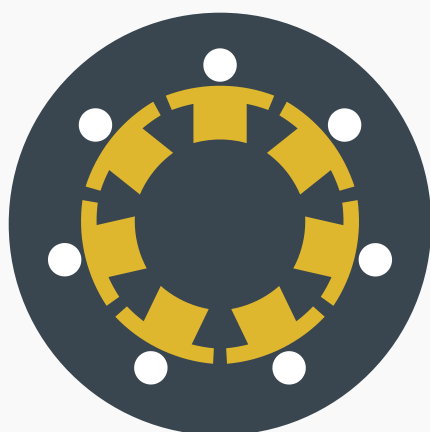
Research and Innovation

Collaborative work was maintained and developed within and between the EDI Research Network and Centre for Diversity Policy Research and Practice to showcase and share research insights from in-house and partnership EDI research and innovation initiatives.

Our **Research Innovation and Knowledge Exchange Networks** make a strong contribution to our EDI agenda and capability through both their content and thematic focus and their role in nurturing the researcher talent pipeline and connecting the research community.

EDI Research Network (EDIN) updates

The **EDI Research and Knowledge Exchange Network** (EDIN) is a cross-disciplinary and collaborative network, which brings together researchers exploring critical issues and key themes relating to a more inclusive society, including social class and mobility, gender inequalities, sexuality, disabilities, parenthood, national identity and race. The Network also connects these colleagues with professional services staff with an interest in research and knowledge exchange on diversity and inclusion.

Equality, Diversity and Inclusion Research Network

EDIN collaborates with the established **Centre for Diversity Policy Research and Practice**.

Some highlights during the year included:

Decolonisation in Motion: The Second Annual Decolonising Research Debate on 12 June 2024.

Guest speakers were documentary filmmaker and researcher Walid Benkhaled (Bodleian Library) and historian Natalya Vince (University College, Oxford), with selected screening of the AHRC-funded documentary series and public history project on the first generation of Algerian university students in the 1960s and 1970s: Generation Independence: a People's History.

The Centre for Development and Emergency Practice (CENDEP) launched a **New Short Course: Resilience, Wellbeing and Mental Health Support in Crisis Settings**, designed to enhance understanding of mental health in crisis settings, build a self-care practice, as well as personal and collective resilience. Led by national experts in the field, the course covers mastering the fundamentals of providing psychosocial first aid and support, and ways to deal with stress, trauma, loss and grief.

EDIN also contributed to EDI research-focused activities through showcasing related in-house research in progress across our History Month programmes.

Centre for Diversity Policy Research and Practice (CDPRP) updates

Established in 2004, the **Centre for Diversity Policy Research and Practice** specialises in interdisciplinary research and knowledge exchange on gender, diversity and inclusion in organisations, the economy and society. Its work spans gender and diversity issues in the workplace, diversity and organisational change, work-life balance, age discrimination and extending working lives, LGBT, religion or belief, social mobility and human rights.

During the year a grant of almost £100,000 was awarded to researchers at Oxford Brookes to explore how to create a more inclusive work environment for transgender scientists.

The study, Addressing Systemic Precarity: Trans Inclusion and Retention in STEM (ASPIRE), was one of five projects funded by a **£485,000 grant awarded by The Royal Society of Chemistry** and the Science and Innovation Network, and examines LGBT+ under-representation in Science, Technology, Engineering and Maths (STEM).

Oxford Brookes has partnered with the University of Missouri on the project, which will use insights from the experiences of transgender people as well as statistical evidence to influence policies and strategies within organisations, sectors and governments.

"The aim is to enhance equality and creativity in STEM fields by broadening inclusion and retention for all talent, including trans talent," said Dr Cal Horton, from the CDPRP, the project's principal investigator.

The funding scheme follows the Royal Society of Chemistry joint report '**Exploring the workplace for LGBT+ physical scientists**' revealing the need for significant changes to be made in STEM workplaces where cultural barriers can add to the challenges faced by LGBT+ scientists.

People and Culture

A wide range of work with a strong focus on equality, diversity and inclusion benefits was progressed in support of the People and Culture and Wellbeing at Work Strategies.

The EDI Strategy supports and is embedded in all four pillars of the University Strategy, with a particularly close interlinkage with the **People and Culture pillar** and its related ambitions for Wellbeing at Work, and personal, academic and organisational development.

Wellbeing at Work Strategy

The **Wellbeing at Work Strategy** was published in March 2024 and is one of a framework of enabling strategies supporting the University's **People and Culture pillar**. Wellbeing has been identified as a priority for our People and Culture strategy and is a prominent feature of the inclusive **employee experience** we wish colleagues to have. The Strategy has been informed by the Wellbeing Survey conducted in summer 2023.

We completed a range of actions during the year, including launching new mental health training, stress management guidance and management training. Further planned actions are outlined in the **Activities in support of the Wellbeing at Work Strategy.**

Some key areas are highlighted below:

Mental Health

The Wellbeing at Work Strategy and associated plans provide our roadmap to achieve accreditation for the 'Work' domain of the **University Mental Health Charter**. Activities support the charter principles relating to workplace culture, interventions to support good staff wellbeing and support for staff mental health.

Some initial actions progressed include:

- The introduction of **Mental Health Aware training** during the year, with the launch of a more in-depth version aimed at managers later in 2024.

- Roll out of **Mental Health First Aider (MHFA)** training in 2024 to establish a network of Mental Health First Aiders across the University. Mental Health First Aiders are intended to provide initial support and assistance to colleagues who may be experiencing mental health challenges and signpost them to appropriate resources or professional help.

These initiatives further enhance the support available via the Employee Assistance Programme, which includes a **confidential helpline**, **counselling** and new **live chat and video call options** to make it as easy as possible for colleagues to get the right advice when most needed.

Stress Management

A stress management risk assessment is focused on understanding and seeking to prevent or reduce the causes of work-related stress within an organisation.

Having reviewed the results from the Wellbeing Survey in 2023 and particularly the common areas of concern identified from these, the **Stress Risk Assessment Steering Group** began looking at the issues raised in phases. The first phase involved looking at:

- workload particularly relating to academic staff; and

- leadership and management practices.

In addition, we considered what we are already doing to manage the risks, what is working and what could be better, and what further action could be taken. Proposals linked to activities already underway such as the review of the Workload Planning system.

The work also highlighted a need to progress with a review of Academic Roles proposed before the pandemic to address a range of issues, with particular focus on the role of Programme Lead.

Policy, guidance and training

A suite of new **stress management webpages** were developed to provide guidance and resources for both individuals and managers.

The **Policy for the Prevention and Management of Work-Related Stress** was reviewed to set out the University's approach to stress management including periodic stress management risk assessments.

We are also continuing to review and enhance our **related training and development offer** on the Staff Learning Portal to include specific training for managers relating to the prevention and management of stress.

Leadership and management

The experience we have with our line manager and wider organisational leadership plays a key role in wellbeing at work. Leadership and management was the second most common theme in response to the open survey question "What is the one thing that would most improve your wellbeing at work."

A **Leadership and Management Framework** was already planned as part of our wider People and Culture Strategy work and development work commenced during the year. We are ensuring that this framework is informed by the Wellbeing Survey results and the **wellbeing standards** identified in the strategy.

The framework will be used to inform our leadership and management development activities and be embedded into processes such as recruitment and annual performance and development review (PDR).

People and Culture Survey 2024

Working with People Insight we conducted a Staff Survey in June 2024 with a response rate of 50% of our staff overall and 61% of salaried staff (1,479). Our results were published on a dedicated **Staff Survey Google Site**, with analysis of headline results and a number of webinars held to explore key themes.

The survey gave us a strong evidence base to work with, and will be used to measure our success in implementing our **People and Culture strategy** and strengthening the **Employee Experience**.

Responses suggested that people's experience in relation to achievement and progress (72%) and inclusive community (70%) were quite positive. However, other aspects, particularly their experiences relating to personal growth and development (46%), feeling enabled (48%) and feeling well-led (52%) received notably lower numbers of positive responses.

Detailed analysis was undertaken of the questions relating to Bullying and Harassment.

In the last 12 months whilst working at Oxford Brookes, have you experienced bullying or harassment?

No   **91% (1341)**

Yes   9% (138)
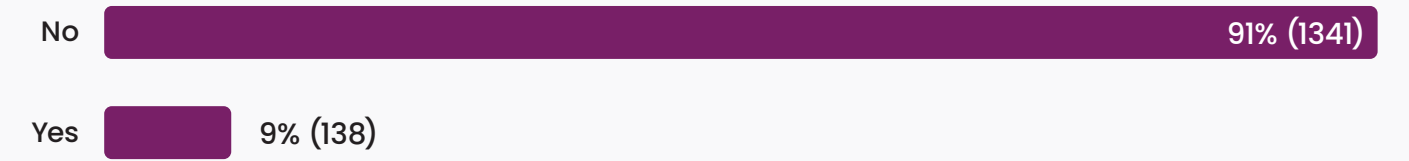
Whilst most respondents know how to report instances of bullying or harassment, less than half have confidence that reports of bullying and/or harassment are dealt with fairly and effectively.

46% (64 respondents) of those who had experienced bullying or harassment in the last 12 months reported it, 54% (74 respondents) did not.

Reporting Bullying & Harassment

Question	Response breakdown (favourable neutral unfavourable)			PS	Academics
I know how to report instances of bullying or harassment	72%	15%	13%	77%	66%
I have confidence that reports of bullying and/or harassment are dealt with fairly and effectively	44%	39%	16%	46%	41%

A breakdown by protected characteristics indicated lower confidence in reporting bullying and harassment among those staff identifying as disabled and LGB respondents and some variations by minority ethnic groups.

Further analysis to better understand the specific experience of people with different characteristics will inform future work in support of the EDI Strategy. Responses provided an important input into the development of our application to the Race Equality Charter.

Responding to harassment for students and staff

Following the launch of our revised Anti-Harassment and Discrimination Policy in 2023, a new role of specialist Anti-Harassment and EDI Advisor was created in the EDI Team. The post was filled in July 2024. A broad programme of work to ensure compliance with legislative and regulatory changes covering students, staff, third party contractors and the wider public will be taken forward in 2024-25, with related training and development and enhancement of communication and specialist support networks.

The University published its third Student Conduct Annual Report for 2023-24[7] which included detail of the changing patterns of cases and approaches to resolution. During the reporting period,[8] the University received a total number of 54 Student Conduct Reports, an increase of 15.9% of eligible reports on the previous year. Disabled students are over-represented among those reported for conduct issues, with mental health conditions being the largest type of declared disability.

Category of breach	No. of Reports	% of Total Reports (51 eligible reports)
Interference with University processes	3	6.8%
Discrimination, harassment, bullying & violence	17	38.6%
Sexual Misconduct	9	20.5%
Health and safety	2	4.5%
Drugs or criminal offences	3	6.8%
Other unwanted or disruptive behaviour	10	22.7%

In the reporting period the Student Investigation and Resolution Team (SIRT) received 37 reports alleging breaches which fall into the category of discrimination, harassment, bullying and violence. This covers matters such as bullying, but also includes cases of harassment and stalking, and discrimination based on protected characteristics, such as racism and ableism. Most reports alleging discrimination, harassment, bullying or violence were resolved through Alternative Resolution.

Development actions progressed during the year included:

• Working with colleagues in the Inclusive Support Service to deliver guidance on investigating Reported Students with mental health issues and other disabilities.

• Ensured extension of risk-based and trauma-informed approach to Reported Students, including notifying in-person of allegations where appropriate.

• Reviewed and improved the presentation of University Conduct Committees, specifically with regard to Committees dealing with allegations of sexual misconduct.

• Provided separate training to Chairs and Student Representatives participating in Committees to consider allegations of sexual misconduct.

• Going forward it is intended to introduce a new category of breach so that allegations of sexual misconduct can be more accurately reported based on severity of conduct and harm.

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7   Published Student Conduct Reports webpage

8   Student Conduct Report 2023-24

Partnerships and Place

The University engaged in a range of collaborative activities both on campus and within local and wider communities to support engagement, positive relationships, and promote the University as an inclusive and accessible place to study, work and live, and an active community partner.

The University is committed to moving all of its **Oxford-based activity onto the Headington Campus** over the coming years. We believe our future Oxford environment will inspire a vibrant, connected and diverse student community to achieve their potential.

All remaining activity from the Wheatley Campus moved to the Headington Campus during the year, and faculty activity will transfer to two new buildings on the **Headington Hill site** during the 2024-25 academic year.

These new buildings are the new home for the School of Engineering, Computing and Mathematics activity previously based at Wheatley. The facilities also co-locate the Faculty's Architecture, Built Environment and the School of Arts departments on one campus. Together they will bring together engineering and motorsport with creative art and design thinking, innovative applications of artificial intelligence and robotics, and converging technologies and digital innovation.

Going forward, Estates and Campus Services are ensuring that Equality Impact Assessment (EIA) Screening will feature as part of the project planning process for new builds and major refurbishments. This will allow scoping and engagement with regards to the EIA to take place at an early stage.

Digital Accessibility

The Accessibility Working Group (Websites and Mobile Applications) (AWG) was first convened in 2021 to oversee the University's response to the **The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018**. It has monitoring oversight of Oxford Brookes' compliance with the regulations together with a responsibility to recommend actions to maintain this compliance, and is accountable to the University Quality and Learning Infrastructure Committee.

The chairing and membership were refreshed during the year 2023-24 with new leadership from within Learning Resources and linkage with the Disability Equality Steering Group.

Over the year, the Working Group and its stakeholders developed a more proactive approach to serve as champions for Digital Accessibility. A wide range of guidance and **accessibility tools** for staff and students were published on the website. These include a Moodle Alternative Formats Ally, a useful support tool which identifies how to fix accessibility issues in original documents.

The web development team and digital services have worked in close collaboration and offered group training and individual support as well as undertaking extensive document checking. The scope of the content, documents and communications covered by the regulations is in fact very broad and therefore good practice and competence needs to become further extended and embedded for all teams.

The main **Digital Accessibility website** links to a range of practical tools and resources to support all staff and improve awareness that the regulations cover **all content** that is provided digitally, including via email, the Brookes website and the Virtual Learning Environment (VLE).

• Digital Accessibility Guidance for Staff

• Creating Accessible Content

• How do I create an accessible document?

• How do I create an accessible presentation?

• Which colours should I use to create digitally accessible content?

• How do I access accessibility feedback on Moodle?

Multifaith Chaplaincy

The Multifaith Chaplaincy continued to offer spiritual and pastoral care to all members of the university community and provide a hub for students and staff looking for religious events or support to meet their religious obligations. The work of the service supports the University's obligations to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic of religion or belief and those who do not.

The year 2023-24 saw continuing challenges for our chaplaincy space and resourcing to meet student needs, with ongoing pressure on our faith spaces, due to changes in room use and the further impacts of the move from Wheatley to Headington campus.

In September 2023, for the first time the Indian Society celebrated the Ganesh Chaturthi pooja (prayers) and ceremonies in the Garden Room and Inner Room. This was a busy event and a great success, which is hoped to become a week 0 tradition.

In November, the Indian Society and the new Hindu Society marked Diwali with both a party in Brookes Union spaces and held a pooja (reflective ceremony of prayers) in the Garden Room. The Multifaith Chaplaincy was delighted to host student societies and support their members and the wider Brookes community to mark religious events.

During the year the chaplaincy and Multifaith Advisory Board brought forward a wide ranging review and recommendations for improving inclusive support for religion and belief at the University. The longer term recommendations relating to timely consideration of faith needs and religious practice in new projects and developments were endorsed and are being taken forward through relevant channels.

Community Iftar - March 2024

The Multifaith Chaplaincy and EDI Team supported an event to celebrate Ramadan and share Iftar, organised by the Oxford Dialogue Society, the Oxford Academy and Oxford Foundation. The event took place on **Wednesday 20 March 2024** at the Oxford Academy and brought together approximately 110 community members from across Oxford, of all religions and none, for an evening of discussion and friendship with the theme of 'Peace and Unity'. The aim is to continue this as an annual partnership collaboration led by Brookes Union.

A Ramadan awareness video featuring a range of voices and experience from across the university community was developed jointly by the BAME Staff Network and Multifaith Chaplaincy. The video resources were launched and shared internally and are hosted on the **YouTube channel for Academic and Student Administration** to support student recruitment and engagement.

Celebrating and raising awareness

The University celebrates Black History Month, Disability History Month, LGBTQ+ History Month, International Women's Day and Mental Health Awareness Week, organising a range of events and activities for staff and students to raise awareness and bring our community together.

Black History Month

The theme for **Black History Month in October 2023** was 'Celebrating our Sisters', recognising the experiences, talent and leadership of pioneering Black women. The EDI Team and **BAME Staff Network**, in collaboration with colleagues across the University, brought together a rich and diverse programme of talks and events, including activities focusing on resilience, self-care and well-being.

Our keynote speech: **Why Race Equity is a Higher Education Emergency** on 18 October was delivered by Natalia-Nana Lester-Bush, who invited us to explore how race and racism interacts with some of the most pressing challenges and opportunities of higher education.

LIVE EVENT

Why Race Equity is a Higher Education Emergency

Natalia-Nana Lester-Bush

Consider Higher Education through a racial lens with this considered critique of how race and racism interact with some of the most pressing challenges and opportunities of the Higher Education experience.

📅 **Tuesday 18 October 2023**

🕐 **18:00 - 19:00**

📍 **John Henry Brookes Lecture Theatre, Headington Campus**

FIND OUT MORE

The BAME Staff Network hosted a panel event made up of current and past women employees, featuring Sobia Afridi, Erika Toguy, Donna Winston and Sola Adesola with Maria Villarico.[9] This forum allowed discussion of different aspects of the employee experience including challenges encountered which especially impact staff from racially minoritised backgrounds. The panel discussed barriers to success they had faced and how they had managed to overcome them. Particular emphasis was given to the role of faith in their personal journeys and the role that allies should and can play.

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9   BHM BAME Staff Network Panel on Panopto

World Menopause Month

A programme of events was delivered to mark **World Menopause Month**. These included a **Menopause Male Allyship Masterclass** from Henpicked on 23 October 2023. This covered:

- Why men are vital to the menopause conversation

- The business case for menopause allyship

- Recognising peri-menopausal partners and colleagues

- Key ways of supporting partners and colleagues

- Tips for empowering male colleagues in normalising menopause

- How to approach menopause conversations.

This was part of the evolution of the work, communications and networks to address **Menstrual Equity and Menopause in the Workplace** initiated by the Faculty of Health and Life Sciences with increased collaboration with Brookes Union.

Disability History Month

For Disability History Month 2023 we again took part in #PurpleLightUp, and welcomed Helen Keen to deliver our lecture '**Laughter, Loneliness, Autism (and me)**' on Wednesday 6 December 2023. Helen's work explores autistic sociality - driven by the insights of autistic people both within and beyond academia - and our sense of humour. Her talk shared some of the findings from collaborative research with fellow autistic and neurodivergent artists.

LGBTQ+ History Month

The LGBTQ+ History Month Lecture was organised in collaboration with the Multifaith Chaplaincy and the LGBTQ+ Staff Forum. This featured **Rev. Peta Evans with a talk: Whole Embodied Humans** on 28 February 2024. Rev. Peta Evans is Senior Pastor of Metropolitan Community Church of North London. The talk explored reclaiming the spirituality of trans and nonbinary people and reclaiming our sacred space in faith traditions, not as disembodied spirits, but as whole embodied humans.

We raised the Progress Pride Flag and lit up buildings on Headington campus throughout February.
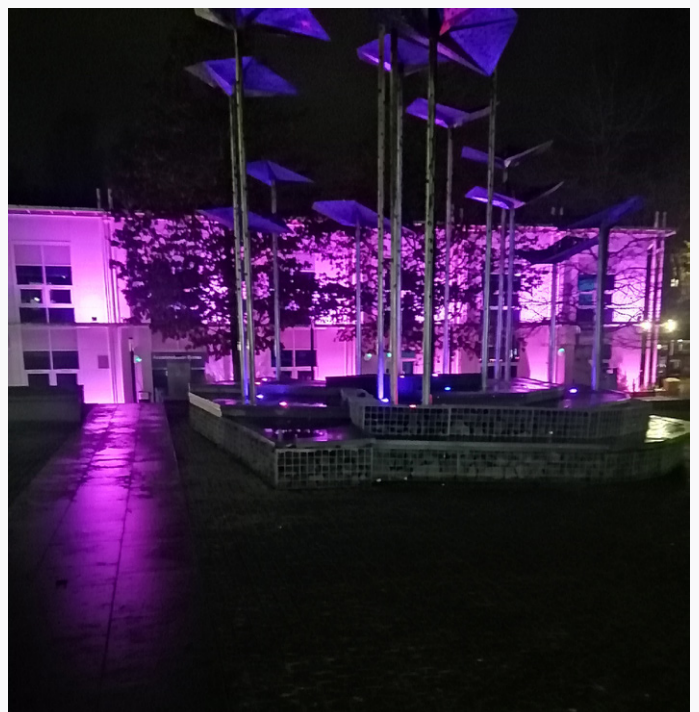
Mental Health Awareness Week

The theme for MHAW for 2024 was "**Movement: Moving more for our mental health**". The programme highlighted how physical activity provides many health benefits including having a healthy heart and improving joints and bones. Activities promoted physical activity as good for our mental health and wellbeing. Communications helped to raise awareness that even a short, brisk 10 minute walk increases our mental alertness, energy and positive mood. Participation in regular physical activity can increase our self-esteem and reduce stress and anxiety.

Oxford Human Rights Festival

The **22nd Oxford Human Rights Festival**, hosted by the Centre for Development and Emergency Practice (CENDEP), ran from 15-22 March 2024. 'Break Barriers, Build Bridges' was the theme for the festival to communicate the urgent need for empathy, unity and understanding, and emphasise the need to dismantle societal, cultural, and systemic barriers that hinder progress towards the universal fulfilment of Human Rights.

This student-led festival delivered in collaboration with community partners continued to raise awareness of critical human rights issues through an exciting programme of films, performances, talks, workshops, exhibitions and more.

Rooted in the belief that collective action and solidarity can drive social change, the festival explored how people, movements, and communities across the globe have stood up for justice, equality, and human dignity.

Think Human Festival

The **Think Human Festival** is our way of sharing research and teaching expertise in the Arts, Humanities and Social Sciences at Oxford Brookes University. Our rolling events and festival programmes demonstrate the relevance of these subjects to the everyday lives of human beings.

Think Human creates spaces for debate and reflection that incorporate theatre, music, film, poetry, exhibits and a range of activities as conduits for the exchange of ideas with our communities.

Our events are free and open to all, providing opportunities to reflect on the importance of understanding ourselves, our relationships with others and the challenges we face as a changing society in a complex world. Sixteen free events across five days were delivered through interdisciplinary collaborations and community partnerships. Including contributions from six representatives of four of Oxford Brookes Research, Innovation and Knowledge Exchange networks.

For **Think Human in April 2024** we built on the success of our three previous festivals, deepening collaborations across the University and with our community partners. We developed interdisciplinary events exploring current themes such as moving from hostility to dignity for migrants and refugees, foregrounding remarkable female political thinkers, preserving access for all to our rights of way and examining our fascination with ghosts and hauntings.

Think Human 2024 delivered face to face events, on campus and across the city, for public audiences, schools, students and staff. Paterson Joseph, acclaimed actor, author and Chancellor of Oxford Brookes, opened Think Human 2024 with his show Sancho & Me at the Old Fire Station arts centre – one of the festival's long-term community partners. Sancho & Me is built around Paterson's debut novel The Secret Diaries of Charles Ignatius Sancho and explores ideas of belonging, education, slavery, commerce, violence, politics, music and love alongside Paterson's own story of being Black and British.

Creative Industries Festival

In a year dominated by election campaigning on both sides of the Atlantic, at a time when technological advances are raising existential questions, the festival explored the dynamic interplay between hierarchies of influence, dominant discourses and structures, and forces of disruption and transformation within the creative industries.

Running from 23-26 April 2024, hosted by the Creative Industries Research and Innovation Network, with the theme of '**Power and Change**', the 2024 festival again proved an exceptional platform for showcasing unique perspectives, innovative projects and ground-breaking ideas for positive change.

It provided engagement with local communities, global exposure, networking opportunities and the chance to shape the future direction of work in the field.

Oxford Brookes at Oxford Pride

Oxford Brookes was a Bronze Sponsor for **Oxford Pride** on Saturday 8 June 2024 for the second year. Oxford Brookes staff, students and friends had a great day out in their true colours with allies and wider community. We showed the University's support for LGBTQ+ inclusion and our pride in celebrating the diversity of our unique identities. Our new banner attracted attention and some Brookes alumni came up to express their appreciation, along with possible new students and their families making enquiries. Our stall supported by Community Engagement and EDI teams was pitched alongside Brookes Union in the Westgate Centre, so as well as Pride-goers, we were also able to chat to regular Saturday shoppers about Oxford Brookes as a place to work and study, and as a partner and place for the local community.

Back on campus, colleagues in Learning Resources also organised activities linked to Pride Month with LGBTQ+ book displays across all campus libraries, reviews of books in the **LGBTQ+ Resources reading list**, sharing work on **Inclusivity and Diversity in Learning Resources** and a Craftivism workshop.

Cowley Road Carnival

Oxford Brookes is a proud sponsor of Oxfordshire's annual Cowley Road Carnival. On 1 September 2024 we were pleased to have a presence at the event, and with 38 staff and student volunteers throughout the day, we welcomed over 1,300 visitors to our area.

Aligning our activities with the Carnival theme 'Our Nature Our Future', we provided games such as a 'test your knowledge about Oxford Brookes' Spin the Wheel and kids' activities including 'How bad are bananas?', edible streets and superheroes for caterpillars. Academic staff showcased their research projects, such as 'The role of vertical axis wind turbines in renewable energy transition' and our Centre for Nutrition and Health promoted their nutrition-based studies. We also had a dedicated space for celebrating our collaborative work with community groups on Carnival history.

We encouraged people to come and visit our community-friendly campuses with information on our open facilities as well as promoting the University as an all inclusive place to work and study.

EDI Report Diversity Data 2024

Methodology and Terminology

The acronym BAME is used for Black, Asian and minority ethnic staff. We are aware of the contested nature of this terminology and a review is ongoing but it has been agreed by members of the Race Equality Steering Group to use it as the most useful identifier at this point in time, offering continuity within the University and across the sector. Where possible and relevant, ethnicity has been disaggregated to provide more granular insights.

This report uses the terminology of 'women' and 'men' in our narrative descriptions and analysis of gender differentials. Both staff and student data is captured and routinely analysed as binary sex in line with guidelines from Advance HE and as required by HMRC but staff are also able to self-report their gender in People XD and non-binary gender options are also routinely offered in surveys and other engagement in order to inform our wider understanding of gender diversity in our university community.

Where data is disaggregated by faculty, this refers to the four faculty structure as the census date was prior to the move to a two faculty structure.

Staff data

Staff data is extracted from People XD with a reference date of 31 July 2024. This procedure is consistent for all staff data reporting, allowing for continuity across reports.

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's campuses as well as distance learners and those studying with Associate College Partnerships. Students studying associate short courses, such as CPD, and those in Global Banking School partnership institutions are excluded unless otherwise stated. The exclusion of GBS students from this year's report means that comparisons between the 2023 and 2024 EDI reports will highlight some differences as GBS students were included in all figures published in 2023.

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

Staff diversity profile

Overview

On 31 July 2024 the University employed 2,225 salaried staff, contributing 1,980.6 FTE.

Proportion of academic and professional services staff

Academic staff
42%

Professional
Services staff
58%

During 2023/24 the University also employed over 1,500 active hourly paid staff who contributed more than 170,000 hours between them.

Hours claimed 2024

Category	Hours
Associate lecturers	75,439
Student casual	52,998
Variable hours staff	33,939
Associate researchers	10,940
Casual	3,949
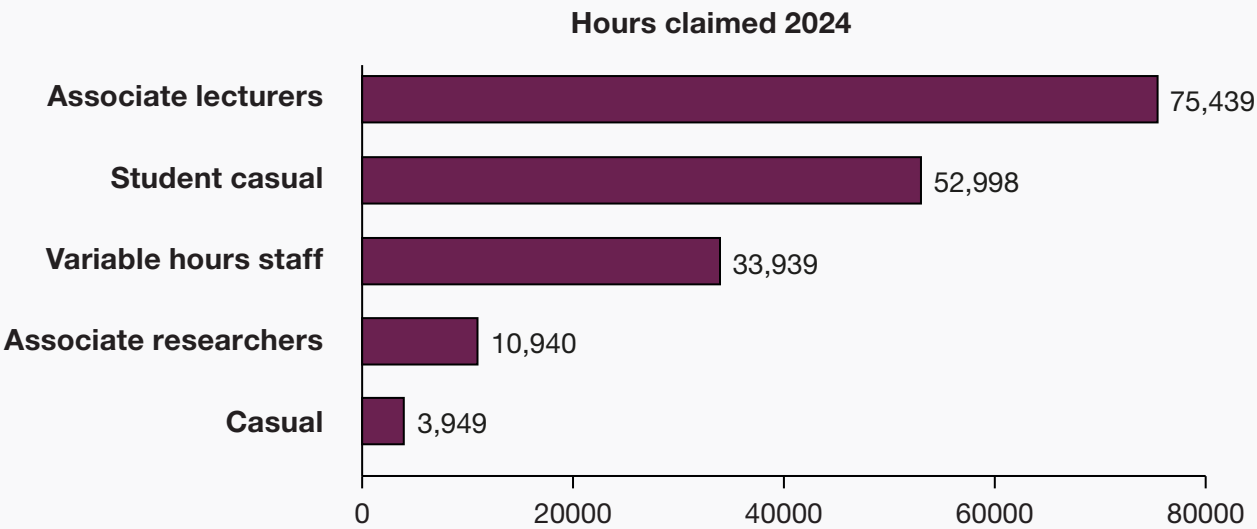
Disclosure of diversity data

As part of a drive to ensure our staff diversity data is as complete as possible, we have disaggregated the categories of 'Prefer not to say' 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 characteristic. All responses, even those who select 'Prefer not to say' are recognised as a disclosure of diversity data.

A response is categorised as 'Unknown' if staff have not provided data for one or more diversity characteristics. As the chart below shows, ethnicity and disability data is unknown for less than five percent of staff with sexual orientation and religion unknown for less than eight percent, making our disclosure rates above 90 percent for all four characteristics.

On all or almost all measures, our disclosure rates are consistent with or above sector average and as this chart shows, there has been improvements in data collection in recent years. Due to the relatively high disclosure rates we do anticipate that some of these figures will plateau in future years but there is still some work we can do here to make our staff data as robust as possible.

Disclosure rates Oxford Brookes University
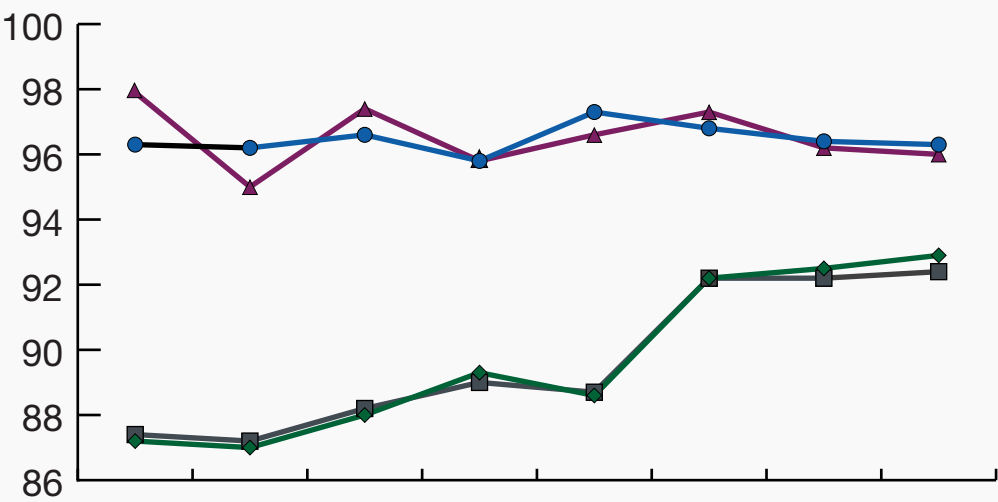
	2017	2018	2019	2020	2021	2022	2023	2024
Ethnicity	96.3%	96.2%	96.6%	95.8%	97.3%	96.8%	96.4%	96.3%
Disability	97.9%	95.0%	97.4%	95.8%	96.6%	97.3%	96.2%	96.0%
Sexual Orientation	87.2%	87.0%	88.0%	89.3%	88.6%	92.2%	92.5%	92.9%
Religion or belief	87.4%	87.2%	88.2%	89.0%	88.7%	92.2%	92.2%	92.4%

Sex and gender

The proportion of women salaried staff has remained consistent over the past few years but dipped marginally under 60% in 2024 to 59.9%.

2024

	All staff		Academic		Professional		Senior	
	FPE	%	FPE	%	FPE	%	FPE	%
Female	1333	59.9%	515	55.4%	818	63.2%	93	52.2%
Male	892	40.1%	415	44.6%	477	36.8%	85	47.8%
Totals	2225	100.0%	930	100.0%	1295	100.0%	178	100.0%

Gender balance of all staff 2020-2024

Year	Female	Male
2020	59.4%	40.6%
2021	60.2%	39.6%
2022	60.1%	39.9%
2023	60.3%	39.7%
2024	59.9%	40.1%

Female ■ Male ■
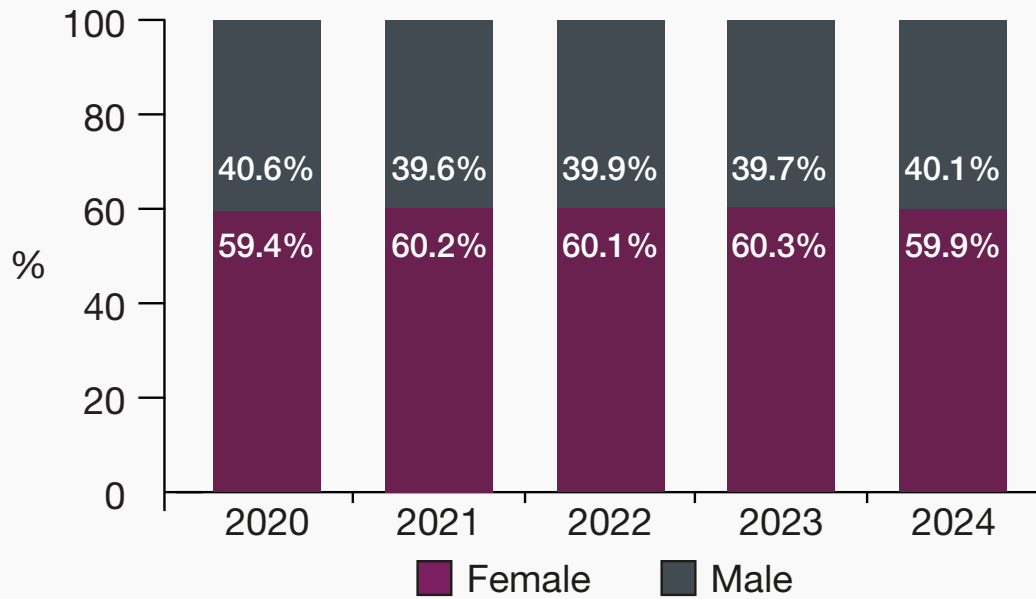
This year shows a return to gender parity amongst professors and women now make up exactly two thirds of senior academics.

Percentage of women in senior roles
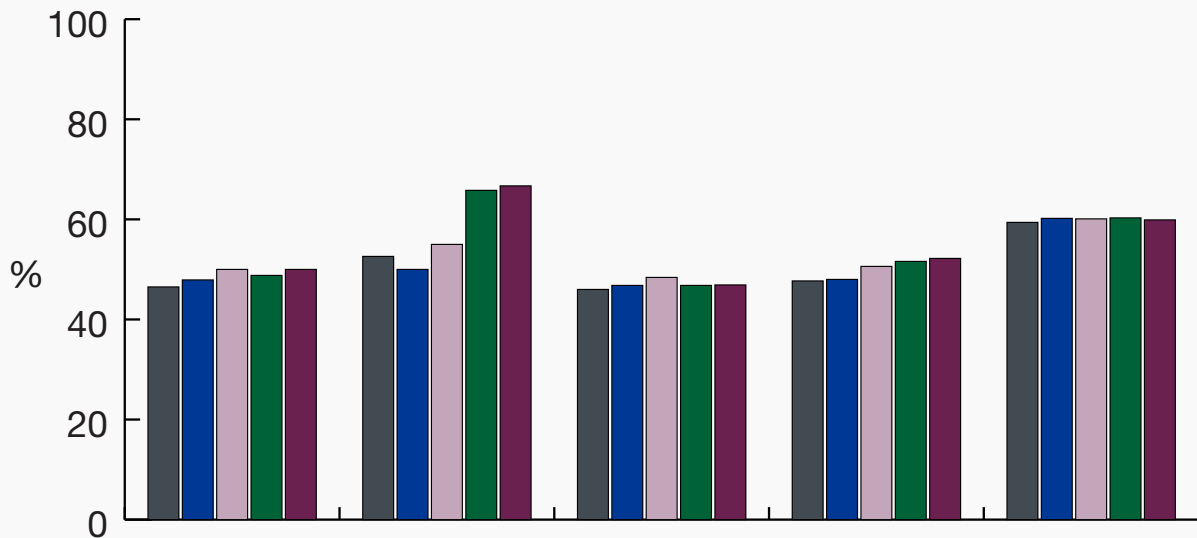
	Professor	Senior Academic	Senior Professional	All Senior Staff	All Staff
2020	46.5%	52.6%	46.0%	47.7%	59.4%
2021	47.9%	50.0%	46.8%	48.0%	60.2%
2022	50.0%	55.0%	48.4%	50.6%	60.1%
2023	48.8%	65.8%	46.8%	51.6%	60.3%
2024	50.0%	66.7%	46.9%	52.2%	59.9%

There is, however, considerable variation in the gender balance across faculties.

Gender balance across four faculty structure 2024
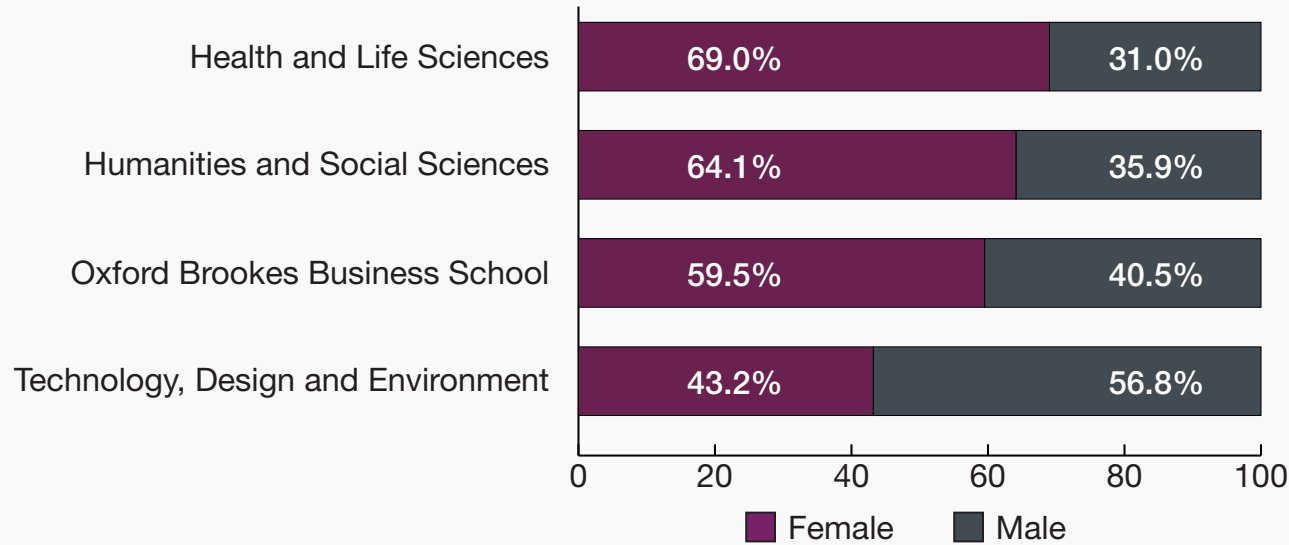
In People XD, we use the question: 'Is your gender identity the same as the sex you were assigned at birth?' to capture data on trans status and identity. These data show gender identity to be different for 0.8% of staff in 2024 compared to 0.9% in 2023.

Disclosure rates on this characteristic have continued to improve, with the number of staff providing no data reducing from 17.3% in 2023 to 15.9% in 2024.

People XD: Is your gender identity the same as the sex you were assigned at birth?

- Matches 81.8%
- Does not match 0.8%
- Prefer not to say 1.6%
- No response 15.8%

In an effort to capture more nuanced data about the gender of staff, the Staff Survey 2024 included a question that 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.
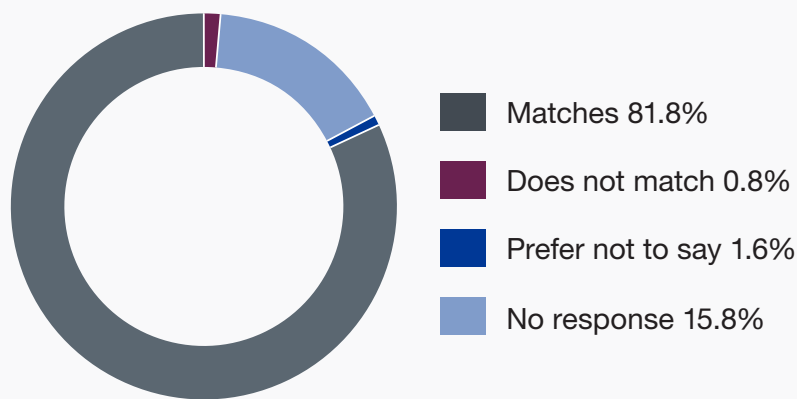
Staff Survey 2024: How would you describe your gender identity?

- Female 60.0%
- Identify in another way 0.6%
- Prefer not to say 3.8%
- Male 35.6%
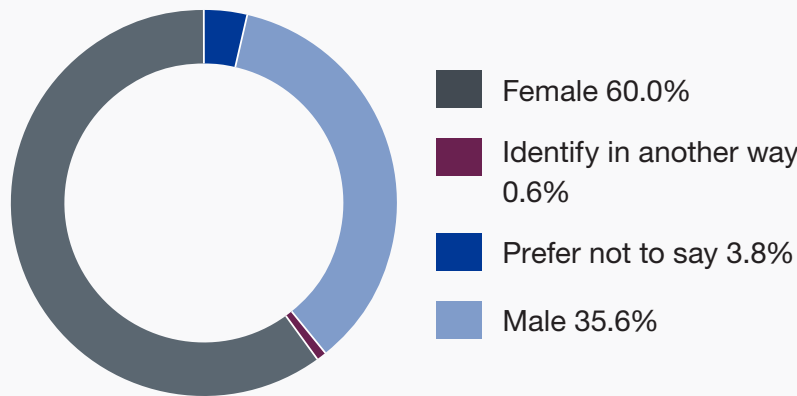
There will be an overlap between staff who say their gender 'does not match' the sex assigned at birth and those who responded that they identify in another way to binary definitions in the survey. We cannot, however, assume this represents the same group of people, but analysing the two sets of data together informs our wider understanding and recognition of gender diversity in our university community.

Ethnicity

The ethnic diversity of the workforce has increased incrementally by around 1 p.p. per year since 2020 in line with the upward trend seen across the sector.

2024

	All staff		Academic		Professional		Senior	
	FPE	%	FPE	%	FPE	%	FPE	%
BAME	413	18.6%	203	21.8%	210	16.2%	11	6.2%
White	1677	75.4%	667	71.7%	1010	78.0%	153	86.0%
Prefer not to say	51	2.3%	19	2.1%	32	2.5%	4	2.2%
Unknown	84	3.7%	41	4.4%	43	3.3%	10	5.6%
Totals	2225	100.0%	930	100.0%	1295	100.0%	178	100.0%

For the first time this year there was an increase of over two percentage points (2.3 p.p.) and BAME staff now comprise 18.6% of salaried staff, up from 16.3% in 2023.

Ethnicity of salaried staff 2020-2024
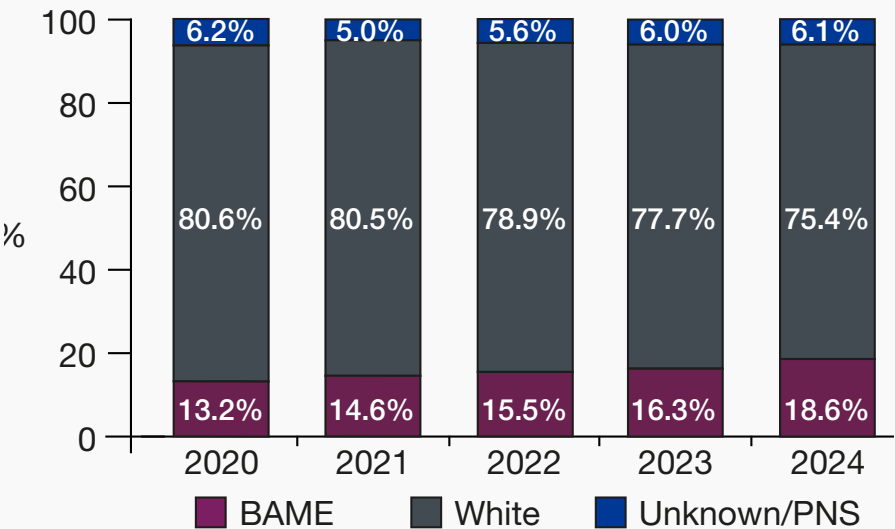
Change in staff FPE from 2023 to 2024

Whilst this acceleration in diversity is welcome, the percentage of BAME new starters is only slightly higher than the proportion of staff in post in 2023, so this greater than average increase is likely caused by more White staff leaving through voluntary severance.

BAME
+ 22 Female
+ 22 Male

White
− 52
− 26
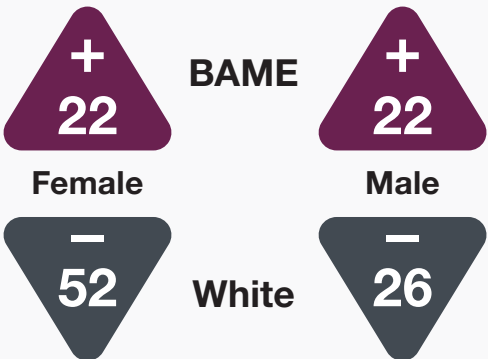
The majority of BAME staff are from an Asian background, a category encompassing a broad range of ethnicity groups, including those of Asian or Asian British descent as well as Chinese and any other self-identified Asian backgrounds.

No data 4%

PNS 2%

BAME 19%

White 75%

Asian 11%

Black 3%

Mixed 3%
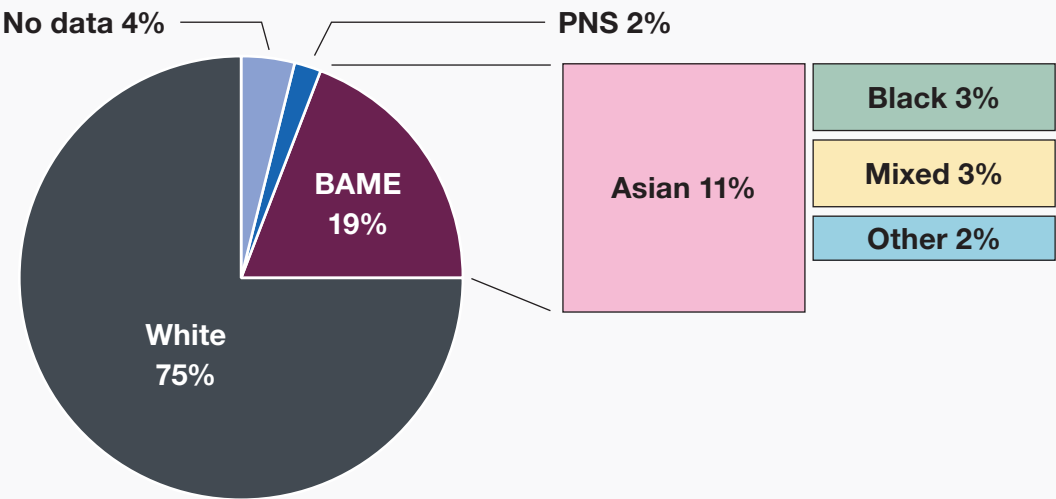
Other 2%

This was the first time in four years that there were BAME applicants for professorships, all of whom were successful.

Although the number of BAME women professors increased, the number of BAME women in other senior roles (academic and professional) has halved.

BAME staff in senior management 2020-2024

	Professor	Senior Academic	Senior Professional	All Senior staff	All Staff
2020	4.2%	10.5%	7.9%	7.0%	13.2%
2021	4.2%	9.5%	9.7%	7.4%	14.6%
2022	4.3%	15.0%	4.8%	7.0%	15.5%
2023	3.7%	10.5%	6.5%	6.0%	16.3%
2024	7.7%	8.3%	3.1%	6.2%	18.6%
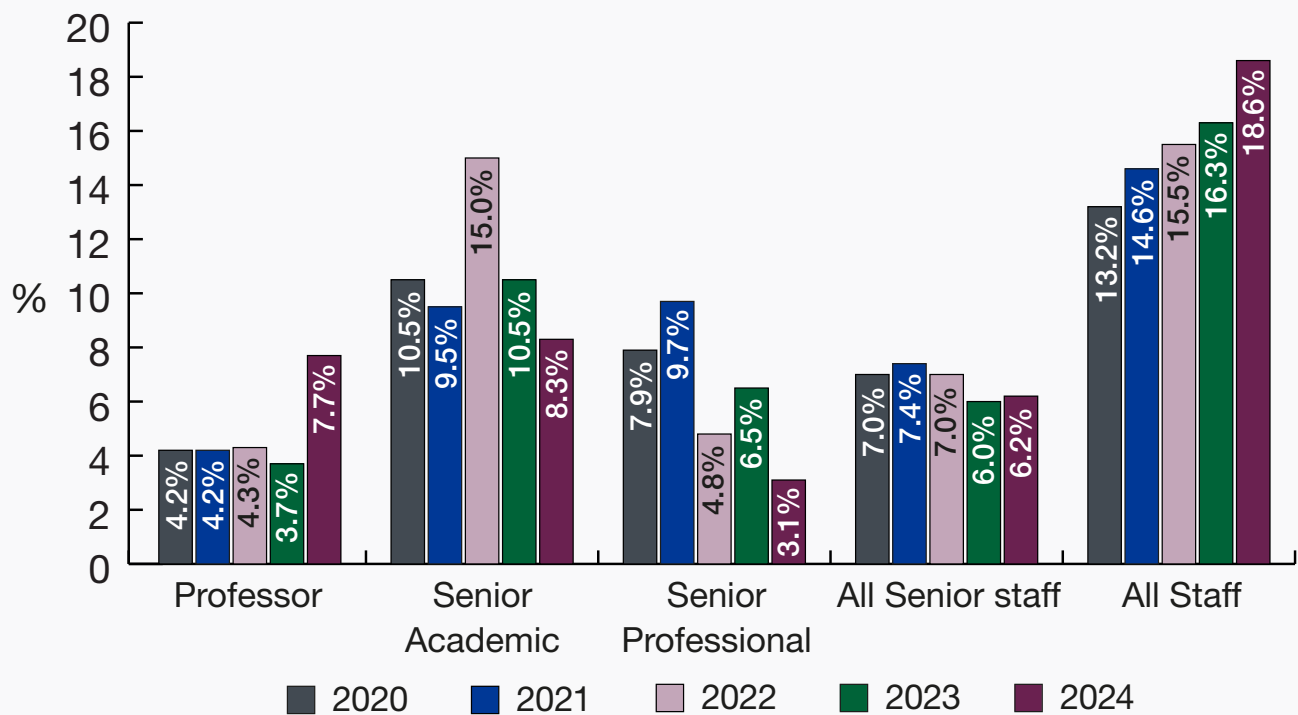
Promotion to or within professor

	2021/22			2022/23			2023/24			Three years aggregated		
	Eligible FPE	Applied FPE	Successful FPE	Eligible FPE	Applied FPE	Successful FPE	Eligible FPE	Applied FPE	Successful FPE	% eligible applied	% applications successful	% eligible promoted
BAME	17	0	0	20	0	0	26	3	3	4.8%	100%	4.8%
White	183	15	10	189	21	15	212	12	9	8.2%	70.8%	5.8%
Unknown/PNS	8	1	1	8	0	0	9	1	1	8.0%	100%	8.0%
Total	**208**	**16**	**11**	**217**	**21**	**15**	**247**	**16**	**13**	**7.9%**	**73.6%**	**5.8%**

In line with previous years, the proportion of BAME staff on hourly paid contracts is higher than that of salaried staff by around 10 percentage points. This is influenced by the large number of students employed on casual contracts and reflects the ethnic diversity of our student population.

When the ethnicity profile of hourly paid staff is taken into account, the proportion of all University staff from a BAME background in 2024 increases to 21.6%.

Ethnicity profile of hourly paid staff 2024

Category	BAME	White	Unknown/PNS
Associate lecturers	20.6%	72.4%	7.0%
Associate researchers	27.3%	68.2%	4.5%
Variable hours	15.6%	75.0%	9.4%
Casual staff	39.3%	57.8%	2.9%
All hourly paid staff	26.6%	67.5%	5.9%
Salaried staff	18.6%	75.4%	6.0%
All staff	21.6%	72.4%	6.0%
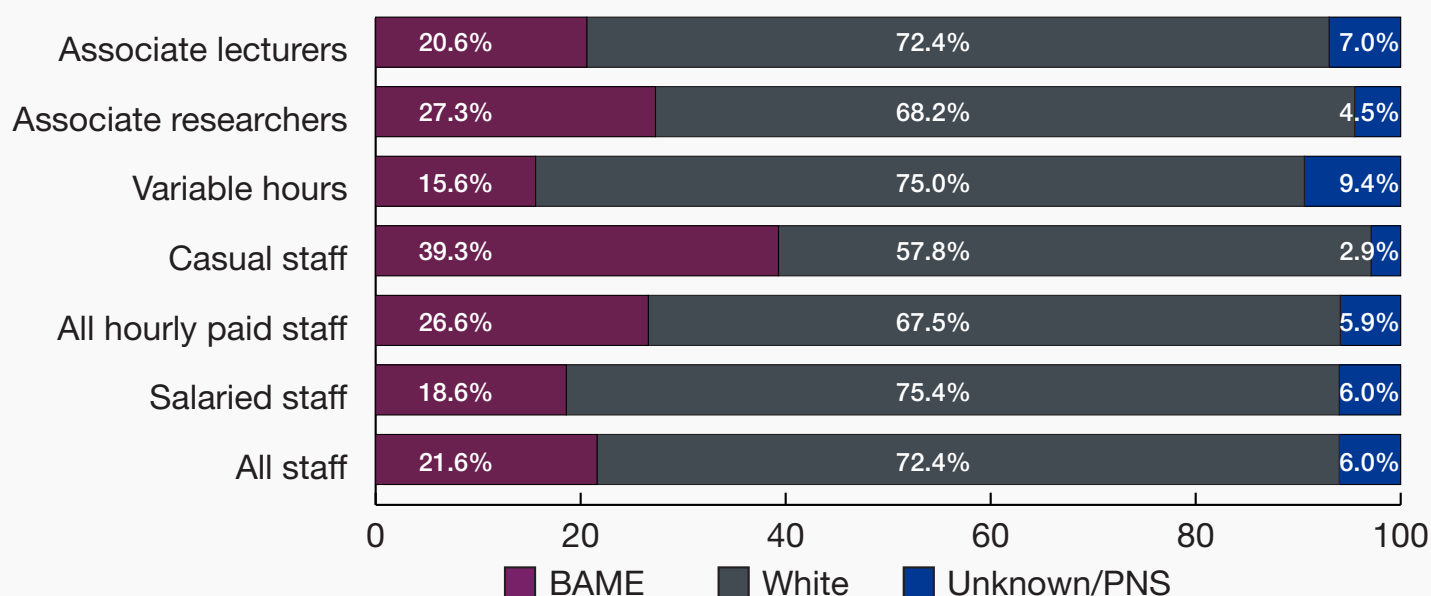
Gender and ethnicity

	All staff		Academic		Professional		Senior	
	FPE	**%**	**FPE**	**%**	**FPE**	**%**	**FPE**	**%**
BAME Female	232	10.4%	99	10.6%	133	10.3%	5	2.8%
BAME Male	181	8.2%	104	11.2%	77	5.9%	6	3.4%
White Female	1022	45.9%	384	41.3%	638	49.3%	85	47.8%
White Male	655	29.5%	283	30.4%	372	28.7%	68	38.2%
Unknown/PNS Female	79	3.5%	32	3.5%	47	3.6%	3	1.7%
Unknown/PNS Male	56	2.5%	28	3.0%	28	2.2%	11	6.1%
Totals	**2225**	**100%**	**930**	**100%**	**1295**	**100%**	**178**	**100%**

We seek to explore intersectional insights within our staff data reporting, giving a particular focus to analysis of gender and ethnicity. Other intersections are investigated through our thematic equality steering groups and their work on equality charters and frameworks.

BAME women make up 1 in 10 women academics and professional services staff. By comparison, BAME men make up 11% of academics and only 6% of professional services staff.
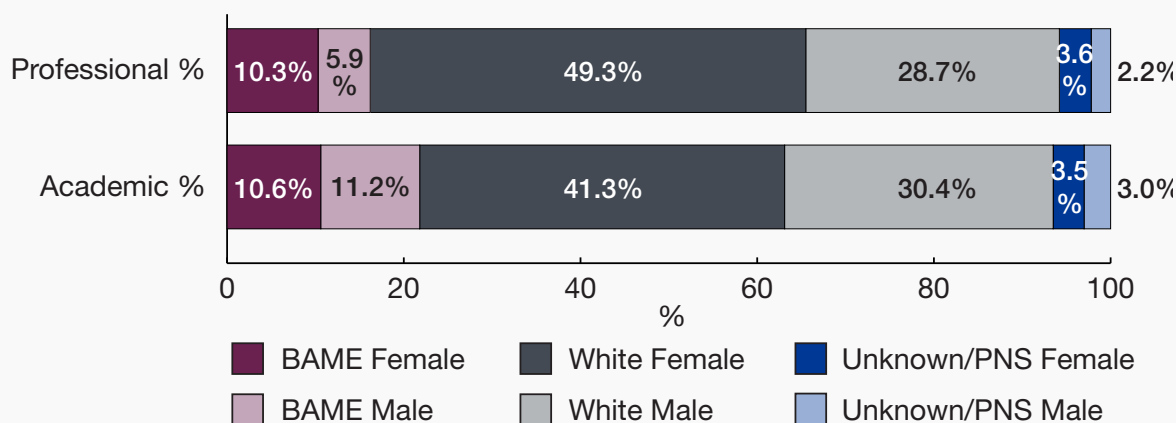
Whilst the number of BAME professors is still very small, approximately 1 in 20 women professors are BAME and 1 in 10 men professors are BAME.

In both instances, there are more professors for whom we do not know their ethnicity than there are from a BAME background.

Professors by gender and ethnicity
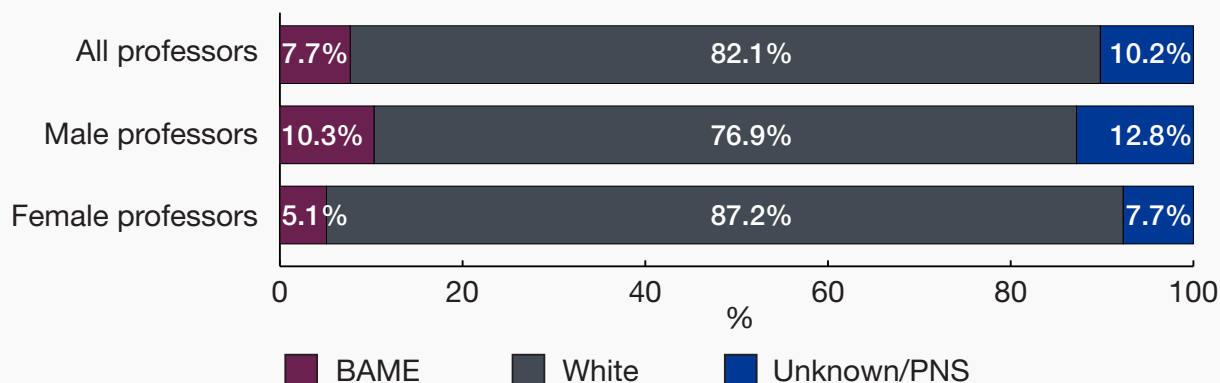
Sexual orientation

	All staff		Academic		Professional		Senior	
	FPE	**%**	**FPE**	**%**	**FPE**	**%**	**FPE**	**%**
LGB+	137	6.2%	49	5.3%	88	6.8%	7	3.9%
Heterosexual	1733	77.9%	699	75.2%	1034	79.8%	130	73.0%
Prefer not to say	196	8.8%	99	10.6%	97	7.5%	17	9.6%
Unknown	159	7.1%	83	8.9%	76	5.9%	24	13.5%
Totals	**2225**	**100%**	**930**	**100%**	**1295**	**100%**	**178**	**100%**

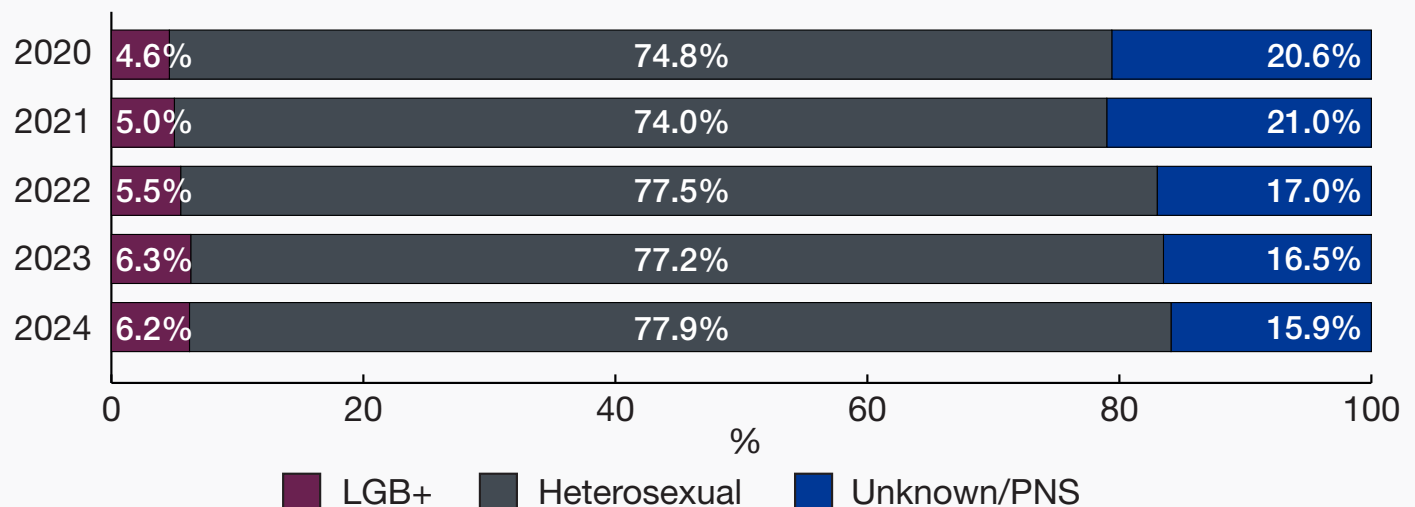At 31 July 2024, 6.2% of staff shared that they were LGB+, a marginal decrease of 0.1 p.p. on 2023 following six years of incremental increases. This is in line with the sector benchmark of 6.1% of all staff (as of 2022/23).

The percentage of staff disclosing their sexual orientation continues to increase with only 7.1% remaining unknown.

The percentage of staff who choose not to disclose their sexual orientation ('prefer not to say') has slightly decreased to 8.8% from 9.1% in 2023 but this remains substantially lower than the sector average of 22% (in 2022/23).

All staff by sexual orientation

Year	LGB+	Heterosexual	Unknown/PNS
2020	4.6%	74.8%	20.6%
2021	5.0%	74.0%	21.0%
2022	5.5%	77.5%	17.0%
2023	6.3%	77.2%	16.5%
2024	6.2%	77.9%	15.9%

Of the 6.2% of staff who are LGB+, 44.5% share they are gay or lesbian, and 55.5% bisexual or an Other sexual orientation.

Profile of staff reporting as LGB+

Year	Gay or lesbian	Bisexual	Other
2018	54%	37%	9%
2019	59%	30%	11%
2020	61%	27%	12%
2021	57%	31%	12%
2022	56%	35%	9%
2023	46%	43%	11%
2024	44%	42%	14%
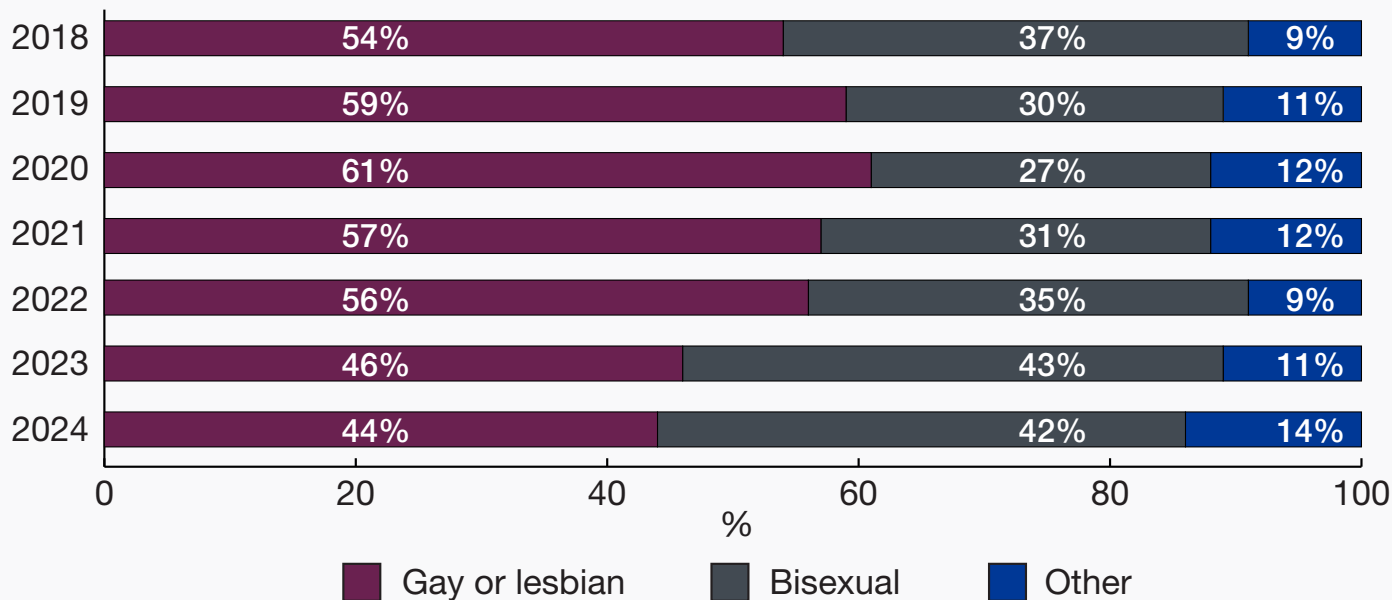
Disability

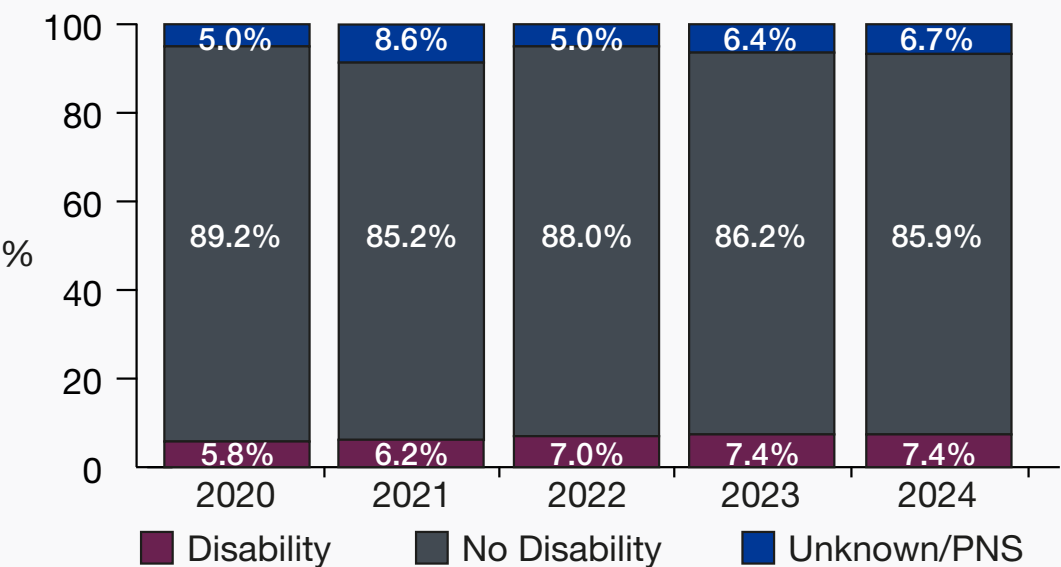|	All staff		Academic		Professional		Senior	
	FPE	%	FPE	%	FPE	%	FPE	%
Disability	165	7.4%	66	7.1%	99	7.7%	10	5.6%
No Disability	1911	85.9%	802	86.3%	1109	85.6%	151	84.8%
Prefer not to say	60	2.7%	28	3.0%	32	2.5%	5	2.8%
Unknown	89	4.0%	34	3.6%	55	4.2%	12	6.8%
Totals	**2225**	**100%**	**930**	**100%**	**1295**	**100%**	**178**	**100%**

The percentage of staff sharing a disability has remained static in 2024 at 7.4%. This is the first time in five years this figure hasn't increased.

Employees by disability status 2020-2024

Year	Unknown/PNS	No Disability	Disability
2020	5.0%	89.2%	5.8%
2021	8.6%	85.2%	6.2%
2022	5.0%	88.0%	7.0%
2023	6.4%	86.2%	7.4%
2024	6.7%	85.9%	7.4%

For staff on hourly paid contracts, the sharing of disabilities varies by contract type and doesn't vary hugely from year to year. Of note, the proportion of Associate Lecturers with a disability has increased by 1 p.p. this year and by 2 p.p. for those on variable hours contracts, but the latter is a fairly small population.
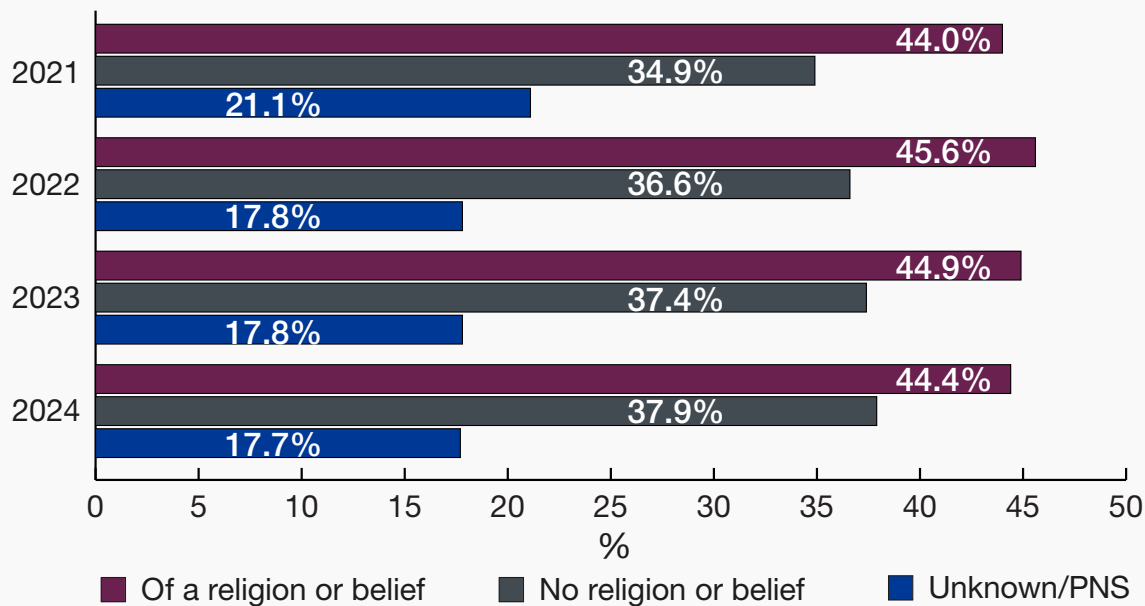
Disability profile of hourly paid staff

Contract type	Has disability	Does not have disability	Unknown/PNS
Associate lecturers	6.5%	85.8%	7.7%
Associate researchers	6.8%	88.6%	4.6%
Variable hours	2.9%	85.2%	11.9%
Casual staff	10.2%	81.6%	8.2%
Salaried staff	7.4%	85.9%	6.7%
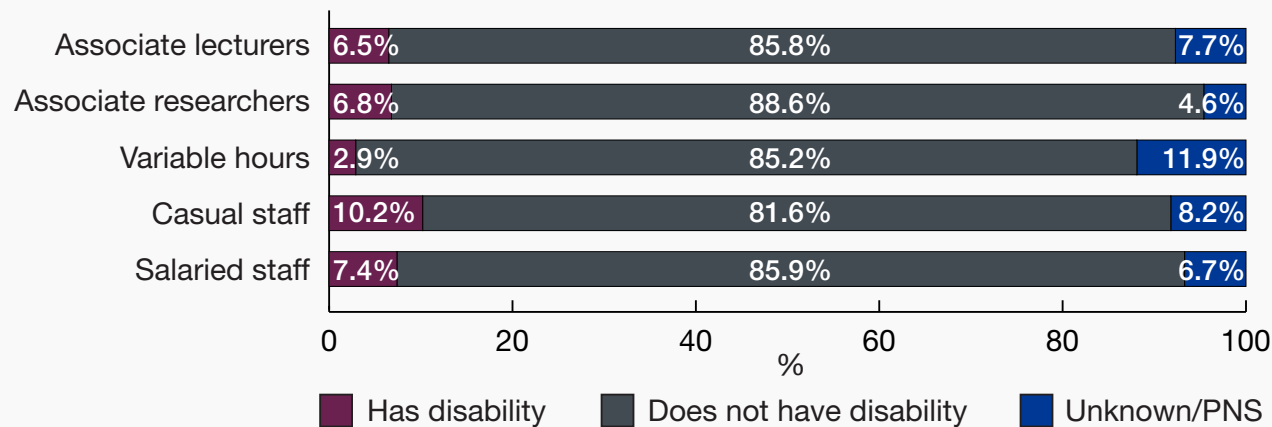
Religion

	All staff		Academic		Professional		Senior	
	FPE	**%**	**FPE**	**%**	**FPE**	**%**	**FPE**	**%**
Of a religion or belief	987	44.4%	406	43.7%	581	44.9%	72	40.4%
No religion or belief	843	37.9%	325	34.9%	518	40.0%	61	34.3%
Prefer not to say	225	10.1%	106	11.4%	119	9.2%	18	10.1%
Unknown	170	7.6%	93	10.0%	77	5.9%	27	15.2%
Totals	**2225**	**100%**	**930**	**100%**	**1295**	**100%**	**178**	**100%**

The proportion of staff with a religion or belief has remained consistent over the last four years and there is only a 0.5 p.p. fluctuation between 2023 and 2024.

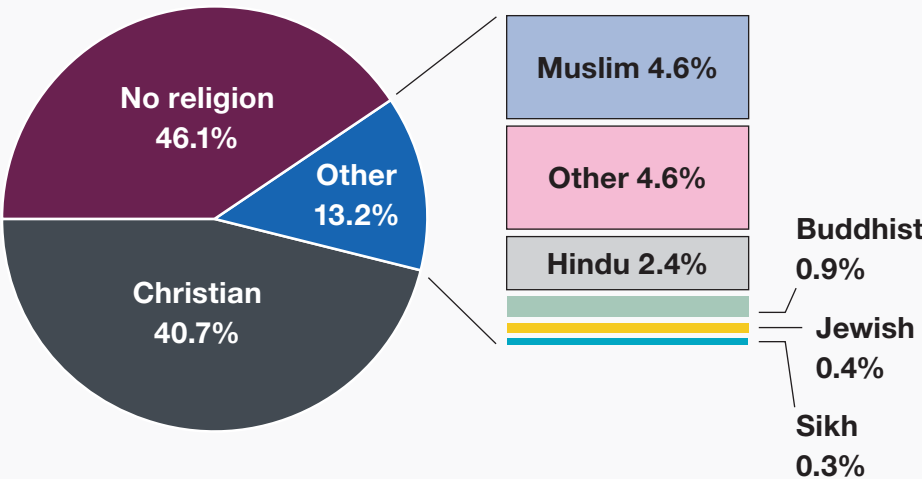**Staff religion or beliefs 2021-2024**

Year	Of a religion or belief	No religion or belief	Unknown/PNS
2021	44.0%	34.9%	21.1%
2022	45.6%	36.6%	17.8%
2023	44.9%	37.4%	17.8%
2024	44.4%	37.9%	17.7%

Over two thirds (67.8%) of staff from a BAME background have a religious belief compared to under half (41.3%) of White staff (where ethnicity is known).

Christianity remains the most common religion (40.7% of staff) with 13.2% of staff having a religion other than Christianity, up from 10.6% five years ago.

As such, the number of Muslim staff has almost doubled in four years – 43 staff in 2020 compared to 84 in 2024.
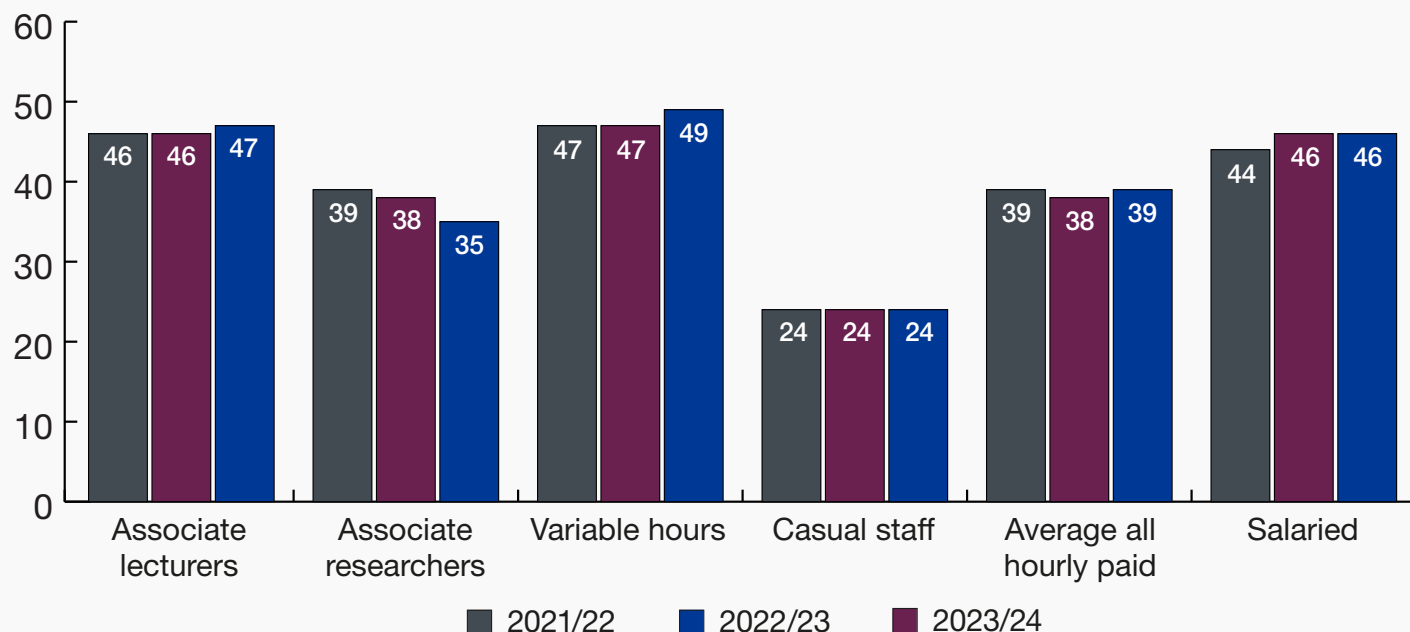

No religion 46.1%
Other 13.2%
Christian 40.7%
Muslim 4.6%
Other 4.6%
Hindu 2.4%
Buddhist 0.9%
Jewish 0.4%
Sikh 0.3%

Age

|	All staff		Academic		Professional		Senior	
	FPE	**%**	**FPE**	**%**	**FPE**	**%**	**FPE**	**%**
25 or under	72	3.2%	2	0.2%	70	5.4%	0	0.0%
26-35	413	18.6%	120	12.9%	293	22.6%	2	1.1%
36-45	592	26.6%	271	29.2%	321	24.8%	20	11.2%
46-55	598	26.9%	277	29.8%	321	24.8%	78	43.8%
56-65	468	21.0%	205	22.0%	263	20.3%	66	37.1%
66 or over	82	3.7%	55	5.9%	27	2.1%	12	6.8 %
Totals	**2225**	**100%**	**930**	**100%**	**1295**	**100%**	**178**	**100%**

The average age of salaried staff is 46 years old and this remains the same as in 2023. The average age of hourly paid staff is usually lower than that of salaried staff because of the high number of students employed on casual contracts.

Average age of hourly paid staff

	2021/22	2022/23	2023/24
Associate lecturers	46	47	46
Associate researchers	39	35	38
Variable hours	47	49	47
Casual staff	24	24	24
Average all hourly paid	39	39	38
Salaried	44	46	46

The average age of academic staff is also higher than professional services staff at 49 and 44, respectively.

In fact, just under three quarters (74.9%) of staff aged 35 and under work in professional services.

	Academic	Professional
All staff	41.8%	58.2%
56 and over	47.3%	52.7%
36-55	46.1%	53.9%
35 and under	25.1%	74.9%
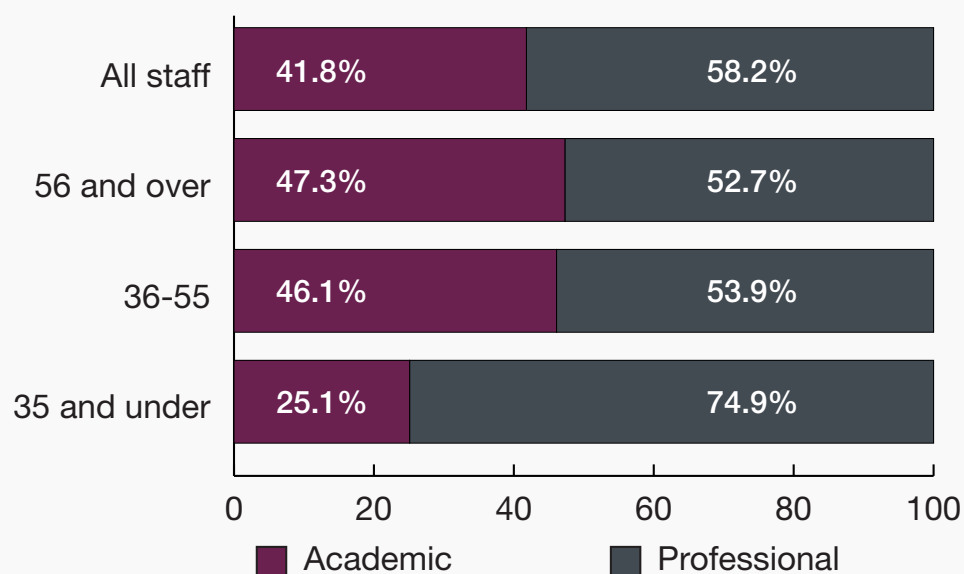
Looking at the intersection of age and ethnicity, amongst staff who are aged 35 and under, 30.0% are from a BAME background (where ethnicity known) compared to 11.2% of those aged 56 and over.

	BAME FPE	White FPE	Totals FPE	BAME % →	White % →
35 and under	139	325	**464**	30.0%	70.0%
36-55	217	898	**1115**	19.5%	80.5%
56 and over	57	454	**511**	11.2%	88.8%
Totals	**413**	**1677**	**2090**	**19.8%**	**80.2%**

Student diversity profile 2024

Overview

In the academic year 2024/25 there are approximately 15,500 students studying on campus with another 7,000 based at Global Banking School (GBS) partner institutions.

Study level of student population 2024/25 (excluding GBS)

- ■ Undergraduate 71%
- ■ Postgraduate Taught 23%
- ■ Postgraduate Research 3%
- ■ Foundation 3%
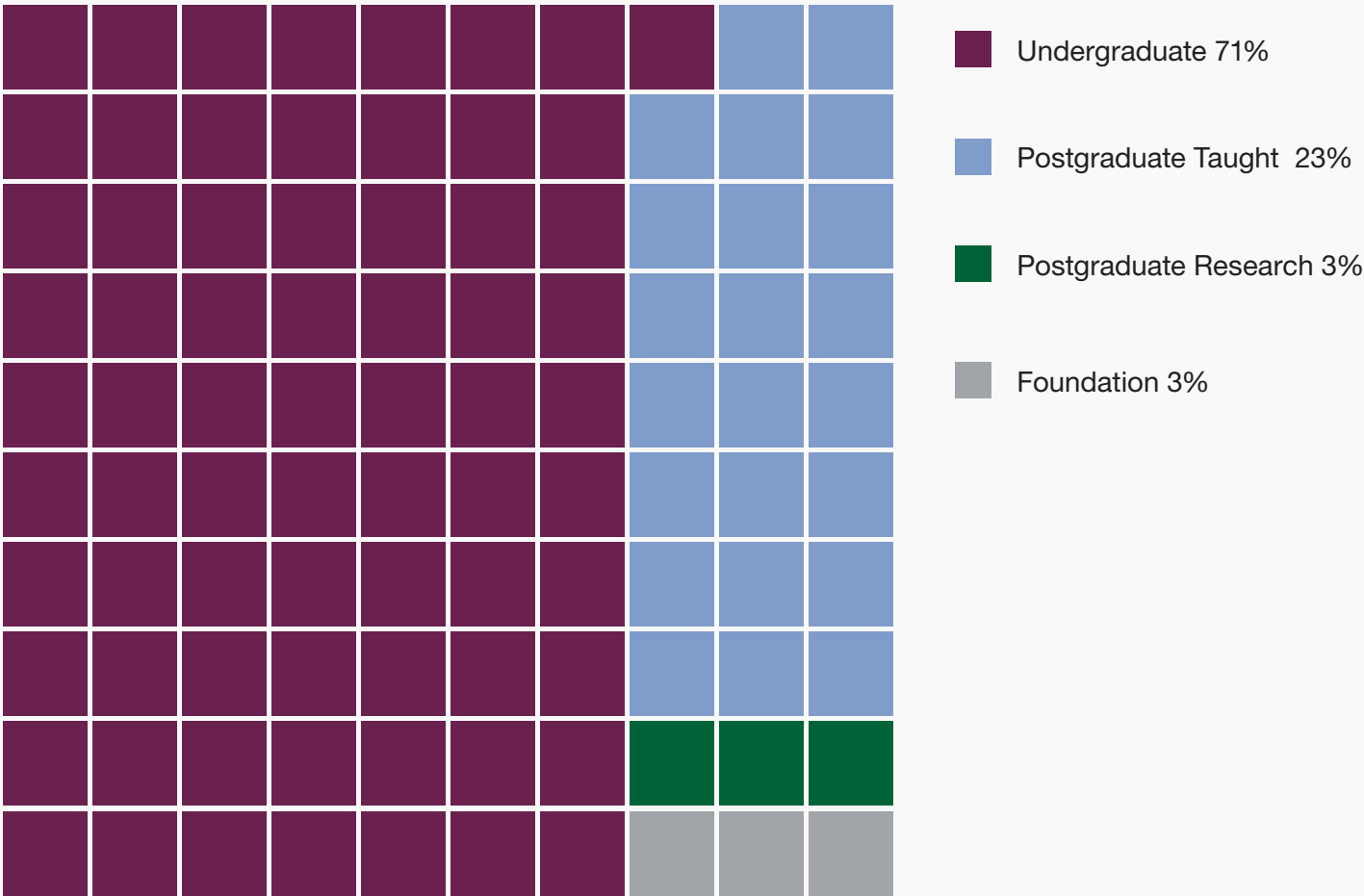
Global Banking School (GBS)

Whilst on campus student numbers have remained fairly consistent the number studying at GBS institutions has increased by more than 50% since the programme was introduced in 2022/23 with approximately 7,000 students attending partnership institutions this academic year.

The profile of GBS students is quite different from on campus students:

- 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

Ethnicity profile of GBS students 2024/25

Unknown 8%

BAME 55%

White 37%

Asian 24%

Black 22%

Mixed 6%

Other 3%
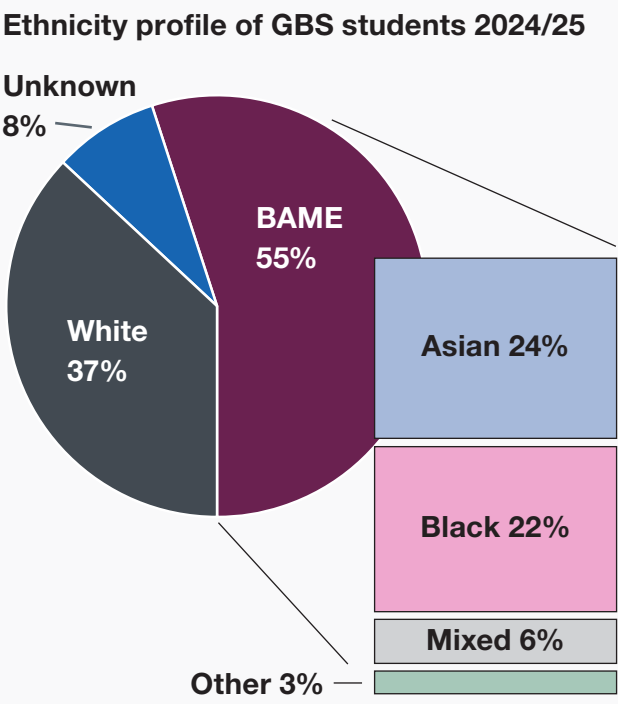
Sex

Across all levels of study, there is a larger proportion of women students[10], except at Foundation level where just over half (53%) of the approximately 400 students are men.

Sex of student population
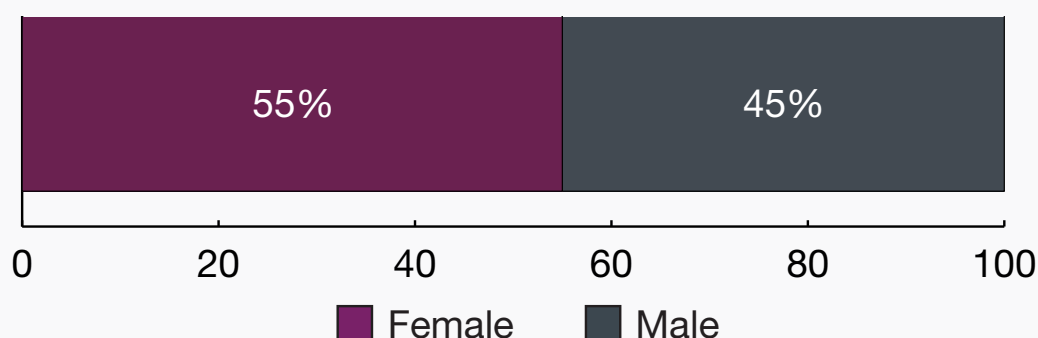
The gender pipeline of students varies across faculty and study level but on the whole, the proportion of women students increases at postgraduate (PGT and PGR) levels, except in HSS where there is a marked decline in women PGR students.

Gender by faculty and study level

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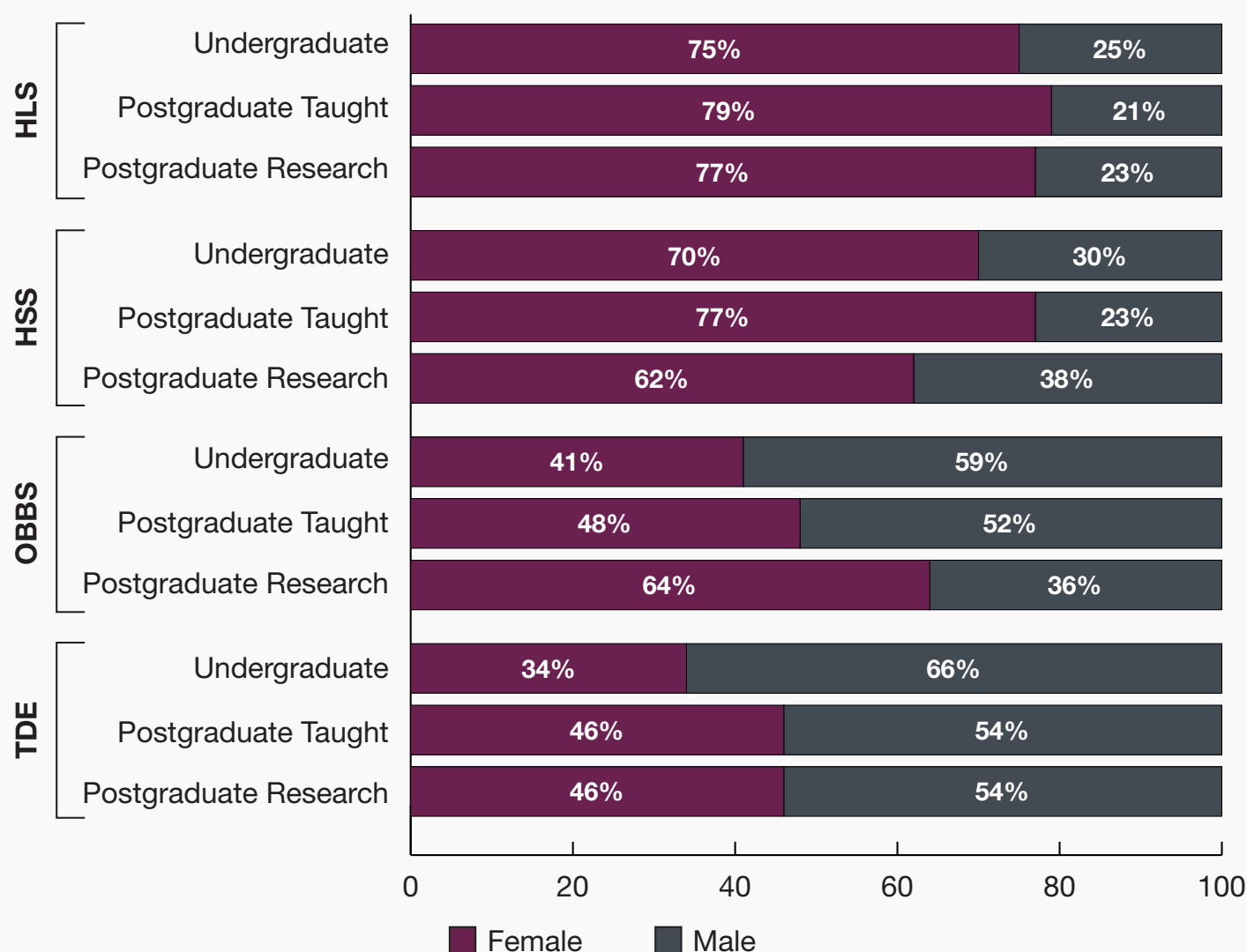
10   *At the point of enrolment, sex is known for 84% of all students. Due to an anomaly between student management systems, gender data is unreliable at the time of reporting and is presented as the most accurate available.

Ethnicity

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

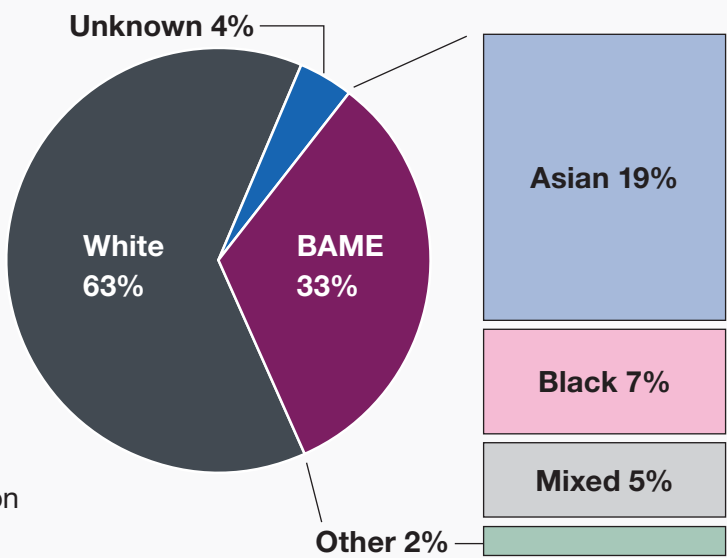**Student ethnicity profile**
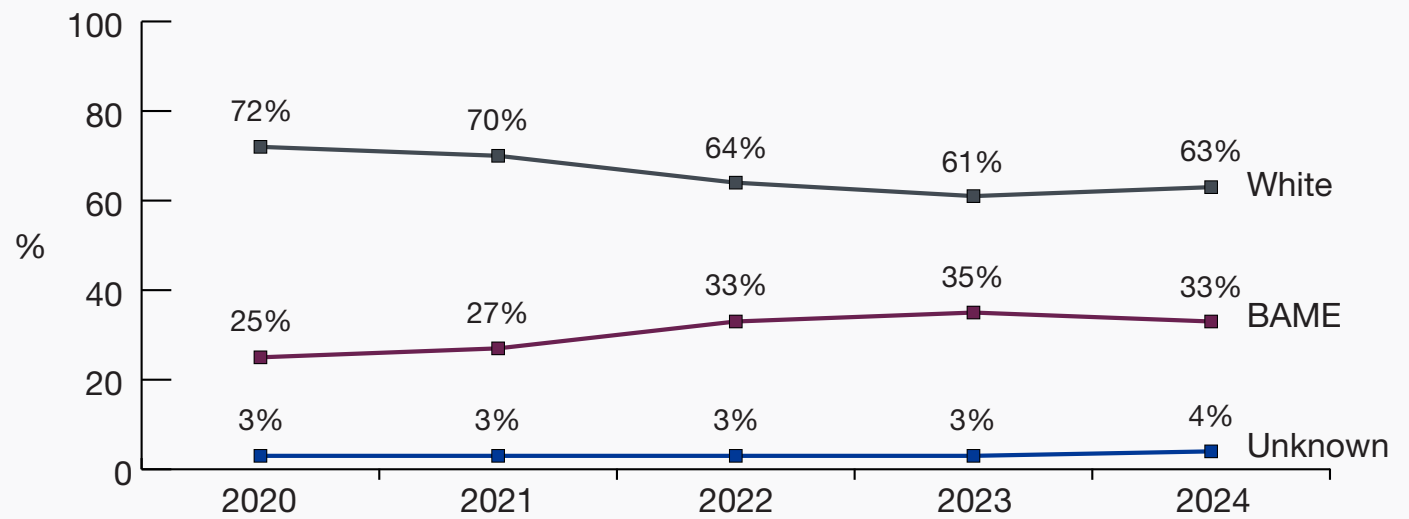
The ethnicity profile of BAME students is similar to that of 2023/24 with the proportion of Asian students dropping just under 1 in 5 (or 20%) of all students.
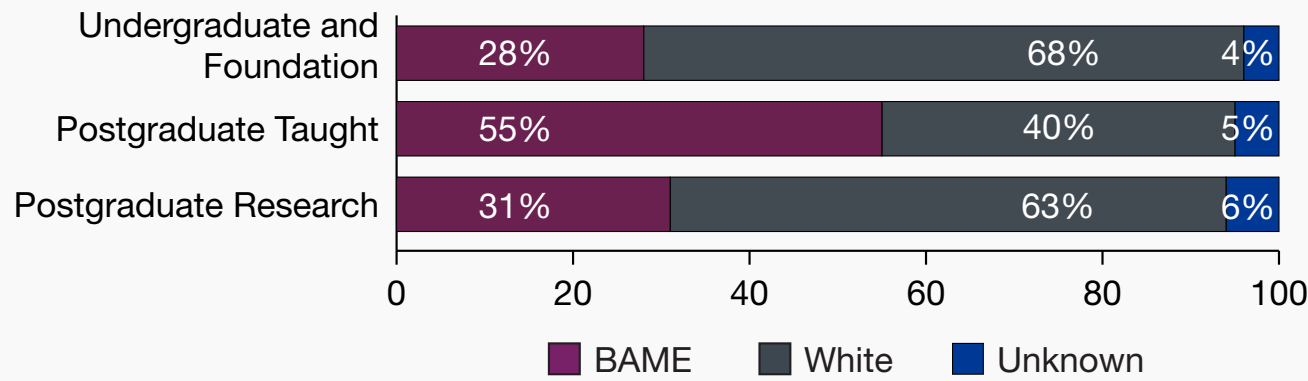
The proportion of BAME students varies considerably by study level with over half (55%) of PGT students from a BAME background compared to 28% of Undergraduates.

At PGT level, there are almost as many Asian students as there are White students and more than 1 in 10 PGT students are from a Black background compared to 1 in 20 at Undergraduate level. This is heavily influenced by the high proportion of international students at PGT level.
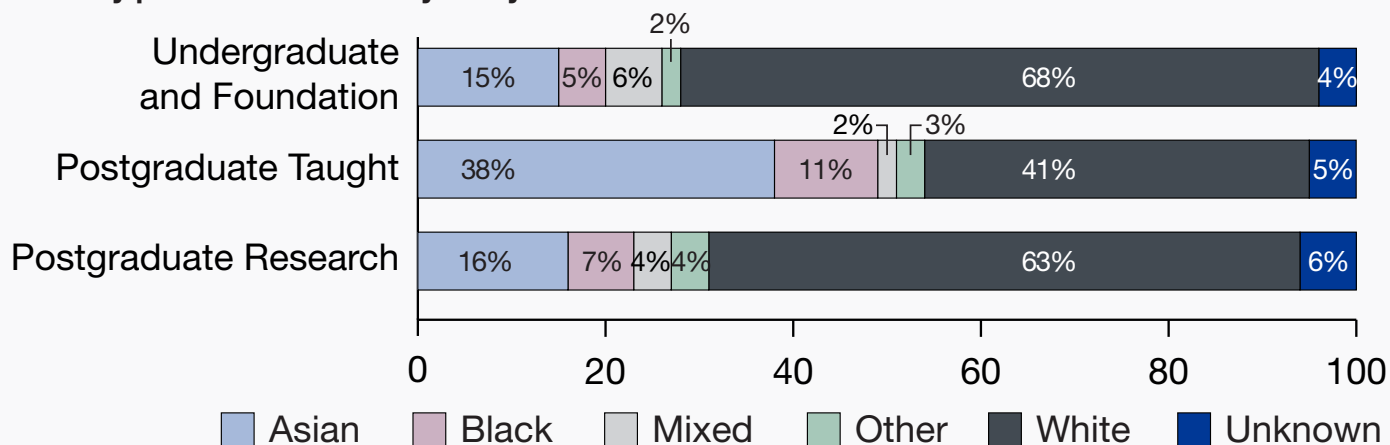
Ethnicity profile of students 2024/25
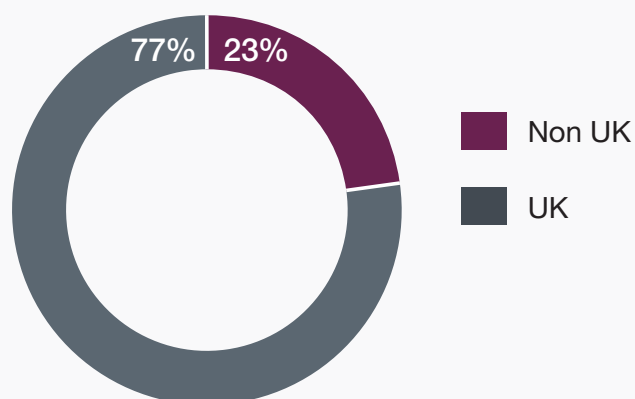

Broad ethnicity of students by study level

50

Ethnicity profile of students by study level

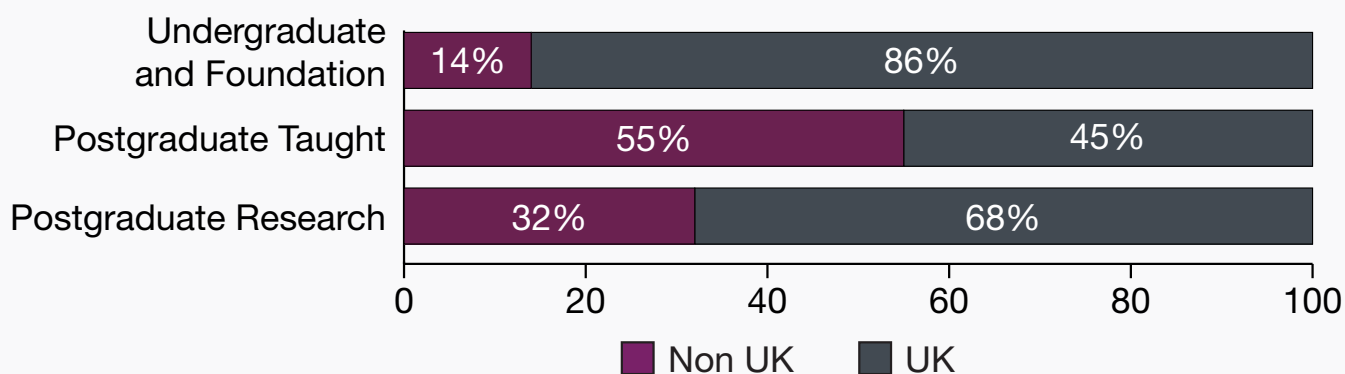| Study level	Asian	Black	Mixed	Other	White	Unknown
Undergraduate and Foundation	15%	5%	6%	2%	68%	4%
Postgraduate Taught	38%	11%	2%	3%	41%	5%
Postgraduate Research	16%	7%	4%	4%	63%	6%

Profile of all students by domicile status

Whilst more than three quarters (77%) of students are from the UK, almost half of BAME students are non-UK domiciles but at 44% this is the lowest proportion in three years.

- 77% UK
- 23% Non UK

Nationality and study level

Study level	Non UK	UK
Undergraduate and Foundation	14%	86%
Postgraduate Taught	55%	45%
Postgraduate Research	32%	68%

Nationality of BAME students

Year	Non UK	UK
2022/23	48%	52%
2023/24	51%	49%
2024/25	44%	56%
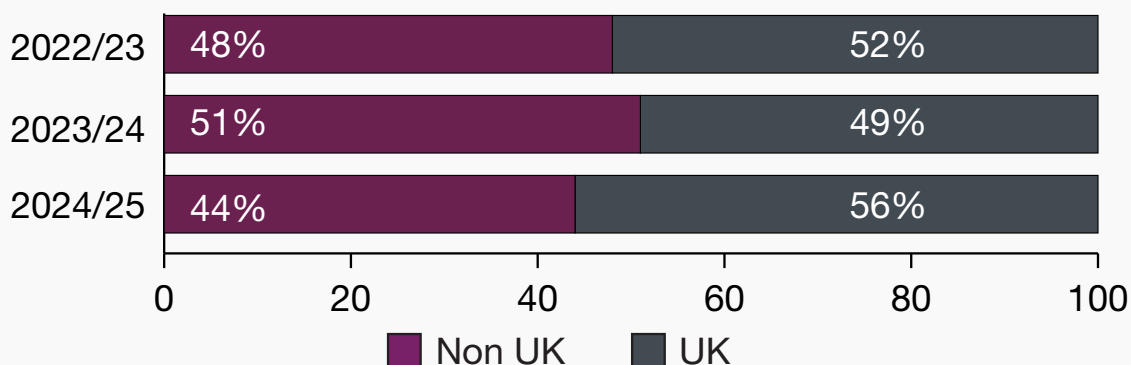
Gender and Ethnicity

Gender and ethnicity by study level (where both known)

Study level	BAME Female	BAME Male	White Female	White Male
Undergraduate and Foundation	15%	13%	39%	33%
Postgraduate Taught	29%	23%	31%	17%
Postgraduate Research	18%	11%	48%	23%

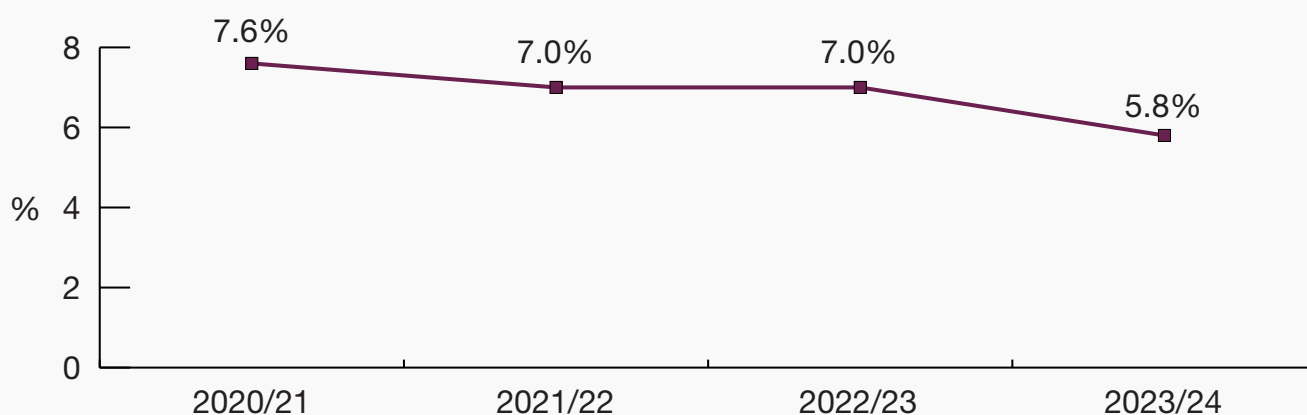Legend: ■ BAME Female ■ BAME Male ■ White Female ■ White Male
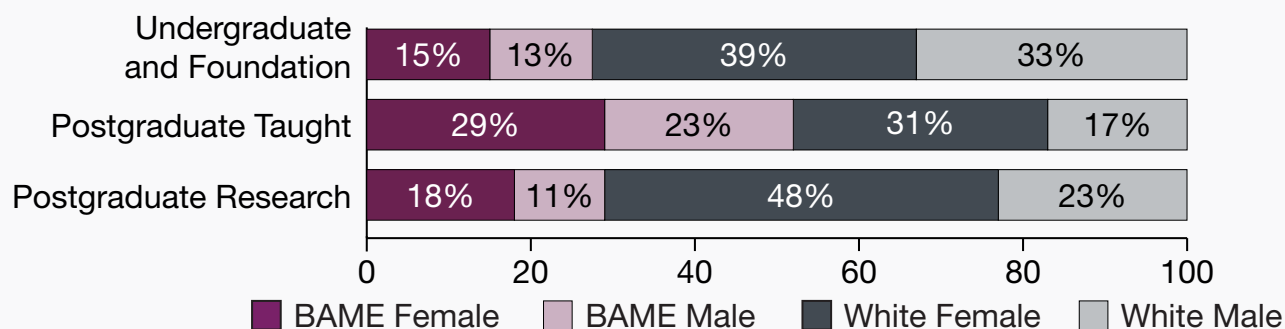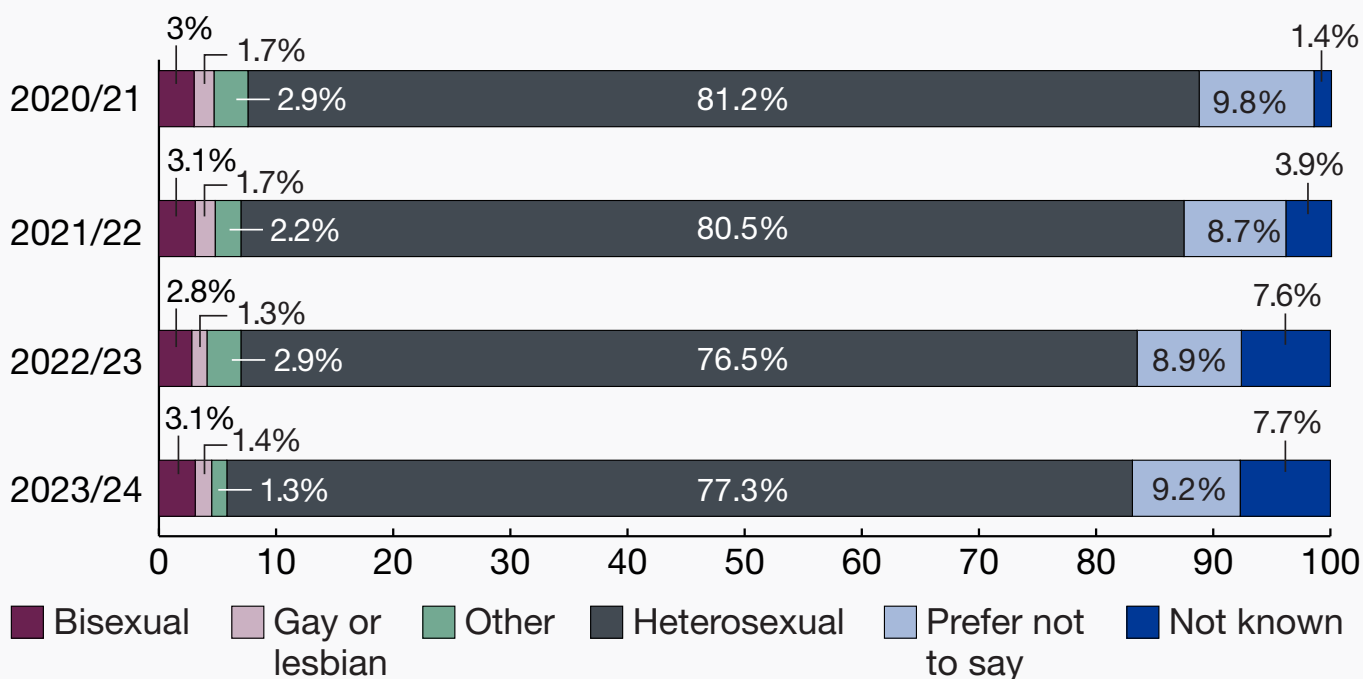
Sexual orientation

This year sees a marked reduction (1.2 p.p.) in the proportion of students reported to HESA as LGB+, mostly driven by a lower percentage of students identifying as an 'Other' sexual orientation.

The reason for this is unknown but the numbers of students reporting this year is much higher than in previous years and responses within the category of 'Other' are known to fluctuate over the years.

LGB+ students

Year	2020/21	2021/22	2022/23	2023/24
%	7.6%	7.0%	7.0%	5.8%

Sexual orientation of all students

Year	Bisexual	Gay or lesbian	Other	Heterosexual	Prefer not to say	Not known
2020/21	3%	1.7%	2.9%	81.2%	9.8%	1.4%
2021/22	3.1%	1.7%	2.2%	80.5%	8.7%	3.9%
2022/23	2.8%	1.3%	2.9%	76.5%	8.9%	7.6%
2023/24	3.1%	1.4%	1.3%	77.3%	9.2%	7.7%

Legend: ■ Bisexual ■ Gay or lesbian ■ Other ■ Heterosexual ■ Prefer not to say ■ Not known

Sexual orientation of LGB+ students

Year	Bisexual	Gay or lesbian	Other
2020/21	3.0%	1.7%	2.9%
2021/22	3.1%	1.7%	2.2%
2022/23	2.8%	1.3%	2.9%
2023/24	3.1%	1.4%	1.3%
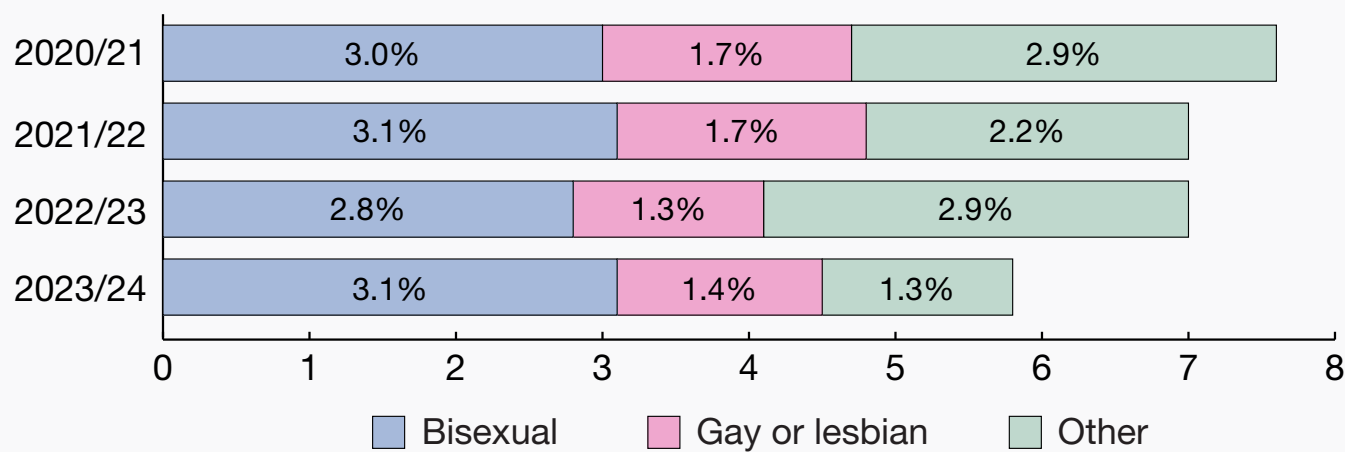
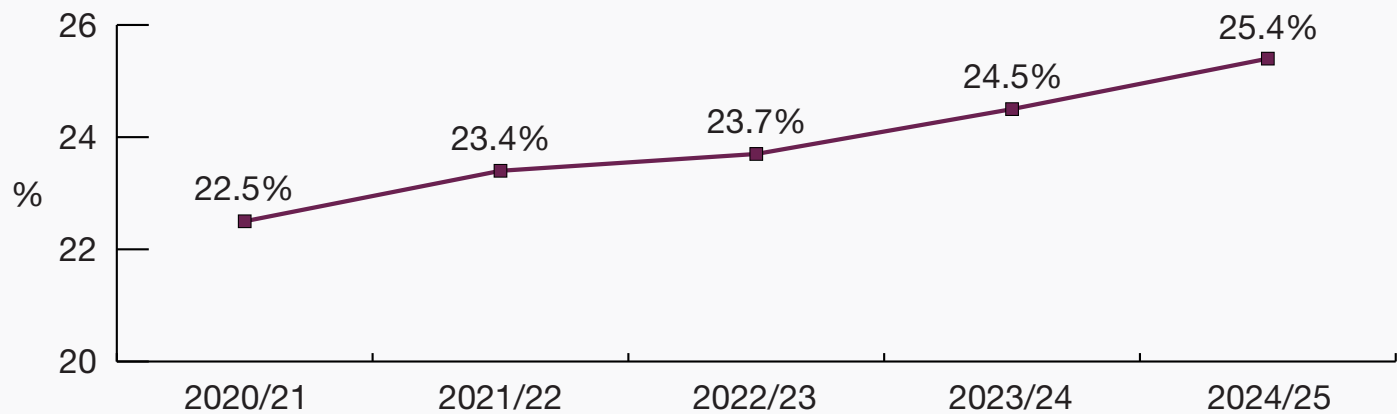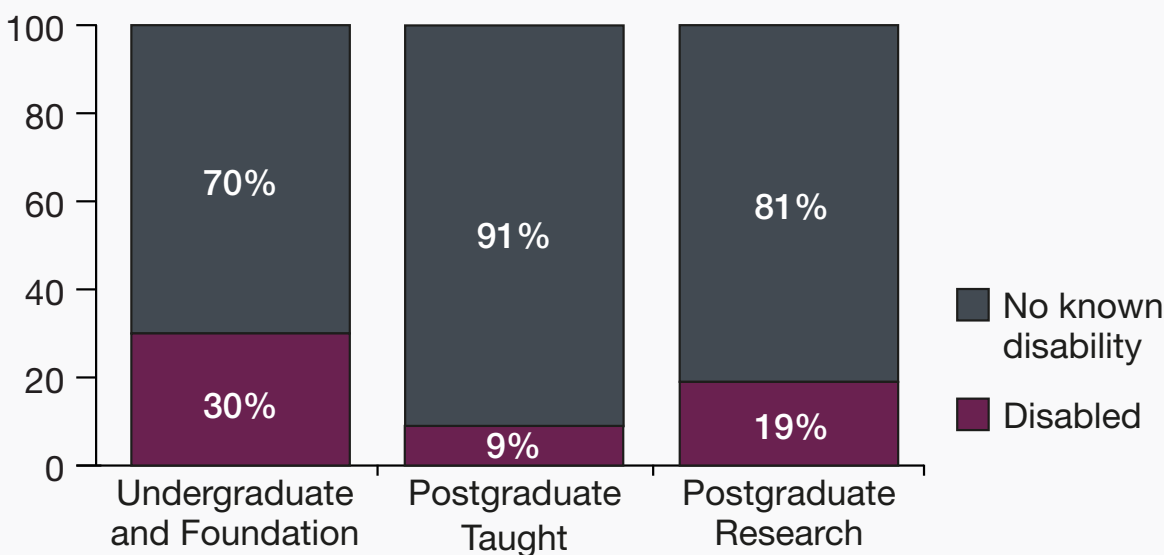## Disability

The proportion of students sharing a disability has gradually increased year on year with one quarter of all students reporting a disability.

Students with known disabilities

Year	%
2020/21	22.5%
2021/22	23.4%
2022/23	23.7%
2023/24	24.5%
2024/25	25.4%

The rates of disclosure for disabilities varies across study levels and is strongly influenced by student domicile status. International students are much less likely than UK domiciled students to declare a disability.

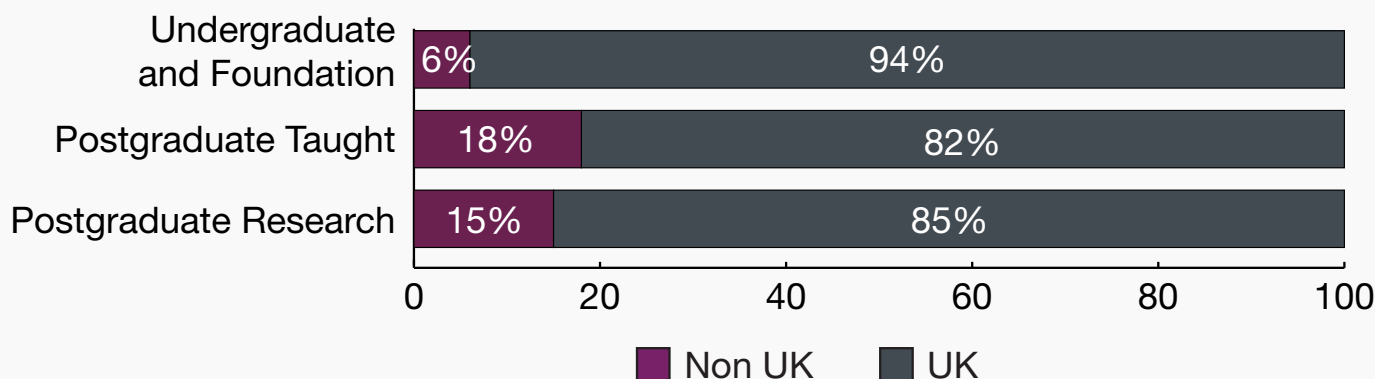**Student disability status by study level**

Study level	No known disability	Disabled
Undergraduate and Foundation	70%	30%
Postgraduate Taught	91%	9%
Postgraduate Research	81%	19%

Of the 30% of undergraduates who share they have a disability, 94% are UK domiciles.

In contrast, only 9% of PGT students disclose a disability. This may be because over half of PGT students are non-UK domiciles who are much less likely to identify as disabled than their peers from the UK.
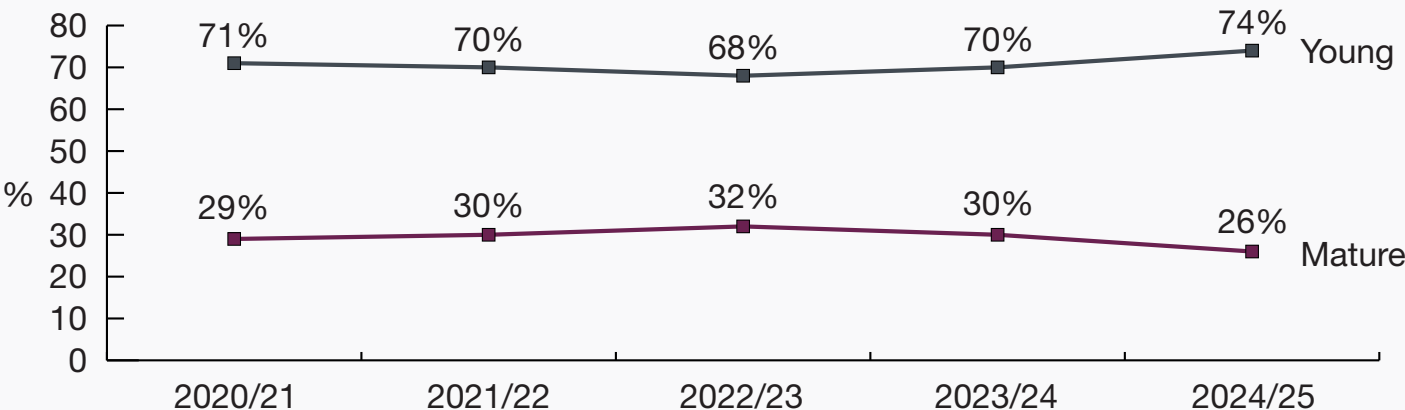
Students with a disability by study level and domicile status

Study level	Non UK	UK
Undergraduate and Foundation	6%	94%
Postgraduate Taught	18%	82%
Postgraduate Research	15%	85%

Legend: Non UK, UK

Age

This year has seen a marked decline in mature students, largely driven by a reduction of mature student undergraduates, the proportion of which has been steadily declining over the last four years across the sector.

Age profile of all students

	2020/21	2021/22	2022/23	2023/24	2024/25
Young	71%	70%	68%	70%	74%
Mature	29%	30%	32%	30%	26%

Age profile of Undergraduates

Year	Mature	Young
2020/21	20%	80%
2021/22	21%	79%
2022/23	20%	80%
2023/24	19%	81%
2024/25	17%	83%

Legend: Mature, Young