UNIVERSITY OF OXFORD

AGREEMENT WITH THE OFFICE FOR FAIR ACCESS 2016-17
EXECUTIVE SUMMARY

This access Agreement between the University of Oxford and the Office for Fair Access (OFFA) covers full-time Home/EU undergraduate and PGCE students admitted in the academic year 2016-17. It builds on the extensive experience and evidence gained by the University and its colleges in recent years. 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 and in their progression to graduate study or employment. 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;

Informing potential applicants and current students about the University, the selection process, the cost of studying for a degree, and the support available;

Admitting those with the greatest academic ability and potential in their chosen subject, on merit alone, using fair, transparent and consistent procedures;

Educating students in a world-class teaching environment marked out by the tutorial system as well as by other benefits of the collegiate environment;

Supporting them at Oxford – financially, academically, pastorally, and with careers advice (noting Oxford’s current excellent retention rate of 98%).

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, retain and help them to progress into employment or postgraduate study whilst on course; and (iv) how these measures will be monitored against our targets.

(i) Access and outreach (paragraphs 18-82)

In 2016-17, we will devote over £6.15m to access and outreach work, aimed at attracting applicants from all backgrounds, particularly those from groups 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 83-89)

This Agreement reflects Oxford’s approach 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 (over 18,000) of extremely well qualified applicants. We will continue to refine our use of contextual information within the selection process.

(iii) Student finance and on-course support (paragraphs 90-121)

We will continue to devote substantial resources to providing a package of generous maintenance bursaries, costing up to an estimated £6.83m in 2016-17, and to maintaining tuition fee reductions worth £2.82m for two cohorts of continuing students, and for a subset of 2015-16 and 2016-17 entrants from the lowest-income households, as part of the Moritz-Heyman Scholarship Programme (paragraph 93).

(iv) Targets and outcomes (paragraphs 122-156)

In 2010-11, we set ourselves four challenging targets against which the outcomes of our access strategy and admissions policy can be assessed. OFFA was clear in its initial discussions with the sector in 2011 that the impact of outreach activity would take time to show in the admissions process, and this has proven to be the case at Oxford. The University has made headway across all of our OFFA targets to date and has previously met the five year target relating to the proportion of admitted students from the two most disadvantaged ACORN (A Classification Of Residential Neighbourhoods) quintiles (Target 2); this progress has been made despite some year-on-year volatility which may be attributable to the external factors, for example uncertainty around tuition fees, higher education sector funding changes, and qualifications reform. In light of this sector-wide instability, and given the significant reorganisation of school and college governance in recent years which particularly affects our target 1 schools list, we have developed five targets for 2016-17 through to 2019-20; four revised and one new. These targets better utilise currently available educational and socio-economic data, and provide the University with achievable, albeit stretching, milestones.

Our primary 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 £13.8m in 2016-17, broken down as follows:
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ANNEX A: BASELINE DATA FOR CURRENT TARGETS
INTRODUCTION

1. The seven over-arching objectives in the University of Oxford’s current strategic plan (2013-18) include the following: ‘To fulfil the aims that no potential student should be deterred from applying to Oxford by financial or other barriers and that no student’s success should be hampered by financial difficulties’; ‘To ensure, through a commitment to the personal education of each student, a quality of education and experience which enables students to apply the values, skills, and intellectual discipline they have acquired in their future lives and careers, and which generates a lifelong sense of connection with Oxford’; and ‘To contribute effectively to the cultural, social, and economic life of the city of Oxford and the Oxfordshire region’.

2. As applied to undergraduates these objectives involve informing and attracting applications from candidates 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. The Common Framework for Access (paragraph 25) provides the organisational structure for this programme of work. Notable activity includes 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 targeted local activities to increase awareness about higher education in general, particularly among pre-16-year-olds. Much of this work is delivered through collaborative partnerships with other universities and third sector 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. In addition faculties and departments play an important part in the admissions process, and collaborate closely with colleges under the Common Framework for Admissions.

6. **Educating** students in a world-class system: the cost of educating an undergraduate at Oxford is higher than at almost all other UK higher education institutions. 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: Oxford proposes to maintain its very generous bursary provision in order to continue to address the challenge of attracting students from lower income households. This upfront support for living costs will enable students to prioritise their academic studies and to make the most of the range of supplementary extra-curricular opportunities available. The Moritz-Heyman Scholarship Programme, launched in 2012-13, is testament to Oxford’s commitment to ensuring that all students with the talent to succeed at Oxford can thrive here (paragraph 93).

8. In addition to financial support, students also benefit from the academic and pastoral support available through their college. Oxford’s collegiate system is at the heart of the University’s success, offering students and staff the opportunity to benefit from life in a small, interdisciplinary academic community. 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. This is complemented by the services provided by the University.

9. The University of Oxford shares the higher education sector’s widespread concern about the potential impact of the continued reductions in the HEFCE grant on the stability of the sector. The University will continue to work to ensure that applicants are fully aware of the financial support available at Oxford, thus minimising potential uncertainty in relation to the current financial climate.

10. The impact of all of the activities that the University and its colleges undertake to widen access will be evaluated against progress made towards meeting our targets. These targets have been developed with reference to experience and knowledge gained from outreach and admissions activities in the last five years, governed by previous access Agreements. We will continue to evaluate our programmes, the findings of which will inform the direction of future Agreements. Where our findings have a broader application to the higher education sector we will ensure that they are appropriately disseminated.

11. The University works closely with the **Oxford University Student Union (OUSU)**, who are represented on each of the committees that oversee Oxford’s financial support package and outreach programmes, approve the access Agreement, and monitor progress against our targets and outcomes. The University also collaborates with OUSU on a number of joint outreach initiatives.
12. 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.

13. 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 or after 2012, along with HEFCE funding for teaching, the University received approximately £9,500 per new-regime Home/EU student in 2014-15 after tuition fee reductions were applied, with the shortfall being met through other University and college sources including endowment income and donations.

1. UNDERGRADUATE AND PGCE TUITION FEES IN 2016-17

14. The University will continue to set a standard tuition fee for full-time Home/EU undergraduate and PGCE students of £9,000 per year for 2016 entry.

15. The standard year abroad fee for full-time Home/EU undergraduates commencing their course in 2016 and undertaking a compulsory year abroad in 2017-18 onwards will be set at £1,350 (15% of the full tuition fee).

16. The University will be offering full-time undergraduate certificate and diploma courses in Theological Studies for 2016 entry, with a standard fee of £9,000 for first degree Home/EU students. These are the only full-time certificate and diploma-level courses offered by the University.

17. The University will seek to amend its fees on an annual basis in line with government legislation for the 2016-17 cohort.

2. ACCESS AND STUDENT SUPPORT MEASURES

2A. OXFORD’S ACCESS RECORD

18. The University of Oxford through its colleges, faculties, departments, museums, student groups and central admissions and outreach team undertakes a wide range of activities to inform, attract and support the most able candidates from all socio-economic, cultural, and geographical backgrounds. This activity has become increasingly coordinated and targeted to relevant groups. We know that our main challenges lie in encouraging students from disadvantaged groups to apply to Oxford and in helping them to make successful applications, and we will continue to work towards our challenging targets to address this.

19. Admission to Oxford is based on academic achievement and potential. Our standard offers range between AAA and A*A*A at A-level (or equivalent) depending on the course applied for. We
receive over 18,000 applications each year, and in addition to predicted grades we use a range of other measures to select the 3,200 students who will be made offers.

20. HESA performance indicators assess institutional performance against a range of measures. These include students from state schools, low participation neighbourhoods, and students with disabilities. The University has examined these measures and assessed their suitability as performance indicators for our access strategy, 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.

21. In 2010-11, the University set a range of challenging targets with annual milestones, to indicate our progress in admitting students from socially, economically, and educationally disadvantaged backgrounds. Progress against these targets has fluctuated annually. The 2011, 2012 and 2013 entry cycles proved atypical, given the extensive changes to student funding, and this was reflected in the limited success against the targets. The one exception is our success in admitting students with identified disabilities, where we have met and exceeded our HESA benchmark level.

Oxford’s Access Agreement targets 2010-11 to 2016-17:

| Target 1 | to increase the percentage of UK undergraduate students to 25% by 2016-17 at Oxford from schools and colleges that historically have had limited progression to Oxford. |
| Target 2 | to increase the percentage from disadvantaged socio-economic backgrounds (ACORN postcodes 4 and 5) to 9% by 2016-17. |
| Target 3 | to increase the percentage from neighbourhoods with low participation in higher education (Participation Of Local Areas (POLAR) postcodes 1 and 2) to 13% by 2016-17. |
| Target 4 | to meet the HEFCE benchmark on UK undergraduate students at Oxford with declared disabilities or specific learning differences. |
Following a successful report of positive progress towards all targets in 2014, provisional data for the 2015 entry cycle suggest that this progress has not been repeated in two targets. The proportion of offer holders from target schools (target 1) has declined from 21.3% in 2014 to 20.8% in 2015. Offer holders from ACORN postcode quintiles 4 and 5 (target 2) are 8.8% of the total cohort in 2015, compared to 9.3% in 2014. Progress has been made in relation to the proportion of students from POLAR2 quintiles 1 and 2 (target 3), increasing from 10.3% in 2014 to 12% in 2015. We are pleased to report that in 2015 35.1% of offer holders are within at least one of Oxford’s OFFA target groups, an increase from 34.1% in 2014 and 31.5% in 2010. While recognising that year on year variances are to be expected, there is a broad upward trend across the three targets. In our view some of the fluctuations in progress reflect continuing instability in the sector as a result of funding changes, demographic variations, and qualification reform.

In light of this sector-wide instability, and given the significant reorganisation of school and college governance in recent years which particularly affects our target 1 schools list, we have developed five targets for 2016-17 through to 2019-20; four revised and one new (see paragraphs 126-146). These targets better utilise currently available educational and socio-economic data, and provide the University with achievable, albeit stretching, milestones.

Oxford will continue to focus its outreach efforts and resources on identifying academically talented students from under-represented groups, and encouraging and supporting them through the admissions process. The pool of potential Oxford students is necessarily restricted to those who have the capabilities to achieve the required offer levels. A further focus of Oxford’s outreach strategy is therefore to work within collaborative partnerships with other higher education institutions, schools, local authorities, and third parties to raise the attainment of students from the most deprived backgrounds, for example through our partnership with IntoUniversity (paragraph 68), and our involvement in Study Higher, our partnership under the National Network for Collaborative Outreach scheme (paragraph 66).

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1 Figures in red are subject to change, since they are based on offers made, rather than acceptances.
2B. STRATEGIC APPROACH TO OUTREACH, ACCESS, AND STUDENT SUPPORT

25. The University’s collective approach to outreach strategic planning is governed by the Common Framework for Access, introduced in 2012-13. The framework allocates responsibility for different types of outreach work to the most appropriate source within Oxford. For example, colleges host incoming school visits and departments provide subject specific masterclasses. Furthermore the framework offers coordinated institutional benefits such as training provision, sharing of good practice, and consistency in planning and evaluation of activity. 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. Proceeding from this evidence base, the collegiate University has invested in long-term, large-scale initiatives. The UNIQ summer schools and Regional Teachers’ Programmes were each funded for an initial five-year period, (2010-14) in a sufficiently large scale to ensure that rigorous evaluation is meaningful. The initial funding period for these schemes is now over, and the University has committed to maintaining funding for these programmes from internal sources, due to their strategic importance. A full evaluation of both the processes and impact of these programmes is underway and Oxford hopes to produce research which will be of value to the wider higher education sector.
### 2C. EXPENDITURE ON CURRENT AND ADDITIONAL ACTIVITIES

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**ESTIMATED TOTAL EXPENDITURE IN 2016-17:** £13.8m £4.4m £18.2m

26. Expenditure on access and student success in 2016-17 is estimated to be up to £13.8m. Expenditure as a proportion of the University’s tuition fee revenue (£28.7m), taking account of the ‘higher’ fee appropriate to each cohort, will be around 48.1% (as against the expectation in the guidance of 35%). The present Agreement covers students admitted in the academic year 2016-17. For subsequent cohorts, we will continue to review total spend and the balance of spending between bursaries, outreach, access, and student support, in the light of evidence of their respective impacts and effectiveness.

27. The figures above include support for undergraduate and PGCE students ordinarily resident in the UK and the rest of the EU.
2D. ACCESS AND OUTREACH ACTIVITY

(I) WIDENING ACCESS TO OXFORD

UNIQ SUMMER SCHOOLS

28. Research into summer schools has identified that, provided they have a sufficient depth of content\(^2\), these 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 evidence gained from this experience, the UNIQ summer school programme was established in 2010. In designing a bespoke summer school programme, Oxford committed to improving the targeting of participants, and to increasing significantly the number of participating students.

29. Oxford developed the UNIQ summer schools for UK state-educated students with original support from the Helsington Foundation. This is an Oxford-wide activity, bringing together the expertise of Undergraduate Admissions and Outreach, the colleges, departments and faculties, libraries, and museums and collections. Participants are selected using verifiable contextual information. This includes the student’s GCSE A* performance compared with their school average attainment, their ACORN and POLAR3 post code categories, their school’s history of sending students to Oxford, and whether or not they have been in care. A 2,000 character personal statement is also an integral part of the application and provides a valuable preparatory activity for UCAS applications. In 2014 98\(^3\)% of UNIQ participants came from one or more target groups for outreach work, as identified nationally across the sector or by Oxford in our access strategy.\(^4\)

30. The 2015 UNIQ summer schools will have 850 participants\(^5\) on 35 subject strands, double the number of courses on the 2010 programme, and will have representation from all undergraduate subjects available at Oxford. 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, virtual learning and taster days in conjunction with departments and colleges.

31. In 2014, we received 4,327 applications for 1,001 summer school places across 35 academic subject strands. 664 UNIQ participants later applied to Oxford and 252 have been made conditional offers, a success rate of 38.0% in comparison with an overall success rate of 20.1% for all applicants to the University.


\(^3\) In a small number of cases in subjects where prior experience is required (for example music), high achieving students close to, but ultimately outside these explicit target groups have been awarded a place on UNIQ.

\(^4\) These categories are: ACORN group 4 and 5; POLAR3 groups 1 and 2; schools with low progression to Oxford; schools with below average GCSE attainment; looked after children; household income of less than £35,000 indicating likeliness of eligibility for an Oxford bursary; self-defining as an ethnic minority; no parental experience of higher education, or parental experience of higher education as adult learner.

\(^5\) The number of places on UNIQ has reduced slightly from 2014 to reflect the optimal logistical arrangements for the programme.
32. The programme is highly targeted and students who participate enjoy high levels of success regardless of background. This is illustrated in the table below, which shows success rates for 2014 UNIQ participants who subsequently applied to Oxford, by contextual data target group.

33. Of the 252 UNIQ participants who were made a conditional offer by Oxford, 57 (22.6%) of them were from ACORN 4 and 5 postcodes; 67 (26.6%) lived in POLAR2 1 and 2 areas; and 52 (20.6%) attended schools and colleges with very low numbers of students achieving AAA at A level. Also 229 (90.9%) offer holders came from schools with little history of successfully applying to Oxford.

34. The table below shows the success rate of applicants, by target group, who applied to the University in 2014.

<table>
<thead>
<tr>
<th>UNIQ 2014 PARTICIPANTS WHO APPLIED TO OXFORD (BY TARGET GROUP)</th>
<th>OXFORD APPLICATION SUCCESS RATE</th>
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<tbody>
<tr>
<td>2014 UNIQ participants from ACORN 4&amp;5</td>
<td>30.1% (57/189)</td>
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<tr>
<td>2014 UNIQ participants from POLAR2 quintiles 1&amp;2</td>
<td>35.4% (67/189)</td>
</tr>
<tr>
<td>2014 UNIQ participants from schools with low numbers of AAA students</td>
<td>33.1% (52/157)</td>
</tr>
<tr>
<td>2014 UNIQ participants from schools with little history of successfully applying to Oxford</td>
<td>38.5% (229/595)</td>
</tr>
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35. The University intends further to assess the impact of the UNIQ summer schools by tracking participant progression to Oxford against control groups. This research is in the early stage of planning and commissioning, and is expected to follow on from previous studies from the University of Bristol on the impact of summer schools. Oxford is also investigating the potential for tracking UNIQ participant progress to other universities through the Higher Education Access Tracker service (HEAT) (paragraphs 69-70).
36. Teachers are key influencers of generations of students. It is crucial therefore that Oxford informs and supports teachers, equipping them with the knowledge and skills they need to advise and guide their students. Oxford offers a range of resources to both new and established teachers and school leaders. We are committed to maintaining an open dialogue with the profession, to ensure that we are listening to feedback and developing the most mutually relevant and appropriate tools, programmes and policies.

37. Our Regional Teachers’ Conferences have been a key element of our engagement with teachers since 2008. The series of annual one-day conferences are run at a range of national locations, attracting over 300 teachers and guidance advisers each year. The events offer up to date information on the admissions process, and advise teachers on how best to identify, nurture and support their academically talented students. This programme has already demonstrated evidence of success and has exceeded our OFFA milestone relating to undergraduate admissions (paragraph 149).

38. To complement our Regional Teachers’ Conferences, we have developed a Mathematics and Science Teachers’ Conference. This event creates a link between Oxford and subject teachers: these teachers are often better placed to identify students with a flair for their subject. The conference provides 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.

39. The University also recognises the importance of supporting those entering the teaching profession, and provides briefing sessions for its Teach First and PGCE students. These events cover sector-wide current issues in higher education admissions and student funding, and updates on the Oxford admissions process. The workshops advise the prospective teachers on offering information, advice, and guidance (IAG) to high achieving students with potential to apply to competitive universities and courses. These annual events typically attract 150 students. There is potential to extend and develop these activities nationally: the programme has been formally embedded into PGCE training at Oxford, a cost-effective model which could be incorporated into PGCE courses across the UK. In 2014 we delivered a session at the Teach First Summer Institute for recruits from across the UK, to high attendance and positive interest.

40. In 2010 we expanded our programme of work with teachers to include the annual 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 adviser who fostered their passion for their subject or inspired them to apply to Oxford. To date, 109 teachers have been nominated to receive the award and 49 teachers have been honoured with an Inspirational Teachers’ Award.

41. Our Teachers’ e-guide is an online resource providing up to date information and resources which teachers can access according to their needs, recognising that it can be difficult for teachers

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6 In the 2014 cohort, Oxford was the second largest provider of Teach First participants. From 2003 to 2014 Oxford was the largest provider across all Teach First cohorts.
to take time away from school for training sessions. Our Teachers’ e-newsletter complements our e-guide by providing a regular newsletter communicating current news and topical issues, and promoting upcoming events and deadlines. This reaches over 3,500 teachers ten times per year.

42. We have restructured the information we present online, in response to feedback from teachers and other users of our website. We have introduced a new section in our ‘How to Apply’ pages, designed specifically for those who are supporting a student through the application process. This draws together all our online resources for teachers and parents, making this information easier to navigate. These pages were relaunched with the University’s new website, in April 2014.

WORKING WITH SCHOOLS AND COLLEGES

43. The vast majority (85%) 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 (paragraph 65) and UCAS Higher Education conventions (paragraph 46), provide information to all UK students considering an application to Oxford.

44. 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 to the specific needs of a school, with reference to its number of high achieving students, and its history, if any, of sending applicants to Oxford. This allows us to ensure that we are offering appropriate activities to schools and colleges, and that we are prioritising those who will benefit most from our intensive resources, such as the UNIQ summer schools.

45. The University and its colleges conduct an extensive range of school and college visits each year through our Regional Link Programme, which identifies a single point of contact for each local authority in the UK. In 2013-14 Oxford conducted over 3,200 activities, involving over 3,600 schools and colleges in the UK. This is a 9% increase in the number of events delivered and a 10% increase in the number of schools engaged from 2012-13. These increases are built on a 35% increase from 2011-12, indicating the successful implementation of Oxford’s regional link programme. This engagement will continue to develop, primarily through the Oxford and Cambridge partnership under the National Network for Collaborative Outreach scheme, on which is Oxford is leading.

46. Attending UCAS Higher Education Conventions is an important part of our outreach strategy. In the 2013-14 UCAS survey, 55% of teachers identified the fair as ‘the main form of contact with higher education advisers’ for many of their students. There are about 2,000 schools with whom Oxford’s only contact is through the local UCAS convention. Oxford college representatives meet with teachers at these events, and try to further develop relationships under our regional links scheme.

47. The Pathways Programme offers activities for students in years 10-13, specifically targeting those from schools with little history of engagement with Oxford. In the 2013-14 academic year the Pathways Programme ran 19 events, working with approximately 2,500 students and 350
teachers from 470 schools. From the year 13 activities, 113 of the total 145 attendees made an application to Oxford. 68 out of 145 came from postcodes in POLAR2 quintiles 1 and 2. Of those for whom we have data, 29 were made offers (26%, compared with 19% in the previous year). As the Pathways programme enters its third year, Oxford will be analysing the programme to ensure that each element is meeting the needs of targeted students.

48. An 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 studied. In 2013-14, 120 participants from schools with little history of access to Oxford and higher education participated in the scheme. This is a valuable opportunity for students from targeted schools and colleges to experience a student-led personalised introduction to student life at Oxford.

49. Pembroke College has four Hub schools in parts of London and the North West, working in partnership with other schools in the area. Plans are underway to introduce a fifth Hub in 2015. The project offers under-represented students robust university preparation in the form of academic courses. The majority of the programme is delivered in the school and community with a Coordinator in a Hub school administrating school activities. The Hub approach consists of three main activities, an academic course, University Extension activity and a subject centre. Each delivers to a different audience and is taught by Fellows, postgraduates and undergraduates. The academic course is based on the theme Enlightenment and Romanticism and is a year-long course targeted at a select number of students; University Extension delivers a wider range of subjects taught by academics from partner universities and is open to linked schools and colleges in the Hub school's area. Lastly, subject centres in Theology, Science, and Languages offer students, teachers and members of the wider community an opportunity to discover more about a subject area that is not part of the national curriculum.

(II) WIDENING PARTICIPATION IN HIGHER EDUCATION

50. Oxford is committed to supporting students within our own community. In 2013-14 the University held 143 events, with 3,447 participants, amounting to 534 contact hours for local school children. Our focus has been to reflect the geographical boundary of the former Milton Keynes, Oxfordshire, and Buckinghamshire Aimhigher Partnership, in which Oxford was an active participant.

51. Work continues on the Oxford Young Ambassadors scheme (OYA), which aims to increase attainment among local students at the higher end of the ability spectrum by raising their GCSE outcomes from B to A grades. In the 2014 recruitment round 124 students applied for 38 places. Plans are underway in 2014-15 to expand the OYA programme to enable us to take on more students from the local Oxfordshire schools on a continuous cycle. A report on the first (2010) cohort’s eventual destination data aged 18 is expected in 2017.

52. The COMPASS: Young Carers Programme is a sustained contact programme targeted at students who have caring responsibilities at home. In 2015 we will receive the first set of HESA data for past COMPASS participants which will report on higher education progression outcomes for our
first cohort (recruited in 2010). In the draft 2015-18 ‘Oxfordshire Children and Young People’s Plan’ young carers have been highlighted as one of the priority groups for the county council to work with and we will continue to collaborate with the service teams with expertise in this area to help with targeting for future recruitment to our widening participation programmes.

53. Despite initiatives by the local County Council in supporting young carers at school our recruitment numbers for the COMPASS programme have dropped. We are exploring other methods of engagement with the local council; for example speaking in schools, especially those actively engaged with the local council’s young carers initiatives. We will investigate this issue further and our findings will go on to influence the future of this programme.

54. The COMPASS team were invited to join a University group set up by the Carers Trust in preparing a pack for supporting ‘on-course’ undergraduate students who are also young adult carers. The pack is due to be launched in 2015.

55. We are also developing a toolkit that could be used by schools, young carer support groups and other universities to support pre-16 young carers in making choices about their educational options and supporting their learning. Funding for the work has recently been awarded by Porticus, and work on the toolkit will begin immediately. It is envisaged that the pack will be offered to younger students (years 8-9) and may also be of value to other vulnerable learners such as looked-after children.

56. In the academic year 2013-14, Dave Smith and the Great University Mystery conducted twenty visits to primary schools in Oxfordshire and as a follow-up eight of these schools visited the University. The aim of the activity is to introduce the concept of higher education to primary school students and is embedded in the Key Stage 2 curriculum. In 2015 we will look at turning the Dave Smith model into a digital resource that more local schools will be able to access.

57. Despite the decision of Buttle UK to phase out their Quality Mark for Care Leavers, we will build on the work started under this scheme, and will continue to identify students who are or have been in care, both when selecting participants for outreach programmes, and when shortlisting for interview. Care leavers with a household income of £16,000 or less are also given first priority in the allocation of Moritz-Heyman Scholarships.

58. The University’s Department of Education (OUDE) has long-established partnerships with Oxfordshire state secondary schools, and a small number of others in close proximity but in other local authority areas. These partnerships form the basis for Oxford’s highly rated PGCE course, which was awarded the highest grades in all categories in the most recent OFSTED inspection. This partnership structure ensures 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 was launched by the Vice-Chancellor in November 2013 as a multi-layered system in which the expertise of OUDE and teachers in Oxford schools can be brought together to enhance student learning. This is being developed in the first instance in collaboration

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7 https://consultations.oxfordshire.gov.uk/consult.ti/CYPplan_Adults/consultationHome
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, the benefits of the partnership will reach a larger number of teachers and students than would be the case with a University-sponsored Academy or University Training College. The University has recently provided funding, through its Widening Access and Participation Fund, to enable the appointment of a part-time Field Officer to support the development of the Education Deanery.

59. The origins of the Deanery lie in the exceptionally strong, 25-year partnership between OUDE and local secondary schools for the training of teachers, in a recognition that stronger connections between schools and the University will benefit both, and in 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 has been informed by an OUDE research project entitled ‘Raising and sustaining aspiration in city secondary schools’, which investigated perceptions of the relationships between schools and universities held by school students (focusing on year 9), senior school staff and a range of University of Oxford staff. Further research projects are being developed under the auspices of the Deanery, aiming to deepen our understanding of the processes of choice and decision making that these young people undertake.

60. 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 a Primary Science day to enrich the studies of maths and science for pupils in years 5 and 6; an event for year 11 students who want to explore a range of science degree subjects that are not normally on the school curriculum, such as Earth Sciences, Engineering, and Computer Science; Royal Institution Mathematics Masterclasses for year 9 and 10 pupils; and a series of Christmas science lectures for year 9 pupils. Research students and academic staff also participate in a range of science outreach events, such as Marcus du Sautoy’s Marvellous Mathemagicians, a series of student-run workshops designed to introduce school pupils to new and interesting applications of mathematics; Accelerate!, a live science show which introduces children from year 7 upwards to particle physics and accelerator physics; Oxford Robot Games; and a Computer Science activity day for year 10 students. 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.

61. Given the under-representation of women at A-level and degree level in a number of STEM subjects and misperceptions regarding careers for women in science, Oxford science departments also run a number of events just for girls including a Girls in Maths Conference for year 9 girls; a Women in Computer Science event for girls in year years 10 and 11; and Physics degree tasters days for year 12 girls. A ‘girls in science’ residential for year 10 girls is being piloted by Somerville College and science departments in Easter 2015 to encourage girls from OFFA target 1 schools in Buckinghamshire to consider science A-levels and careers. The University is a signatory to the ‘Women in Technology and Engineering Compact’ co-ordinated by BIS, and the activities listed above (girls-only, as well as those not specific to a gender) form part of its contribution to the
government’s target to increase the proportion of women studying ‘Engineering and Technology’ subjects to 30% by 2030.

62. The University seeks to encourage applications from mature students, who can choose to apply to any college admitting undergraduates or to Harris Manchester College, which only admits students who are aged 21 or over at the time of enrolment. However, Oxford does not view mature student participation 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 University holds a bespoke orientation event for mature students during Freshers’ Week, which is supported by the Mature Students’ Campaign within the Student Union. The event brings mature students together as a cohort, and provides them with information and guidance to support them throughout their studies, with a particular emphasis on family, social and financial aspects of student life.

(III) COLLABORATION WITH OTHER UNIVERSITIES AND ORGANISATIONS

63. The University of Oxford values collaboration as an effective means of achieving our strategic aims in relation to access and admissions. Oxford has devoted significant resource to developing collaborative partnerships with a range of other educational providers, including universities, colleges, schools and third sector organisations.

64. In January 2015 Oxford was successful in three separate partnership bids under HEFCE’s National Network for Collaborative Outreach (NNCO). Oxford will lead the Oxford and Cambridge NNCO, which will further develop existing partnership links, while aiming to offer specific support to students hoping to study at Oxford and Cambridge by working with students and teachers in more than 1,600 schools across England. The collaboration will offer new resources for schools and colleges, including a new interactive website, online webinars with admissions staff from Oxford and Cambridge, and more resources for activities in local schools linked to Oxford and Cambridge colleges.

65. Oxford further collaborates with the University of Cambridge to run a series of eight annual one and two-day Oxford and Cambridge Student Conferences across the UK. These events typically attract around 10,000 potential applicants (from year 12 and equivalent) and their teachers or guidance advisers, and aim to give an insight into the courses available at both universities. The two universities provide training to ensure that all staff and students present at these events are able to explain the similarities and differences between the two institutions, including admissions processes and course structures, to enable students to make an informed choice.

66. Oxford will also be part of the Study Higher NNCO in collaboration with Oxford Brookes, Reading and Buckinghamshire New universities. This local partnership will build on the outreach already being undertaken by the universities locally, including Oxford’s widening participation work such as its COMPASS programme for young carers and through the Oxford Deanery. This partnership will offer a single point of contact (SPOC) for regional secondary state schools in Oxfordshire, Swindon, Reading, West Berkshire, Buckinghamshire, Milton Keynes, Wokingham and Bracknell Forest. Schools can expect a dedicated website, regular e-updates and the continuation
of the Teachers’ Conference as well as other IAG activities. The project runs from 2015 to 2017 and the partnership will be expected to commit to a sustainability plan beyond the 2017 funding.

67. The University, through Somerville College, will also play a role in the Widening Participation Collaborative Group NNCO, in collaboration with Keele University, Staffordshire University, University of Derby, University of Chester, Harper Adams University, Manchester Metropolitan University and Reaseheath College. These universities have been working together for over ten years to deliver combined events for school students in the North Midlands. The network funding will enable the development of a website outlining activity opportunities for students in the area, and will cover a member of staff, acting as a SPOC for schools across the region. The SPOC will manage relationships between schools and partner universities. The region covered by the network contains significant areas of deprivation and low progression to higher education. By working in partnership, the network showcases higher education opportunities both locally and further afield to students in the region.

68. In 2014 the University, in partnership with Christ Church (one of the colleges of the University), launched a new collaboration with the educational charity **IntoUniversity**. A local learning centre has been established in Blackbird Leys, an area of Oxford which shows significant socio-economic deprivation. IntoUniversity Oxford South-East will offer a programme of academic support, pastoral care, practical support and mentoring to pupils from target primary and secondary schools. The centre was launched in February 2015 and will benefit 900 students annually. Our work with IntoUniversity through the centre will form the basis of a new collaborative target outlined in paragraphs 143-146.

69. Oxford collaborates with 21 other higher education institutions by subscribing to the HEAT service, a shared data service carried over from the Aimhigher South East partnership. This collaborative research and evaluation tool enables us to share costs and expertise and contributes to our evidence-based evaluation framework. Following the allocation of £3m investment funding from HEFCE, the HEAT service will be extended and developed to include more partner universities, and to offer more bespoke tracking and reporting for each institution. Oxford is represented on the governing body and steering group for this development planning, and is heavily involved in the roll out of the service across the sector.

70. 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 targeting activity, and 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 higher education progression. Oxford is concerned that the data which has hitherto been provided by UCAS in support of HEAT will continue to be made available in future, so that universities may be able to robustly evaluate activity and demonstrate evidence of success to OFFA.

71. Working in partnership with the Universities of Bath, Cardiff, Reading and Southampton, the University of Oxford continues to support UNet (Universities Network) which aims to improve access to selective universities. Through collaborative outreach, UNet encourages post-16 students to consider higher education opportunities at leading universities in the region, supporting them in making an informed decision about the degree which is most appropriate for them. Students have
the opportunity to participate in activities organised by partner universities and benefit from our jointly organised ‘Choices’ conference which provides in-depth information about our respective undergraduate offers. Students are encouraged to include UNet activities in their UCAS personal statements to provide further context to their applications.

72. UNet’s development focus for 2016-17 will be professional development for university admissions teams and for staff in schools and colleges advising post-16 students about progression to higher education. In addition, we will participate in the organisation and delivery of a targeted year 12 ‘Choices’ conference in summer 2017.

73. The University of Oxford works in partnership with other higher education institutions in order to provide better resources and share best practice. In addition we continue to collaborate with partner universities through mutual campus visits for our local students. We are continuing to run these visits with the universities of Bath, Liverpool and Winchester and will pilot a visit with Nottingham University in 2015. We understand that our local students may not necessarily want to attend a local university and aim to inform them about other types of universities and courses in the UK.

74. Alongside our NNCO partnerships, Oxford continues to work closely with the Russell Group member institutions, through active participation in the Russell Group Widening Participation Association and the Admissions Practitioners Group, recognising that this group of universities shares many similarities in access strategy and admissions policies. Oxford contributed to the Teachers’ Conferences held in UCL and the University of York in 2014, having previously hosted this biennial event.

75. We also work closely with Target Oxbridge and Future Leaders, two organisations which inspire, support and champion students from black and ethnic minority communities (further information in paragraph 169).

76. The University is committed to partnership with third sector organisations, who are often working closely with high achieving students from groups under-represented at Oxford. We support the work of the Social Mobility Foundation (SMF) by providing academically-focused activities as part of the broader SMF programme. Our tutors have led academic sessions for SMF programme participants and 150 students visited Mansfield College in 2014 as part of their aspiration raising day trip to Oxford.

77. Oxford continues to be a very strong and active supporter of TeachFirst. In addition to the CPD provision for TeachFirst teachers, Oxford contributes to the Futures programme (formerly HEAPS (Higher Education Access Programme for Schools)), providing activities in Oxford for over 200 year 12 students and participating in events for Year 12 HEAPS students and their parents. For the first time in 2014-15 Oxford will be hosting an Easter residential for Futures students. Oxford’s colleges also give significant support to graduates participating in TeachFirst by providing bursaries during the summer training programme.

78. Oxford is 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. In recent years, Oxford has provided four members of the National Executive Committee (National Chair, National Treasurer, South East England Group Chair, and
National Secretary), and most recently the role of Conference Organiser. In addition, Oxford staff support the national Conference by 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.

79. The University of Oxford is an Outreach Associate of South East Physics network (SEPnet), which is a consortium of thirteen universities in the South East of England and beyond. The consortium works together to advance and sustain Physics as an important subject for the UK economy. SEPnet is supported by 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. The consortium offers the opportunity to share good practice, resources and a coordinated approach to Physics outreach in the region.

(IV) WIDENING PARTICIPATION IN INITIAL TEACHER TRAINING

80. 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.

81. The proportion of BME students in the PGCE cohort has increased substantially in the past ten years (from 5% to 12%). Despite a sudden reduction in 2012-13, this was reversed for the 2013-14 intake. The 2014 intake contains our highest proportion of students from BME backgrounds, 15%.

82. PGCE candidates with disabilities and specific learning difficulties 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

83. Oxford’s academic-led 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.

84. 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 course 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 (98%), since the process rigorously identifies those best able to excel on the intense and demanding courses we offer.
85. 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 18,000, of whom about 11,700 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 gain at least one or more A* grades. In 2014 for example, there were 4,357 applicants who did not receive an offer, but who went on to get at least A*AA. Of those who were made offers to Oxford for 2014 entry, 82.0% achieved at least A*AA, and 34.9% achieved A*A*A* or better.

86. 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 course linked to its selection criteria. 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.

87. 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, 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.

88. 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 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 higher education 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.

89. 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

90. 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.

91. 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.

92. The University has committed to a Common Framework for Supporting Disabled Students to sit alongside the existing common frameworks for admissions and access, taking into account both the growth in demand for, and resource dedicated to, provision of disability support services at Oxford, and the increase in monitoring and reporting obligations. An outline statement was agreed at the end of 2013-14. The Framework’s guiding principles are:

   a. That the collegiate University will seek to demonstrate exemplary inclusive practice in relation to disabled students.

   b. That the collegiate University will comply with all applicable legislation, and follow the guidance outlined in University policies and relevant external publications, noting the requirement to make reasonable adjustments insofar as they do not compromise the integrity of academic competence standards.

93. 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 upfront financial cost. With this in mind, the Moritz-Heyman Scholarships were introduced in 2012 following a generous donation of £75m from Sir Michael Moritz and Ms 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 2016-17 the Moritz-Heyman Scholarship Programme will provide new scholars from families with a household income of £16,000 or less, and who are flagged on a number of contextual disadvantage indicators, with an annual tuition fee reduction of £3,000 in addition to the annual maintenance bursary. Moritz-Heyman Scholarship holders are also encouraged to take part in voluntary work, which further develops their transferable skills, and to participate in outreach with the aim of inspiring those from similar backgrounds to aspire to higher education. Scholars are also supported in finding and taking up internship opportunities, as we recognise the value of such experience for employability and career progression.
94. The MPLS division has run a cross-departmental ‘bridging’ programme since 2012 for new students in the Physical Sciences. The residential component of the programme supports 45 students starting their undergraduate course in Chemistry, Physics or Earth Sciences in making the transition to higher education. The programme reinforces their mathematical skills, offers a taster in tutorials, revises subject-specific knowledge, and provides training in study skills such as time management, critical thinking and note-taking. Priority is given to those with contextual flags. The programme is evaluated through three student questionnaires: at the end of the programme, one term into their studies, and after sitting first year examinations. A comparison of first year examinations results of participants and non-participants is also undertaken.

95. For students not attending the residential programme, online resources have been developed to support the mathematical skills of all new students in the physical sciences. Online materials for new Chemistry students were developed for new students starting in October 2014, and online materials for Physics and Engineering students will be developed for students starting their courses in October 2015.

96. 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, which is 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.

97. 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. In 2013-14 significant changes were made to the management, structure, staffing levels and operation of the Service to enhance its effectiveness. A full-time service manager has been appointed; the Service has been accredited by Advice UK; and permanent advisors now handle casework, freeing student sabbatical officers to undertake their campaigning and representative roles. In 2013-14, the Student Advice Service helped 242 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 six elected sabbatical officers work towards achieving OUSU’s vision of students as active partners in shaping their Oxford experience. The University regards constructive engagement with the Student Union as
a fundamental priority in developing its student retention, academic representation and support work.

98. All 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. Overall, 42% of recruiters answering the Careers Service biennial survey, rated Oxford students as 'more likely' or 'much more likely' to demonstrate the key eight employability skills as defined by the CBI in their 2008 Future Fit report. On three of the skills (Communication, Problem Solving, and Self-management) more than half of all respondents rated Oxford students as 'more likely' or 'much more likely' to demonstrate these skills. The survey was run in January/February 2015, and sent to 4,000 recruiters who had placed a vacancy advertisement on the Careers Service web site in the last two years; no incentive was offered to complete the survey. The total number of responses so far is 374.

99. 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 66% of first year and 85% 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.

100. The Careers Service facilitates an increasing number of learning and development opportunities including the Internship Programme, the Student Consultancy, Insight into Teaching, Insight into Medicine, Springboard, and The Shed (a student entrepreneurship and innovation training programme). In 2015 the Oxford University Internship Office will arrange approximately 450 opportunities for students to work on structured and funded projects across the globe from the USA to China, from Malawi to Denmark; many of these are supported by university alumni. Approximately 40% are in the UK. In 2015, the Internship Programme will include funded research internships, supported by HEFCE, for our undergraduates. These will help de-mystify postgraduate research and enable a wider range of students to make informed choices about further study.

101. The Student Consultancy facilitates opportunities for over 150 students each term to work in teams of four with local organisations to identify solutions for real business issues. Clients include local third sector groups, community action groups, local government, SMEs and large corporates. Insight into Teaching enables at least 70 students, twice a year, to work in schools - state and independent, local and across England, primary and secondary – to gain valuable experience over three days. Our latest programme, Insight into Medicine, is aimed directly at students interested in post-graduate entry for Medicine who do not have the social connections or background to acquire the necessary medical work shadowing experiences. In addition to the well-established Springboard programme for the professional development of female staff and postgraduates, a bespoke version for women undergraduates has been developed and launched in Oxford in partnership with the Springboard Consultancy, and this is now being taken up by universities across the UK. In Oxford

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8 http://www.cbi.org.uk/media/1121435/cbi_uuk_future_fit.pdf
this runs twice a year for up to 160 students a year. 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.

102. The Careers Service has Careers 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.

103. As well as monitoring overall first destinations in the DLHE\textsuperscript{9} 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. Our analysis of the 2011-12 and 2012-13 DLHE data demonstrated that there was no evidence that those flagged with the overall widening participation flag (i.e. with at least two of the contextual flags used at Oxford such as POLAR2, ACORN, pre-16 and post-16 school performance, and the OFFA school flag) differ significantly from those without the flag in terms of the probability of securing a professional or managerial level job.

104. The provision of postgraduate funding opportunities is central to our support for progression to postgraduate study: in 2015 over 900 fully-funded scholarships, covering the full academic range of Oxford’s graduate courses, are available for new master’s and doctoral students from the University, our colleges and supporters. The Clarendon Scholarships, funded by Oxford University Press and Oxford’s colleges, have supported over 1,300 graduates at Oxford since their launch in 2001. The Oxford Graduate Scholarship Matched Fund, an innovative global matched fundraising scheme, has raised over £85m for postgraduate scholarships in the past 18 months.

105. The University’s commitment to supporting progression to postgraduate study is further evidenced by its successful bid to HEFCE’s 2014-15 Postgraduate Support Scheme, to fund a portfolio of innovative graduate access projects with a budget of £3.75m. Through this scheme, 116 new full scholarships have been awarded to students on the basis of applicants’ financial need and socio-economic background, in addition to academic merit. Other PSS projects at Oxford include funded research internships for current undergraduate students (to encourage progression to postgraduate study), and funded professional internships for current master’s students (to facilitate informed career progression). To date, 120 students have benefited from the first of two internship cycles funded via this project.

106. In the second round of the Postgraduate Support Scheme, the University has been allocated £980,000 by HEFCE to provide 196 graduate bursaries of £10,000 for study in 2015-16. The bursaries require 50% institutional matched funding; the University will commit these funds, as well as substantial institutional resources and expertise, to their delivery in 2015.

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\textsuperscript{9} The Destination of Leavers from Higher Education survey reports on post graduate destinations six months after leaving university.
107. Oxford also runs subject-specific events across the University that increase access to information about postgraduate study, for both our own students and wider audiences. Recent examples include the Doctoral Training Centre Open Day for current students in the Medical Sciences Division, and the Humanities Graduate Open Day.

108. The University has created a new, three-year (2014-16) post of Graduate Access Manager, to research, develop and advise on postgraduate access policy. Jointly (55%) funded by HEFCE, the post-holder will also contribute to collaborative research into possible barriers to postgraduate study being undertaken nationally through HEFCE’s Postgraduate Support Scheme.

2G. FINANCIAL SUPPORT FOR STUDENTS IN 2016-17

109. 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 tuition fee reductions, colleges and departments have always provided a wide range of generous additional financial support such as hardship grants, to ensure that financial concerns do not detract from student success. A considerable benefit of the collegiate system is that welfare provision can be targeted in this individualised manner.

110. In the academic year 2013-14, Oxford carried out two surveys of its students: a survey for all students (with the exception of undergraduate finalists) as part of the Student Barometer; and an external survey on behalf of HEFCE of Home/EU first year undergraduate students from households with incomes of £25,000 or less, who were in receipt of National Scholarship Programme (NSP) funding. We used the survey results as part of our continuous assessment of the effectiveness of bursaries when considered against tuition fee reductions, as well as to evaluate the impact and level of support provided. Feedback from the NSP survey highlighted a clear preference for bursaries over tuition fee reductions; 60% of respondents indicated that they would prefer to receive a cash amount of £3,000 rather than a tuition fee reduction of £5,000. The Student Barometer survey was sent to all non-finalist undergraduates, and all postgraduate taught and postgraduate research students. Of the undergraduates surveyed who declared that they were in receipt of institutional financial support whilst at Oxford (around 20%), over three quarters agreed or strongly agreed that they preferred to receive money towards living costs rather than towards fees. The feedback from both surveys has been used in conjunction with a policy literature review to inform decisions regarding our 2016-17 financial support provision, which remains concentrated on providing generous financial support to uphold our commitments to support the most disadvantaged students.

111. 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. Through Oxford’s provision of bursaries to supplement government loans and grants, it is intended that students from households with incomes of up to £30,000 will be able to cover their full living costs at university, and take part in a range of academic and extra-curricular opportunities, without having to take paid employment during term time. Furthermore we estimate that students from households with incomes of £25,000 or less will be able to reduce the amount of government maintenance loan they take out by at least £1,500, based on the current lower range estimate of Oxford living costs over nine months.
112. Oxford has contributed to the government’s exercise to refresh Student Income and Expenditure data. This will update the existing 2011-12 nationally published data, which we use as part of our own calculation of student living costs.

113. To help build a more robust sector-wide evidence base on the impact of financial support, Oxford is taking part in the OFFA review of the research into the impact of financial support on the experience of students within higher education. We presented our approach to formulating a financial support package at the UUK/OFFA conference in March 2015 which sought to address how student financial support contributes to widening access and improving student retention and success, and what models might produce the most effective outcomes.

(I) BURSARY SUPPORT FOR STUDENTS IN 2016-17

114. The University and colleges jointly fund Oxford’s bursary provision, largely from philanthropic sources and from endowment income. In 2016-17, we will provide the following bursaries to students:

a. A bursary of £3,700 to students from household incomes of £16,000 or less in each year of their course, which includes students on the Moriitz-Heyman Scholarship Programme.

b. A tapered bursary from £2,700 to £200 for students from household incomes of £16,001 to £42,875 in each year of their course. Based on student feedback, we have increased the number of bursary bandings we use from 7 to 11, to smooth out the difference in bursary support at each level.

10 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.
Currently around one in ten Home/EU full-time undergraduate students at Oxford is from a household with a declared income of £16,000 or less and would benefit from the highest level of bursary.

Students following the six-year Medicine course and the four-year accelerated Medicine course for graduates who start their course in 2016-17 will be eligible for a bursary in all years of their course, depending on their household income. These proposed arrangements assume that the 2015 entry NHS funding arrangements will continue for 2016 entry Medicine students.

The University will take into account all forms of government support that PGCE students are eligible for, including the National College for Teaching and Leadership’s Training Bursaries. If a PGCE student has a household income of £42,875 or less and is eligible for government support (including maintenance loans and training bursaries) of less than £9,000, it is expected that Oxford will provide a bursary according to the rates for undergraduate students. However, the University will need fully to consider its response to the funding of PGCE students once the National College for Teaching and Leadership’s funding arrangements for 2016-17 have been confirmed.

Full-time students following the certificate and diploma courses in Theological Studies starting their course in 2016-17 will be eligible for an Oxford Bursary.

The University will continue to provide an Oxford Bursary to students who commenced their studies in 2015 or before at the rates published on our website and in previous Agreements. The University will maintain bursary support at current levels for these cohorts in 2016-17.

### BURSARY PROVISION IN 2016-17

<table>
<thead>
<tr>
<th>HOUSEHOLD INCOME</th>
<th>BURSARY LEVEL P.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>£0 - £16,000</td>
<td>£3,700</td>
</tr>
<tr>
<td>£16,001 - £20,000</td>
<td>£2,700</td>
</tr>
<tr>
<td>£20,001 - £22,500</td>
<td>£2,500</td>
</tr>
<tr>
<td>£22,501 - £25,000</td>
<td>£2,200</td>
</tr>
<tr>
<td>£25,001 - £27,500</td>
<td>£1,700</td>
</tr>
<tr>
<td>£27,501 - £30,000</td>
<td>£1,400</td>
</tr>
<tr>
<td>£30,001 - £32,500</td>
<td>£1,100</td>
</tr>
<tr>
<td>£32,501 - £35,000</td>
<td>£1,000</td>
</tr>
<tr>
<td>£35,001 - £37,500</td>
<td>£800</td>
</tr>
<tr>
<td>£37,501 - £40,000</td>
<td>£600</td>
</tr>
<tr>
<td>£40,001 – £42,875</td>
<td>£200</td>
</tr>
</tbody>
</table>
120. Research suggests that debt aversion is most prominent amongst potential applicants from the lowest income households. These students may therefore be 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. To address this, Moritz-Heyman Scholars will also receive an annual tuition fee reduction of £3,000, to enable them to reduce the size of the tuition fee loan required from the government.

121. The University will continue to provide a tuition fee reduction to students who commenced their studies between 2012 and 2014 at the rates published on our website and in previous access Agreements.

3. TARGETS AND OUTCOMES

OUR PRINCIPLES AND OUR APPROACH

122. 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.

123. Our package of financial support to undergraduate students 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. We are providing student sampling data and discussing project methodology with the Institute of Education and NatCen in respect of the government’s national Student Income and Expenditure Review, and we are a member of the project team that successfully bid for the OFFA tender to develop and pilot resources by July 2016 that can be used by HEIs to improve understanding and evaluation of the impact of financial support on student success, both from behavioural and attitudinal perspectives, providing increased nuance to this complex topic.

124. The targets and associated outcomes that we are proposing are designed to ensure:

   a. That all prospective applicants who 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 access to full information about the

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University, its courses, and the financial support available. They should also be fully aware of the University’s admissions process and standards. 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.

b. 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 help to 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.

(I) ACTIVITY TARGETS AND OUTCOMES

125. Between 2012-13 and 2016-17, Oxford set a series of challenging targets for the admission of students from under-represented groups, identified by indicators of educational and socio-economic disadvantage and by declared disability. We have monitored progress against these targets closely, and have adjusted our outreach programmes and admissions processes in pursuit of these overall targets. These targets are reported on in paragraphs 21-25 above.

126. Much work has been done since 2011 in the higher education sector and within Oxford to improve our knowledge and understanding of effective fair access strategies. During the same period the educational sector has faced significant disruption from widespread changes to school governance, qualification reform, funding adjustments and changes to the funding and governance of undergraduate degree courses. Oxford believes that this is therefore an opportune time to review and further develop our targets for 2017-18 through to 2019-20, including the introduction of a new target based on collaborative work with IntoUniversity in relation to the learning centre in Blackbird Leys (paragraph 68).

127. Oxford also intends to investigate the feasibility of proposing a further additional target, relating to the student lifecycle, for inclusion in the 2017-18 Agreement.

OXFORD’S TARGETS FOR 2017 TO 2020

Target 1: increase the percentage of UK undergraduate students entering Oxford from schools and colleges that historically have had limited progression to Oxford to at least 14.5% in 2019-20.

128. This target reconfigures the current Target 1 reported on in paragraphs 21-22. Research\(^{12}\) has shown that Oxford and Cambridge students are drawn from a disproportionately small number

of schools. One explanation is that this pattern of recruitment correlates with GCSE and A level attainment data, but nevertheless it is also clear that students at these schools benefit from teachers and peers with experience of the Oxford admissions process. Accordingly, our first target relates specifically to those schools and colleges with little or no history of progression to Oxford despite having some students who meet Oxford’s standard entry criteria.

129. We have reviewed the focus of this target in the light of changes in the secondary education landscape since it was first drawn up in 2010. We have identified a group of key state schools and colleges with high attainment at GCSEs and A-Levels but that historically have limited progression to Oxford. We have therefore refined our list of target schools to focus only on these schools and colleges, allowing us to target activity in those areas where most progress can be made on increasing access to Oxford. We have assessed the potential equality implications of this change, and have confirmed that there are no resulting negative impacts. In particular, our assessment indicates that the proportion of potential Oxford applicants from BME backgrounds at schools and colleges in the new target group is two percentage points higher than in the previous group.

130. We have also identified a large number of schools and colleges currently without attainment at sufficient levels to be included in this target: Oxford will continue to offer these schools and colleges support on raising aspirations and supporting able students through widening participation programmes.

131. Oxford is committed to setting and working towards stretching targets. In the three years to 2014-15 an average of 13% of accepted applicants to Oxford came from these schools and colleges and our current projections suggest that the levels in 2015-16 and 2016-17 will be similar.

132. We have therefore taken the view that an appropriately stretching target would be to have 14.5% of accepted UK applicants drawn from these state schools and colleges by 2019-20. We have set milestones representing a 0.5% increase each year from the baseline of 13%. Progress will be reported through our annual undergraduate admissions statistical release.

<table>
<thead>
<tr>
<th>Target 1 milestones</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of UK undergraduate students entering Oxford from ‘target 1’ schools and colleges</td>
<td>13.5%</td>
<td>14.0%</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

Target 2: increase the percentage of UK undergraduate students entering Oxford from disadvantaged socio-economic backgrounds (ACORN postcodes 4 and 5) to at least 9.5% in 2019-20.

133. This target is a revised version of the Target 2 reported on in paragraphs 21-22. This target is based on analysis of the ACORN dataset which is a verifiable indicator of socio-economic disadvantage at postcode level. The University has used ACORN 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 and other outreach programmes.
134. The University has set this target using the historical evidence gained over the last six admissions cycles. An average of 7.7% of accepted UK applicants to Oxford came from these postcodes in the three years to 2014-15.

135. We have therefore taken the view that an appropriately stretching target would be to have 9.5% of accepted UK applicants drawn from ACORN 4 and 5 households by 2019-20. We have set milestones representing a 0.4% increase each year from a projected baseline of 8.2% in 2016-17. Progress will be reported through our annual undergraduate admissions statistical release.

<table>
<thead>
<tr>
<th>Target 2 milestones</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of UK undergraduate students entering Oxford from ACORN quintiles 4 &amp; 5</td>
<td>8.7%</td>
<td>9.1%</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

Target 3: increase the percentage of UK undergraduates entering Oxford from neighbourhoods with low participation in higher education (POLAR3 postcodes 1 and 2) to at least 13.0% in 2019-20.

136. This target is a revised version of the Target 3 reported on in paragraphs 21-22. This target is based on analysis of the POLAR3 dataset which is used to determine school leavers’ likelihood to progress to higher education at postcode level, and relates specifically to quintiles 1 and 2, which represent the 40% of school leavers least likely to progress to higher education.

137. The University has used a previous version of this dataset, POLAR2, as a contextual flag in the undergraduate admissions process since 2011-12, and also as a factor when selecting participants for the UNIQ summer schools programmes\(^{13}\) and other outreach activities. Oxford is already monitoring POLAR3 applicant data and is planning to move to using the POLAR3 dataset as a contextual flag in the undergraduate admissions process by 2017-18 for the new target.

138. The University has set its own target using the historical evidence gained over the last four admissions cycles. An average of 10.3% of accepted UK applicants to Oxford came from POLAR3 quintiles 1 and 2 in the three years to 2014-15.

139. We have therefore taken the view that an appropriately stretching target would be to have 13% of accepted UK applicants drawn from POLAR3 quintiles 1 and 2 by 2019-20. We have set milestones representing a 0.7% or 0.8% increase each year from a projected baseline of 10.7% in 2016-17. Progress will be reported through our annual undergraduate admissions statistical release.

\(^{13}\) The POLAR 3 dataset has been used when selecting participants for the UNIQ summer schools since 2014.
Target 3 milestones

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of UK undergraduate students entering Oxford from POLAR3 quintiles 1 &amp; 2</td>
<td>11.5%</td>
<td>12.2%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

Target 4: ensure that the proportion of UK undergraduate students with declared disabilities or specific learning difficulties (regardless of whether they receive the DSA) at the University does not drop below the current level of 8.8% (based on the average of the years 2011-12 to 2013-14).

140. During the period covered by previous Agreements, Oxford has consistently achieved our target of meeting or exceeding HESA’s annual benchmark on UK undergraduate students at Oxford with disabilities or specific learning difficulties who are in receipt of the Disabled Students’ Allowance (DSA) (Target 4 in paragraph 21).

141. Uncertainty around the current benchmark, in the light of planned government changes to the DSA, means that we have decided to base our new target on the total number of students declaring disabilities or specific learning difficulties and to ensure that it does not fall below the current level of 8.8%. Progress will be reported annually by the University’s Disability Advisory Service.

142. This target will be challenging because there are several factors which could affect declarations in the period covered by the target. DSA currently provides an important incentive to declare a disability in order to secure the support it funded. We do not expect the rate of declarations to reduce in 2015-16 but the second tranche of changes due in 2016-17 could lead to a drop in numbers.

Target 4 milestones

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of UK undergraduate students with a declared disability or specific learning difficulty</td>
<td>At least 8.8%</td>
<td>At least 8.8%</td>
<td>At least 8.8%</td>
</tr>
</tbody>
</table>

Target 5: ensure that at least 55% of students working with the Oxford South-East IntoUniversity centre progress to higher education in 2019-20.

143. This is a new target. The University recognises its influential role within the local educational landscape, and has set a new, collaborative target based on our work with IntoUniversity (see paragraph 68). This target is based on increasing the progression of local school pupils into higher education, and focuses on widening participation to higher education rather than widening access to Oxford.
144. The Oxford South-East learning centre was launched in February 2015 as a partnership between the University, Christ Church (one of the colleges of the University), and IntoUniversity. The evidence from across the higher education sector is that that widening participation programmes take longer to show results than widening access programmes. The centre will be in its third year of operation in 2017-18, and should be starting to generate robust progression data.

145. All IntoUniversity centres offer the same academic programme and very similar student support services; the students are selected against the same admissions criteria and the tutors working at the different centres have identical training. However, there is variation in the progression rates between centres within and outside London, and we have identified the latter as the most suitable comparators.

146. Data from IntoUniversity centres outside London suggest that that a target of 55% progression to higher education in 2019-20, out of a projected cohort of 66 students who began working with the centre at KS5, will be appropriately stretching. Progress will be reported through an annual return from IntoUniversity and tracked using the HEAT service.

<table>
<thead>
<tr>
<th>Target 5 milestones</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of IntoUniversity participants progressing to higher education</td>
<td>At least 50%</td>
<td>At least 50%</td>
<td>At least 55%</td>
</tr>
</tbody>
</table>

(II) ACTIVITY MILESTONES AND OUTCOMES

147. Oxford has continued to focus its widening access efforts on a number of large-scale, flagship programmes. These are developed with reference to analysis of national attainment at individual school level and of socio-economic data (ACORN and POLAR2/POLAR3), Oxford’s applicant pool data and evaluations gathered from existing activities. The large scale nature of Oxford’s flagship programmes renders them particularly useful for evaluation, which we will continue to use to inform future developments where appropriate.

148. Over the last five years the UNIQ summer schools have expanded significantly, while becoming ever more targeted to ensure the most deserving state school students benefit from the resource. As the number of beneficiaries to the UNIQ summer schools has increased, we are pleased that our application and admission rates for participants remain consistently high over the last five years: at 41.1% their admissions success rate (between 2010 and 2014) is just over double that of the average Oxford candidate (18.6% in 2013). In relation to both the proportion of summer school participants applying to Oxford, and the success rate of these applicants, the UNIQ summer school has exceeded the OFFA milestones we set in the 2012 Agreement.

149. Oxford continues to prioritise its work with teachers, recognising that they are key influencers in potential applicants’ decision-making. We have exceeded our milestone for the success of students from schools with historically limited progression to Oxford, where teachers at those schools have attended a Regional Teachers’ Conference. As the conferences are run biennially in each region, we have assessed progression rates across two years in evaluating the programme. In 2008-10 this progression rate was 20.5%, rising to 21.5% in 2010-12 and 22.9% in 2012-14.
150. ‘Flagged’ candidates are shortlisted for interview, provided that they are predicted to achieve the entry qualifications, and meet relevant attainment in any pre-interview tests. In order to be ‘flagged’, candidates must come from an area of socio-economic deprivation (using either the ACORN or POLAR2 data sets), and from a school with lower than national average attainment rates (at GCSE or A-level) or with historically limited progression to Oxford. The offer rate for ‘flagged’ applicants increased from 19.1% in 2013 to 21.9% in 2014 but fell slightly to 20.2% in 2015. We are working to understand the reasons for this, and will amend policies and practices where appropriate in response to our findings.

151. Although it is not one of our official targets, Oxford is also encouraged that the number of undergraduate students from the lowest income households (assessed by the Student Loans Company as having an income of £16,000 or less) has remained steady at approximately 1 in 10, despite the introduction of higher fees for 2012 entry and the enduring misconceptions about the cost of higher education which resulted. A household income of £16,000 is the cut-off point for free school meals; however, not all of these students will actually have been in receipt of free school meals. We regard assessed household income as a more reliable indicator because of variation in provision across school sectors, and the decrease in uptake of free school meals as students get older. We are committed to continued monitoring of this cohort, and to transparency as one of the few institutions to routinely disclose the proportion of their student body from this income bracket.

152. 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 2014-15, around one in ten of Oxford’s UK undergraduate intake was admitted from a household with this level of declared income. This group of applicants is likely to be especially debt averse, and discussions with our Student Union have indicated that they have limited access to accurate advice and guidance. We will continue to monitor carefully the level of participation within this group.

(III) OTHER AREAS OF MONITORING AND ANALYSIS

153. Considerable media and political attention is paid to the composition of Oxford’s undergraduate student body by reference to prior school type. In the 2015 entry cycle, the proportions of applications to Oxford from UK students in UK schools were 62.5% state sector and 37.5% independent sector respectively. This compares with 60.5% state and 39.5% independent in 2007-8. For 2015 entry, percentages of offers by Oxford were 56.7% state and 43.3% 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.

154. 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 (especially state grammar schools), and students from relatively disadvantaged ones at independent schools. Among
our 2013 entrants\textsuperscript{14} in receipt of the full Oxford Bursary (i.e. students with a household income of £16,000 or less) 29% were educated in the independent sector.

\textbf{155.} Our goal is to increase access for socially and educationally disadvantaged groups. We are not convinced that using school type is the best means to that end. We believe that the targets we have identified will be more useful in tackling the challenges of access for the socially and economically disadvantaged. 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.

\textbf{156.} We expect that achieving our targets for increasing participation at Oxford of students from neighbourhoods with low participation in higher education and from disadvantaged backgrounds may also help us to target BME groups and we will continue to monitor this. The Moritz-Heyman Scholarship Programme is specifically intended to target and support disadvantaged students, and analysis has identified that representation of BME students is around twice as high amongst these Scholars in comparison with the undergraduate cohort as a whole, based on the first three years of the Programme.

\section*{4. MONITORING AND EVALUATION}

\textbf{157.} The University will monitor progress against each of our targets and milestones on an annual basis and will publish the results in its Undergraduate Admissions Statistical Release. Evaluation plans for outreach programmes will support the targets of the Agreement and also the objectives of Oxford’s \textit{Common Framework for Access}, which are to:

\begin{itemize}
  \item a. Encourage and facilitate greater awareness of the activity across the collegiate University;
  \item b. Enable practitioners to share a common language when describing their work and its effectiveness;
  \item c. Stimulate discussion and research in the field, encouraging cooperation and good practice in the delivery of Widening Access activities;
  \item d. Ensure that there is a robust evaluation programme within the University building on existing good practice;
  \item e. Provide evidence for both internal and external bodies on the range and effectiveness of access activity carried out in Oxford. This will ensure that evidence is available not only at a project level but is also scalable within the University.
\end{itemize}

\textsuperscript{14} Bursary data for the last complete academic year has been used to take account of in-year changes in individual financial circumstances.
158. The Common Framework for Access also states that outreach activity should have evaluation built in from the design stage. This is to ensure that the activity’s effectiveness is kept under review. Therefore as part of the planning process, outputs and benefits are identified, and the review proposed for assessing the returns against success criteria should be specified and monitored.

159. Monitoring and evaluation is therefore 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.

160. Data sets 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.

161. The University would be interested in working with other selective universities to measure the impact of student financial support schemes. In particular, the University would like to investigate further the impact of initiatives to increase participation from the most financially disadvantaged in society. The Director for Undergraduate Admissions and Outreach is part of an OFFA Task and Finish group supporting the development of OFFA’s financial support research programme.

162. 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. The University carries out an annual analysis of data on student outcomes at the HESES snapshot date of 1 December. The purpose of the analysis is to compare data across years and subject areas and to identify trends over time.

163. 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

164. In 2012, the University agreed a suite of equality objectives which embedded its access and outreach work within the institution’s overall equality and diversity strategy. The student-related objective is to achieve the targets set out in the University’s current Agreement with OFFA, and progress is reported in the annual Equality Report, available at www.admin.ox.ac.uk/eop/equalityreporting. The University’s Equality Policy contains a commitment to ‘encourage applications for study and employment from the widest pool of potential candidates, especially where representation is disproportionately low’ and to take steps to meet the needs of individuals from protected groups where these are different from the needs of others (www.admin.ox.ac.uk/eop/universityofoxfordequalitypolicy/).
165. In devising this Agreement, and in revising the targets contained within it, the University has addressed its responsibility under the Public Sector 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; and foster good relations between people who share a protected characteristic and those who do not.

166. Oxford takes seriously its responsibility to ensure that students with protected characteristics are sufficiently informed and supported throughout the recruitment and application processes. To this end, work is undertaken to attract all qualified candidates, including those with protected characteristics, and to scrutinise and evaluate the profile of those engaging with our outreach activities. In particular, we have ensured that the revision to the list of schools and colleges covered by Target 1 will not adversely affect BME candidates (paragraph 129). We publish a very comprehensive set of annual admissions statistics on our website. This annual report covers aspects of our admissions process relating to protected characteristics, and where there are apparent anomalies we undertake further investigation and research.

167. Contextual information is used to select and target participants for our outreach activities, and is also incorporated into our selection process to short-list applicants for interview, although this is limited because the UCAS process does not collect or provide information on all protected characteristics at point of application.

168. The proportion of UK undergraduate BME students at Oxford is comparable with that at the Russell Group as a whole (excluding London). Oxford continues to develop targeted outreach for students from ethnic minority communities in line with our aim that all appropriately qualified candidates should consider applying to Oxford and should have access to relevant support and advice. The Undergraduate Admissions office is working in collaboration with the student-led African and Caribbean Society, and jointly organised the Annual Access Conference for BME students in July 2014. After a successful pilot event, this conference will run on an annual basis, aiming to make Oxford University a more accessible institution for Key Stage 4 and 5 state school students of BME origin by helping to demystify the Oxford admissions process for pupils, teachers and parents.

169. Furthermore, we are working with other third party organisations, Future Leaders and Target Oxbridge, drawing on their work and networks to ensure BME students are supported to make competitive applications to Oxford. We have supported two Future Leaders magazines, profiling inspirational BME students, and offering information about outreach initiatives to the audience of BME readers in schools. We continue to support Target Oxbridge in their programme identifying year 11 pupils, who are supported through years 12 and 13 by a series of interventions, including mentoring; and the University is committed to addressing the under-representation of BME staff at Oxford. We are working with the student-led Campaign for Racial Awareness and Equality to review the curriculum for certain courses.

170. Oxford recognises that female students remain under-represented in some subjects, and we are working to improve female application and retention rates within STEM degree courses as part of our work under the Athena SWAN programme. All departments in the sciences and medicine have an Athena SWAN award, and departments in the Humanities and Social Sciences Divisions
are beginning to undertake analysis in anticipation of the launch of the **Gender Charter Mark** in 2015.

171. Oxford is a signatory to the government’s Women in Technology and Engineering Compact, launched 7 May 2014, making a public commitment to ‘strengthen, develop, and promote activities, existing and planned, that encourage the engagement of women in all STEM subjects and especially technology and engineering within the University and beyond it’. Further information on our outreach efforts to encourage women into STEM courses is provided in paragraph 60.

172. The University encourages applications from **students with disabilities** and is proactive in encouraging disclosure. Upon acceptance at Oxford, all offer-holders who have not disclosed a disability in their UCAS application are encouraged to do so and to make contact with the DAS to discuss their needs so that the appropriate support can be provided prior to their commencement of study. Oxford continues to exceed its HEFCE benchmark in relation to students with disabilities, with **5.6%** of full-time undergraduate students being in receipt of Disabled Students’ Allowance (DSA) in 2013-14.

173. The University has increased its investment in the DAS enabling the employment of more disability advisers during 2013-14, including a specialist in autistic spectrum disorders and a further specialist in SpLD. The number of students disclosing a disability continues to increase. By the end of 2013-14 10.4% of undergraduates and 8.4% of the total student population disclosed a disability.

### 6. PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

174. 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.

175. The undergraduate prospectus is designed to explain clearly each stage in the application process, and is accompanied by further publications focused on student funding and preparing for interviews. We also produce brochures of information specifically for parents and carers, for mature students, for international students and for disabled students. 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. We collaborate closely with the Admissions Testing Service (ATS) on the publication of leaflets explaining each of the admissions tests they administer on our behalf, and on the provision of accurate and detailed information on the ATS website ([www.admissionstestingservice.org](http://www.admissionstestingservice.org)). 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.

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

177. The OUSU **Alternative Prospectus** and website provide a student perspective on admissions and life at Oxford ([www.ousu.org](http://www.ousu.org)).
178. The University’s **Admissions Information Centre** is located in central Oxford. It aims to encourage all potential applicants to choose Oxford, and to help them make the best possible application, 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.

179. 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.

180. Supporting offer-holders is an important part of our outreach activity. For example, St Hilda’s College holds an annual Welcome Day for offer holders and their parents and carers. Current students play a prominent part as guides and in one-to-one conversations. The event is an important way of dispelling fears around meeting the minimum offer and adequately preparing for life at Oxford. Feedback from all those who attend tends to be positive.

181. We provide a wealth of **video and audio materials** through our iTunes U site and our YouTube channel, including videos explaining and promoting each of our undergraduate degree courses, subject lectures, and admissions-related information. Admissions and access-related information is also promoted on our Facebook page, which has over 2.1 million followers, as well as on Twitter and Instagram. 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. This is a valuable way of reaching potential students, parents and teachers, who may not engage with our other outreach materials or attend any of our other outreach events.

182. The University has recently set up a revised **email and online communication campaign** that provides offer holders with a full introduction to collegiate university support services and key information and guidance from the point that they receive an offer. The campaign covers the most vital and time-sensitive information, such as welfare provision and government financial support application deadlines, in a brief monthly newsletter format. Statistics from the first year of the campaign show that almost half of all clicked information links were on fees and funding topics, which further demonstrates the importance placed upon financial matters by potential new students at both undergraduate and postgraduate level.

183. 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) A dedicated **fees and funding website for prospective students and their sponsors** ([www.ox.ac.uk/funding](http://www.ox.ac.uk/funding)) complements the undergraduate admissions website. The site contains up to date information on fees charged, 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. Information on fees and funding for 2016-17 entrants will be available here from summer 2015. It is also continually updated with tailored information relating to on-course financial support, including additional funding opportunities and hardship funding for current students.
b) The **fees and funding website** ([www.ox.ac.uk/students/fees-funding](http://www.ox.ac.uk/students/fees-funding)) is continually updated with tailored information relating to on-course financial support, including additional funding opportunities and hardship funding for current students.

c) Information about course-specific costs is now included on a ‘Fees and Funding’ tab on each of the course pages on the Undergraduate Admissions website ([www.ox.ac.uk/courses](http://www.ox.ac.uk/courses)). This includes information on any additional costs associated with each course, such as extended terms and field trips, and examples of reduced costs, such as lower fees for years spent studying abroad.

d) The University’s **Fees, Funding and Scholarships Search tool** ([www.ox.ac.uk/ffsearch](http://www.ox.ac.uk/ffsearch)) enables undergraduate students to identify the tuition fee, 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.

e) Students who hold an offer are sent a **Funding Booklet** in January, outlining the financial support package for which they may eligible and Oxford has a dedicated email address ([student.funding@admin.ox.ac.uk](mailto:student.funding@admin.ox.ac.uk)) to answer queries from current and prospective students.

f) Finance presentations are available at every open day and advisers are available to answer individual questions on a dedicated student fees and funding stand.

g) The central fees and 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. 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.

184. The University is committed to providing timely and accurate information to both UCAS and the Student Loans Company so that they are able to populate their databases in time for receiving applications from students.

### 7. CONSULTING WITH STUDENTS

185. 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. The Student Union is committed to fair access and coordinates a number of activities, such as the Target Schools Shadowing Scheme, and the Oxford Access Showcase, in contribution to the University’s access agenda.

186. Students also contribute to University decision making through regular participation in the Student Advisory Group, which is a joint forum between the University and the Student Union to
allow students to pilot and offer detailed feedback on specific areas of policy or operational development. Student feedback given in the summer of 2014 was used to set the estimated cost of living for University use. In setting University policy on bursaries, student support and access, the Student Union, with the support of University staff, consulted a wide range of students and the student submission was considered alongside others in the debate on policy.
ANNEX A: BASELINE DATA FOR CURRENT TARGETS

Background

For its current targets from 2011-2016, the University has utilised 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.
**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>UCAS Cycle</th>
<th>Total number of UK applicants (Total accepted UK applicants)</th>
<th>Total number of UK applicants from target schools and colleges (i.e. Target group)</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 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>518</td>
<td>9</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>
<tr>
<td>2013</td>
<td>11,556 (2,643)</td>
<td>3,033</td>
<td>1,307</td>
<td>1,122</td>
<td>11</td>
<td>47</td>
<td>518</td>
<td>28</td>
<td>19.6%</td>
</tr>
<tr>
<td>2014</td>
<td>11,418 (2,585)</td>
<td>3,046</td>
<td>1,265</td>
<td>1,114</td>
<td>13</td>
<td>79</td>
<td>551</td>
<td>24</td>
<td>21.3%</td>
</tr>
<tr>
<td>2015</td>
<td>11,733 (2,889)</td>
<td>3,038</td>
<td>1,428</td>
<td>983</td>
<td>n/a</td>
<td>n/a</td>
<td>614</td>
<td>13</td>
<td>20.8%</td>
</tr>
</tbody>
</table>

Figures in red are subject to change, since they are based on offers made, rather than acceptances.

**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. N.B. The above data differs slightly from the figures published online in our OFFA agreement.

2015 figures are based on conditional offers, and are therefore provisional reports which may be subject to change during the confirmation process and prior to registration.
Target 2: Increase the percentage of UK undergraduate students at Oxford from disadvantaged socio-economic backgrounds

<table>
<thead>
<tr>
<th>UCAS Cycle</th>
<th>Total number of UK applicants (Total accepted UK applicants), those matched with ACORN postcode data</th>
<th>Total number of UK applicants from ACORN postcodes 4 and 5 (i.e. Target group)</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 students (ACORN postcodes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>10,416 (2,600)</td>
<td>956</td>
<td>354</td>
<td>403</td>
<td>3</td>
<td>14</td>
<td>169</td>
<td>13</td>
<td>6.5%</td>
</tr>
<tr>
<td>2010</td>
<td>12,124 (2,640)</td>
<td>1,100</td>
<td>510</td>
<td>410</td>
<td>1</td>
<td>15</td>
<td>162</td>
<td>2</td>
<td>6.1%</td>
</tr>
<tr>
<td>2011</td>
<td>11,948 (2,633)</td>
<td>1,242</td>
<td>522</td>
<td>486</td>
<td>3</td>
<td>25</td>
<td>199</td>
<td>7</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>
<tr>
<td>2013</td>
<td>11,412 (2,618)</td>
<td>1,070</td>
<td>456</td>
<td>399</td>
<td>2</td>
<td>23</td>
<td>179</td>
<td>11</td>
<td>6.8%</td>
</tr>
<tr>
<td>2014</td>
<td>11,353 (2,579)</td>
<td>1,286</td>
<td>541</td>
<td>443</td>
<td>8</td>
<td>38</td>
<td>241</td>
<td>15</td>
<td>9.3%</td>
</tr>
<tr>
<td>2015</td>
<td>11,646 (2,874)</td>
<td>1,353</td>
<td>632</td>
<td>460</td>
<td>n/a</td>
<td>n/a</td>
<td>252</td>
<td>9</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

Figures in red are subject to change, since they are based on offers made, rather than acceptances.

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>UCAS Cycle</th>
<th>Total number of UK applicants (Total accepted UK applicants), those matched with POLAR2 postcode participation data</th>
<th>Total number of UK applicants from POLAR2 quintile one and two postcodes (i.e. Target group)</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 students (POLAR2 postcodes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>10,892 (2,726)</td>
<td>1,422</td>
<td>505</td>
<td>585</td>
<td>4</td>
<td>27</td>
<td>283</td>
<td>18</td>
<td>10.4%</td>
</tr>
<tr>
<td>2010</td>
<td>12,325 (2,666)</td>
<td>1,489</td>
<td>641</td>
<td>570</td>
<td>5</td>
<td>21</td>
<td>248</td>
<td>4</td>
<td>9.3%</td>
</tr>
<tr>
<td>2011</td>
<td>12,106 (2,665)</td>
<td>1,524</td>
<td>647</td>
<td>577</td>
<td>5</td>
<td>22</td>
<td>267</td>
<td>6</td>
<td>10.0%</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>
<tr>
<td>2013</td>
<td>11,408 (2,624)</td>
<td>1,364</td>
<td>519</td>
<td>543</td>
<td>3</td>
<td>24</td>
<td>258</td>
<td>17</td>
<td>9.8%</td>
</tr>
<tr>
<td>2014</td>
<td>11,250 (2,560)</td>
<td>1,512</td>
<td>602</td>
<td>579</td>
<td>7</td>
<td>45</td>
<td>264</td>
<td>15</td>
<td>10.3%</td>
</tr>
<tr>
<td>2015</td>
<td>11,512 (2,844)</td>
<td>1,516</td>
<td>655</td>
<td>513</td>
<td>n/a</td>
<td>n/a</td>
<td>342</td>
<td>6</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

Figures in red are subject to change, since they are based on offers made, rather than acceptances.

**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. Since the 2011-12 admission cycle, all tutors are 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.

2015 figures are based on conditional offers, and are therefore provisional reports which may be subject to change during the confirmation process and prior to registration.
### Table 7 - Targets and milestones

#### Reference number
Please select target type from the drop-down menu

<table>
<thead>
<tr>
<th>Description</th>
<th>In this a numerical target?</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Yearly milestones (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><strong>ThA.01</strong></td>
<td>Other statistic - (please give details in the next column)</td>
<td>Increase the percentage of UK undergraduate students at Oxford who historically have limited progression to higher education</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>ThA.02</strong></td>
<td>Other statistic - (please give details in the next column)</td>
<td>Increase the percentage of UK undergraduate students at Oxford who historically have limited progression to higher education</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>ThA.03</strong></td>
<td>Other statistic - Socio-economic (please give details in the next column)</td>
<td>Increase the percentage of UK undergraduate students at Oxford who participate in activities which demonstrate significant socio-economic disadvantage, as measured by ACORN postcode datasets</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>ThA.04</strong></td>
<td>Other statistic - Socio-economic (please give details in the next column)</td>
<td>Increase the percentage of UK undergraduate students at Oxford who participate in activities which demonstrate significant socio-economic disadvantage, as measured by ACORN postcode datasets</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>ThA.05</strong></td>
<td>Other statistic - low participation neighbourhood (POLAR3) (young, full-time, undergraduate entrants)</td>
<td>Increase the percentage of UK undergraduate students at Oxford who historically have limited participation in higher education as measured by POLAR3 quintile 1 and 2 postcode datasets</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>ThA.06</strong></td>
<td>Other statistic - low participation neighbourhood (POLAR3) (young, full-time, full-time entrants)</td>
<td>Increase the percentage of UK undergraduate students at Oxford who historically have limited participation in higher education as measured by POLAR3 quintile 1 and 2 postcode datasets</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>ThA.07</strong></td>
<td>Other statistic - (please give details in the next column)</td>
<td>Meet the HEFCE location adjusted benchmark on UK undergraduate students at Oxford with declared disabilities or specific educational disadvantage</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>ThA.08</strong></td>
<td>Other statistic - (please give details in the next column)</td>
<td>Meet the HEFCE location adjusted benchmark on UK undergraduate students at Oxford with declared disabilities or specific educational disadvantage</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>ThA.09</strong></td>
<td>Other statistic - (please give details in the next column)</td>
<td>Ensure that the proportion of UK undergraduate students with declared disabilities or specific learning difficulties on the University does not drop below the current level</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>ThA.10</strong></td>
<td>Other statistic - (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 higher education</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Notes
Alongside applicant and entrant targets, we encourage you to provide targets around outreach and student success work (including collaboration where appropriate) or other initiatives to illustrate your progress towards increasing access, student success and progression. These should be measurable outcomes-based targets and should focus on the number of beneficiaries reached by a particular activity or programme or the number of activities undertaken, with what the outcomes were, rather than simply recording the number of activities.

### Table 7b - Other milestones and targets

#### Reference number
Please select target type from the drop-down menu

<table>
<thead>
<tr>
<th>Description</th>
<th>In this a numerical target?</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Yearly milestones (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><strong>ThB.01</strong></td>
<td>Outreach / WP activity (summer schools)</td>
<td>60% of those participating in the UNI summer schools make an application to Oxford, and 30% of those applying to receive an offer</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>ThB.02</strong></td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Increase the participation, application, and success levels from schools and colleges who have had teachers attend the Regional Teacher Conferences, where these schools and colleges have either a limited number of qualified candidates or where those historically have been limited success in securing offers</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>ThB.03</strong></td>
<td>Contextual data</td>
<td>Using contextual information in the admissions process to identify candidates who may be suitable to be interviewed on the basis of other factors in case of socio-economic and educational disadvantage. The expectation is that identical 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>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Optimal commentary on milestones**

This blank characteristic to GIS statistics; however, we are happy for you to add additional supporting information as a separate document.

As agreed with OFFA, the University will review current targets and will submit new targets to cover the years 2016-17 to 2019-20. Details of these targets, along with baselines and milestones, will be submitted in an updated access Agreement by 10 June. Current targets will therefore run until 2016-17 with existing milestones, after which they will be replaced.