University of Oxford
Agreement with the Office for Fair Access 2014-15
Executive summary

This access Agreement between the University of Oxford and the Office for Fair Access (OFFA) covers undergraduate students admitted in the academic year 2014-15. It builds on the extensive experience and evidence gained by the University and its colleges in recent years, described in previous access Agreements. Autonomy and diversity characterise the collegiate University, and our access activities and arrangements embody these qualities.

Oxford’s aims are: to **attract** applications from all individuals with the potential to study at the University; to **inform** them fully; to **admit** the very best; to **educate** them in an intensive, world-class teaching system, and to **support** them while at Oxford. The following pages contain more information about current and planned activity in:

**Attracting** UK students with the academic potential to study at Oxford, especially those who are currently under-represented (access and outreach activity, paragraphs 38-84);

**Informing** potential applicants and current students about the University, the selection process, the cost of studying for a degree, and the support available (provision of information to prospective students, paragraphs 176-178);

**Admitting** those with the greatest academic ability and potential in their chosen subject, on merit alone, using rigorous, fair, and consistent procedures (contextual data and admissions, paragraphs 88-95);

**Educating** students in a world-class teaching system marked out by the tutorial system as well as other benefits of the collegiate environment (cost and subsidy of education at Oxford, paragraph 14);

**Supporting and retaining** them at Oxford – financially, academically, pastorally, and with careers advice (noting Oxford’s current excellent retention rate of 98 per cent) (tuition charge waivers and bursary support, paragraphs 108-124 and student retention, success, and employability, paragraphs 96-107).

This Agreement therefore details: (i) an extensive but carefully targeted programme of access and outreach work; (ii) a rigorous, academic-led, and resource-intensive admissions process; (iii) generous financial support for students from less well-off backgrounds, including measures to support and retain them whilst on course; and (iv) how these measures will be monitored against our targets.
(i) Access and outreach (paragraphs 19-84)

In 2014-15, we will devote over £5.2m to access and outreach work, aimed at attracting applicants from backgrounds which have been under-represented at Oxford, and equipping them to make competitive applications. We will also ensure that information about our educational provision and financial support is clear and easily accessible.

(ii) Admissions (paragraphs 88-95)

This Agreement reflects Oxford's strategy of seeking to attract applications for undergraduate study from all those within the UK who can demonstrate the ability and potential to benefit from the intensive and highly academic courses of study that we offer. It also reflects our commitment to an admissions process which is fair and transparent, which assesses academic achievement and potential, and which is capable of distinguishing the very best from a large pool (17,000 plus) of extremely well qualified applicants. We will continue to develop the use of contextual information within the selection process.

(iii) Student finance and on-course support (paragraphs 108-124 and 96-107)

We will continue to devote substantial additional resources (£4.1m, covering three cohorts of students) to a range of tuition charge waivers for students from lower-income households, on top of a continuing package of generous maintenance bursaries costing up to an estimated £7.3m in 2014-15. We will continue to offer both forms of support until we are able to assess their full impact and effectiveness.

(iv) Targets and outcomes (paragraphs 125-159)

We have set ourselves a range of targets against which the outcomes of the access, admissions, and support measures can be assessed. Success needs to be judged over a period of several years as there are significant lead times involved, particularly for access work. The activity set out in this Agreement will therefore be kept under review and the effectiveness of the various measures outlined here, together with experience gained through our access work, will help to inform future policy.

Our overall objective is that the activities outlined within this Agreement should have long-term effects on widening access to Oxford from groups that are currently under-represented. We believe that the measures will also have a wider impact in helping to raise aspiration and attainment in secondary education and improving participation in higher education as a whole.
The measures outlined above will cost up to £13.9m in 2014-15, broken down as follows:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>OFFA countable</th>
<th>Not OFFA countable</th>
<th>Total</th>
</tr>
</thead>
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<tr>
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<td>£2.31m</td>
<td>£5.23m</td>
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<tr>
<td>Retention, support, and employability (including monitoring and evaluation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase in recurrent expenditure in 2011-12 and 2012-13</td>
<td>£0.32m</td>
<td>£0.22m</td>
<td>£0.54m</td>
</tr>
<tr>
<td>Financial Support</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Bursaries (including cohorts on pre-2012 entry scheme, and three cohorts on post-2012 entry scheme)</td>
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<tr>
<td>Less NSP allocation for 2014-15</td>
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<td></td>
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<td><strong>£16.7m</strong></td>
</tr>
</tbody>
</table>

Once the Government’s allocation for the National Scholarship Programme of £342k has been subtracted, additional expenditure in 2014-15 (as defined in the OFFA guidance) is estimated to be up to £13.9m. Additional expenditure as a proportion of the University’s tuition charge revenue (£28.0m), taking account of the ‘higher’ fee appropriate to each cohort, will be around 49.8% (as against the expectation in the guidance of 35%). The present Agreement covers students admitted in the academic year 2014-15. For subsequent cohorts, we will review total spend and the balance of spending between tuition charge waivers, bursaries, outreach, access, and student support, in the light of evidence of their respective impacts and effectiveness.

The figures above include support for students ordinarily resident in the UK and the rest of the EU. The figures also include expenditure on bursaries and tuition charge waivers for PGCE students.
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Introduction

1. The six over-arching objectives in the University of Oxford’s current strategic plan (2008 to 2013) include the following: ‘(ii) Provide an exceptional education for both undergraduates and graduates, characterised by the close contact of students with distinguished scholars in supportive collegiate and departmental communities’; ‘(iv) Recruit the very best students nationally and internationally through an equitable process based on achievement and potential’; ‘(vi) Deliver outstanding facilities and services and manage them effectively and responsively for the benefit of staff and students’.

2. These objectives as applied to undergraduates involve informing and attracting applications from all individuals with the potential to study at the University; admitting the very best; educating them in a world-class, highly personalised teaching system; and supporting them while at Oxford in terms of finance, welfare and careers advice.

3. These objectives are delivered in partnership between the University (including its four academic divisions and their constituent departments and faculties), and the Oxford colleges. They are also embodied in the main principles of the Common Framework for Undergraduate Admissions, which governs Oxford’s admissions processes. It was adopted by the collegiate University in 2007 and ensures a consistent and rigorous approach to selecting students who show the academic ability and potential to flourish in Oxford’s intensive, highly academic and tutorial-based undergraduate teaching system.

4. Informing and attracting applicants from all backgrounds: considerable resource is dedicated to outreach and access activity carried out across the collegiate University, with the intention of widening access to Oxford. Notable activity includes highly targeted work to inform teachers and guidance advisers in schools so that they can best support their students through the admissions process; targeted, frequently residential, activities in Oxford to encourage students from under-represented groups to apply and to help them make competitive applications; activity to assist and inform candidates at key points in their school education about the options available to them; and a coordinated programme of visits to schools and colleges which covers the whole of the UK. The University is also involved in local activities to increase awareness about higher education in general, particularly among pre-16-year-olds. Much of this work is delivered through collaborations with other universities and partner organisations.
5. **Admitting** the very best: admission to Oxford is on the basis of academic achievement and potential. The selection process aims to identify the most able, by subject, from among a very highly qualified field of candidates. While the purpose of our access work is to ensure that all students who are likely to be able to meet the required standards have the opportunity to apply, our admissions procedures aim to select those candidates who best meet our published selection criteria. Admissions decisions are made by the academics who will usually teach the candidates they admit. The system is designed to look at the whole field of applicants for any given subject and to identify those best able to excel in that subject. Individual students are admitted both by their college, and by the University (at matriculation). In addition faculties and departments play an important part in the admissions process, and collaborate closely with colleges under the Common Framework.

6. **Educating** students in a world-class system: the cost of educating an undergraduate at Oxford (see paragraph 14) is higher than at almost all other UK HEIs. This is largely because of its resource-intensive tutorial provision, but also because of the very high quality and range of support facilities and infrastructure available at both college and University levels. The quality and value of our undergraduate education are recognised worldwide. Oxford is determined to maintain and develop this high quality provision. All of our undergraduate degree courses are a rigorous preparation for challenging and rewarding careers.

7. **Supporting** students: increased fees may bring a significant new challenge in attracting students from lower income households, and therefore this Agreement proposes to maintain a very generous package of financial support for students from less well-off families. As well as this financial support, students also benefit from the support available through their college. Oxford’s collegiate system provides every undergraduate with the bedrock of their university career. College tutors guide and support students, overseeing their intellectual and personal development. Tutorials are delivered in colleges, and most students live in their college for at least two years of their course. Each college offers an extensive network of welfare services, from trained student peer support groups to designated welfare advisers and chaplains. This is complemented by the services provided by the University, as outlined in paragraphs 96-106.

8. The University of Oxford shares the HE sector’s widespread concern about the potential impact of the continued reductions in the HEFCE grant on the stability of the sector, and about the rapidity with which these significant changes have been introduced.
9. The University will seek to minimise any potential uncertainty amongst applicants to Oxford about their ability to afford to study here, and to benefit from the exceptional teaching and learning environment that we offer.

10. All of the activities that the University and its colleges undertake to widen access will be evaluated against our targets. The findings, along with research into access and outreach that we are currently undertaking, will inform the direction of future access Agreements. Where our findings have a broader application to the higher education sector we will ensure that they are appropriately disseminated.

11. The targets outlined later in this Agreement fall into two categories:
   - Those that relate to specific widening access initiatives and their outcomes;
   - Those that will serve to demonstrate over time that the student body has diversified and now includes a higher proportion of UK students from backgrounds where social, economic, or educational factors have placed them at a disadvantage.

12. The University works closely with the Oxford University Student Union (OUSU), who are represented on each of the committees that develop the Oxford financial support package and outreach programme, approve the access Agreement, and monitor progress against our targets and outcomes (see paragraph 179). The University also collaborates with OUSU on a number of joint outreach initiatives (an example of which is highlighted in paragraph 59.)

13. Part-time students do not form part of this Agreement as the part-time undergraduate higher education courses offered by the University do not exceed the OFFA-countable £4,500 fee threshold.
1. Undergraduate and PGCE tuition charges in 2014-15

14. The University of Oxford and its colleges are educational charities, which have devoted substantial resources to Oxford’s resource-intensive education since their foundation. The average cost of an undergraduate education at Oxford is significantly higher than the income received per Home/EU student per year. With a headline fee of £9,000 per annum for full-time Home/EU students who entered in 2012, along with HEFCE funding for teaching, the University received approximately £9,400 per Home/EU student for new-regime students in 2012-13 after tuition charge waivers were applied. A substantial subsidy of several thousand pounds per student per year is required from other University and college sources (principally donation and endowment income, together with income raised from commercial activities).

15. The University will continue to set a standard tuition charge for full-time Home/EU undergraduate and PGCE students of £9,000 per year for 2014 entry. Oxford will offer partial tuition charge waivers to three cohorts of full-time Home/EU undergraduate students who started their course on or after 2012 and to Home/EU PGCE students starting their full-time course in 2014-15, depending on their household income (paragraphs 109-116).

16. The standard year abroad fee for full-time Home/EU undergraduates commencing their course in 2014 and undertaking a compulsory year abroad in 2015-16 onwards will be set at £1,350 (15% of the full tuition fee). Home/EU undergraduate students on their compulsory year abroad from 2014-15 will not be eligible for tuition charge waivers.

17. The University offers full-time undergraduate certificate and diploma courses in Theological and Pastoral Studies. These are the only full-time certificate and diploma level courses offered by the University. The standard fee for first degree Home/EU students studying in 2014-15 will be £7,645. The fee for students who started studying the two-year diploma course in 2014-15 will rise with inflation in 2015-16. Oxford will offer partial tuition charge waivers adjusted pro-rata to full-time undergraduate certificate and diploma students in 2014-15 depending on their household income (paragraph 116).

18. The University will seek to amend its fees on an annual basis in line with government legislation for the 2014-15 cohort.
2. Access and student support measures

2a. Oxford’s access record

19. The University of Oxford and its colleges undertake a wide range of outreach activity to support the aim of attracting the most able candidates regardless of their background (paragraphs 38-84). Our outreach activity is delivered by a central team, along with staff in colleges, faculties, departments, Oxford’s world-class museums, and student organisations. In the last five years this activity has become increasingly coordinated and targeted to relevant groups. Our students perform extremely well after they begin studying with us. Our retention rate is one of the best in the UK, with 98% of students completing their course. Employability is another key measure of the success of our student support as 93-95% of our graduates are in employment or study six months after leaving. We know that our main challenges lie in encouraging students to apply to Oxford and helping them to make successful applications. We will continue to commit to a range of activities and policies that promote fair access and continue to increase the diversity of Oxford’s student body.

20. Admission to Oxford is based on academic achievement and potential. A student must be predicted to attain AAA at A-level or equivalent to make a competitive application: the requirements are higher in mathematics, science, and medical courses. We receive 17,200 applications each year, and use a range of other measures to select the 3,500 students who will be made offers. Oxford’s potential applicant pool is therefore not the total number of school-leavers, nor the total number of A-level students. Rather, it is the number of students who will achieve AAA or above at A-level, who wish to study a course offered by the University, and who are studying the correct combination of subjects for that course.

21. HESA performance indicators assess institutional performance against a range of measures. These include students from state schools, low participation neighbourhoods, and students with disabilities. In line with previous OFFA guidance, the University has examined these measures, but has decided that in most cases they do not adequately address issues of attainment, regional disparity, and subject preference. We have preferred instead to establish targets that are Oxford-specific and challenge us to focus on social, educational, and economic under-representation and disadvantage in the applicant pool.

22. Progress against these targets in 2012 has proved extremely challenging, particularly against the backdrop of the new funding regime combined with a demographic decline
in the number of school leavers. In relation to the three targets dealing with educational, social and economic disadvantage, Oxford has seen both a decline in applicants and a decline in the number of students that have been admitted. A number of measures have been taken to highlight applicants in these target groups for future admissions cycles, by providing further contextual information and guidance for tutors. We are also increasing the material provided to candidates and their advisers on the level of financial support available, both from the University and from the government.

23. Oxford will continue to focus its outreach efforts and resources on recruiting and encouraging a wider range of student to apply successfully to the University. There is a larger question about the role of universities in raising attainment rates within schools. Universities can, and Oxford does, work in partnership with schools, local authorities, and third parties to form collaborative networks that can work together to raise the attainment rates of students from the most deprived backgrounds (see paragraphs 61-84).

2b. Strategic approach to outreach, access, and student support

24. Significant investment will continue to be made in developing and extending our outreach activities to encourage more students from disadvantaged groups to consider applying to Oxford, and to make successful applications. This activity will take place alongside investment in student support, through financial support and other on course pastoral, welfare and specialist provision. Oxford’s generous bursary scheme and extensive student support are intended to ensure that our students can thrive at the University, and take part in all of the opportunities, both academic and extra-curricular, that Oxford has to offer.

25. Outreach activity at Oxford falls within two categories with distinct but overlapping aims: widening access to Oxford and widening participation in higher education. Widening access activity aims to encourage and support high achieving students from under-represented groups in making successful applications to Oxford. Widening participation activity promotes progression to all further and higher education institutions, including other leading selective universities.

26. During the academic year 2012-13 a Common Framework for Access has been introduced, to sit alongside the existing Common Framework for Undergraduate Admissions. This framework aims to encourage greater awareness of outreach activity across the colleges, departments, Undergraduate Admissions Office, OUSU, museums and collections. It will stimulate discussion and research in the field, encourage good practice, and provide evidence on the range and effectiveness of
access activity taking place across Oxford. It also provides a strategic direction for all outreach activity that is carried out by the collegiate University.

27. Oxford’s strategic approach to outreach work has been developed with reference to internal knowledge and experience gained through our access work to date, and to external research and evidence of successful programmes run by universities, schools and charities.

28. The collegiate University has invested in a number of long-term, large-scale initiatives. The UNIQ summer schools (paragraphs 38-42), Teachers’ Programmes (paragraphs 43-50) and the Pathways Programme (paragraph 58) are each funded for a five-year period, and are sufficiently large to ensure that rigorous evaluation is meaningful and cost effective.

29. Research into access activities has identified those that have a greater impact on students. Provided they have a sufficient depth of content, summer schools¹, are a particularly valuable experience for students who have higher academic achievements and aspirations than others in their peer group. Oxford has run summer schools for disadvantaged students since the first Sutton Trust summer school in 1997. Based on our own evidence of their success, the UNIQ summer school was established in 2010 with a commitment to increase significantly the number of participating students.

30. The 2012 MORI teachers’ survey² on behalf of the Sutton Trust indicated that only 44% of those surveyed would recommend that their most able students apply to Oxford or Cambridge, a 6% decrease from a similar survey in 2007. The University and its colleges have therefore invested considerable resource in developing activities to engage both new and experienced teachers in promoting access and encouraging participation in higher education.

31. There is also increasing evidence that sustained work with students over a longer period of time is more effective than one-off interventions, particularly if this work is tailored to the requirements of each age group.³ The Pathways Programme therefore offers tailored activities to large groups of students in years 10-13, with the intention


that a proportion of students will participate throughout the four years of the programme.

32. Oxford recruits the best and brightest students from across the UK. In order to maximise the impact of our finite resources, the regional links programme was established to ensure that each local authority region is supported by a named Oxford college, and that schools and colleges within that region have a clear first point of contact with Oxford.

33. Universities have a role to play, in partnership with other agencies, in addressing educational disadvantage while recognising that this is affected by many wider social and economic factors. Oxford is committed to raising aspirations and attainment to enable all students to make the most appropriate educational choices for themselves, and does not assume that this includes making an application to the collegiate University. Oxford will continue to work in the local area to widen participation in further and higher education.
## 2c. Expenditure on current and additional activities

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>OFFA-countable</th>
<th>Not OFFA-countable</th>
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34. Once the Government's allocation for the National Scholarship Programme of £342k has been subtracted, additional expenditure in 2014-15 as defined in the OFFA guidance is estimated to be up to £13.9m. Additional expenditure as a proportion of the University's tuition charge revenue (£28.0m), taking account of the ‘higher’ fee appropriate to each cohort, will be approximately 49.8% (as against the expectation in the guidance of 35%). The present Agreement covers students admitted in the academic year 2014-15. For subsequent cohorts, we shall review total spend and the balance of spending between tuition charge waivers, bursaries, outreach, access and student support, in the light of evidence of their respective impacts and effectiveness.

35. The figures above include support for students ordinarily resident in the UK and the rest of the EU. The figures also include expenditure on bursaries and tuition charge waivers for PGCE students.

36. The University of Oxford and its colleges undertake a wide range of outreach activity to support the aim of attracting students from all backgrounds. In 2011-12 we spent about £4.5m on access and outreach activity. In the current academic year this spending has increased to £5.2m as colleges and departments have continued to invest in outreach staff and activity.
37. The information in the next section of this Agreement describes current activity, and outlines the context for the further targeting and development of activity which has been undertaken in the last academic year.

2d. Access and outreach activity

(i) Widening access to Oxford

UNIQ summer schools

38. In 2010 Oxford developed the **UNIQ summer schools** for UK state-educated students with support from the Helsington Foundation. This is a collaborative activity between colleges and the University. Participants are selected using verifiable contextual information. This includes the student’s GCSE A* performance compared with their school average attainment, their ACORN (A Classification Of Residential Neighbourhoods) and POLAR2 (Participation Of Local Areas) post code categories, their school’s history of sending students to Oxford, and whether or not they have been in care. A personal statement is also a key part of the application and provides a valuable preparatory activity for UCAS applications.

39. In 2012, we received 3,447 applications for 749 summer school places across 28 academic subject strands. 491 UNIQ participants later applied to Oxford and 197 have been made conditional offers, a success rate of 40.1% in comparison with an overall success rate of 20% for all applicants to the University. Information from the 2010 and 2011 UNIQ summer schools is also shown in the table below:

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th></th>
<th>2011</th>
<th></th>
<th>2012</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applications to UNIQ</strong></td>
<td>3644</td>
<td></td>
<td>3400</td>
<td></td>
<td>3447</td>
<td></td>
</tr>
<tr>
<td><strong>Places offered on UNIQ</strong></td>
<td>507</td>
<td>13.9%</td>
<td>657</td>
<td>19.3%</td>
<td>749</td>
<td>21.7%</td>
</tr>
<tr>
<td><strong>Applications to Oxford by UNIQ attendees</strong></td>
<td>347</td>
<td>68.4%</td>
<td>444</td>
<td>67.6%</td>
<td>491</td>
<td>65.6%</td>
</tr>
<tr>
<td><strong>Conditional offers made to UNIQ attendees</strong></td>
<td>137</td>
<td>39.5%</td>
<td>185</td>
<td>41.7%</td>
<td>197</td>
<td>40.1%</td>
</tr>
</tbody>
</table>
40. This can be compared with the 2009 Sutton Trust Summer School at Oxford which involved 387 participants on 14 different subject courses and resulted in 202 applications to Oxford (a 53% application rate), of whom 53 were made offers (26% of those who applied). That means that 14% of all Sutton Trust summer school participants received offers from Oxford.

41. 15% of UNIQ offer holders for entry in 2013 came from the most socio-economically disadvantaged postcodes (ACORN groups 4 and 5 as detailed in target 2, paragraphs 133-137), 15% from low progression neighbourhoods (POLAR2 quintiles 1 and 2 as detailed in target 3, paragraphs 138-142); 71% from schools where very few students achieve 3 A grades at A-level each year, and 87% from schools with a history of limited success in applying to Oxford. When compared with data from the 2010 and 2011 summer schools, this is a strong indicator that this initiative is highly successful in promoting access to Oxford from under-represented groups within the maintained sector.

42. The 2013 UNIQ summer schools will have 850 participants on 30 subject strands. The University plans to expand the UNIQ summer schools programme to increase capacity until 2014. We will then have doubled the original cohort to 1,000 participants, and will have all subject areas available at Oxford represented on the programme. The University also supports candidates who are not successful in obtaining a place on the UNIQ summer school by providing alternative opportunities such as academic workshops and taster days in conjunction with departments and colleges. In 2012, 250 students benefited from an alternative activity and 300 students will benefit in 2013.

Engagement with teachers

43. Oxford recognises that teachers have a key influence on students. Engaging with and supporting new and experienced teachers through a range of activities to promote access and disseminate information is therefore a vital part of our access strategy.

44. In 2008-09, Oxford piloted a series of Regional Teachers’ Conferences across the UK with support from the Helsington Foundation. The successful outcome resulted in receipt of additional funding from the Helsington Foundation to provide further conferences through to 2014. The seven annual one-day conferences are run at a range of national locations. These teacher conferences attract over 500 teachers and guidance advisers each year. These people receive a briefing on all aspects of the admissions process, along with guidance on how best to identify and support their most academically able students.
45. The University has seen measurable results from the Regional Teachers’ Conferences and has an agreed target with OFFA relating to the conferences’ outcomes. This target will continue to be applied in 2014-15 and subsequent access Agreements. Further details are given at paragraphs 147-148.

46. In 2011 we extended the Regional Teachers’ Conferences with a Maths and Science Teachers’ Conference. The programme was developed collaboratively with the Mathematical, Physical, and Life Sciences (MPLS) Division at Oxford in order to encourage science teachers to engage with Oxford. These teachers are best placed to identify and support high achieving students, but without a wider careers guidance remit they are unlikely to attend general training conferences. The conference provided admissions information as well as a programme of engaging Science, Technology, Engineering, and Maths (STEM) workshops which could form the basis of classroom lesson plans after the event. We intend to run the conference again in future years and will continue to monitor the impact of this event.

47. The University also recognises the importance of supporting those entering the teaching profession, and provides briefing sessions for its Teach First and PGCE students. Participants receive a briefing from Oxford staff on current issues in HE admissions and student funding, and updates on the UCAS admissions process. The sessions examine how Teach First and PGCE students can offer information, advice, and guidance (IAG) to students who are considering applying to competitive universities and courses, and to enable teachers to support students through the admissions process. These annual events typically attract 150 students. The University intends to embed this programme into PGCE training at Oxford to ensure that new teachers are made aware of the current admissions issues in higher education generally, and specifically at Oxford. This is a cost-effective model which could be incorporated into PGCE courses across the UK. In 2012 a twinning project with London Metropolitan University’s PGCE programme started. A selection of paired students from our two universities spend two days with each other in a placement school in the two settings. London Metropolitan has one of the highest proportion of PGCE students from BME backgrounds and works with schools with considerable ethnic diversity in their pupil population.

48. In 2010 we expanded our programme of work with teachers to include the Oxford University Inspirational Teachers’ Award. The scheme targets first year students who attended UK schools and colleges with very little record of sending students to Oxford University, and asks them to nominate a teacher or advisor who fostered their
passion for their subject or inspired them to apply to Oxford. 58 teachers have been nominated and 27 teachers have been honoured with the award.

49. In 2011, we developed the Teachers’ e-guide, recognising that it can be difficult for teachers to take time away from school for training sessions. This provides up-to-date and transparent information, advice, and guidance to teachers and careers advisers supporting Oxford applicants.

50. The University introduced a teachers’ e-newsletter in September 2008, which communicates admissions, access and funding news – and promotes events for teachers and schools – to around 2,500 teachers six times per year.

51. We are restructuring the information we present online, in response to feedback from teachers and other users of our website. We will introduce a new section in our ‘How to Apply’ pages, designed specifically for those who are supporting a student through the application process. This will draw together all our online resources for teachers and parents, making this information easier to navigate.

Working with schools and colleges

52. The University and its colleges conduct an extensive range of school and college visits each year and maintain a database to record and evaluate all of this activity. In 2011-12 Oxford conducted almost 2,400 activities, involving over 3,300 schools and colleges in the UK. This is a 19% increase in the number of events delivered and an 11% increase in the number of schools from 2010-11. These increases are built on a 27% increase from 2009-10, indicating the success of Oxford’s regional link programme (paragraph 55). This engagement will continue to develop. As we gather evidence of the most effective methods of supporting students and teachers, the work will be adapted so that it provides the best possible support.

53. The vast majority of our outreach with schools is aimed at the maintained sector, in particular at those schools and colleges with significant numbers of students who have the attainment required by Oxford but do not have a strong track record of making applications to the University. Other activities, such as the Student Conferences and UCAS HE fairs, provide information to all UK students considering an application to Oxford.

54. It is important for Oxford University to target our resources effectively and to ensure that our activities have appropriate outcomes for the schools involved. We have developed a system that allows us to target the most appropriate activity for the specific needs of the particular school and the student body.
• There is a large proportion of schools that produces very few students with the academic attainment to apply to Oxford on a regular basis. Highly tailored individual activities such as the OUSU student shadowing scheme, UNIQ summer schools, and school-cluster visits are targeted towards the individual students in these schools and colleges who achieve the required qualifications.

• There is a group of schools that either has little history of sending applicants to Oxford or whose students have been relatively unsuccessful in their applications. We target application and interview preparation workshops and awareness raising events at these schools and students.

• There are schools that have a large number of students with the required academic ability, but with little history of sending applicants to the University. For these we aim to break down myths about applying to Oxford, and increase knowledge and confidence about the application process amongst students.

• Finally, there is a group of schools from whom Oxford receives a significant number of successful applicants. We aim to retain our working relationship with these schools, as they support a range of students, including some who come from socio-economically deprived backgrounds or from groups who are not fully represented within our student body.

55. Our regional links programme has been developed to provide schools and colleges within a local authority with a clear first point of contact with Oxford, through the link college. Over 70% of school visits in 2011-12 were conducted by college outreach and academic staff. The success of this programme is indicated in the national coverage of schools we have been able to achieve. College outreach staff have met with 62% of all schools in the UK, whilst as a university we have reached 73%. We encourage local collaboration between schools with significant experience of supporting Oxford applicants and neighbouring schools and colleges with limited knowledge of Oxford’s admissions process. An example of this collaborative working is the Pem-Brooke Access Scheme, where Pembroke College in Oxford has based a tutor at Brooke House (B6) Sixth Form College in Hackney to run curriculum enrichment activity in a sustained manner. Applications to Brooke House have quadrupled since 2008 and the number of students winning places at Russell Group universities has increased fourfold. The first successful Oxbridge students took their places in 2010 and applications to Oxford have continued to rise significantly. Students from the college had a 25% success rate in gaining places in 2012.
56. Oxford collaborates with Cambridge University to run a series of eight annual one and two-day Oxford and Cambridge Student Conferences across the UK. These events typically attract over 10,000 potential applicants and their teachers and guidance advisers, and aim to give an insight into the courses available at both universities. The two universities also provide training to ensure that all staff and students are able to explain the similarities and differences between the two institutions, including admissions processes and course structures.

57. Attending UCAS Higher Education Fairs is an important part of our outreach strategy. In a recent UCAS survey 54% of teachers identified the fair as ‘the main form of contact with HE advisers’ for many of their students. There are 1,253 schools with whom Oxford’s only contact is through the local HE fair. Oxford college representatives meet with teachers at these events, and this has enabled colleges to further develop relationships under our regional links scheme.

58. A group of colleges has established the Pathways Programme on behalf of the collegiate University. This longitudinal programme offers activities for students in years 10-13 and specifically targets students from schools with little history of engagement with Oxford. In 2012-13, 500 year 12 students attended a study day in Oxford and 1800 year 10 students and 350 accompanying teachers attended a taster day. Almost all colleges at Oxford have contributed to this programme through provision of accommodation, resources, staff, and catering. Funding from the Sutton Trust has been secured to embed and develop the year 12 and 13 elements of the Pathways programme in 2012-13 and beyond.

59. The OUSU shadowing scheme brings year 12 students to the University for a day, during which they are partnered with an undergraduate student with whom they attend lectures, classes, lab sessions or tutorials, depending on the subject. This is a valuable opportunity for students from targeted schools and colleges to experience a highly personalised introduction to student life at Oxford.

60. Little research into the impact of debt aversion on progression to higher education has been produced to date. There is some evidence that students from the lowest income families may be deterred from applying to university due to the perceived up front financial cost. With this in mind, the Moritz-Heyman Scholarships were introduced in 2012 following a generous donation of £75m from Michael Moritz and Harriet Heyman. The gift is constituted as a three-part challenge fund, which will eventually raise a £300m endowment through further fundraising by the collegiate University. This scheme will provide means-tested financial support to undergraduate students in
perpetuity. In 2012-13 the Moritz-Heyman Scholarship Programme provided £11k of financial support per year in the form of tuition charge waivers and bursaries to 100 students from families with a household income of £16,000 or less, and who were flagged on a number of contextual data disadvantage indicators (paragraphs 93-94). Scholarship holders are supported in finding internship opportunities, as we recognise the value of such experience for employability and career progression. Scholarship holders are also encouraged to take part in voluntary work, particularly working with younger students from similar disadvantaged backgrounds.

(ii) Widening participation in higher education

61. Within our local region Oxford’s work concentrates on supporting pre-16-year-olds and their families. In 2011-12 the University had 121 separate local school contacts (different programmes at the same schools), with 3,066 participants amounting to 525 contact hours. Our focus reflects the geographical boundary of the former Milton Keynes, Oxfordshire, and Buckinghamshire Aimhigher Partnership, in which Oxford was an active participant. The University has enjoyed a close working relationship with Oxford Brookes University and with Bucks New University, and has developed a joint Memorandum of Understanding on local partnership working. This is intended to ensure that the legacy of our successful initiatives and relationships from our Aimhigher partnership is retained and developed. This is particularly important in our work to raise aspirations and attainment and to promote the provision of impartial information, advice and guidance. In 2012 the partnership ran its first joint IAG Teachers’ Conference (hosted by Oxford) at the University’s Museum of Natural History. In June 2013 Bucks New University will host a Key Stage 4 and 5 event for teachers and careers advisers. Oxford Brookes University will host the event in 2014. This is a new activity, which may be repeated in future years, pending evaluation of the pilot.

62. The Oxford Young Ambassadors (OYA) scheme is set to run for three years from 2010-11. In the initial year (2010-11) twenty year 8 students predicted to achieve B grades at GCSE (originally using Fischer Family Trust data), and who will be first generation entrants to higher education, were selected to participate in the programme. A second cohort of thirty students commenced the programme in 2011-12. OYA works through a series of activities that run with each cohort over a three-year period. They are designed to raise the participants’ attainment to A and A* grades at GCSE, the level of attainment typically used by many selective university courses in filtering

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applicants at the early stage in their admissions process. A key part of the programme is that the students and their parents serve as advocates for the scheme in their schools and communities.

63. The first graduating cohort of OYA will be those who complete their GCSEs in 2013. The scheme is monitored by an independent research consultant with considerable experience of Aimhigher. This consultant will advise on development of the scheme’s content.

64. Oxford Young Ambassadors’ pilot programme timeline

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65. The University has also developed an extensive programme of activity for students in upper primary (years 5 and 6) to prepare them for the transition to secondary school. In the first year (2011-12) ‘Dave Smith and the Great University Mystery’ conducted over thirty visits to primary schools in Oxfordshire. The activity introduces the concept of higher education to primary school students and is embedded in the Key Stage 2 curriculum.

66. COMPASS is a sustained contact programme aimed at local year 10 and 11 students who have caring responsibilities. It provides a series of thirteen workshops over two-years aimed at building confidence, developing study skills and raising awareness about progression routes beyond the age of sixteen. The activity includes a period of residential study at Oxford. The University is also working with Winchester University.
to offer cross-site visits for our young carers as well as helping to raise the profile of this group nationally.

67. COMPASS has recently been cited as evidence of best practice in the NIACE (The National Institute of Adult Continuing Education, England and Wales) January 2013 policy paper on ‘Access and Inclusion: Young Adult Carers and Education and Training’. More locally, Oxfordshire County Council is introducing a schools standard to recognise those schools that support young carers. One of the criteria for the bronze award is to nominate (or at least make efforts to nominate) their pupils for the COMPASS programme.

68. As a university with global reach and reputation, Oxford places a high value on diversity. The University works intensively with partner organisations in the UK to promote the value of higher education to pupils from a wide range of ethnic backgrounds. We believe that the targets in this Agreement have the potential to increase access to Oxford for candidates from such backgrounds. Activity for BME students is planned in partnership with Generating Genius and the Mathematics, Physical, and Life Sciences Division. Working jointly with Cambridge the University has also supported the pilot year of the Target Oxbridge scheme which supports BME applicants. All three of the initial participants applying to Oxford have secured places.

69. Oxford recognises the importance of promoting STEM subjects to young people from an early age, to ensure that students are supported in choosing the right combination of subjects to allow them to apply for STEM courses at university. A number of the University’s specialist outreach staff work with schools to engage teachers and to provide outreach activities for students at primary and secondary levels. Activities include an Oxfordshire Science Roadshow for children and families, and a series of Christmas science lectures. To encourage an increase in undergraduate applications to Oxford by women, the MPLS Division runs the Women in Science residential course for local sixth form students. All STEM departments are committed to achieve an Athena SWAN award by 2014. Research students and academic staff also participate in a range of science outreach events, such as Marcus’s Marvellous Mathemagicians, a series of student-run workshops designed to introduce school pupils to new and interesting applications of maths; Accelerate!, a live science show which introduces children from year 7 upwards to particle physics and accelerator physics; Oxford Robot Games, a Computer Science activity day for year 10 students; and the Big Bang UK Young Scientists’ and Engineers’ Fair. STEM students are also prioritised in the selection process for Moritz-Heyman Scholarships, in recognition
of the importance of STEM subjects to the UK economy, and the need to increase representation in these degree courses.

70. The University’s Department of Education (OUDE) has long-established partnerships with Oxfordshire state secondary schools, and some in Buckinghamshire. These partnerships form the basis for Oxford’s highly rated PGCE course. It is currently developing the partnership structure to ensure enhanced links with schools, to support the continuing professional development of teachers and to engage teachers in research aimed at school development. The Oxford Education Deanery is being developed as a multi-layered system in which the expertise the OUDE and teachers in Oxford schools can be brought together to enhance student learning. This is being developed in the first instance in collaboration with Oxford City Learning, a network of state-funded educational providers, which aims to improve the life chances of students in Oxford’s schools. By connecting the University with all Oxford schools through the Deanery, University benefits will reach a larger number of teachers and students than would be the case with a sponsored Academy or University Training School.

The origins of the Deanery lie in:

- the exceptionally strong 25 year partnership between OUDE and local secondary schools for the training of teachers;
- a recognition that stronger connections between schools and the University will benefit both; and
- the significant range of outreach work that the collegiate University carries out across local schools and colleges, and the links that have developed as a result.

The development is being informed by an OUDE research project entitled ‘Raising and sustaining aspiration in city secondary schools’, which is investigating perceptions of the relationships between schools and universities held by school students (focussing on Year 9), senior school staff and a range of University of Oxford staff.

(iii) Collaboration with other universities and organisations

71. Oxford will continue its strong record of supporting conferences organised by other UK universities aimed at informing teachers and guidance advisers of admissions and access issues. In the past year Oxford staff have delivered sessions at events organised by Bradford University, the University of East Anglia, Essex University, the University of Northamptonshire and Queen Mary, University of London.
72. Oxford collaborates closely with Cambridge University on a range of outreach policies and activities. These include ensuring national coverage and relevant talks are delivered at the UCAS Higher Education Fairs, plus our close collaboration in the form of the Oxford and Cambridge Student Conferences (as described in paragraph 56).

73. Oxford also assists a number of bodies involved in advising either students or teachers about Higher Education. During 2011-12 Oxford staff delivered training sessions at events arranged by the Universities and Colleges Admissions Service (UCAS), Cambridge Occupational Analysts (COA), and the Regional Training Agency (RTA). These events raised awareness about the admissions process, particularly areas such as interviews and admissions tests which are generally not required by most other universities.

74. The University is collaborating with the universities of Bath and Liverpool so that students on our pre-16 outreach programmes can visit the other universities. We collaborate with the University of Winchester on joint activity in relation to the COMPASS young carers programme.

75. The University collaborates with 13 other HEIs by subscribing to a Higher Education Tracker Service (HEAT). This collaborative research and evaluation enables us to share costs and expertise and also contributes to our evidence-based evaluation framework.

76. HEAT provides the University with tools and reports to support the full widening participation cycle, from targeting and planning through to monitoring and evaluation. A series of educational and socio-economic datasets are available for use in targeting activity, and support is provided to enable universities to track students who participate in outreach programmes.

77. The HEAT service is a continuation of collaboration by the South East Aimhigher partnerships. Underpinning the HEAT service is a bespoke database where all collaborators record and analyse information about WP students and their activities. The database has also been uploaded with historical data for outreach delivered through Aimhigher from 2004-05. Consequently, we now have a rich longitudinal dataset of outreach participants that we can track through other datasets such as UCAS and HESA to assess the relationship between outreach participation and HE progression.

78. Oxford has been a very strong and active supporter of Teach First. In addition to the provision for Teach First teachers outlined in paragraph 47, Oxford contributes to the Teach First HEAPS (Higher Education Access Programme for Schools), provides
activities in Oxford for over 200 year 12 students and participates in HEAPS events for Year 12 HEAPS students and their parents. Oxford’s colleges also give significant support to graduates participating in Teach First by providing bursaries during the summer training programme.

79. Oxford University recognises that many selective universities share similar aims for widening access, and that there is significant benefit to students and teachers if these institutions work together in communicating key information. Oxford works closely with the Russell Group member institutions, through active participation in the **Russell Group Widening Participation Association** and the **Admissions Practitioners Group**. Oxford hosted the highly successful **Russell Group Teachers' Conference** in 2012, and will continue to support this event when it is run on a biennial basis.

80. Oxford has been an active supporter of the **Higher Education Liaison Officers' Association (HELOA)**, the professional body which supports initiatives and training for UK outreach and access staff in higher education. For the period 2007-2012, Oxford provided four members of the National Executive Committee (National Chair, National Treasurer, South East England Group Chair, and National Secretary), as well as supporting the national Conference through running training sessions. We are keen to continue supporting HELOA, particularly as an engine for developing UK-wide initiatives on providing information and guidance to prospective applicants, their parents and guidance advisers.

81. The University of Oxford is an Outreach Associate of **South East Physics network (SEPnet)**, which is a consortium of universities in the South East of England and beyond (University of Kent, University of Portsmouth, Queen Mary, University of London, Royal Holloway, University of London, University of Southampton, University of Surrey and University of Sussex). The consortium works together to advance and sustain Physics as an important subject for the UK economy. SEPnet is supported by the Higher Education Funding Council for England (HEFCE) and Oxford is a delivery partner in the schools outreach programme. This programme has a vision to bring the excitement, innovation and knowledge of physics to students, teachers and the public. Oxford, with its partners, has achieved this through events and activities delivered both jointly and by each of the partners. In the last year, SEPnet Outreach made contact with nearly 40,000 school children. The consortium offers the opportunity to share good practice, resources and a coordinated approach to physics outreach in the region.

82. Oxford holds the **'Buttle UK Quality Mark for Care Leavers'**, which demonstrates our commitment to students who are currently, or have been, in the care system. We
recognise the very specific challenges that this group may face in progressing to higher education, and have considered the needs of care leavers in every aspect of our admissions process, from outreach activity through to on course support.

83. The University also supports the work of the Social Mobility Foundation, collaborating with Cambridge to run an admissions briefing and interview session for SMF students before their interviews at either Oxford or Cambridge.

84. In 2013-14 we intend to launch a new partnership with the universities of Bath, Reading, Southampton, Cardiff, and Surrey. Under the working title of Universities Outreach Programme, this collaborative partnership will offer students who currently participate in in-depth and sustained outreach activity in a partner university, opportunities to benefit from other activities run within partner institutions. Students will also participate in a joint admissions conference. Admissions staff in partner universities will recognise UOP partnership activity, and may use this information to provide further context to the application. This partnership aims to encourage students to consider higher education courses beyond their local area, and to make informed decisions about the university course which is most appropriate for them.

(iv) Widening participation in Initial Teacher Training

85. Oxford is concerned to ensure that the cohort it recruits to its initial teacher training courses is representative of the diverse population served by our schools. Efforts have focused on ethnic diversity and access for candidates with disabilities.

86. The proportion of BME (black and minority ethnic) students in the PGCE cohort increased substantially in the past ten years (from 5% to 12%), such that we were consistently achieving one of the highest proportions in the south-east region (outside London). However in 2012-13 there was a noticeable drop from these high levels (to 6%) and the reasons for this are currently being investigated by the OUDE and will be reported on in next year’s Agreement.

87. Candidates with disabilities are encouraged to declare them at an early stage to ensure that support and guidance can be provided as soon as possible. A dyslexia screening test is offered to all new PGCE students, and a programme of information sessions for course tutors has been put in place.

2e. Contextual data and admissions

88. Oxford’s resource-intensive admissions process is focused on identifying an applicant’s ability and potential. Applicants are carefully assessed against a range of
criteria, including their UCAS application, GCSE results, contextual information, admissions tests, written work, and (if they are shortlisted) at least two and up to four interviews.

89. Our guiding principle is that admissions decisions will be made by academic staff who will normally teach the candidates they admit, and that their decisions will be based on academic factors, with the aim of admitting the best candidates in each subject rather than meeting pre-determined quotas of students from particular backgrounds. It is fundamental to our approach that all candidates who successfully apply to Oxford should know that they have been admitted on the basis of their academic merit and potential for highly intensive undergraduate courses. The integrity of our admissions process contributes to our excellent retention rates, since the process rigorously identifies those best able to excel on the intense and demanding courses we offer.

90. Our approach to admissions is necessarily highly selective: it is geared towards identifying the best 3,200 candidates from a highly talented applicant pool of over 17,200, of whom about 11,550 are UK nationals. Almost all of these applicants will be predicted to achieve a minimum of three A grades at A-level (or equivalent), and will be drawn from a national pool of some 42,000 achieving three As, or equivalent requirements for students undertaking the International Baccalaureate, Scottish Advanced Highers or alternative qualifications. It is thus inevitable that, each year, Oxford turns away thousands of candidates who are capable of achieving at least three As (or equivalent) at A-level. Unsuccessful candidates will include a large number who will achieve at least one or more A* grades. In 2012 for example, there were 5,066 applicants who did not receive an offer but who went on to achieve at least A*AA. Of those who were accepted to Oxford for 2012 entry, 84.2% achieved at least A*AA, and 34.1% achieved A*A*A* or better.

91. The University has also developed the use of admissions aptitude tests in many subjects to supplement the information gained from national examinations. The tests are designed to stretch an applicant and identify aptitude for their chosen subject linked to the selection criteria for the course. The tests are one part of the process used to shortlist candidates for interview. They are particularly useful in an access context as they are designed to test each applicant’s individual abilities rather than their level of educational support.

92. We are mindful that tests are one way in which the Oxford admissions process differs from that at many other universities. To make the arrangements as simple as possible, we have worked closely with the Admissions Testing Service (formerly Cambridge
Assessment) to streamline the process of registration. Feedback from applicants, schools and colleges suggests that this has been very welcome.

93. The University has used evidence-based contextual information in the admissions process since the 2008-09 cycle. A common system of flagging applications has been adopted by all courses to enable tutors to identify candidates who have experienced educational or socio-economic disadvantage or who are disabled or who have been in care. Pre-application and pre-interview contact is available with the Disability Advisory Service (DAS) for relevant candidates and the DAS advises on reasonable adjustments to the admissions process. This ensures that applications from these groups are given especially careful consideration at the shortlisting stage.

94. Following a review of contextual information in 2009-10, Oxford adopted a new approach in conjunction with the University of Manchester. This approach is based on a candidate’s residential postcode, as well as school or college performance at both GCSE and post-16. This places additional emphasis on students who come from backgrounds that indicate both educational and socio-economic disadvantage. Candidates who apply from care backgrounds (looked-after children) receive particular attention, and are highlighted specifically in the application process for additional consideration by tutors. In 2011-12 a flag for applicants from neighbourhoods with low participation in HE was also introduced. A further flag was introduced for 2012 entry for applicants from schools and colleges that historically have had limited progression to Oxford.

95. Interviews with tutors are a key part of the Oxford application process. They test the extent to which applicants are able to engage in academic discussion about their subject, and they enable tutors to gauge aptitude and potential. Interviewers make allowances for the different kinds of teaching and preparation that students will have had. The outcomes are carefully collated and taken into account alongside other evidence before final decisions to offer a place are made. All academic tutors new to Oxford are required to complete an online training course on interviewing.

2f. Student retention, success, and employability

96. Oxford provides one of the most supportive and personalised student experiences in the world. As a result, Oxford has one of the highest retention rates (98%) and highest rates of student satisfaction (93%) in the country. We are highly successful in supporting our students whilst on their course and into further study and employment. Oxford’s colleges provide academic communities in which students from diverse backgrounds flourish. As well as teaching, students receive close monitoring and
feedback in their colleges and departments on a holistic basis. Students have access to extensive welfare provision and co-curricular activities within colleges. Each college offers an extensive network of welfare services, ranging from student peer group support to advisers and chaplains.

97. This provision is supported by coordinated University services, where these can best be delivered university-wide, e.g. in the areas of careers, disability, counselling and financial guidance, and by OUSU. Oxford will continue to invest in the student experience and in those services that support it.

98. A pilot bridging programme has been developed by the MPLS Division, and initially ran in the summer of 2012. The programme built on the experiences of several subject departments and colleges in offering subject-specific pre-sessional courses to successful candidates. The MPLS programme was particularly aimed at students who might have experienced previous academic or social disadvantage, recognising that students might have issues with transition for many different reasons. This pilot was supported by two colleges (Wadham and St John’s) who hosted the students at no charge. A second year of the pilot is planned with support from Pembroke and Hertford colleges. An online version of the core mathematical part of the programme is also being developed in conjunction with the University’s Department for Continuing Education to allow all students in relevant subjects access to the materials. Multimedia videos are also being investigated to translate the soft skills topics on the programme, starting with time management.

99. The Student Counselling Service ensures that all students have equal access to specialised psychological therapy should they have difficulties at Oxford. Its staff of counsellors, psychotherapists, clinical psychologists and a consultant psychiatrist are expert in helping students to negotiate the transition to Oxford and to meet the challenge of reconciling competing demands that arise from cultural, family, or class contexts. As well as individual work with students, the service has a comprehensive programme of workshops with elements targeted at specific groups of students who might find Oxford particularly challenging, such as those who have suffered bereavement, those with debilitating examination anxiety, or those who have experienced depression. The service offers activities and workshops in colleges, sessions on the pilot bridging project outlined above and collaborative work with colleges to provide a formal Peer Support Programme. This programme, funded by colleges, sees about 250 students a year receive 30 hours training plus fortnightly supervision from a dedicated Counselling Service team. Peer supporters come from diverse backgrounds and are trained to be a welcoming first port of call for all students.
and to model an inclusive attitude to those who require support within their college. The transferable skills gained through the programme also mean that trainees have been useful in access and widening participation programmes, and in welcoming candidates who come to Oxford for interview.

100. **OUSU** works to improve the student experience at Oxford. The University works closely with the Student Union to develop mechanisms that allow students to shape their own experiences of Oxford and maintain a student community which is both diverse and supportive. OUSU runs the **Student Advice Service** which offers impartial and independent advice, support, and advocacy to all students. Through its six elected sabbatical officers, the Student Union represents students on all issues to the University and campaigns on issues affecting students. The University regards constructive engagement with the Student Union as a fundamental priority in developing its student retention and support work.

101. All potential students are rightly focused on the academic outcomes of their chosen course of study. We also know, however, that they (and their parents/carers) are increasingly mindful of the opportunities for further study and employment available to them after graduation. Oxford already provides unparalleled opportunities for students to develop themselves for later life and a recent survey shows that employers rate Oxford students ‘better or much better’ than average UK students. Oxford’s graduates are highly successful in most fields of human endeavour and across the globe. Key to this success are the experience, transferable skills and attributes developed through their courses and in the many other opportunities available to students from all backgrounds in student clubs, societies, sport, or student representation.

102. The **University Careers Service** runs a wide range of activities to provide all students with the opportunity to discuss their career plans, add more transferable ‘employability skills’, meet employers, and apply for thousands of internships and part-time or full-time, permanent vacancies. Approximately 60% of 1st year and 80% of finalist undergraduates engage with activities organised by the Careers Service. The Careers Service runs an annual survey of student users to quantify their usage of the service, interest in particular fields and take up of the activities arranged; these data are used to adjust the service to match demand.

103. The Careers Service facilitates an increasing number of learning and development opportunities including: Internship Programme, Student Consultancy, Insight into Teaching, CareerCapture and The Shed (a student incubator). In 2013 the Oxford University Internship Office will arrange over 300 opportunities for students to work
with alumni of the University in a wide range of projects across the globe from the USA to China, from Malawi to Denmark, and an increasing number in the UK. The Student Consultancy facilitates opportunities for over 100 students each term to work in teams of four with local organisations to identify solutions for their real business issues. Clients include local third sector groups, community action groups, local government, SMEs and large corporates. Like the Internship Office, TSC charges no fees and the programme is open for all students to apply. Oxford will continue to expand the range of such programmes, and will make further investments where necessary to ensure that such career-enhancing opportunities are available regardless of students’ background and financial circumstances.

104. The Careers Service has advisers who are fully trained in assisting students with physical disabilities or specific learning difficulties. The service’s Ability Works programme assists students with disabilities in applying for jobs and with advice on disclosing their condition. Advisers see all students on a personal basis, not only at the Careers Service but also in their college or department, which is particularly helpful for those with mobility concerns.

105. As well as monitoring overall first destinations in the DLHE survey, we analyse the first destinations of undergraduates who had a POLAR2 or ACORN contextual flag to see if there are differences in salary, employment sector or level, and unemployment rate. We also assess whether POLAR2 or ACORN flagged undergraduates make more or less use of the Careers Service, particularly the learning and development programmes, so that we can adjust the offering as necessary.

106. We recognise the need to provide clear and accessible information to applicants and students, especially regarding the costs of study at Oxford and the financial support available to those from disadvantaged backgrounds. Oxford has already made significant investments in this area. For example:

- the University has created the ‘Student Gateway’ on its website to provide easily accessible information and advice. Particular attention has been given to ensuring that the processes that Oxford uses, and Oxford itself, are demystified, and to enabling sources of college and University support to be readily identified. We will continue to develop this site, to ensure that the provision of generic information is enhanced, with the ability for students to be routed effectively to sources of specialist information where more specific advice is required.

- Colleges’ websites provide information on the specific support they provide. A welcome development has been the ability to link current students with
prospective students using social media so that new students can begin relationships with their fellow students and their college before they arrive in Oxford.

- The Careers Service website lists details of first destination of graduates, six months after leaving – split by college, department, faculty, subject studied, and gender. Details include average starting salary, location, and employer names.

107. In our 2012-13 Agreement, we indicated that we intended to spend across the University and its colleges up to £0.75m (of which we estimated that £0.25m would be spent on students covered by this Agreement) in additional student support initiatives. We are still finalising budgets for 2013-14 but we can report that in 2011-12 we increased OFFA-countable expenditure in this area by £0.19m, and forecast spending for 2012-13 provides for a further increase of £0.13m. The total increase in OFFA-countable student support expenditure between the baseline of 2010-11 and 2013-14 is therefore £0.32m.

2g. Tuition charge waivers and bursary support for students in 2014-15

108. Provision of financial support for undergraduate students at Oxford has been a prominent feature of the work of the University and its colleges for many years. In addition to bursaries and more recently tuition charge waivers, colleges have always supported students with additional assistance, for example, hardship grants. A considerable benefit of the collegiate system is that welfare provision can be targeted in this individualised manner.

Tuition charge waivers for students in 2014-15

109. The University will set a tuition charge for full-time Home/EU students of £9,000 per year from 2012 entry. Based on our current student cohort we estimate that approximately 15% of students will receive a partial tuition charge waiver. The effective charges under the standard support package are detailed below.

National Scholarship Programme

110. The University believes that applicants from households with incomes of £16,000 or less are likely to be the most debt averse, and are therefore more likely to be deterred from participating in higher education and to face the greatest challenges in making the transition from school or college to university education.
111. The University has been allocated £342k by HEFCE to award 171 National Scholarship Programme (NSP) awards to students starting their course in 2014-15. If the University is permitted to continue charging more than £6,000 in tuition fees, it will take part in the NSP and will use the allocated awards as a contribution towards the overall costs of providing financial support to students who have a household income below £25,000 per year, in line with the NSP guidelines.

**Extending the National Scholarship Programme**

112. The University will match the NSP funding allocation and extend the NSP through a system of generous tuition charge waivers and bursary funding to all eligible students. All those first-degree Home/EU undergraduate students starting full-time courses on or after 2012 who would otherwise be liable for a £9,000 fee will be eligible for a tuition charge waiver from Oxford if their household income is £25,000 or less.

| EFFECTIVE TUITION CHARGES FOR 2014 ENTRY AFTER WAIVERS, UNDERGRADUATE STUDENTS |
|---------------------------------|-----------------|
| **RHI**                        | **EFFECTIVE FEE** |
| £0 - £16,000                   | £6,000          |
| £16,001 - £20,000              | £7,000          |
| £20,001 - £25,000              | £8,000          |

113. Our tuition charge waivers are intended to reduce the risk that ‘debt aversion’ might deter students from low income backgrounds from applying. Research suggests that debt aversion is most prominent amongst potential applicants from the lowest income households. Tuition charge waivers help mitigate this aversion by reducing the size of the loan from government that English students need to take out. Students in receipt of a means-tested Moritz-Heyman Scholarship (see paragraph 60) who would otherwise be liable for a £9,000 fee will benefit from an enhanced tuition charge waiver of £5,500 for each year of their course. Currently around one in ten Home/EU full-time undergraduate students at Oxford are from a household with a declared income of £16,000 or less.

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114. Students following the six-year Medicine course who start their course in 2014-15 will be eligible for tuition charge waivers in the first four years of their course, depending on their household income. Graduate students following the four-year accelerated Medicine course will be eligible for tuition charge waivers in the first year of their course, depending on their household income. The effective fee is shown in the table below.

115. Home/EU PGCE students starting their full-time course in 2014-15 who would otherwise be liable for a £9,000 fee will be eligible for tuition charge waivers, depending on their household income. The effective fee is shown in the table below. We estimate that the expenditure on tuition charge waivers for PGCE students will be approximately £200k, on the assumption that 75 of our 189 students have household incomes of £25,000 or less. Our income from PGCE fees will therefore be approximately £1.50m rather than £1.70m. This means that approximately 35% of our income over £6,000 (£570k) will be spent on financial support, which is in excess of the 10% expected by OFFA for Initial Teacher Training (ITT) programmes.

<table>
<thead>
<tr>
<th>RHI</th>
<th>EFFECTIVE FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>£0 - £16,000</td>
<td>£6,000</td>
</tr>
<tr>
<td>£16,001 - £20,000</td>
<td>£7,000</td>
</tr>
<tr>
<td>£20,001 - £25,000</td>
<td>£8,000</td>
</tr>
</tbody>
</table>

*‘Knowing Where to Study? Fees, Bursaries and Fair Access’. Institute for Higher Educational Policy Research and Institute for Access Studies, Staffordshire University.*
116. Home/EU students studying the full-time undergraduate certificate and diploma course in Theological and Pastoral Studies who would otherwise be liable for a £7,645 fee will be eligible for tuition charge waivers according to household income as follows:

<table>
<thead>
<tr>
<th>RHI</th>
<th>EFFECTIVE FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>£0 - £16,000</td>
<td>£5,097</td>
</tr>
<tr>
<td>£16,001 - £20,000</td>
<td>£5,946</td>
</tr>
<tr>
<td>£20,001 - £25,000</td>
<td>£6,796</td>
</tr>
</tbody>
</table>

**Bursary support for students in 2014-15**

117. The University and colleges will provide the following bursaries to students:

- A bursary of £3,300 to students from household incomes of £16,000 or less in each year of their course;
- A tapered bursary from £3,000 to £500 for students from household incomes of £16,001 to c. £42,620 in each year of their course;
- An additional start-up bursary of £1,000 to students from household incomes of £16,000 or less, and of £500 to students from household incomes of £16,001 to c. £42,620;
- An enhanced bursary of £5,500 to students in receipt of a means-tested Moritz-Heyman Scholarship in each year of their course (see paragraph 60).

118. Students require funds up-front to cover the cost of living. Through the provision of bursaries to supplement government loans and grants, students from the lowest household income backgrounds will be able to cover in full their living costs in Oxford, enabling them to take part in the many additional opportunities which Oxford has to offer. This should also help to maintain Oxford’s very high retention rates (see paragraph 96). We estimate that students from households with incomes of £16,000 or less will be able to reduce the amount of government maintenance loan they take out.

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6 The maintenance bursaries described here will be available to students settled in the UK and ordinarily resident in England, Scotland, Wales and Northern Ireland and to EU nationals ordinarily resident in the EEA or Switzerland.

7 This figure will be set to match the upper threshold at which English students receive the minimum maintenance grant in 2014-15.
by up to £2,000. Bursaries will be funded jointly by the University and by the colleges largely from philanthropic sources and from endowment income.

<table>
<thead>
<tr>
<th>RESIDUAL HOUSEHOLD INCOME</th>
<th>BURSARY LEVEL P.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>£0 - £16,000</td>
<td>£3,300</td>
</tr>
<tr>
<td>£16,001 - £20,000</td>
<td>£3,000</td>
</tr>
<tr>
<td>£20,001 - £25000</td>
<td>£2,500</td>
</tr>
<tr>
<td>£25,001 - £30,000</td>
<td>£2,000</td>
</tr>
<tr>
<td>£30,001 - £35,000</td>
<td>£1,500</td>
</tr>
<tr>
<td>£35,001 - £40,000</td>
<td>£1,000</td>
</tr>
<tr>
<td>£40,001 – c. £42,620</td>
<td>£500</td>
</tr>
</tbody>
</table>

119. Oxford terms are intensive. A survey by HEPI\(^8\) shows that students at Oxford and Cambridge spend a significantly greater proportion of their time studying than those at all other HEIs. The University and colleges strongly discourage students from taking part-time work during term, and expect them to do extensive reading out of term time. Maintenance bursaries ensure that students from the lowest household incomes can apply themselves to academic work without having to take paid employment during term time.

120. Students following the six-year Medicine course who start their course in 2014-15 will be eligible for a bursary in all years of their course, depending on their household income. Students following the four-year accelerated Medicine course for graduates who started their course in 2014-15 will be eligible for a bursary in all years of their course, according to the rates for undergraduate students after the first year of their course. These proposed arrangements assume that the 2013 entry NHS funding arrangements will continue for 2014 entry Medicine students.

121. The University will take into account all forms of government support that PGCE students are eligible for, including Teaching Agency (TA) bursaries. If a PGCE student

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has a household income of £42,620 or less and is eligible for government support (including maintenance grants, loans, and TA bursaries) of less than £9,000, it is expected that Oxford will provide a bursary according to the rates for undergraduate students after the first year of their course. However, the University will need to fully consider its response to the funding of PGCE students once the 2014-15 Teaching Agency funding arrangements have been confirmed.

122. Full-time students following the certificate and diploma courses in Theological and Pastoral Studies starting their course in 2014-15 will be eligible for an Oxford bursary, at the rates for other undergraduate students after the first year of their course.

123. The University will continue to provide the Oxford Opportunity Bursary (OOB) to students who commenced their studies in 2011 or before. This support will be available to students with home fee status who are studying for their first undergraduate degree or undertaking the Graduate Entry Medicine course. The University will maintain bursary support at current levels in 2014.

124. In addition to the bursaries listed above, students may be eligible for a wide range of generous financial support from colleges and departments, which will augment these core provisions.
3. Targets and outcomes

Our principles and our approach

125. We have set targets as the desired outcomes of the full range of our access and outreach activities as described above. Each target is tailored to reflect the outcome of specified activities. However, we do not see the targets as ends in themselves, and we know that there are factors beyond our control that may impact on the outcomes of our activity. Where appropriate we have included milestones to allow us to monitor our progress.

126. Our package of financial support to undergraduate students, through both tuition charge waivers and maintenance bursaries, is expected to contribute in broad terms to meeting the targets and outcomes. As yet, however, the evidence for a demonstrable connection between financial support for students and improvements in access to higher education amongst under-represented groups is still unclear. We will continue to review our position on the basis of further evidence and analysis.

127. Against this background, the targets and associated outcomes that we are proposing are designed to ensure:

- That all prospective applicants who may have the potential to benefit from an Oxford education, and who can demonstrate a certain level of prior attainment, are encouraged to apply. They should have available full information about the University, its courses, and the financial support available. This involves working with schools and colleges that may have little track record of putting forward successful applications to Oxford, and ensuring that able students from disadvantaged and under-represented backgrounds are encouraged to apply.

- That our admissions processes are tailored to identify potential as well as prior attainment among such applicants, once they have applied. Our admissions procedures are designed to ensure that those who come from less advantaged backgrounds are given every opportunity to demonstrate their qualities in the admissions process. This will ensure that those who have benefited from strong support from their schools or their families are not unfairly advantaged. The use of aptitude tests and a series of personal interviews with tutors contribute towards this outcome.
**Target 1: increase the percentage of UK undergraduate students at Oxford from schools and colleges that historically have had limited progression to Oxford**

128. In the 2012 entry admissions cycle there were 41,500 applicants through UCAS who achieved at least AAA grades at A-level (excluding General Studies). Oxford’s first target aims to ensure that as many of these students as possible actively consider applying, and that more of them are accepted from schools and colleges with limited attainment of AAA grades, or with little applicant success in securing offers.

129. There are approximately 4,300 schools and colleges in the UK with post-16 provision, and around 3,650 which offer A-levels. Using historic UCAS data we estimate that in any one year up to 1,680 of these will have no students who achieve AAA grades, but over a three-year period they may produce a maximum of two AAA candidates. Eligible students from these schools are encouraged to apply for our UNIQ summer schools (see paragraphs 38-42) to give such students the best chance of gaining confidence and knowledge of Oxford. Where a student at such a school has the potential to make a competitive application we will make sure that appropriate information and support is available to them.

130. There is also a group of schools that will have up to 30 students achieving AAA grades over a three-year period, and a group of colleges with more than 30 students achieving AAA grades, but where the success rate for an application to Oxford is below 10%. Analysis of UCAS data for the three-year period 2007-09 shows that there were on average 1,175 such schools and colleges in this position. We aim to make particular efforts to target access and outreach work on these schools and colleges, since they educate significant numbers of students who should be able to make successful applications to Oxford, but are currently not doing so.

131. There is no existing HEFCE benchmark or target for this area, so we have constructed our own. The University will set a challenging target based on its own historic analysis. In 2010, 19.4% of our UK-accepted applicants were from this group of 2,855 schools, FE and Sixth Form Colleges. By 2016-17 the University aims to increase the number of UK-accepted applicants from this group to 25%. To assess our progress a milestone of a 1% increase a year from 2012/13 onwards is expected, and this will be reported through our annual undergraduate admissions statistical release.

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9 Data derived from UCAS centres list, filtered to include institutions based in the UK and registered as schools or colleges.
132. Having seen a decrease in the numbers admitted from these schools for 2012 entry (having exceeded the milestone set in 2011), the University has now included an indication that an applicant is from one of the schools or colleges identified for this target in the information provided to tutors as part of the admissions process.
**Target 2: increase the percentage of UK undergraduate students at Oxford from disadvantaged socio-economic backgrounds**

133. This target is based on analysis of the ACORN dataset which is used to determine socio-economic disadvantage at postcode level. The University has found the ACORN information to be the most accurate source of verifiable information to highlight socio-economic factors that may signify disadvantage, and has used it as a contextual flag in the undergraduate admissions process since 2008-09, and also as a factor when selecting participants for the UNIQ summer schools programmes.

134. As there is no HEFCE benchmark or target for this group, the University will set its own target using the historical evidence gained over the last three admissions cycles, in which socio-economic disadvantage has been a flagged characteristic in the admissions process.

135. UK applicants from ACORN postcodes 4 and 5 are currently flagged in the undergraduate admissions process, and 7.6% of accepted applicants to Oxford came from these postcodes in 2010-11.

136. Looking at the existing pool of applicants, we have taken the view that an appropriate target would be to have 9% of accepted UK applicants from ACORN 4 and 5 households by 2016-17. We have set a milestone of a 0.5% increase each year. Progress will be reported through our annual undergraduate admissions statistical release.

137. There has been a decline in the numbers of students from relevant ACORN postcodes both applying and admitted in the 2012 admissions intake. More detailed guidance has been issued to tutors on the relevance of the contextual flags in the admissions process, and outreach work has been targeted to focus more effectively on working with schools and organisations who are likely to produce appropriately qualified students from quintile 4 and 5 ACORN postcodes.
**Target 3: increase the percentage of UK undergraduate students at Oxford from neighbourhoods with low participation in higher education**

138. In line with HEFCE and OFFA recommendations, the University will focus efforts on students domiciled in postcodes which fall within POLAR2 quintiles 1 and 2, who represent the 40% of school leavers least likely to progress to higher education.

139. In 2011-12 the University added a flag for UK applicants from POLAR2 quintiles 1 and 2, alongside the contextual flagging of ACORN postcodes that identify socio-economic disadvantage. This identified 1,466 applicants who were from postcodes with limited progression to higher education, and assisted tutors in identifying candidates who could be shortlisted for interview when considered alongside other contextual information.

140. Oxford will also begin more detailed analysis of students on the basis of the POLAR2 data, and will use this to target access activity more accurately to support students from quintile 1 and 2 postcodes. For 2012 entry 10.6% of accepted UK applicants at Oxford are from POLAR2 groups 1 and 2.

141. Looking at the existing pool of applicants we have taken the view that an appropriate target would be to have 13% of accepted UK applicants from POLAR 2 quintiles 1 and 2 by 2016-17. To assess our progress a milestone of a 0.5% increase a year has been set, and this will be reported through our annual undergraduate admissions statistical release.

142. The number of POLAR2 postcode applicants from quintile 1 and 2 declined in 2012. Whilst there was some progression against the milestone, the overall intake was slightly short of the goal. In order to address this in future years, additional information has been issued to tutors on contextual flagging. The University is carrying out an evaluation of the POLAR3 information recently issued by HEFCE to evaluate the impact of using that as an indicator. The University also introduced POLAR data in the selection process for the UNIQ summer schools.
**Target 4: meet the HEFCE Benchmark on disabled students at Oxford**

143. The University recognises that it has much to offer to disabled students because the tutorial education system and collegiate environment provide a tailored and supportive university experience.

144. The University will aim to continue to meet or exceed the benchmark on participation by students with a declared disability set by HEFCE (3.7%), and will continue to report the outcomes for disabled students in its annual undergraduate admissions statistical release. In the most recent year for which applicant data are available, the University reported that 4.7% of its undergraduate population was in receipt of a disabled student’s allowance.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total full-time first degree students</th>
<th>Number in receipt of DSA</th>
<th>PI for Oxford (%)</th>
<th>Benchmark (%)</th>
<th>Standard deviation (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>9,685</td>
<td>455</td>
<td>4.7</td>
<td>3.7</td>
<td>0.22</td>
</tr>
<tr>
<td>2010-11</td>
<td>9,730</td>
<td>555</td>
<td>5.7</td>
<td>3.3</td>
<td>0.22</td>
</tr>
<tr>
<td>2009-10</td>
<td>9,890</td>
<td>355</td>
<td>3.6</td>
<td>2.9</td>
<td>0.20</td>
</tr>
<tr>
<td>2008-09</td>
<td>9,955</td>
<td>370</td>
<td>3.7</td>
<td>3.2</td>
<td>0.20</td>
</tr>
<tr>
<td>2007-08</td>
<td>9,925</td>
<td>214</td>
<td>2.2</td>
<td>2.6</td>
<td>0.17</td>
</tr>
<tr>
<td>2006-07</td>
<td>10,090</td>
<td>250</td>
<td>2.5</td>
<td>2.5</td>
<td>0.17</td>
</tr>
</tbody>
</table>
Activity targets and outcomes

145. In 2009-10, the target for the number of participants in the UNIQ summer schools who applied to Oxford was set at 60%; and the target for the number of participants who became Oxford offer holders was 20% or above. We expected at least 30% of students who applied to Oxford following the summer schools to receive a conditional offer. The baseline was developed from the outcome of the 2008-09 Sutton Trust summer residential at Oxford which resulted in a 53% application rate, of whom 26% were made offers: a total conversion from summer school participation to offers rate of 14%. In 2012, 749 students participated in the UNIQ summer schools, 491 made an application (an application rate of 65.6%), and 197 have been made conditional offers (a 40.1% participation to offer rate).

146. In 2014-15 the target percentages will continue to apply. Given the emphasis within the UNIQ selection criteria on identifying students from disadvantaged socio-economic or educational postcodes, and from schools and colleges with limited success in making applications to Oxford, there is a clear link between UNIQ and Targets 1, 2 and 3 in this access Agreement. After three years of trend information from UNIQ participants, the University will assess whether the current targets need to be amended.

147. The University also established a target for the 2011-12 access Agreement for the success rates and number of students from schools and colleges who have representatives attending the Regional Teachers’ Conferences. The target was to raise participation, application, and success levels through contact with teachers from schools and colleges either with low numbers of students attaining the grades necessary to make competitive applications, or where there is limited success in achieving offers where applicants currently do apply. The baseline was the 2007-08 admissions cycle (the year before the teacher conferences existed), when successful applicants from schools and colleges with limited experience or success in achieving offers stood at 15% and there were 70 successful applicants.

148. For 2012-13, the aim of increasing the offer success rate above the 2007-08 baseline of 15% still applies. As these schools and colleges reflect some of the most educationally disadvantaged centres in the UK, the attainment of this target will have a direct impact on achieving Target 1 in this access Agreement, and will support the attainment of Targets 2 and 3. The number of attendees at the teacher conferences is increasing each year, so the numbers of students applying to Oxford from schools and colleges with limited applications or success is likely to increase proportionately.
149. Given the use of **contextual information** in the admissions process (as detailed in paragraphs 93-94), Oxford has, from the 2008-09 admissions cycle onwards, monitored and reported the success of applicants who are flagged and then shortlisted for interview. As a milestone for the access Agreement, Oxford will report the offer success rate of flagged candidates. It is expected that flagged candidates shortlisted for interview will achieve at least the same success rate for gaining offers as all applicants to Oxford from the same school or college sector (maintained comprehensive, grammar, FE college, sixth form college, or independent). In 2009-10 there were 478 flagged candidates identified as applicants; the changes to the flagging criteria have resulted in 598 applicants being flagged in 2010-11, and 928 in 2011-12.

150. The success rate of flagged candidates in achieving an offer and subsequently being admitted has increased, from 15.6% in 2010-11 to 17.2% in 2011-12. The gap between the success rate of flagged candidates and all UK domiciled applicants has narrowed from 6.4% in 2010-11 to 5.6% in 2011-12.

**Other areas of monitoring and analysis**

151. There is considerable media and political attention on the composition of Oxford’s undergraduate student body by reference to prior **school type**. The HEFCE adjusted benchmark for Oxford published in 2010-11 indicated a benchmark ratio of state (maintained) to independent schools of 67:33.

152. In 2012-13, percentages of applications to Oxford from UK students in UK schools were 62.8% state and 37.2% independent sector respectively. This compared with 60.5% state, and 39.5% independent sector in 2007-8. In 2011-12, percentages of offers by Oxford were 57.8% state and 42.2% independent, compared with 54.8% and 45.2% in 2007-8. The University believes that the increase in applications from, and offers to, applicants from the maintained sector has been due to the significant increase in its access and outreach activities, particularly the focus on involving teachers and developing programmes to support applicants from state schools with limited experience of Oxford.

153. However, evidence shows that this measure is often misleading as an indicator of social diversity. There are students from relatively wealthy backgrounds at state schools, and students from relatively disadvantaged ones at independent schools. 30% of 2012 entrants in receipt of the full Oxford Bursary (students with a household income of £16,000 or less) were educated in the independent sector.

154. Our goal is to increase access for under-represented groups. We are not convinced that using school type is the best means to that end. We believe the targets we have
identified will be more useful in tackling the challenges of access from under-represented groups.

155. The University will continue to report in its annual statistical release the state and independent school mix of UK students attending UK schools who apply and who are made offers. But in current circumstances, we do not believe this would be either a helpful or meaningful target or benchmark in addressing the very complex factors related to under-representation in selective universities.

156. The University will continue to monitor the level of students from **households with incomes of £16,000 or less**. It is considered that these are the most financially disadvantaged in society, and it is below this threshold that some qualify for receipt of free schools meals, and the pupil premium. The University does not consider that identifying simply those students who have been in receipt of free school meals provides a suitably robust indicator of disadvantage as they are not available in every school or college with post-16 provision, nor does every eligible student choose to receive them.

157. There are no national statistics currently available on the number of students whose household income is £16,000 or less and who attain the required academic threshold to make a competitive application to Oxford. In 2011-12, around one in ten of the University’s UK undergraduate intake was admitted from a household with this level of declared income. It is likely that this group is especially debt averse, and discussions with our Student Union have indicated that this group of applicants has limited access to accurate advice and guidance. We will continue to monitor the level of participation within this group carefully.

158. We expect that achieving our targets for increasing participation at Oxford of students from neighbourhoods with low participation in HE and from disadvantaged backgrounds will contribute to an increase in the proportion of students we admit from **black and minority ethnic groups** (paragraph 68) and we will continue to monitor this.

159. We will provide significant financial assistance to admitted students from households with incomes of £16,000 or less. We will ensure that any potential University applicant who comes into contact with Oxford will have access to all the information required to consider applying to Oxford, or any other university. Activities which will support this work are:

- Tuition charge waivers;
- Bursary provision;
- Targeted financial information. The University’s dedicated webpage www.ox.ac.uk/funding aims to give potential applicants access to clear and transparent information on funding arrangements for 2014 entry and provides a comprehensive overview of both government and University support as the information becomes available;

- Guidance for those applicants who are made an offer, to ensure that they are fully aware of all of the available financial assistance that they can apply for and receive.

4. Monitoring and evaluation

160. The University will monitor progress against each of these targets and milestones on an annual basis and publish the results in its Undergraduate Admissions Statistical Release. Individual access programmes will be evaluated to test their effectiveness in meeting these targets.

161. Monitoring and evaluation is embedded in Oxford’s access strategy. Our outreach database records all contacts with schools and colleges in the UK, and provides information on these institutions to better inform our targeting of activity and resource.

162. Datasets are produced or purchased annually to assist in our use of contextual data and targeting mechanisms. The Student Data Management and Analysis Team routinely analyse admissions data to contribute to statistical releases and evaluation of activity, and the University is investing in a new Student Information System which will better enable us to track student progress and outcomes.

163. The University would be interested in working with other selective universities with tuition charge waivers and bursaries to measure the impact of these schemes. In particular, the University would like to investigate further the impact of initiatives to increase participation from the most financially disadvantaged in society.

164. As described in paragraph 96, the University’s record on student retention is excellent. Oxford’s highly personalised education and student support ensure that student progress is closely monitored and any issues are picked up and dealt with promptly. We will monitor students in our target groups to ensure that this is done.

165. The Education Committee of Council, chaired by the Pro-Vice Chancellor (Education), is the senior body responsible for the delivery of this agreement. Education Committee
includes representatives of the academic divisions and of the colleges. Two elected sabbatical officers of the Student Union represent students on the committee.

5. Equality and diversity

166. In devising this Agreement, the University has addressed its responsibility under the General Equality Duty to have due regard to the need to:

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

167. The University is introducing a revised single Equality Policy, which is currently pending approval by the University’s Council. In respect of students the Policy makes clear that the University:

- Is committed to fostering an inclusive culture which promotes equality, values diversity, and maintains a working, learning, and social environment in which the rights and dignity of all students are respected;
- Embraces diversity amongst its members and seeks to achieve equity in the experience, progression, and achievement of all students through the implementation of transparent policies, practices, and procedures, and the provision of effective support;
- Recognises that equality should be embedded in all its activities and seeks to promote awareness of equality and foster good practice;
- Is committed to a programme of action in support of the policy, to monitoring its effectiveness, and to publishing information on progress towards its equality aims;
- In exercising all its policies, practices, procedures and other functions, will have due regard to its duties under the Equality Act 2010 and to the protected characteristics

10 The characteristics protected by the Equality Act 2010 are: age, disability, gender reassignment, marital or civil partnership status (in employment), pregnancy and maternity, race, religion or belief (including lack of belief), sex and sexual orientation.
specified within it, as well as other relevant circumstances including parental or caring responsibilities.

In particular, the Policy makes clear that the University will:

- Encourage applications for study from the widest pool of potential candidates, especially where representation is disproportionately low;
- Take steps to meet the particular needs of individuals from protected groups where these are different from the needs of others;
- Seek to attract applicants of the highest quality and potential, regardless of background. Decisions on the admission of students will be based solely on the individual merits of each candidate and the application of selection criteria appropriate to the course of study.

168. Implementation of the Policy is monitored by a new, high-level Equality and Diversity Panel chaired by the Pro Vice-Chancellor (Personnel and Equality), with staff and student representation from across the University and with a range of protected characteristics.

169. Under the Public Sector Equality Duty, the University has set an objective to meet the equality-related targets in this access Agreement; and the Equality and Diversity Panel will advise the University on any further targets that may be appropriate in respect to the representation of under-represented groups.

170. The University has published its Annual Equality Report for January 2013 and this is available at www.admin.ox.ac.uk/eop. The Report analyses and presents data on the recruitment, progression, satisfaction levels, attainment and career destinations of students by protected characteristic, where statistics are available, primarily in respect of age, disability, ethnicity and gender. The University does not currently capture data on students in respect of religion and belief or sexual orientation but will introduce monitoring for these protected characteristics under its new Student System. The University is currently considering how best to report on those students who do not identify with a particular gender or are undergoing gender reassignment; and has developed new policy and guidance on supporting individual students undergoing gender reassignment.

171. Whilst there are no HESA or HEFCE performance indicators showing the expected ethnic composition of the undergraduate student body, it is clear that some groups of black and minority ethnic (BME) students do not progress to the most academically selective universities and courses at a rate that would be anticipated based upon their
percentage in the UK population overall. There are many reasons for this. The concentration of ethnic minority students electing to study at London universities is one issue for Oxford in attracting applications. In terms of success rate for those who do apply, course choices and a propensity for some ethnic groups to focus heavily on the most oversubscribed subjects are factors which particularly affect Oxford, but this is not the only issue and the University is committed to undertaking further analysis. Attainment levels at GCSE and A-level, prior experience of higher education, and school and college guidance are some of the factors which have an effect on successful applications from these groups to Oxford as well as other universities.

172. Oxford will continue to offer targeted access initiatives for under-represented candidates who display the level of academic attainment and potential required to make a competitive application. The University will continue to look for particular interventions which may assist and encourage applicants from BME backgrounds, working with partner organisations such as those mentioned in paragraph 68. As part of the annual admissions statistical release, the University will also continue to publish detailed information on the ethnicity of applicants and their relative success rates in securing places at Oxford.

173. The University encourages applications from disabled students and is proactive in encouraging disclosure. Upon acceptance at Oxford, all students who have not disclosed a disability in their UCAS application are given the opportunity to update their disclosure so that the appropriate support can be provided, ideally before they begin their course. Colleges, departments and faculties, and other services for students assisted by the Disability Advisory Service have extensive experience in supporting disabled students from pre-entry, throughout their courses and onward to further study or employment. The Service engages and involves disabled students throughout their time at Oxford via termly feedback surveys, contact with Disability Advisers and students and in wider work such as Disability Awareness Week and college-based disability focused events.

174. The University will seek to encourage and diversify applications and participation by mature students, particular in areas which encourage and support social mobility. However, Oxford does not view this as a simple issue, particularly when a high proportion of the mature students who are admitted to undergraduate courses (e.g. those which open up the professions such as Graduate Entry Medicine) already have a number of prior qualifications, frequently at postgraduate level. The proportions of mature students on undergraduate courses will be reported in the annual undergraduate admissions statistical release. The University also aims to identify
measures that will define disadvantage for mature applicants more effectively, given that prior education and postcode information may not accurately reflect the circumstances at the point of application.

175. Oxford will continue to monitor the applications, admissions, satisfaction levels and attainment of students according to gender, age, ethnicity, and disability. It would not be appropriate to set specific targets for participation until reliable baseline figures and comparative data for the UK higher education sector become available.

6. Provision of information to prospective students

176. The University will ensure that all applicants have access to the relevant information to make an application which reflects their abilities through the following mechanisms.

- The undergraduate **prospectus** is designed to explain clearly each stage in the application process, and is accompanied by further publications focussed on student funding, interviews, and information for parents and carers. The undergraduate **admissions website** ([www.admissions.ox.ac.uk](http://www.admissions.ox.ac.uk)) provides applicants with up-to-date information, as well as contact details.

- College websites and prospectuses provide further information about their provision, including details of degree courses offered, living costs, and daily life in their academic communities.

- Subject-specific prospectuses, websites and handbooks give detail on the curriculum and facilities offered.

- The University's **Admissions Information Centre** is located in central Oxford and aims to encourage all potential applicants to choose Oxford through the provision of accurate information and sound advice on all aspects of the admissions process. Enquiries are managed in variety of ways, including face-to-face at the information centre and via telephone and email.

- The University also runs a series of large **open days** and **talks and tours** to provide prospective applicants with a chance to experience the University, talk to current students and obtain specific information on courses, colleges and student life.

- We provide a wealth of **video and audio materials** through our iTunes U site and our YouTube channel, including subject lectures and admissions related information. Admissions and access-related information is also promoted on our
Facebook page, which has almost 1 million followers. Using social media tools in this way allows us to reach an even wider audience, including students who are using the internet with no particular intention of interacting with Oxford University.

- In support of Student Money Week 2013, organised by the National Association of Student Money Advisers (NASMA), we produced a finance video for prospective students. This highlights key messages about higher education funding in general, such as the fact that students do not need to pay their fees upfront, as well as information on the very generous levels of support available at Oxford University. The video is available at www.ox.ac.uk/funding.

177. The University recognises that the provision of information on finances whilst at University is of particular importance both to prospective students and their sponsors. We address this in the following ways.

- A dedicated funding website for prospective students and their sponsors www.ox.ac.uk/funding complements the undergraduate admissions website. The site contains up-to-date information on the financial support available to students from the UK government, devolved administrations, and the University; the costs of studying; and full details of how to access support, including deadline reminders.

- The fees and funding website www.ox.ac.uk/feesandfunding is continually updated with tailored information relating to on-course financial support, including additional funding opportunities and hardship funding for current students. The website was restructured for the 2012-13 academic year to tailor information for students by UK/EU region and to mirror the structure of the prospective student funding pages.

- The University’s Fees, Funding and Scholarships Search tool www.ox.ac.uk/feesandfunding/search enables undergraduate students to identify the fee, tuition charge waiver, bursary and government support that they may be eligible for according to their household income and the UK region/EU country where they are resident, and provides an approximation of the living costs they can expect when studying at Oxford.

- Students who hold an offer are sent a ‘Funding Booklet’ in January, outlining the financial support package for which they may eligible and providing the opportunity to sign up for targeted funding alerts. Subscribers receive emails from January to April reminding them to apply for student support and advertising applicable University scholarships.
• We have a dedicated email address student.funding@admin.ox.ac.uk to answer queries from current and prospective students.

• Finance presentations are available at every open day and advisors are available to answer individual questions on a dedicated student funding stand.

• The central funding team provide briefings and updates for both college staff and other sections of the University, who have day-to-day contact with prospective and on-course students to enable them to communicate the Oxford and government support packages.

178. The student funding website and Fees, Funding and Scholarships Search tool described above were re-developed in 2011 using usability groups of students. Although students from Scotland, Wales and Northern Ireland are outside the scope of this agreement, the University provides the same level of information and assistance to prospective students from these devolved administrations as to those from England. Measures taken by the University and its colleges are intended to complement the advice that is available to students from the regional funding agencies.

7. Consulting with students

179. Oxford values the opinion of its students, particularly on the issues covered in this Agreement, which so significantly impact on our current and future students. Student Union representatives sit on all major committees of the University dealing with access and admissions, and through this have had input into the drafting of this Agreement.

180. In addition, we are seeking feedback through focus groups on the impact of our financial support package. This feedback does not constitute an evidence base alone, but does increase our understanding of the importance of financial support to our students.

181. A major survey will be carried out during the summer of 2013, in which students will be asked for their opinions on financial support in a more structured survey designed to produce quantitative results. This will feed into ongoing University research, to assess the overall effectiveness of our financial support package.
Annex A: Baseline data for targets and milestones

Background

The University will utilise a range of measures which focus on factors that provide some of the most significant barriers to participation in higher education generally and to admission to Oxford specifically. The research that underpins targets 1-3 in this Agreement has indicated that there may be some overlap between some of the criteria used. The schools and colleges with the lowest success in gaining admission to Oxford may be in catchment areas with low participation neighbourhoods and they may include numbers of students who face socio-economic disadvantage. But there are many divergences from this; in particular, where there are significant geographical catchment areas for schools or colleges in major urban conurbations or very rural areas or where admission to the school or college is highly influenced by academic selection criteria. Baseline data for target 4 is in the main body of the Agreement.

Target 1: Increase the percentage of UK undergraduate students at Oxford from schools and colleges which historically have had limited progression to Oxford

<table>
<thead>
<tr>
<th>Year of Entry</th>
<th>Total number of UK applicants (Total accepted UK applicants)</th>
<th>Total number of UK applicants from target schools and colleges</th>
<th>Target students not shortlisted for interview</th>
<th>Target students rejected after interview</th>
<th>Target students made offer but declined place</th>
<th>Target students failing to meet offer conditions</th>
<th>Target students accepted having met offer</th>
<th>Target students withdrawing from UCAS process</th>
<th>Percentage of Target students as percentage of overall UK accepted students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>10,094 (2,755)</td>
<td>2,647</td>
<td>815</td>
<td>1,227</td>
<td>8</td>
<td>54</td>
<td>516</td>
<td>27</td>
<td>18.7%</td>
</tr>
<tr>
<td>2009</td>
<td>10,894 (2,727)</td>
<td>2,891</td>
<td>1,036</td>
<td>1,243</td>
<td>12</td>
<td>51</td>
<td>518</td>
<td>31</td>
<td>19.0%</td>
</tr>
<tr>
<td>2010</td>
<td>12,333 (2,670)</td>
<td>3,345</td>
<td>1,439</td>
<td>1,327</td>
<td>14</td>
<td>38</td>
<td>562</td>
<td>18</td>
<td>19.4%</td>
</tr>
<tr>
<td>2011</td>
<td>12,107 (2,665)</td>
<td>3,327</td>
<td>1,393</td>
<td>1,301</td>
<td>9</td>
<td>50</td>
<td>562</td>
<td>12</td>
<td>21.1%</td>
</tr>
<tr>
<td>2012</td>
<td>11,832 (2,695)</td>
<td>3,147</td>
<td>1,359</td>
<td>1,196</td>
<td>10</td>
<td>54</td>
<td>510</td>
<td>18</td>
<td>18.9%</td>
</tr>
</tbody>
</table>

Note: The baseline data for this target has been constructed from UCAS A-level school and college performance data for the period 2006-9, and Oxford application and admission statistics. Since setting the original target in 2010-11, better statistical analysis and evaluation of the UCAS school dataset has resulted in a more accurate identification of schools and colleges meeting the OFFA target one criteria. This has reduced the number of schools in the dataset overall, a process which has been added to through school merger and creation of academies which were not in the original dataset.
Target 2: Increase the percentage of UK undergraduate students at Oxford from disadvantaged socio-economic backgrounds

<table>
<thead>
<tr>
<th>Year of Entry</th>
<th>Total Number of UK applicants matched with ACORN postcode (Total accepted UK applicants)</th>
<th>Total number of UK applicants from ACORN postcodes 4 and 5 (i.e. target group)</th>
<th>Total students not shortlisted for interview</th>
<th>Target students rejected after interview</th>
<th>Target students made offer but declined place</th>
<th>Target students failing to meet offer conditions</th>
<th>Target students accepted having met offer conditions</th>
<th>Target students withdrawing from UCAS process</th>
<th>Percentage of Target students as percentage of overall accepted UK accepted students (ACORN postcodes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>9,765 (2,675)</td>
<td>876</td>
<td>293</td>
<td>370</td>
<td>4</td>
<td>24</td>
<td>150</td>
<td>35</td>
<td>5.6%</td>
</tr>
<tr>
<td>2009</td>
<td>10,725 (2,688)</td>
<td>1,014</td>
<td>381</td>
<td>397</td>
<td>4</td>
<td>17</td>
<td>178</td>
<td>37</td>
<td>6.6%</td>
</tr>
<tr>
<td>2010</td>
<td>12,152 (2,645)</td>
<td>1,105</td>
<td>483</td>
<td>398</td>
<td>1</td>
<td>15</td>
<td>162</td>
<td>46</td>
<td>6.1%</td>
</tr>
<tr>
<td>2011</td>
<td>11,949 (2,639)</td>
<td>1,246</td>
<td>517</td>
<td>483</td>
<td>2</td>
<td>26</td>
<td>200</td>
<td>20</td>
<td>7.6%</td>
</tr>
<tr>
<td>2012</td>
<td>11,656 (2,658)</td>
<td>1,079</td>
<td>468</td>
<td>393</td>
<td>2</td>
<td>24</td>
<td>179</td>
<td>13</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

**Note:** The use of ACORN postcode data, which categorises the socio-economic circumstances of an applicant’s household, has been used by the University as part of the contextual flagging of candidates since the 2009 entry admissions cycle. The postcode data set is highly detailed, allowing definition down to groups of twelve households, and is updated on an annual basis. It is used as part of the contextual flagging process by a number of other highly selective universities.
Target 3: Increase the percentage of UK undergraduate students at Oxford from neighbourhoods with low participation in higher education

<table>
<thead>
<tr>
<th>Year of Entry</th>
<th>Total number of UK applicants matched with POLAR 2 postcode participation data (Total accepted UK applicants)</th>
<th>Total number of UK applicants from POLAR 2 quintile one and two postcodes</th>
<th>Target students not shortlisted for interview</th>
<th>Target students rejected after interview</th>
<th>Target students made offer but declined place</th>
<th>Target students failing to meet offer conditions</th>
<th>Target students accepted having met offer conditions</th>
<th>Target students withdrawing from UCAS process</th>
<th>Percentage of Target students as percentage of overall accepted UK accepted students (POLAR 2 postcodes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>9,869 (2,697)</td>
<td>1,236</td>
<td>351</td>
<td>532</td>
<td>8</td>
<td>23</td>
<td>271</td>
<td>49</td>
<td>10.1%</td>
</tr>
<tr>
<td>2009</td>
<td>10,765 (2,705)</td>
<td>1,421</td>
<td>493</td>
<td>568</td>
<td>4</td>
<td>25</td>
<td>284</td>
<td>47</td>
<td>10.5%</td>
</tr>
<tr>
<td>2010</td>
<td>12,175 (2,644)</td>
<td>1,490</td>
<td>615</td>
<td>555</td>
<td>5</td>
<td>21</td>
<td>249</td>
<td>45</td>
<td>9.4%</td>
</tr>
<tr>
<td>2011</td>
<td>11,950 (2,640)</td>
<td>1,524</td>
<td>643</td>
<td>572</td>
<td>4</td>
<td>25</td>
<td>269</td>
<td>16</td>
<td>10.2%</td>
</tr>
<tr>
<td>2012</td>
<td>11,683 (2,670)</td>
<td>1,466</td>
<td>581</td>
<td>555</td>
<td>6</td>
<td>27</td>
<td>283</td>
<td>14</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

Note: POLAR2 data sets are used by HEFCE to assess participation in higher education by neighbourhood. Whilst it is possible to assign postcodes, the breakdown is at the level of council voting wards, so it is not as finely grained as ACORN postcode data. The POLAR2 dataset was last updated in 2007, and it has not been used as part of the admissions flagging at Oxford. From the 2011-12 admission cycle it will be used and tutors will be aware of those candidates who live in a postcode where the participation in higher education is in the lowest 40% of school and college leavers.
### Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

#### Number
<table>
<thead>
<tr>
<th>Please select milestone/target type from the drop down menu</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target?</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Yearly milestones/targets (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Other (please give details in the next column)</td>
<td>Increase the percentage of UK undergraduate students at Oxford from schools and colleges which historically have limited progression to Oxford.</td>
<td>No</td>
<td>2010 entry</td>
<td>21.5%</td>
<td>22%</td>
</tr>
<tr>
<td>2</td>
<td>Socio-economic (other measure - please give details in the next column)</td>
<td>Increase the percentage of UK undergraduate students at Oxford from postcodes which demonstrate significant socio-economic disadvantage, as measured by ACORN postcode datasets.</td>
<td>No</td>
<td>2010 entry</td>
<td>6.1%</td>
<td>7%</td>
</tr>
<tr>
<td>3</td>
<td>Location (other measure - please give details in the next column)</td>
<td>Increase the percentage of UK undergraduate students at Oxford from postcodes which demonstrate low participation in Higher Education as measured by POLAR2 (quintiles 1 and 2) postcode datasets.</td>
<td>No</td>
<td>2010 entry</td>
<td>9.4%</td>
<td>11%</td>
</tr>
<tr>
<td>4</td>
<td>Disabled</td>
<td>Meet the HEFCE location-adjusted benchmark on UK undergraduate students at Oxford with declared disabilities or specific learning differences.</td>
<td>No</td>
<td>2010 entry</td>
<td>2.9%</td>
<td>As indicated by HEFCE</td>
</tr>
</tbody>
</table>

### Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

#### Number
<table>
<thead>
<tr>
<th>Please select milestone/target type from the drop down menu</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target?</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Yearly milestones/targets (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Outreach / WP activity (summer schools)</td>
<td>60% of those participating in the UNIQ summer schools make an application to Oxford, and 30% of those applying to receive an offer of a place.</td>
<td>No</td>
<td>2010 entry</td>
<td>53%</td>
<td>53% application rate and 25% offer rate</td>
</tr>
<tr>
<td>2</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Improve the participation, application, and success levels from schools and colleges who have had teachers attend the Regional Teacher Conferences, where these schools and college have either a limited numbers of qualified candidates or where there historically has been limited success in securing offers.</td>
<td>No</td>
<td>2008 entry</td>
<td>15% success rate</td>
<td>2008 entry is used as the baseline year because it precedes the first of the Regional Student Conference events.</td>
</tr>
<tr>
<td>Contextual data</td>
<td>2012 entry</td>
<td>19.9% success rate for flagged students compared with 24.5% for all UK domiciled applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using contextual information in the admissions process to identify candidates who may be suitable to be interviewed on the basis of either time in care, or socio-economic and educational disadvantage. The expectation is that identified candidates would then achieve the same success rate in receiving offers as all applicants to Oxford from equivalent school or college sectors.</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall offer success rates vary from year to year, so outcomes will be reported in the annual statistical dataset.

Optional commentary on milestones. This box is character-limited to 1000 characters; however, we are happy for you to upload additional ‘supporting information’ as a separate Word/pdf document.

In our 2013-14 access agreement we reported that “Changes to the methodology of using contextual data will be applied for 2011-12 admissions cycle, when baseline data for subsequent years will be established.” These changes have been established - we introduced a POLAR2 flag to accompany the existing ACORN and school performance flags. The baseline has now been provided, as calculated in our 2011-12 admissions round.