OXFORD BROOKES UNIVERSITY

STRATEGY 2035

OXFORD
BROOKES
UNIVERSITY

We shape tomorrow through our unique blend of the modern and the traditional, by embracing diversity, seeking out the new and excelling in education and research.

Contents

Introduction

This strategy sets out our focus and priorities for the next 15 years. We have worked closely with our students, staff, local community and other stakeholders to create a new strategy for Oxford Brookes University for 2020/2021 and beyond. As part of this work we have articulated our bold and ambitious 2035 Vision Statement as an expression of the kind of institution we want to be in 2035 and the steps we will take in order to achieve this vision.

We are proud to launch a new Guiding Principle for Oxford Brookes as part of this strategy, that of **Inclusivity**. This new Guiding Principle now sits alongside our established principles of **Confidence**, **Enterprising Creativity**, **Connectedness** and **Generosity of Spirit**. The launch of our new strategy offers the opportunity to reassert our commitment to taking positive steps to create an environment in which we celebrate, value, and provide equal opportunity to all.

As part of our strategy development work, we examined the context for the new Strategy, including Brookes' current strengths and areas for improvement and innovation. We took into account the competitive environment and future developments such as the digital agenda and the university's regional, national and international positioning. As work on the strategy progressed we factored in a complete reprioritisation of our aims in light of the global outbreak of Coronavirus and the steps required for the University to successfully recover and indeed gain strength in the future.

University Governors worked closely with us to define the Educational Character of the institution, which serves as a foundation for the strategy along with the university's guiding principles.

Oxford Brookes 2035 Vision Statement

Oxford Brookes University is distinctive in nature. It is a modern, forward thinking institution rooted in and connected to a city with a rich history of culture and learning. Through our excellence in teaching, research and knowledge exchange we make the world a better and fairer place.

We are internationally respected for our bold leadership and innovation in education; for helping organisations to develop sustainably; and for impactful research that is changing the world.

We equip people with the skills, knowledge, mind-set, and attributes required to face new challenges and thrive in a complex, uncertain world.

We inspire and drive collective progress through individual endeavour. Our inclusive and friendly community is our greatest asset. We embrace supportive challenge as a catalyst for change. Through the open exchange of knowledge and ideas, by prioritising the progression of equality, diversity and inclusion and seeking out the new, we shape tomorrow.

In bringing together education, research and knowledge exchange we drive collective progress through individual endeavour.

2035 Vision

OXFORD BROOKES UNIVERSITY

Guiding Principles

Education and Enterprise	Research and Innovation	People and Culture	Partnerships and Place

2020-2025 strategic plan

Positioning	Finance	Environments	People	Culture
Alumni	Product	Place	Partnerships	Digital

Enablers

The core fundamentals of the University are **Education and Enterprise**, **Research and Innovation**, **Partnerships and Place** and **People and Culture**. These four fundamental areas are the pillars of the strategy. For each pillar we have an overarching vision statement, a five-year strategic plan, as well as a set of two-year immediate priorities in light of the outbreak of Coronavirus and the University's plan for recovery and innovation in the face of this.

Guiding Principles

INCLUSIVITY

We take positive steps to create an environment in which we celebrate, value, and provide equal opportunity to all.

Guiding Principles

CONFIDENCE

We have confidence in our staff and students, and we know that we prepare our graduates well for a fulfilling and valuable life. Through their success, we continue to earn our outstanding reputation.

Guiding Principles

ENTERPRISING CREATIVITY

We're adaptable and flexible, and consider a fresh approach in everything we do - because we know our sustainability depends on a pioneering spirit.

Guiding Principles

CONNECTEDNESS

Our academic excellence is underpinned by a history of learning by doing. Our connections and our Oxford roots are fundamental to our students' and staff members' experiences and our successful future.

Guiding Principles

GENEROSITY OF SPIRIT

Our students and staff manifest a generosity of spirit as they progress in the world by being open and willing to share their abilities, knowledge and experience, sometimes making difficult decisions, but always in the interest of the wider community.

Guiding Principles and Associated Exemplar Behaviours

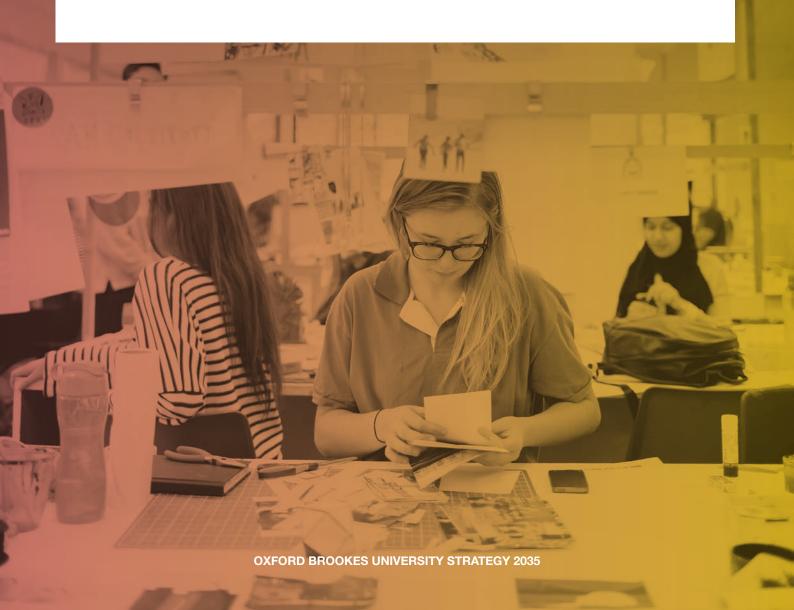| GUIDING PRINCIPLES	EXEMPLAR BEHAVIOURS
Confidence: We have confidence in our staff and students, and we know that we prepare our graduates well for a fulfilling and valuable life. Through their success, we continue to earn our outstanding reputation.	• Showing pride in your work and achievements and those of your colleagues / peers • Treating any failure as an opportunity to learn and develop • Recognising that you can make a difference through your work and/or studies • Stepping outside of your comfort zone to learn, or achieve, something new • Raising awareness of poor practice or behaviour, and challenging it constructively when you see it
Enterprising creativity: We're adaptable and flexible, and consider a fresh approach in everything we do - because we know our sustainability depends on a pioneering spirit.	• Being innovative, flexible and open to change • Working with, learning from, and sharing with others • Looking outside your own environment to find solutions to problems • Using constructive feedback and regularly looking to improve the way we do things • Environmental sustainability and value for money being central to your decision making
Connectedness: Our academic excellence is underpinned by a history of learning by doing. Our connections and our Oxford roots are fundamental to our students' and staff members' experiences and our successful future.	• Working in partnership with our global and local communities • Keeping up to date with research, rules, regulations and important information and models of best practice from a wide range and variety of sources • Taking responsibility for your own development and taking advantage of appropriate opportunities, local or global when they arise • Making evidence based decisions and taking advantage of appropriate resources (and thinking about what information might be useful in the future) when working and /or learning • Ensuring that colleagues/students/lecturers/peers have all of the appropriate information that you should provide them, in order for them to make informed decisions.

GUIDING PRINCIPLES	EXEMPLAR BEHAVIOURS
Generosity of spirit: Our students and staff manifest a generosity of spirit as they progress in the world by being open and willing to share their abilities, knowledge and experience, sometimes making difficult decisions, but always in the interest of the wider community.	• Being open, honest and reliable • Treating others with the dignity and respect that any reasonable audience would expect • Taking prompt action in cases of unprofessional, unethical or unreasonable behaviour • Being generous with your knowledge and expertise to help others • Showing respect for diverse points of view and balancing your right to free speech with a recognition that you should communicate in ways that do not unreasonably offend others • Whilst working and/or studying with others, making an appropriate contribution that is your own work and not using other people's work or contributions as your own
Inclusivity: We take positive steps to create an environment in which we celebrate, value, and provide equal opportunity to all.	• Critically examining your own biases and behaviours both through self-reflection and feedback from others • Promptly addressing misunderstandings that may arise from your behaviour • Listening with an open mind to understand different points of view • Ensuring that your work / study is not overly influenced by a small number of contributors / perspectives • When leading any activities being mindful, and taking proactive steps to ensure, that all participants have an opportunity to achieve their potential.

Oxford Brookes University Educational Character statement

In defining and delivering our strategy, both medium and long term, the University identifies the elements of its character as being:

Ambition and Aspiration

Providing an environment where we identify, and help develop the ambitions and aspirations of our staff, students and partners, enabling them to inform and influence our offering, fostering a culture where our mutual success will build an outstanding reputation.

Agility

Ensuring that our staff, students and partners are equipped to respond to current and emerging challenges in society in a way that leads to personal fulfilment, institutional success and public good.

Endeavour

Ensuring that through collective endeavour in the creation and delivery of our learning and research activity and support structures, we become a community of confidence, resilience, entrepreneurship and scholarship enabling potential to be realised and ambition fulfilled.

Impact

Ensuring that we positively impact upon society; locally, regionally, nationally and globally in order to have a measurable reach, a positive and transformative influence on society and enable lives of consequence.

Valuing people

Enhancing our commitment to engaging, developing and retaining necessary talent to achieve our strategic goals through our continued commitment to inclusivity, equality and diversity and the celebration of success.

Education and Enterprise Pillar
2035 vision statement

Oxford Brookes is a student-centred University. Our overarching aim is to deliver an outstanding educational experience which enables each of our graduates to be skilled, confident and successful. This will be achieved within a collaborative and inclusive community of scholars and practitioners, working together to make an impact on society.

We do this by:

1. Providing a globally relevant and purposeful educational experience that is inspiring and challenging, where research-inspired learning and teaching is of the highest quality. We will work with our students to bring about enhancements to curricula, teaching and learning, to ensure our provision is current, accessible and adaptive to their evolving career goals;

2. Using individual learner experience information (collated into personalised dashboards), to offer each student an individualised learning plan, alongside support in the form of personal/professional development coaching, which will ensure that a Brookes' education meets needs and aspirations over time. This provision will be developed within the context of inclusive learning communities which are rooted with the relevant sectors that provide opportunities for our students;

3. Encouraging students to reflect upon their knowledge, skills and experiences and to continue to learn and flourish in a complex world, enabling them to become successful, forward-thinking and enterprising graduates who contribute positively to society and who act as positive role-models for future students;

4. Empowering students with the ability to recognise and seize opportunities through critical analysis and judgement supported by a clear ability to implement their own ideas within both their personal and professional lives. By partnering with our students and with society, we will inspire our graduates to be enterprising in all that they do, ensuring an education which is genuinely transformative and which enables us to address global challenges together.

Research and Innovation Pillar
2035 vision statement

Our portfolio of research excellence builds on our distinctive disciplinary base, fosters interdisciplinary and collaborative working, and delivers transformational social, cultural and economic benefit for our communities both locally and globally. We will strengthen our inclusive and connected research community, increase our collaborations with regional and global partners and enhance our capacity to drive forward sustainable innovation, knowledge exchange and enterprise. We will advance opportunities to lead and contribute to local, national and international initiatives using our expertise and facilities.

We do this by:

1. Continuing to increase the quality and global impact of our research is crucial to our growth as an entrepreneurial university. We will invest in growing our academic community, in creating innovative spaces and facilities, and providing a collegiate, inclusive environment in which researchers, innovators and entrepreneurs at all career stages can flourish and excel. By 2035, at least one-fifth of university income will relate to research, innovation and knowledge exchange.

2. Characterising our research and knowledge exchange portfolio with globally recognised research centres and collaborative, interdisciplinary networks, which address societal needs, support sustainable economic development and promote health and wellbeing. Our networks and centres will integrate world-leading research with innovation, knowledge exchange and enterprise to deliver practical solutions through real-world testbeds.

3. Creating an inclusive and vibrant community of researchers, innovators and entrepreneurs that fosters collaborative ways of working and equips staff and students, at all career stages, with the skills and confidence to contribute across academic, commercial, public and voluntary sectors. We will strengthen our doctoral training centres and graduate college, and double the number of early career researchers.

4. Supporting research and innovation through the creation of a Research, Innovation and Enterprise Office. This will also facilitate the impact and reach of our research through increased engagement and co-creation activities within our local and regional communities, national initiatives and global partners.

5. Fostering research-inspired and inquiry-led teaching by aligning our research and education strategies, thus providing opportunities for our students to get involved in research, knowledge exchange and a wide range of enterprise projects.

People and Culture Pillar
2035 vision statement

Our ambition is to create a vibrant, inclusive and supportive community distinguished by strong collaboration and communication between academic and professional practitioners, between academics from different disciplines and between academics and students. This in turn will foster a place where students, educators, researchers, innovators and entrepreneurs can flourish and excel. We are committed to continuously developing and supporting diversity, inclusivity and openness to foster a trust-based culture.

We do this by:

1. Ensuring our people are skilled and confident and have the resilience and agility to take changing contexts in their stride.

2. Striving to constantly improve and develop ourselves and how we work through reflection, honest constructive appraisal and seeking and giving helpful feedback.

3. Developing relationships that are forward thinking and creative within a context of supportive challenge and enquiry and focused on collective progress, where personal fulfilment and institutional success are mutually beneficial outcomes.

4. Focusing on outcomes and making a positive difference.

5. Ensuring our endeavours and enterprise are being driven by ambition and supported by generosity of spirit, drawing on a wealth of knowledge and skill from across communities.

6. Valuing difference and never losing sight of being human and the need for belonging, recognition and wellbeing for each individual.

Partnerships and Place Pillar
2035 vision statement

In 2035, our place within the vibrant and globally-recognised innovation ecosystem that is Oxford, will be a source of distinction, attracting an inclusive and diverse community of students and staff from across the UK and the world. Our location and the opportunities it offers will underpin our position as one of the country's leading modern, forward-thinking and supportive universities.

We do this by:

1. Attracting students to Oxford Brookes because they know that they will graduate ready to step into challenging and rewarding careers supported by the placements, internships and work experience they have been able to gain with our local, regional and global partners.

2. Ensuring our global presence is greater than ever before, through our international partnerships, as we extend our teaching, research, knowledge exchange and impact through sustainable and equitable partnerships with colleges, global education partners, businesses and third-sector organisations.

3. Further developing our partnerships with business, the NHS and social care sector, the third sector, colleges and other universities reaching from Oxford city into the wider economic geography of our regions. Our teaching, research and knowledge exchange focus on meeting the social, cultural and economic challenges that we collectively face; informing policymakers, contributing to the cultural and social development of society, and helping organisations to thrive, grow and acquire the skills and talent in the workforce that they need.

4. Ensuring our impact on the wider local community, including the businesses and institutions we work with, is valued and well understood. Oxford Brookes is known as an integral part of the local community and as a stakeholder in the future success of Oxford and the region, making a positive contribution to civic society and the richness of life in the community as a whole - it is a University that builds capacity, makes ideas happen and gives back.

5. Reflecting our forward-thinking character in our campuses. We invest in our place, ensuring that our buildings are sustainable and stimulating for all. For those not on campus, the investments we make to our IT infrastructure mean that more students than ever before - both in the UK and internationally - can learn virtually with Oxford Brookes.

6. Developing the connections and partnerships within and across our community of students and staff so that they are recognised as vital to our success as an entrepreneurial, forward-thinking university. This provides a vibrant, inclusive and supportive community, which in turn fosters a place where students, educators, researchers, innovators and entrepreneurs can flourish and excel.

FORUM

Appendices

Appendices
Operational Plans for Immediate Priorities 2020-2022

Appendix 1 - Education and Enterprise pillar Operational Plan Immediate Strategic Priorities 2020-2022

Note: Five immediate strategic priorities have been selected, based on the content of the high-level operation plan for this pillar. The remaining actions will be for more medium/longer term implementation as part of a more detailed operational document.

Ref. No.	Priority Details	Rationale
EEA1AC4	We will develop a range of flexible delivery approaches (including online) to provide an excellent learning experience for all our students, which will enable them to excel and achieve their ambitions in a fast changing external environment.	The COVID situation has created a pressing need for us to look at how we deliver learning experiences (including assessment) and how students engage with us. We need a good quality offer that can flex to circumstances.
EEA2AC1	We will ensure the personalisation of the student learning experience.	Learning analytics has an even greater potential to be a USP for us post-COVID as it's a way to offer personalisation whilst remote. We are advanced with our work on this and want to progress it.
EEA3AC2	We will ensure opportunities for students to make sense of and articulate the value of their learning experiences for their future success.	Students need space to reflect on what they gain from their time at University, and support (through coaching and mentoring) to understand how they have developed personally and professionally. This is so they can articulate this to employers.
EEA4AC1	We will work together with students and other stakeholders to establish an institutional framework which ensures enterprise and employability are fully embedded into the student experience.	This is something we have needed for a long time. We have started work in this area that we want to progress. We need to ensure that there is sufficient and appropriate time in the curriculum for students to engage with this.
EEA2AC5 & EEA1AC6	We will introduce a holistic staff development and recognition framework to embed the use of learning analytics in the support we give to students, and embed inclusive learning and teaching throughout the institution.	We recognise that our priorities will not be achieved without buy-in and support from colleagues. In addition, we need to ensure colleagues are equipped to deal with the changes proposed.

Key Performance Targets: TEF Gold; NSS and PTES upper quartile across all programmes; Upper quartile in the Graduate Outcome Survey; Meeting the targets associated with the degree outcome differential articulated in the Access and Participation Plan; Continuation rates no lower than 90% across all our programmes; Upper quartile performance for timely student completions; and 95% of our students recommending our programmes to new applicants.

Appendix 2 - Research and Innovation pillar Operational Plan Immediate Strategic Priorities 2020-2022

Ref. No.	Priority Details	Rationale	Metric
RI1	We will ensure research, innovation & knowledge exchange (RI and KE) are appropriately prioritised as part of our post Covid-19 recovery by driving strategic initiatives/investment through our centres/ institutes or UoAs, whilst working towards greater financial and environmental sustainability of RIKE activities.	R&I are key to the university's continued success. We will build on our work to date to build critical mass in areas of strength through research centres, institutes or UoAs, which are then connected through cross-disciplinary networks. Working towards greater financial sustainability will be even more important post Covid-19.	HEBCI return; annual RBDO Research income data; TRAC data
RI2	We will ensure that research excellence is underpinned by a broader community of developing researchers, KE, enterprise and innovation – promoting student and regional engagement.	We must continue the work to create communities of researchers in which RI and KE are valued for the distinctive contributions that each make to overall university success, and to post Covid-19 recovery of our communities in the coming months and years.	REF outcome; KEF outcome
RI3	We will appoint, nurture and retain excellent researchers, or those with proven potential, and provide a supportive and inclusive environment to promote good practice, integrity, researcher development and career progression.	To deliver success in RI and KE requires investment in appointing, nurturing and retaining talented researchers (research students to the professoriate), those that support RI and KE, and in providing an environment in which they can flourish.	Athena SWAN; HR Excellence Award; PRES upper Q
RI4	We will create a supportive and inclusive environment that nurtures, promotes and values innovation, enterprise and KE activities, and enhances connectivity to partners particularly those in our local communities as we recover from Covid-19.	The university has much to gain from being clear and ambitious about its role in our local and regional communities and in helping to shape the social and economic recovery from Covid-19 through enhanced engagement with partners through enterprise and KE	KEF
RI5	We will promote the societal benefits of our collective RI and KE activities, enhance public engagement and enable students to benefit from research inspired teaching.	We recognise that our priorities will not be achieved without buy-in and support from colleagues. In addition, we need to ensure colleagues are equipped to deal with the changes proposed.	REF Impact; KEF PE

Appendix 3 - People and Culture Pillar Immediate Strategic Priorities 2020-2022

Note: These strategic priorities have been selected for attention in the post Covid-19 period. The remaining plans will be set out in a People and Culture Strategy which will span a 5 year period (2020 to 2025) and include actions for medium/longer term implementation.

Ref. No.	Priority Details	Rationale
P&C 1	Workforce planning to ensure we have the right number of people in the right places to support core business. This work will include: • In line with business and financial needs, ensuring we have the right numbers of people in the right place • Attracting, recruiting and retaining staff where demand exists for certain skills.	Workforce needs will change as the University emerges from the Covid-19 crisis and the size and shape of the workforce may need to change as we adapt to demand and our financial circumstances. Our ability to attract and keep the skilled people we need to deliver for the future will be crucial.
P&C 2	Workforce development to include : • Support provided through OCSLD for more flexible and blended learning and to embed inclusive learning and teaching throughout the institution • Improving flexibility and resilience through skills development and engendering mindset shifts • Embed and build on EXPLORE, the new approach to career long learning and development for academic staff • Improve peer to peer development including through coaching, mentoring and sharing learning.	The Covid-19 crisis has increased the need to invest in the people upon whom we rely to deliver a quality learning experience to our students and optimising the contribution of those who provide supporting services as well as efficiency of all professional services provision. We have a pressing need to look at how we deliver (an inclusive) learning experiences (including assessment) and how students engage with us. OCSLD will support the work led by Anne-Marie Kilday. We also recognise that colleagues need help to deal with the post crisis changes.
P&C 3	We will build management and leadership capability to motivate and inspire staff and optimise operational delivery over the coming 12 months as we recover from the crisis.	We recognise the past under investment in developing our managers and leaders and the imperative of putting in place a quality development offer to support those in leadership and management roles. This has been made even more important by the recent crisis and the possibility of continuing challenges for the next few years.

Ref. No.	Priority Details	Rationale
P&C 4	Staff wellbeing – we anticipate additional support will be needed to enable staff to work effectively while transitioning to new ways of working and avoiding absences due to change, loss and disruption caused by the crisis.	The crisis has thrown up many new challenges and people are needing to cope with many concurrent pressures at home and in work. The longer the crisis continues the greater the need for support, which will need to continue into the medium and longer term. Providing both practical and emotional support will strengthen the Brookes community, build engagement and enable people to keep contributing well despite the ongoing difficulties.
P&C 5	We will continue our efforts to build and sustain a diverse and inclusive workforce which will both attract and support a more diverse student body.	We will need to be creative and adaptable in our responses to the ongoing crisis. One known enabler of this is a diverse workforce where everyone can contribute fully. An increased appreciation of difference and how to act in an inclusive way to ensure both staff and students can achieve their full potential will be an important part of recovery.

If we are successful we will see:

- That we have attracted and kept good people
- Staff can work well in the new environment and under new conditions
- They feel equipped to deliver in new ways and can continue to adapt as circumstances change further
- We have a more diverse workforce with a greater understanding of inclusion and diversity and the ability to work in inclusive ways
- Our people are well led and managed, feeling confident despite the challenges and delivering a good experience for students and colleagues

We will measure success by:

- Staff surveys / pulse surveys
- Sickness absence rates and reasons for absence related to mental wellbeing issues decrease
- Meeting our access and participation targets
- Numbers of participants and feedback gained on EXPLORE (the new Academic development programme)
- Student feedback on the blended learning experience

Appendix 4 - Partnerships and Place Operational Plan Immediate Strategic Priorities 2020-2022

Ref. No.	Priority Details	Rationale	Metric
PP1	We will develop and support collaborations with a broad range of partners using our research and expertise to help understand, co-create and deliver innovative solutions to local as well as global challenges; and in doing so will build inclusive communities of scholars, researchers, entrepreneurs and learners.	Solutions to local and global challenges (and hence research impact) require collaborative approaches with a wide variety of partners; never more so than as we recover from the current situation. Achieving this through an inclusive community approach links well with our GPs and People & Culture Pillar.	Number of outputs & projects with partners
PP2	We will contribute to the economic prosperity, health and wellbeing, and the social and cultural vitality of our local communities to support recovery from Covid-19; through engagement with stakeholders and through staff/student RIKE and entrepreneurial activities.	Making a contribution to our local communities is a priority as we all recover from Covid-19 – and recognising this is achieved through staff and students.	KEF; HEBCI data
PP3	We will continue to develop high quality, sustainable and strategic educational partnerships to deliver our programmes both in the UK and internationally providing greater emphasis on flexible, virtual and distance learning.	Post-Covid-19 recovery will see us working more closely with partners to deliver our programmes flexibly with greater emphasis on high quality distance and virtual learning.	Number of students studying via partners
PP4	We will partner with employers, businesses, entrepreneurs and public sector organisations to deliver training, retraining and new skill development at all levels as part of post-Covid-19 recovery planning.	As all organisations seek to recover from the Covid-19 health emergency, there will be a need for re-training and new skill development at all levels; including entrepreneurial skills.	KEF; HEBCI data
PP5	We will develop connections and partnerships within and across our community of students and staff in recognition that a vibrant, inclusive and supportive environment enables students, educators, researchers, innovators and entrepreneurs to flourish and excel.	This priority recognises the importance of collaboration and partnerships across our university and seeks to build on the community spirit and sense of working together that has helped us move through the Covid-19 emergency – it will see us through recovery too.	Staff Survey

Appendices

Appendices
(5-year strategic plans)

Appendix 5 - Education and Enterprise 5-year strategic plan

	Education and Enterprise
Overarching strategic statement	Oxford Brookes is a student-centred University. Our overarching aim is to deliver an outstanding educational experience which enables each of our graduates to be capable, confident and successful in whatever career path they choose. This will be achieved within a collaborative and inclusive community of scholars and practitioners, working together to make an impact on society.
Ambition 1	Providing a globally relevant and purposeful educational experience that is inspiring and challenging, where research-inspired learning and teaching is of the highest quality. We will work with our students and other stakeholders to bring about enhancements to curricula, teaching and learning, to ensure our provision is current, accessible and adaptive to their evolving career goals.
Actions: Years 1-5	• We will champion a philosophy of teaching as engagement and challenge • We will refresh our curricula with employers and other stakeholders to ensure its currency and to empower our students' interventions in global challenges • We will establish an institutional student advisory board to underpin a partnership model of inclusive curriculum development • We will provide more flexible and blended learning opportunities (including by distance) to enable students to study at their own pace • We will provide a learning environment rich in immersive and experiential opportunities • We will introduce a holistic staff development and recognition framework to embed inclusive learning and teaching
Ambition 2	Using individual learner experience information, to offer each student an individualised learning plan, alongside support in the form of personal and professional mentoring and guidance, which will ensure that a Brookes education meets their needs and aspirations over time. This provision will be developed within the context of inclusive learning communities embedded within our disciplines and sector-based networks.
Actions: Years 1-5	• We will ensure the personalisation of the student learning experience • We will maximise our students' potential through innovative and inclusive support models including mentoring schemes and personal and professional guidance • We will commit to the recruitment of a dedicated team to fully implement and further develop Learning Analytics at Brookes to offer students individualised supportive learning plans • We will use Learning Analytics to analyse and optimise curriculum models and resources to meet the needs of all students • We will introduce a holistic staff development framework to embed the use of Learning Analytics in the support we give to students

	Education and Enterprise
Ambition 3	Encouraging students to reflect upon their knowledge, skills and experiences and to continue to learn and flourish in a complex world, enabling them to become successful, forward-thinking and enterprising graduates who contribute positively to society and who act as role-models for future students.
Actions: Years 1-5	• We will adopt a rolling programme of 'future-think' projects to ensure that all students continue to flourish within an uncertain external environment • We will ensure opportunities for students to make sense of and articulate the value of their learning experiences for their future success • We will provide contexts for students to put the skills and knowledge they have gained into practice • We will support students to become confident, reflective and engaged members of the University community • We will equip students to make a positive contribution to society and its future sustainability
Ambition 4	Empowering students with the ability to recognise and seize opportunities through critical analysis and judgement supported by a clear ability to implement their own ideas within both their personal and professional lives. By partnering with our students and with society, we will inspire our graduates to be enterprising in all that they do, ensuring an education which is genuinely transformative and which enables us to address global challenges together.
Actions: Years 1-5	• We will work together with students and other stakeholders to establish an institutional framework which ensures that enterprise and employability are fully embedded into the student experience • We will ensure a shared understanding of employability skills and aptitudes between staff and students at the programme level • We will ensure that enterprising, work-based experiences are available and accessible for all students • We will establish an externally accredited co-curricular scheme which is available to all students
Key Performance Targets	Our target is to provide a first-class student experience for all our students. This will be measured by: 1. TEF Gold 2. NSS and PTES upper quartile across all programmes 3. Upper quartile in the Graduate Outcome Survey 4. Meeting the targets associated with the degree outcome differential articulated in the Access and Participation Plan 5. Continuation rates no lower than 90% across all our programmes 6. Upper quartile performance for timely student completions 7. 95% of our students recommending our programmes to new applicants
Risk	The Risk Register relates to not achieving the target by these measures

Appendix 6 - Research and Innovation 5-year strategic plan

1 We will double the overall contribution of Research, Knowledge Exchange & Innovation activities by 2035

We will ensure research, innovation and knowledge exchange (RIKE) are appropriately prioritised and we will increasingly drive strategic initiatives and investment through Research Centres/Institutes or Units of Assessment (UoAs) in order to achieve this. We will ensure greater financial and environmental sustainability of our RIKE activities.

KPI: All RIKE income streams (proportion that is full Economic Cost (fEC); proportion of funded workload planning (WLP)

Target 2025: 40% increase compared to current activity

2 We will increase capability and capacity for research, and continue to build an ambitious but supportive and inclusive environment in which researchers can excel

We will (continue to) invest in creating a vibrant, inclusive and ambitious environment in which we strive for internationally excellent and world-leading research. Within a pyramidal structure, based on Research Centres/Institutes or UoAs, research excellence and global collaborations will be underpinned by a broader community of developing researchers, knowledge exchange, enterprise and innovation – promoting student and regional engagement.

KPI: number of research (and KE)-active staff across all career stages; number of research students; continuous improvement in external assessments of research and researcher development

Target 2025: Increase research power by 30% [in REF 2021]; increase research student numbers by 25%; improvement in 3/4* Research Environment [in REF 2021]; renewal of externally assessed awards that recognise researcher development

Specifically, we will:

(i) Appoint, nurture and reward/retain excellent researchers or those with proven potential for research excellence, innovation or knowledge exchange

(ii) Invest in prioritised, dedicated and flexible RIKE WLP time through strategic faculty/corporate Research Forum (CRF) allocations linked to Personal Research Plans and Research Centre/Institute/UoA plans & performance.

(iii) Develop a high-quality, inclusive researcher development framework to promote good practice and integrity in all our RIKE activities, support and develop our researchers and create clear pathways and trajectories for progression at all career stages, starting with Post Doctoral Research Assistant (PDRAs), Research Fellow (RF) and Early Career Researchers (ECRs), and across research, innovation and knowledge exchange. We will also develop and support the career aspirations of technical and professional RIKE colleagues.

(iv) Invest in growing our research student base through widening access to postgraduate research opportunities and securing co-funding from non-academic partners; we will provide research students with a high-quality experience and career development opportunities.

(v) Provide appropriate and agile systems, processes and facilities (space, equipment, IT) that enable and promote high quality research; and translation of research into benefits for society.

(vi) Put in place a biennial quality review system to assess progress against RIKE objectives and targets and inform future investment plans; each Research Institute/ Centre/ UoA will be reviewed on a rolling basis and in line with the principles of DORA (San Francisco Declaration on Research Assessment); we will include researcher satisfaction with professional support processes.

3 We will support, promote and invest in Innovation, Knowledge Exchange & Impact

We will (continue our work to) create a supportive and inclusive environment that nurtures, promotes and values innovation, enterprise and knowledge exchange across all disciplines. We will enable collaborative working, and enhance connectivity with partners, to generate understanding of, and innovative solutions to, local, national or global societal challenges; and in doing so we will increase the impact of our collective RIKE activities.

KPI: Developing and submitted Impact Case Studies; The Higher Education Business & Community Interaction (HE-BCI) return; proportion of projects and outputs with a non-academic partner; number of spin-outs and start-ups

Target 2025: Improvement in the 3/4* rating of impact case studies [in REF 2021] and increase the number of developing impact case studies; increase the proportion of projects/ outputs with non-academic partners by 40%; increase the number of spin-outs and start-ups by 50%

Specifically, we will:

(i) Strengthen inter-disciplinary research, collaborations and enterprising activities across our own community of researchers, from undergraduates to the Professoriate, and with national/international HEI partners

(ii) Prioritise, actively support and foster effective collaborations with non-academic partners/end users of RIKE (business, industry, SMEs, public sector, policy, NHS, third sector and local communities) both regionally and globally

(iii) Increase the impact of our research in terms of its contribution to social, cultural and economic transformation through greater engagement with external partners in the co-design and application of RIKE e.g. through consortia, KTPs, social enterprise

(iv) Provide the infrastructure (space, facilities, networks and support) to facilitate collaborative working, stimulate and catalyse enterprise and innovation to translate ideas into practice for the benefit of partners and society. We will grow existing incubators and develop interdisciplinary Innovation & Enterprise Hubs.

4 We will promote the societal benefits of our collective research, innovation and knowledge exchange endeavours, improve our public engagement activities, enable students to benefit from research-inspired teaching and work to ensure our outputs and data are openly accessible

KPI: Graduate outcomes; Open Access, Open Data; Impact Case Studies

Targets: 90% of assessed outputs are open access; 50% of researchers/research groups make data openly accessible; increase in the number of developing impact case studies

Specifically, we will:

(i) Improve the level of public engagement and outreach undertaken to maximise the awareness and impact of our research activities both locally, nationally and internationally

(ii) Endeavour to ensure our research outputs and data are open access and publicised in a range of accessible formats

(iii) Invest in promoting our RIKE activities through the website, other digital means including social media, and by hosting events, conferences, workshops and exhibitions to showcase our RIKE and its impact for society, and to gain greater engagement with regional stakeholders.

(iv) Ensure that students benefit from our RIKE activities through research-inspired teaching, increased opportunities for projects, dissertations and summer placements within our RIKE communities. Through increased links with local and regional non-academic partners, students will also benefit from greater opportunities for placements and internships to enhance employability skills.

Appendix 7 - People and Culture 5 year strategic plan

	People & Culture
Overarching strategic statement	We believe that our strength lies in the success of people. Our personal and collective skills, knowledge and energy will add up to success for individuals, teams and for the whole University. Equally important are the relationships we build, the environments we create and how we work together to make a positive difference. Our ambition is to create a vibrant, inclusive, diverse and supportive community distinguished by strong collaboration and communication which in turn will foster a place where people can flourish and excel. We are committed to continuously developing and supporting diversity, inclusivity and openness to cultivate a trust-based culture in which the following ambitions can be achieved.
Ambition 1	Relationships are forward-thinking, positive, inclusive and creative within a context of supportive challenge and enquiry and focused on collective progress, where personal fulfilment and institutional success are mutually beneficial outcomes.
	• We will develop our understanding of effective team working, successful relationship building and what makes collaboration work well, to build sustainable partnerships inside and outside the University • We will value success in the round in terms of individual effort, team work, living our guiding principles and demonstrating a wider contribution to delivering goals and ambitions and to achieving sustainability • We will put in place tools to support knowledge sharing and make it easier to find and access skills within our community • We will develop ways to check the health of relationships and gain feedback to continuously improve how we work together
Ambition 2	We focus on outcomes and making a positive difference.
	• We will ensure we have clarity of purpose and set clear outcomes that enable people to fully contribute to achieving goals whether at local, institutional or wider partnership level • Financial, environmental and social sustainability will be a focus in all we do, and we will pay attention to these factors in how we work • We will value interdisciplinarity and enterprise and will build these into approaches to work • We will encourage volunteering for both staff and students
Ambition 3	Our people are skilled and confident and have the resilience and agility to take changing contexts in their stride.
	• We will invest in growing the skills of our workforce, our partnerships and within our student body • We will build resilience and improve flexibility in terms of building personal and interpersonal skills, positive mindsets and will invest in the infrastructure to support working flexibly • We will celebrate success and highlight achievements to build confidence and widen understanding of delivering successful outcomes • We will improve our knowledge of what is happening in leading edge organisations across the globe to build momentum for positive change at Oxford Brookes

	People & Culture
Ambition 4	We strive to constantly improve and develop ourselves and how we work through reflection, honest constructive appraisal and seeking and giving helpful feedback.
	• We will promote and share best practice and encourage continuous learning and development, starting with the importance of induction and building a life-long passion for learning • We will value constructive feedback to, from and between colleagues, students and partners and build in feedback, regular reviews and reflective practice into how we work and study • We will build on existing coaching and mentoring practice and include peer to peer and reciprocal mentoring (staff, students and partners) and train the trainer initiatives to share learning more widely • We will invest in ongoing personal and professional development to ensure our staff are up to date and at the leading edge in their field • We will develop our managers and leaders to be inspiring and motivational leaders with a focus on development and continuous improvement and growing talented individuals and teams
Ambition 5	We truly value difference and we never lose sight of being human and the need for belonging, recognition and wellbeing for each individual.
	We will build a positive work and study environment based on principles of diversity and inclusion: • Leaders and managers will be skilled and confident in appreciating diversity and building inclusive environments and supporting the wellbeing of staff and students • We will build a strong sense of belonging as a member of our Oxford Brookes community • We will create an environment where everyone is able to be themselves and bring the best version of themselves to work and study
Key Performance Targets	Ways we could measure our progress include: • Achieving People and Planet or similar sustainability framework measure • Staff Survey • Organisational Cultural Inventory or similar (https://www.humansynergistics.com/en-gb/change-solutions/organisations/assessments/organisational-culture-inventory) • Organisational Effectiveness Inventory or similar • https://www.humansynergistics.com/en-gb/change-solutions/organisations/assessments/organisational-effectiveness-inventory • Meeting the various diversity targets in the University EDI action plan and the Access and Participation Plan

Appendix 8 - Partnerships and Place 5-year strategic plan

1 We will impact the world through our researchers, educators, students and alumni in connected, vibrant and sustainable partnerships

We will develop and support collaborations with partners to help understand and provide innovative solutions to global challenges. We will build inclusive communities of scholars, researchers, entrepreneurs and learners where difference is valued and experiences are shared. We will prepare our students and encourage our alumni to be a force for good, knowing their individual effort is valuable and that Oxford Brookes works as a collective to have an impact. We will ensure our partnerships promote an open exchange of ideas allowing Oxford Brookes to embrace the new and be open to a variety of spheres of influence.

KPI: number of alumni chapters; proportion of projects and outputs with non-academic partners; external recognition of influence (rankings)

Target 2025: Increase in number of students engaged in alumni chapters by 25%; increase in proportion of projects/ outputs with non-academic partners by 40%; improve externally assessed rankings

2 We will broaden access to an Oxford Brookes education providing opportunities wherever you are in the world

Wherever possible, we will offer flexibility to meet the needs of students, employers and the communities we serve. We will invest to provide greater opportunities for students to study by distance learning. We will continue to develop high-quality strategic partnerships to deliver our programmes both in the UK and internationally. We will partner with organisations to deliver flexible learning and opportunities for lifelong skills development and training

KPI: Diversity of the student population; number of students studying by DL and through partnerships; specific income and contribution from partnerships;number of students engaged in employer-led study

Target 2025: Meet the OFS A&P targets; increase the number of students studying by DL to 30%; increase the number of students studying through partnerships by 30%; increase the income and contribution from partnerships by 25%; increase number of employer-led students by 25%

3 We will make a distinctive contribution to the world-leading research and innovation landscape, through enhancing the economic, social and cultural vitality of our local and regional communities

We will engage with a broad range of partners to co-create and deliver innovative solutions to local community and regional challenges. We will contribute to the health, wellbeing, social and cultural vitality of our local communities through a range of staff, student, research and public engagement activities. We will contribute to sustainable, economic development through collaborative research, knowledge exchange, engagement with policy makers & stakeholders, and through student placements, internships and entrepreneurial activity.

KPI: HE-BCI data with local/regional partners; proportion of projects and outputs with local/regional partners; number of student placements, internships and employment
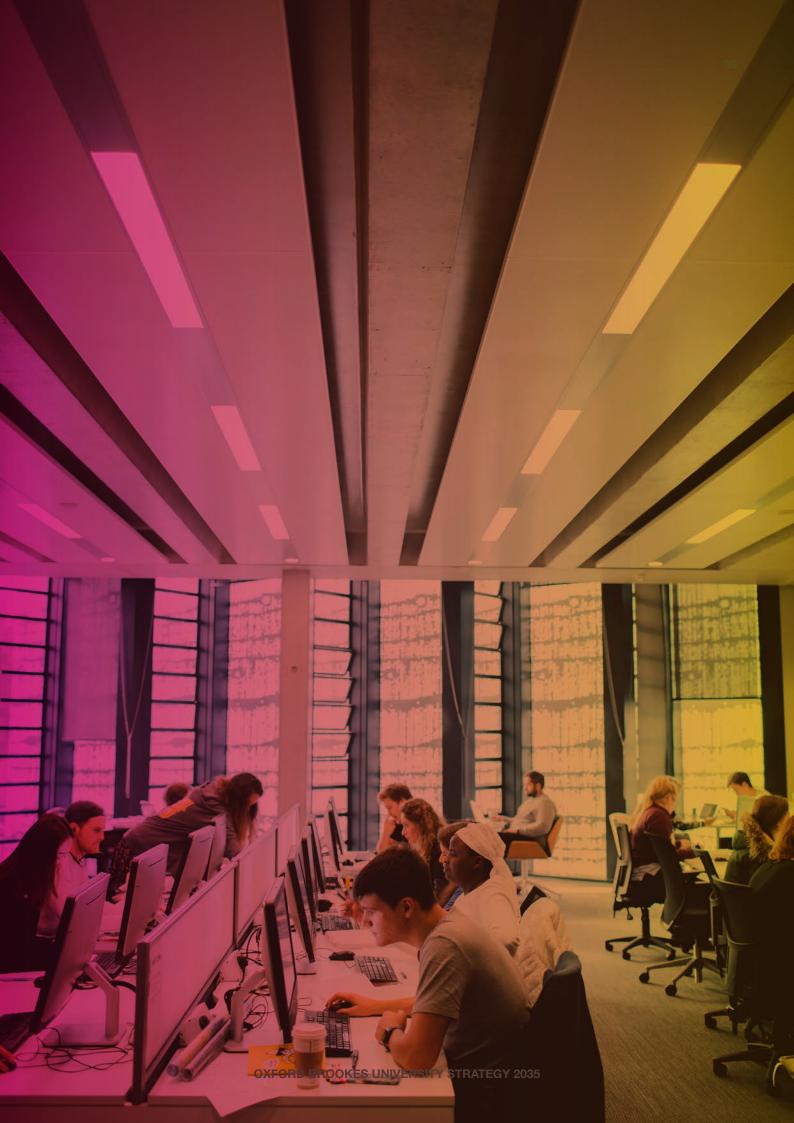
Target 2025: Increase the proportion of The Higher Education Business & Community Interaction generated with local/regional partners; increase the number of projects/ outputs with local/regional non-academic partners by 40%; student targets

4 We will ensure that you can be "Oxford Brookes" wherever you are

We will invest in and create a high-quality virtual and physical environment that supports learning, communication and a sense of belonging across all our communities. We will consistently deliver a high-quality experience for all Oxford Brookes staff and students - wherever they are and however they study or work with us

KPI: NSS; Staff Survey; Alumni chapters

Target 2025: 90% satisfaction in NSS; 90% satisfaction in Staff Survey; increase number of students engaged in alumni chapters

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OXFORD BROOKES UNIVERSITY STRATEGY 2035

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