UNIVERSITY OF OXFORD

AGREEMENT WITH THE OFFICE FOR FAIR ACCESS 2017-18
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 2017-18. 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 almost 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 15-79)**

In 2017-18, we will devote over £6.5m 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 80-86)**

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 19,500) 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 87-120)

We will continue to devote substantial resources to providing a package of generous maintenance bursaries, costing up to an estimated £6.20m in 2017-18. We will also continue to provide tuition fee reductions worth £2.13m for students from the lowest-income households, as part of the Moritz-Heyman Scholarship Programme (paragraphs 90-91) and for remaining eligible students who commenced their studies between 2012 and 2014.

(iv) Targets and outcomes (paragraphs 121-154)

In 2010-11 we set ourselves four challenging targets against which the outcomes of our access strategy and admissions policy could 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 twice 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 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 2017-18 through to 2019-20. 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 £13.2m in 2017-18, broken down as follows:
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>OFFA countable</th>
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<th>Total</th>
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<td><strong>ESTIMATED TOTAL EXPENDITURE IN 2017-18:</strong></td>
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<td>£4.68m</td>
<td>£17.9m</td>
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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 for students who are currently under-represented. The Common Framework for Widening Access (paragraph 24) provides the organisational structure for this programme of work. Notable activity includes 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 activities to increase awareness about higher education in general, and to support academic attainment, 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 recognising the differing educational opportunities that they may have experienced. 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. Oxford uses a range of contextual data at the short-listing stage to ensure
that able students from less advantaged backgrounds are given every chance to show their potential. 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.

6. **Educating** students in a world-class system: the cost to the collegiate University 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 continue its very generous bursary provision in order to continue to address the challenge of attracting students from lower-income households and supporting them while on course. 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 (paragraphs 90-91).

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 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.

10. 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 £4,625 fee threshold.

11. 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 £9,900 per new-regime Home/EU student in 2015-16 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 2017-18

12. The University has set a standard tuition fee of £9,250 in 2017-18 for all full-time Home/EU undergraduate, PGCE, and certificate and diploma in Theological Studies students who started in or after 2012.

13. The University expects to set the standard year abroad fee at 15% of the full tuition fee for those students undertaking a compulsory year abroad.

14. The University will seek to amend its fees on an annual basis in line with government legislation for the 2017-18 cohort.
2. ACCESS AND STUDENT SUPPORT MEASURES

2A. OXFORD’S ACCESS RECORD

15. 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, including: low-participation neighbourhoods (POLAR); areas of socio-economic disadvantage (ACORN); under-represented ethnic minority groups (African, Caribbean, and Pakistani and Bangladeshi); schools with little history of successful Oxford applications; first-generation HE participants; and women in STEM. We know that our main challenges lie in encouraging students from under-represented groups to apply to Oxford and in helping them to make competitive applications, and we will continue to work towards our demanding targets to address this.

16. The University is committed to demonstrating transparency in its admissions process, in the face of high levels of public scrutiny and persistent and damaging myths about our student profile. In support of this aim, we publish annually a wide range of admissions statistics to help students, teachers, and parents better understand the context in which each candidate’s application is made and considered. The sophistication of these datasets continues to grow, with an increased focus on interactivity in order to allow for interrogation of the data according to the particular interests of the user. The admissions statistics can be found at www.ox.ac.uk/statistics.

17. 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. Applications continue to increase annually, and for the 2015-16 admissions cycle we received a record 19,500 applications. In addition to predicted grades we use a range of other measures to select the 3,200 students who will be made offers.

18. 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 assessed the suitability of these measures 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.

19. 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, in part due to the extensive changes to student funding. However in the last three years we have made stronger progress on our targets relating to the admission of students from POLAR quintiles 1 and 2 and ACORN quintiles 4 and 5, having twice met our target on the latter. We are proud of our continued success in admitting students with declared disabilities, where we have met and exceeded our HESA benchmark level.
Oxford’s access Agreement targets 2010-11 to 2016-17:

<table>
<thead>
<tr>
<th>Target</th>
<th>Description</th>
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<tbody>
<tr>
<td>Target 1</td>
<td>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.</td>
</tr>
<tr>
<td>Target 2</td>
<td>to increase the percentage from disadvantaged socio-economic backgrounds (ACORN postcodes 4 and 5) to 9% by 2016-17.</td>
</tr>
<tr>
<td>Target 3</td>
<td>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.</td>
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<tr>
<td>Target 4</td>
<td>to meet the HEFCE benchmark on UK undergraduate students at Oxford with declared disabilities or specific learning differences.</td>
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OFFA Target Percentage of target students accepted for year of entry from 2009-15

<table>
<thead>
<tr>
<th>OFFA Target</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016†</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19.0%</td>
<td>19.4%</td>
<td>21.1%</td>
<td>18.9%</td>
<td>19.6%</td>
<td>21.3%</td>
<td>20.2%</td>
<td>21.7%</td>
</tr>
<tr>
<td>2</td>
<td>6.5%</td>
<td>6.1%</td>
<td>7.6%</td>
<td>6.7%</td>
<td>6.8%</td>
<td>9.3%</td>
<td>8.6%</td>
<td>9.1%</td>
</tr>
<tr>
<td>3</td>
<td>10.4%</td>
<td>9.3%</td>
<td>10.0%</td>
<td>10.6%</td>
<td>9.8%</td>
<td>10.3%</td>
<td>11.5%</td>
<td>12.2%</td>
</tr>
</tbody>
</table>

20. Provisional data for the 2016 entry cycle are wholly positive and suggest that further progress has been made on all three targets. Offer holders from target schools (Target 1) are at their highest level to date, comprising 21.7% of the total cohort in 2016, compared to 20.2% in 2015. Offer holders from ACORN postcode quintiles 4 and 5 (Target 2) are 9.1% of the total cohort in 2016, compared to 8.6% in 2015, meaning that Oxford has met its target in this area for the second time. Offer holders from POLAR postcode quintiles 4 and 5 (Target 3) are 12.2% of the total cohort in 2016, compared to 11.5% in 2015. While recognising that year on year variances are to be expected, there is an 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, but we are pleased to see a more definite trend emerging across all of our targets. Oxford continues to exceed its HEFCE benchmark on students in receipt of DSA (6.2% against a HEFCE benchmark of 4.8% in 2014-15).

21. Oxford recognises the need for further, more nuanced investigation of these trends, and intends in future Agreements to report on the targets by the intersection of equality and access characteristics (postcode or school data, and gender, ethnicity or disability), allowing us to examine

† Figures in red are subject to change, since they are based on offers made, rather than acceptances.
the progress made in admitting particular groups, e.g. students from certain ethnic minority backgrounds.

22. Oxford has developed five targets for 2017-18 through to 2019-20 (see paragraphs 124-145), which reflect our over-arching access priorities of increasing representation at Oxford of currently under-represented groups, and working collaboratively to contribute to the wider access goals of the HE sector. These targets better utilise currently available educational and socio-economic data, and provide the University with achievable, albeit challenging, milestones.

23. Oxford will continue to focus its outreach efforts and resources on identifying academically talented students from under-represented groups, and especially those from socio-economically disadvantaged backgrounds, and supporting them through the admissions process. The pool of potential students for Oxford is restricted to those who have the capabilities to achieve the required offer levels. A further focus of Oxford’s outreach strategy is our widening participation 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 69), and our involvement in the Study Higher National Networks for Collaborative Outreach scheme (paragraph 67).
2B. STRATEGIC APPROACH TO OUTREACH, ACCESS, AND STUDENT SUPPORT

24. The University’s collective approach to outreach strategic planning is governed by the Common Framework for Widening Access, introduced in 2012-13. The framework allocates responsibility for different types of outreach work to the most appropriate source within Oxford, whilst promoting an inter-connected and holistic view of participants’ engagement with the University. Work with younger students by colleges and departments across the collegiate University helps to build a pipeline of participants for Oxford’s activities aimed at older students in key stage 5, and there is increasing focus on long-term, sustained contact programmes through initiatives like the IntoOxford programme (paragraph 69). Furthermore the framework offers coordinated institutional benefits such as training provision, sharing of good practice, and consistency in planning and evaluation of activity.

25. Oxford’s 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 is now over, and the University is investigating long-term funding solutions for both these schemes, due to their strategic importance. A full independent evaluation of both the processes and impact of these programmes is underway and Oxford hopes in due course to produce research which will be of value to the wider higher education sector.

26. Oxford welcomes the Government’s heightened interest in widening access to higher education, and recognises that increasing social mobility through education must be a joint endeavour between Government, schools, and universities. Inequality of educational outcome by the age of 18 remains the biggest single barrier to progression into higher education generally, and selective universities in particular. Recent analysis from UCAS\(^2\) shows that the intersection of certain characteristics (income, gender, and ethnicity) also plays a significant part in determining the likelihood of students’ progression, and we would welcome further research on this complex issue.

27. The priority target group for widening access to Oxford remains students from socio-economically or educationally disadvantaged backgrounds. This means that our outreach work is focused predominantly on highly able students who are attending state schools with little history of successful applications to Oxford, who live in areas with low progression to higher education, and who live in areas of financial deprivation. Within these broader categories, we are keen to work with specific groups who are also under-represented at Oxford, including African, Caribbean, and Pakistani and Bangladeshi students. Certain ethnic minority groups are more likely than their white counterparts to experience relative poverty, and we are particularly keen to explore the intersection of ethnicity and poverty as protected characteristics and features of widening access, in order to see how this might inform our work with these communities (paragraph 67).

### 2C. EXPENDITURE ON CURRENT AND ADDITIONAL ACTIVITIES

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28. Expenditure on access and student success in 2017-18 is estimated to be up to **£13.16m**. Expenditure as a proportion of the University’s additional tuition fee revenue (£29.7m), taking account of the ‘higher’ fee appropriate to each cohort, will be around **44.3%** (as against the expectation in the guidance of 35%). The present Agreement covers students admitted in the academic year 2017-18. For subsequent cohorts, we will continue to review total spend and the balance of spending between bursaries and tuition fee reductions, outreach, access, and student support, in the light of evidence of their respective impacts and effectiveness.

29. 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

30. Oxford’s UK students are drawn from across the whole of the country, and our approach to widening access is therefore also national. This national remit is supported by the distributed nature of Oxford’s outreach practitioner community, which comprises central teams and officers within colleges and departments, allowing us to offer activities tailored to the particular context of participants. However these should not be seen as isolated interventions: participants in one activity (whether college, department, or central) are informed of, and encouraged to take part in, other relevant programmes, including our flagship UNIQ summer schools. We view this model as providing sustained contact through participant pipeline building and are developing additional supporting resources such as the online outreach calendar: www.ox.ac.uk/outreach.

UNIQ SUMMER SCHOOLS

31. Research into summer schools has identified that, provided they have a sufficient depth of content³, 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.

32. Oxford developed the UNIQ summer schools for UK state-educated students with original support from the Helsington Foundation. UNIQ 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 postcode categories, their school’s history of sending students to Oxford, and whether or not they have been in care. In 2015, 98%⁴ 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 strategy⁵.

33. The 2016 UNIQ summer schools will have 875 participants 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.

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⁴ 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.

⁵ These categories are: ACORN quintiles 4 and 5; POLAR3 quintiles 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 likelihood 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.
In 2015, we received 4,451 applications for 875 summer school places across 35 academic subject strands. 534 (61.02%) UNIQ participants later applied to Oxford and 223 have been made conditional offers for entry in 2016, a success rate of 41.76% in comparison with an overall success rate of 20.1% for all applicants to the University.

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 2015 UNIQ participants who subsequently applied to Oxford, by contextual data target group.

Of the 223 UNIQ participants who were made a conditional offer by Oxford, 61 (27.35%) of them were from ACORN 4 and 5 postcodes; 74 (33.18%) lived in POLAR3 1 and 2 areas; and 40 (17.93%) attended schools and colleges with very low numbers of students achieving AAA at A level. Also 183 (82.06%) offer holders came from schools with little history of successfully applying to Oxford.

The table below shows the success rate of UNIQ participants, by target group, who applied to the University in 2015. Oxford is keen to understand more about the effects of the intersection of access and equality characteristics as mentioned in paragraph 21, and we are committed to monitoring, and seeking to tackle, any observed differences in this area.

<table>
<thead>
<tr>
<th>UNIQ 2015 PARTICIPANTS WHO APPLIED TO OXFORD (BY TARGET GROUP)</th>
<th>OXFORD APPLICATION SUCCESS RATE</th>
<th>MALE SUCCESS RATE</th>
<th>FEMALE SUCCESS RATE</th>
<th>BME SUCCESS RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 UNIQ participants from ACORN 4 and 5</td>
<td>36.74%</td>
<td>35.00%</td>
<td>37.74%</td>
<td>26.23%</td>
</tr>
<tr>
<td>2015 UNIQ participants from POLAR3 quintiles 1 and 2</td>
<td>41.80%</td>
<td>38.89%</td>
<td>43.81%</td>
<td>32.26%</td>
</tr>
<tr>
<td>2015 UNIQ participants from schools with low numbers of AAA students</td>
<td>36.36%</td>
<td>35.00%</td>
<td>37.14%</td>
<td>29.41%</td>
</tr>
<tr>
<td>2015 UNIQ participants from schools with little history of successfully applying to Oxford</td>
<td>40.04%</td>
<td>36.94%</td>
<td>41.67%</td>
<td>30.23%</td>
</tr>
</tbody>
</table>

Research is underway to assess the impact of the UNIQ summer schools by tracking participant progression to Oxford against control groups. This research follows 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 71-72).

**ENGAGEMENT WITH TEACHERS**

39. 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. 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 150 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 148).

40. 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. Some of the maths and science departmental Outreach Officers who deliver sessions at the conference are female which also assists in counteracting gender stereotyping in relation to STEM subjects.

41. In July 2016, Oxford will run the first of three Sutton Trust Teacher Summer Schools. About 40 teachers a year will attend the two-day CPD conference with priority given to schools with: limited or no history of sending applicants to selective universities and Oxford in particular, in line with Oxford’s Target 1 (paragraphs 127-131); and Teach First teachers. The residential summer schools aim to increase the number of bright students from disadvantaged backgrounds applying to selective universities by supporting teachers in building an academically gifted cohort in their schools, who will form a ‘pipeline’ of high quality participants for outreach programmes including the UNIQ summer schools. The programme content will be developed and delivered in partnership with the Oxford University Department of Education (OUDE), and will cover recent developments in teaching practice and pedagogy.

42. 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 current sector-wide 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

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7 From 2003 to 2015 Oxford was the largest provider across all Teach First cohorts.
competitive universities and courses. These annual events typically attract over 100 students. In both 2014 and 2015 we delivered sessions at the Teach First Summer Institute for recruits from across the UK, to high attendance and positive interest.

43. Oxford continues to be a very strong and active supporter of TeachFirst more broadly. In addition to the CPD provision for TeachFirst teachers, Oxford contributes to the Futures programme, providing activities in Oxford for over 200 Year 12 students and participating in events for Year 12 Futures students and their parents. For the first time in 2015 Oxford hosted a successful Easter residential for Futures students at one of the colleges. In 2016 two colleges will host over 150 Futures students for the residential. Oxford’s colleges also give significant support to graduates participating in TeachFirst by providing bursaries during the summer training programme.

44. The Oxford University Department of Education 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. From early 2016 the successful Oxford Education Deanery initiative is being extended by invitation to all the state secondary schools which work with OUDE in its initial teacher education partnership. By connecting the University with local 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. A central focus of all this work is on improving the attainment and progress of students eligible for pupil premium grant funding.

45. Subject networks are also developing as part of the Deanery’s work, helping to connect subject teachers with academic specialists across the University, who are contributing to conferences and teacher seminars. Links are also being established with the University’s existing Early Career Academic Outreach Network, to help ensure that requests from schools for subject-specific expertise (particularly in enabling teachers to respond to curriculum changes at A-Level and GCSE) are directed to subject experts who are committed to supporting them.

46. The annual Oxford University Inspirational Teachers Award targets first year students who attended UK state 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, 124 teachers have been nominated to receive the award and 59 teachers have been honoured with an Inspirational Teachers Award.

47. 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 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.
48. The vast majority (84%) of our outreach with schools is aimed at the state 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 66) and UCAS Higher Education conventions (paragraph 50), provide information to all UK students considering an application to Oxford. In particular, the Student Conferences are held in or near major cities to aid access for schools with students that are currently underrepresented at Oxford.

49. 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 2014-15 Oxford conducted 3,045 activities, involving over 3,400 schools and colleges in the UK; and more than a third of these schools (1,215) were from areas identified by HEFCE as participation ‘cold-spots’. This is a 39% increase in the number of events delivered from 2011-12. In 2014-15 there were six separate dates on which Oxford staff coordinated over 30 events across the UK, indicating the successful implementation of Oxford’s regional link programme. This engagement continues to develop, through the Oxford and Cambridge partnership under the National Network for Collaborative Outreach scheme, on which is Oxford is leading (paragraph 65).

50. 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 700 schools with whom Oxford’s only contact is through the local UCAS convention. Oxford college representatives meet with teachers at these events, and further develop relationships under our regional links scheme.

51. The Pathways Programme, which is run collaboratively by the colleges, offers activities on a sustained-contact basis for students in Years 10-13 from schools with little history of engagement with Oxford, with a particular focus on students whose postcodes indicate that they are socio-economically or educationally disadvantaged. In 2014-15 the Pathways Programme worked with approximately 2,200 students and 300 teachers from 470 schools.

52. Oxford seeks to encourage applications from students from certain ethnic minorities that are currently under-represented at Oxford, and is increasingly developing programmes targeted at students from under-represented ethnic backgrounds, working in collaboration with internal student-led groups and external organisations. With the student-led African and Caribbean Society, the University jointly organises an access conference, which aims to make Oxford more accessible for state school students with an ethnic minority heritage (predominately African and/or Caribbean) by helping to demystify the Oxford admissions process for pupils, teachers and parents. The Annual Access Conference, held in July 2015, was attended by around 100 students, and combined sessions on the Oxford admissions process delivered by outreach staff with opportunities for attendees to pose questions to alumni.

53. Other initiatives include support for the Future Leaders initiative, and events held for Target Oxbridge participants (paragraph 70). It is hoped that the work of the Study Higher NNCO on patterns of higher education participation and progression by Pakistani and Bangladeshi girls
(paragraph 67) will provide valuable insights to Oxford and the wider sector on the best way of engaging with this group, which has one of the lowest rates of participation in higher education.

54. 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 and tutorials, depending on the subject studied. In 2014-15, 343 participants from schools with little history of access to Oxford participated in the scheme. This is a valuable opportunity for students from targeted schools and colleges to experience a student-led personalised introduction to life at Oxford. Since 2014-15, OUSU has run a shadowing day specifically for BME students in conjunction with the African and Caribbean Society.

55. Developed by Pembroke College, OxNet has five Hub schools in parts of London and the North West, with plans to introduce a sixth Hub in the North East of England in 2016. These Hubs are rooted in their local communities, and offer intensive long-term engagement programmes. Each delivers to a different audience (a small academically gifted cohort, a larger diverse mix of learners, and members of the public) and is taught by Fellows, postgraduates and undergraduates. Oxford recognises that patterns of applicant course choice vary significantly, with the most disadvantaged students tending to apply for those courses with the most obvious career paths, such as Medicine, Law, and Economics, which are also the most competitive. The OxNet Hubs, with their focus on the physical sciences (Cheshire), Modern Languages (London), Classics (East London), and Theology and Religious Studies (Greater Manchester), aim to showcase to students and parents the benefits, both intellectual and career-oriented, of studying subjects that develop skills which are transferable to a broad range of careers.

56. The University also 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.

57. Oxford is committed to supporting students within our own community and contributing to the wider sector goals on access to higher education. In 2014-15 the University held 53 events, with 1,772 participants, amounting to 314 contact hours for local school children.

58. In October 2015, the Oxford for Oxford project was launched, working with targeted schools in Oxford city in close collaboration with the Oxford Deanery (paragraph 44). Its aims are to support pupil attainment, and to share information about the opportunities available in higher education. It also aims to ensure that schools, students and families are actively encouraged and supported to make use of the University’s world-class libraries, museums, and facilities, as well as
to access public lectures, exhibitions, online teaching and learning resources, and adult education courses.

59. The University has also secured the support of an external donor in order to develop an online education portal for students across the UK, which is due to launch in November 2016. This significant investment in online engagement will allow the University to reach out to students who might not otherwise take part in Oxford’s access programmes. The project aims to offer targeted and innovative long-term support to academically gifted and talented 11-18 year olds using apps, social media, and other online networks popular with young people. The central aims of the project will be to raise users’ attainment, aspirations and awareness of Oxford, with challenging and engaging super-curricular content provided by undergraduate and postgraduate students, and academic staff. By targeting schools which are geographically remote from Oxford, as well as those in low-participation and economically deprived areas, we will build engagement with ‘hard-to-reach’ students, and also encourage their participation in flagship face-to-face outreach activities such as the UNIQ summer schools.

60. Oxford acknowledges the particular challenges faced by the most vulnerable groups in accessing higher education. Building on our experience of working locally with young carers, a free online toolkit has been developed for use by schools, young carer support groups, and other universities in supporting young carers’ academic attainment and educational decision-making. The toolkit was launched in December 2015 at http://www.compassstoolkit.ox.ac.uk.

61. 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.

62. 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. Therefore, the University’s specialist outreach staff work alongside research students and academic staff with schools to engage teachers and to provide outreach activities for primary school pupils and KS3 students. Activities include a Primary Science day to enrich the studies of Mathematics and sciences for pupils in Years 5 and 6; Accelerate!, a live science show which introduces pupils from Year 7 upwards to particle physics and accelerator physics; Marcus du Sautoy’s Marvellous Mathemagicians, a series of student-run workshops designed to introduce school pupils to new and interesting applications of Mathematics; annual Christmas Science Lectures for Year 9 pupils; and Royal Institution Mathematics Masterclasses for Year 9 pupils. We also hold events to introduce older students to a range of science degree subjects that are not normally on the school curriculum, such as Earth Sciences, Engineering, and Computer Science.

63. Oxford is also keen to play its part in addressing the gendered nature of participation in STEM. 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 Years 10 and 11, and Physics degree tasters days.
for Year 12 girls. A ‘girls in science’ residential to encourage Year 10 girls from OFFA Target 1 schools in Buckinghamshire to consider science A-Levels and careers was piloted by Somerville College and science departments in Easter 2015, and will be run again in 2016. The University is a signatory to the **Women in Technology and Engineering Compact** co-ordinated by BIS, and the activities listed above 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.

### (III) COLLABORATION WITH OTHER UNIVERSITIES AND ORGANISATIONS

64. The University of Oxford values collaboration as an effective means of achieving our strategic aims in relation to access and admissions and of contributing to the higher education sector’s broader goals on widening participation. Oxford continues to devote significant resource to maintaining and further developing collaborative partnerships with a range of other educational providers, including universities, colleges, schools and third sector organisations.

65. In 2015 Oxford was successful in three separate partnership bids under HEFCE’s **National Network for Collaborative Outreach (NNCO)**. Oxford is leading the Oxford and Cambridge NNCO, which further develops 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 nearly 1,600 schools across England. The collaboration offers new resources for schools and colleges, including a new interactive website, online webinars with admissions staff from Oxford and Cambridge, and information about activities in local schools linked to Oxford and Cambridge colleges. We are working towards the development of a sustainable model for this initiative, in order to secure its future after the cessation of HEFCE funding.

66. 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. In 2016, the Oxford and Cambridge NNCO will also encourage target schools to attend an Oxford and Cambridge Student Conference, where they have not done so in the last two years.

67. The University of Oxford is a partner in a HEFCE-funded NNCO with Buckinghamshire New University, Oxford Brookes University, and the University of Reading covering Bracknell Forest, Buckinghamshire, Milton Keynes, Oxfordshire, Reading, Swindon, West Berkshire and Wokingham. Study Higher seeks to enhance outreach work with target schools identified to have a high proportion of students from deprived backgrounds (based on POLAR and IMD data) and with relatively low proportions of students achieving 5 GCSE A*-C (including English and Mathematics). The collaborative network has also secured funding for a project to explore the patterns of participation in and progression through higher education by Pakistani and Bangladeshi girls. This project will include carrying out desk research and literature reviews, working closely with members of the Pakistani and Bangladeshi communities in Oxford, Reading and High Wycombe, designing and delivering interventions for this group of young people or their families, and
evaluating the impact and outcomes of the project. The project runs from 2015 to 2017 and the partnership will be expected to commit to a sustainability plan beyond the 2017 funding.

68. The University of Oxford (through Somerville College) is a partner in the Higher Horizons NNCO network covering North Staffordshire, Cheshire, Shropshire and Derbyshire. The region covered by the network includes areas of high deprivation and low progression to Higher Education and to selective universities in particular.

69. In 2014 the University, in partnership with Christ Church (one of the colleges of the University), launched a 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 and which has high representation of pupils from ethnic minority backgrounds. The centre was launched in February 2015, offering a programme of academic support, pastoral care, practical support and mentoring to pupils from target primary and secondary schools and to 900 students annually. Our work with IntoUniversity through the centre forms the basis of the collaborative target outlined in paragraphs 142-145. In 2015, 24 high-achieving Year 10 students from across the Oxford and London IntoUniversity network were recruited for a pilot three-year sustained contact IntoOxford scheme, and attended a residential at St Anne’s College.

70. We also work closely with Target Oxbridge and Future Leaders, two organisations which inspire, support and champion students from BME communities, in particular those from African and Caribbean backgrounds who have the lowest rates of participation in HE (further information in paragraph 164). We are currently working to expand our work with these organisations and bring further support to groups which are under-represented at Oxford and in the wider higher education sector. In 2015, we delivered a session on Oxford and Cambridge Admissions at the Target Oxbridge Annual Conference, as well as supporting Target Oxbridge applicants with their understanding of the Oxford interview process. Building on this work, we are offering a 3 day residential to the current Year 12 Target Oxbridge cohort in April 2016. We will be working closely with Target Oxbridge and similar organisations to identify and to support more students from under-represented ethnic groups.

71. Oxford was among the first higher education institutions to adopt the Higher Education Access Tracker (HEAT) service. This collaborative research and evaluation tool enables us to share costs and expertise and contributes to our evidence-based evaluation framework. Following a £3m investment by HEFCE, HEAT 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.

72. 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 Oxford argues strongly that the data which has hitherto been provided by UCAS in support of HEAT should continue to be made available in future, so that universities can evaluate activity robustly and demonstrate their successes to OFFA. Oxford continues to expand its use of HEAT and to support its colleges and departments in adopting this tool to evaluate their outreach work, and has become a regional HEAT hub.
73. 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 to benefit from the jointly organised Choices Conference which provides in-depth information about our respective undergraduate offers. 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.

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 will contribute to the Teachers’ Conferences held in the Universities of Cambridge and Liverpool in 2016, having previously hosted this biennial event.

75. Oxford is also a partner in Advancing Access, a national collaboration of 24 selective universities working to develop and deliver continuing professional development for teachers and advisors. In order to ensure the widest possible reach, events and resources will be delivered online to allow easy access to all schools regardless of their location.

76. 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.

(IV) WIDENING PARTICIPATION IN INITIAL TEACHER TRAINING

77. 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.

78. The proportion of BME students in the PGCE cohort has increased substantially in the past ten years (from 5% to 12%). The 2014-15 intake contained our highest proportion of students from BME backgrounds to date, 15%, and this proportion has been maintained for 2015-16.

79. 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

80. 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 regarding educational and socio-economic disadvantage, admissions tests, written work, and (if they are shortlisted) at least two and up to four interviews.

81. 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. 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 (almost 98%), since the process rigorously identifies those best able to excel on the intense and demanding courses we offer.

82. 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 19,500, of whom about 12,500 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 go on to gain one or more A* grades. For 2015-16 entry for example, there were 4,800 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 2015-16 entry, 81.5% achieved at least one A* grade at A-Level, and 34.9% achieved A*A*A* or better.

83. Over 80% of Oxford applicants are now required to sit a national or Oxford-specific admissions test. The tests are designed to stretch an applicant and, in combination with other evidence including the UCAS form and examination results, they are used to help identify applicant 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 prior educational achievement.

84. 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.
85. Oxford recognises that there is no single measure which can be used as an entirely reliable proxy for disadvantage. For this reason, our approach to contextual data has been to use a basket of measures based on a candidate’s residential postcode, as well as school or college performance which, taken together, give a more reliable indication of disadvantage. 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. Students from ACORN quintiles 4 and 5 have received a flag since 2009-10, and in 2011-12 a further flag was introduced for applicants from neighbourhoods with low participation in higher education (POLAR quintiles 1 and 2); previously this was based on the POLAR2 dataset, but from 2016-17 the updated POLAR3 dataset will be used. An additional flag was introduced for 2016 entry for applicants from those state schools and colleges that historically have had limited progression to Oxford which forms the basis of our Target 1 (paragraphs 127-131). We continue to review the evidence for the reliability of our current indicators, and to consider whether we should adopt other, or additional, measures.

86. 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. The course was updated in 2014-15 with enhanced information about discrimination, unconscious bias and cultural biases. New admitting tutors are required to undertake a tutored version of the training initially and then refresher training every five years. Very experienced admitting tutors who were in post before the training was introduced are strongly recommended to undertake refresher training every five years.
2F. STUDENT RETENTION, SUCCESS, AND EMPLOYABILITY

87. Oxford provides one of the most personalised student experiences in the higher education sector. 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 wide-ranging 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. 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.

88. As a result, Oxford has one of the highest retention rates in the country, at almost 98% overall, with no significant differences for BME or female students. Oxford also has one of the highest rates of undergraduate student satisfaction in the country, at 95.4% overall with no significant differences for BME or female students, but with slightly lower rates of satisfaction for disabled students (93.1%), a statistic that is under constant review.

89. 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. To support the common framework the University is undertaking an initial two-year development project to create a web-based handbook to advise staff in disability-related matters and improve information for students with disabilities. The first elements of the handbook were published online at the end of 2015. Further additions will be made during the 2015-16 academic year.

90. 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 disadvantaged backgrounds 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. Following the successes of the Programme since its launch, the number of available scholarships has increased and in 2017-18 the Moritz-Heyman Scholarship Programme will provide support for up to 175 new scholars from families with a household income of £16,000 or less, and who are flagged on a number of contextual disadvantage indicators. An annual tuition fee reduction of £3,000 is provided in addition to the annual maintenance bursary.

91. 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. During the 2014-15 academic year, 38% of Moritz-Heyman Scholars undertook work experience, many of whom were supported by Moritz-Heyman Internship
Bursaries. We are looking at how we might scale this provision up to offer similar opportunities to the wider cohort of bursary holders.

92. 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.

93. 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, Physics and Engineering students have also been developed.

94. 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. The service offers activities and workshops in colleges, and collaborative work with colleges to provide a formal Peer Support Programme. Following the 2014 Race Equality Summit (paragraph 165), the University has recruited and trained a cohort of ‘Peers of Colour’ who will provide dedicated support to BME students.

95. 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, information and support to all students. In 2014-15, the Student Advice Service handled 233 cases, in addition to meeting information requests. Through its six elected sabbatical officers, the Student Union represents students on all issues to the University and campaigns on issues affecting students. The University regards constructive engagement with the Student Union as a fundamental priority in developing its student retention, academic representation and support work.

96. 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 or temporary vacancies. Approximately 66% of first year and 85% of final year undergraduates engage with one or more activities organised by the Careers Service. The Careers Service runs an annual survey of student users to quantify their usage of the service, assess the quality and fitness of the services offered, measure students’ interest in particular fields and take up of the activities arranged; these data are used to adjust the service to match demand.

97. The Careers Service offers over 5,000 1:1 sessions throughout the year, with eGuidance available in the vacations. The 1:1 session is for students to discuss whatever they choose, from
advice when they have ‘no idea’, to interview tips, to reviewing specific job offers. The Service is completely impartial and confidential; no records are taken so that all students should feel confident to discuss absolutely any plan or idea.

98. The Careers Service facilitates an increasing number of learning and development opportunities including the Internship Programme, the Micro-Internship Programme, the Student Consultancy, Insight into Teaching, Insight into Medicine, Insight into Business, and Springboard. In 2016 the Oxford University Internship Office will facilitate over 500 opportunities for students to work on structured and funded research and professional projects across the globe from the USA to China, from Malawi to Denmark; many of these are supported by university alumni. Approximately 40% of the internships are in the UK; many of these are micro-internships (short term professional experiences) offered through a new initiative at the Careers Service.

99. In addition to the well-established Springboard programme for the professional development of female staff and postgraduates, Oxford, in partnership with the Springboard Consultancy, runs a bespoke version for up to 160 women undergraduates a year. 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.

100. As well as monitoring overall first destinations in the DLHE survey, the Careers Service analyses the first destinations of undergraduates who had a POLAR 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 through to 2013-14 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 POLAR, 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.

101. The provision of postgraduate funding opportunities is central to our support for widening access to postgraduate study: for entry in 2016-17, as for entry in 2015-16, over 1,000 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 1,600 graduates at Oxford since their launch in 2001. The Oxford Graduate Scholarship Matched Fund, an innovative global matched fundraising scheme, has created an endowed fund of over £118m for postgraduate scholarships in the past 18 months against an overall target of £200m.

102. 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 (PSS), to fund a portfolio of innovative graduate access projects with a budget of £3.75m. Through this

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8 The Destination of Leavers from Higher Education survey reports on post graduate destinations six months after leaving university.
scheme, 116 new full scholarships were awarded to Home or EU master’s students commencing study in 2014-15 on the basis of applicants’ financial need and socio-economic background, in addition to academic merit. Oxford staff have participated fully in Dr Paul Wakeling’s work as PSS Programme Analyst, including presenting at his conference in February 2016, ‘Access and transition to postgraduate study: findings from HEFCE’s Postgraduate Support Scheme and beyond’.

103. Other PSS projects at Oxford included 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), both delivered by the Careers Service. Almost 300 students have benefited from the two annual internship cycles funded via this project. Building on the evidence generated by these pilot progression activities, the University is now considering how the Careers Service might develop new initiatives to support progression to postgraduate study.

104. Within Oxford’s projects under the first round of HEFCE’s PSS, the University created a new, three-year (2014-16) post of Graduate Access Manager to research, develop, and advise on postgraduate access policy. As of January 2016, this work has now been embedded within the new role of Head of Graduate Student Recruitment and Access. This investment by HEFCE and the University has enabled Oxford to strengthen and better understand our institutional evidence base on access to postgraduate study. For example, recent analysis has revealed that undergraduate students at Oxford from areas with traditionally low rates of participation in higher education (POLAR flagged) are more likely than students without this flag to progress to postgraduate level study, whether at Oxford or elsewhere; and students in receipt of Oxford’s undergraduate bursary have significantly higher rates of progression to postgraduate research (PGR) than other students, particularly so in the case of bursary recipients from BME backgrounds. Such analysis supports our commitment to scholarship funding as a major enabler of graduate access, as POLAR flagged undergraduates’ progression to taught postgraduate (PGT) study is associated with longer intervals between undergraduate and PGT study (for example to work and save for the costs of postgraduate study) and a greater reliance on securing funding than is the case for students without this flag.

105. In the second and final round of the Postgraduate Support Scheme, the University has awarded 89 graduate bursaries of £10,000 for study in 2015-16 on a 50/50 match-funded basis between HEFCE and the University. The awards have been made on the basis of financial circumstances and socio-economic data in addition to academic merit as assessed through the admissions process.

106. 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 Division Graduate Open Day.
2G. FINANCIAL SUPPORT FOR STUDENTS IN 2017-18

107. 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.

108. In the academic year 2014-15, Oxford carried out 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. Feedback from the NSP survey highlighted a clear preference for bursaries over tuition fee reductions; 75% of respondents indicated that they would prefer to receive a cash amount of £3,000 rather than a tuition fee reduction of £5,000. This feedback has formed part of our continuous assessment of the effectiveness of bursaries when considered against tuition fee reductions. OUSU also carried out a survey of a targeted group of Home undergraduate students in August 2015 to evaluate the impact of different forms of financial support. Responses supported the notion that bursary and grant funding assists students in participating fully in collegiate University life, and the reduction in stress experienced through accessing a non-repayable source of funding was emphasised.

109. These sets of feedback have been used to inform decisions regarding our 2017-18 financial support provision, which remains concentrated on providing generous financial support to uphold our commitments to support the most disadvantaged students. Oxford is also surveying its student body in spring 2016 to gauge attitudes towards financial support in terms of access and student success to complement existing OFFA research in this area.

110. The University and colleges strongly discourage undergraduate 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, 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. Despite the recent removal of the government maintenance grant, 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.

111. Oxford has again contributed to the government’s exercise to refresh Student Income and Expenditure data following our previous engagement in this area. Oxford students’ information has been included in the datasets and national figures will be updated in May 2016, which we will use as part of our own calculation of student living costs.

112. 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, the findings of which are expected in June 2016. Oxford has been able to conduct initial internal analysis which has fed into discussions on the profile
of the 2017-18 financial support package and intends to use the final results to shape decisions on the structure of the 2018-19 package.

(I) BURSARY SUPPORT FOR STUDENTS IN 2017-18

The University and colleges jointly fund Oxford’s bursary provision, largely from philanthropic sources and from endowment income. In 2017-18, 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 Moritz-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.

<table>
<thead>
<tr>
<th>HOUSEHOLD INCOME</th>
<th>BURSARY LEVEL P.A.</th>
</tr>
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<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>

9 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.
114. 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.

115. Students following the six-year Medicine course and the four-year accelerated Medicine course for graduates who start their course in 2017-18 will be eligible for a bursary in all years of their course, depending on their household income. These proposed arrangements assume that the 2016 entry NHS funding arrangements will continue for 2017 entry Medicine students.

116. 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 2017-18 have been confirmed.

117. Full-time students following the certificate and diploma courses in Theological Studies starting their course in 2017-18 will be eligible for an Oxford Bursary.

118. The University will continue to provide an Oxford Bursary to students who commenced their studies in 2016 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 2017-18.

| (II) TUITION FEE REDUCTIONS FOR STUDENTS IN 2017-18 |

119. Research\(^{10}\) 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.

120. 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

121. 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.

122. 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 remains unclear. We will continue to review our position on the basis of further evidence and analysis. As a member of the OFFA project team, we are involved in the development and pilot of resources that will be used by HEIs to improve understanding and evaluate the impact of financial support on student success, both from behavioural and attitudinal perspectives, providing increased nuance to this complex topic.

123. 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 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 so 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 admissions tests and a series of personal interviews with tutors contribute towards this outcome.

(I) ACTIVITY TARGETS AND OUTCOMES

124. In 2011-12, 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, for the period 2012-2017. 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 19-23 above.
125. 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. Accordingly, Oxford has reviewed and further developed our targets for 2017-18 through to 2019-20, including the introduction of a target based on collaborative work with IntoUniversity in relation to the learning centre in Blackbird Leys (paragraph 69).

126. Oxford has appointed a working group to undertake a systematic review of our progress against our targets to date, and to investigate what different or additional actions might be required in support of them. As part of this process, the feasibility of proposing a further additional target relating to the student lifecycle will be investigated. Due to the emphasis on wide consultation and the desire to proceed from a robust evidence-base, this process will take some time and it is expected that the working group will report its findings and recommendations in early autumn 2016.

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 15.9% in 2019-20.

127. This target reconfigures the 2012-17 Target 1 reported on in paragraphs 19-20. Research\(^{11}\) 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.

128. In our 2016-17 Agreement, we 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 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. Since then, we have further refined our list of target schools to focus only on these schools and colleges, allowing us to direct 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 2.5% higher than in the previous group, and 0.5% higher than the group identified in the 2016-17 Agreement.

129. 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

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colleges support on raising aspirations and supporting able students through widening participation programmes.

130. Oxford is committed to setting and working towards stretching targets. In the four years to 2015-16 an average of 14.4% of accepted applicants to Oxford came from these schools and colleges.

131. We have therefore taken the view that an appropriately stretching target would be to have 15.9% of accepted UK applicants drawn from these state schools and colleges by 2019-20. We have set milestones representing a 0.6% increase each year. 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>14.7%</td>
<td>15.3%</td>
<td>15.9%</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.

132. This target is a revised version of the Target 2 reported on in paragraphs 19-20. 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.

133. The University has set this target using the historical evidence gained over the last six admissions cycles. An average of 7.9% of accepted UK applicants to Oxford came from these postcodes in the four years to 2015-16.

134. 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 and 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.

135. This target is a revised version of the Target 3 reported on in paragraphs 19-20. 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.

136. 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 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.

137. The University has set its own target using the historical evidence gained over the last four admissions cycles. An average of 10% of accepted UK applicants to Oxford came from POLAR3 quintiles 1 and 2 in the four years to 2015-16.

138. 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.

<table>
<thead>
<tr>
<th>Target 3 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 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).

139. 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 19).

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12 The POLAR3 dataset has been used when selecting participants for the UNIQ summer schools since 2014.
140. 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.

141. 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. As expected, the rate of declarations has not so far reduced in 2015-16, but the second, and more substantial, tranche of changes due in 2016-17 could lead to a drop in numbers.

<table>
<thead>
<tr>
<th>Target 4 milestones</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.

142. The University recognises its influential role within the local educational landscape, and has set a collaborative target based on our work with IntoUniversity (see paragraph 69). 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.

143. 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 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.

144. 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.

145. Data from IntoUniversity centres outside London suggest that a target of 55% progression to higher education in 2019-20 will be appropriately stretching. Progress will be reported through an annual return from IntoUniversity and tracked using the HEAT service.
University of Oxford Agreement with the Office for Fair Access 2017-18 (v2)

<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

146. 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, and this will inform future developments.

147. Over the last six 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 41.76% their admissions success rate for entry in 2015 is double that of the average Oxford candidate (20.1% in 2014). 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 milestones we set in the 2012 Agreement.

148. 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.

149. ‘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 POLAR 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 20.2% in 2015 to 21.4% in 2016.

150. 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.

151. 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 2015-16, 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

152. Considerable media and political attention is paid to the composition of Oxford’s undergraduate student body by reference to prior school type. In the 2016 entry cycle, the proportions of applications to Oxford from UK students in UK schools were 63.9% state sector and 36.1% independent sector respectively. This compares with 60.5% state and 39.5% independent in 2007-8. For 2016 entry, percentages of offers by Oxford were 59.1% state and 40.8% 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 state sector has been due to the significant increase in its access and outreach activities, particularly the focus on involving teachers and developing programmes to support applicants from state schools with limited experience of Oxford.

153. However, evidence shows that this measure is often misleading as an indicator of social diversity. There are students from relatively wealthy backgrounds at state schools (especially state grammar schools), and students from relatively disadvantaged ones at independent schools. Among our 2014 entrants 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.

154. Our goal is to increase access for socio-economically and educationally disadvantaged groups. We remain unconvinced 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.

13 Bursary data for the last complete academic year has been used to take account of in-year changes in individual financial circumstances.
4. MONITORING AND EVALUATION

155. 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.

156. 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. Monitoring and evaluation is therefore embedded in Oxford’s access strategy via mechanisms such as:

   a. An independent evaluation of the impact of the UNIQ Summer Schools and Regional Teachers’ Conferences;

   b. A University working group reviewing what additional actions might be taken in support of achieving our access targets;

   c. A University working group reviewing the impact of the regional link programme;

   d. Longitudinal tracking of outreach participants using the HEAT database.

157. 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 has invested in a new Student Information System which will better enable us to track student progress and outcomes.

158. 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.

159. 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

160. In April 2016, the University published a revised set of equality objectives. 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/policy/data/report. 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/policy/equality-policy).

161. In all areas of work on access, widening participation, and admissions, including in revising this Agreement, and the associated targets, 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.

162. Oxford takes seriously its responsibility to ensure that all potential students, including those from groups under-represented at Oxford are sufficiently informed and supported throughout the recruitment and application processes. To this end, work is undertaken to attract all qualified candidates, to evaluate the profile of those engaging with our outreach activities, and to take action to address any disparities.

163. We publish a very comprehensive set of annual admissions statistics on our website and where there are apparent anomalies we undertake further analysis and research. We have closely examined the disparities in success rates for black and minority ethnic applicants in three large subjects and found that, once prior attainment and admissions test scores were taken into account, no substantive differences remained.

164. The proportion of UK undergraduate BME students at Oxford is comparable with that at the Russell Group as a whole (excluding London). Working with student-led groups such as the African and Caribbean Society, 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. 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.

165. The University held a student-staff Race Equality Summit in March 2014, following which the Pro-VC (Education) gave a public commitment to diversifying the curriculum. We have launched a series of lectures, and pilot projects involving academic staff and students from the Campaign for Racial Awareness and Equality are under way in the Humanities and the Social Sciences. The University also has a high level equality objective to address the under-representation of BME staff and will take forward this and other work on race equality through its participation in the Race Equality Charter for higher education. We have committed to making an application by June 2017.
166. Oxford is committed to addressing the under-representation of women in STEM, and we are working to improve female application, attainment and progression rates within all relevant STEM degree courses as part of our work under the Athena SWAN programme. All departments in the sciences and medicine (26 in total) have an Athena SWAN award, a number of Social Sciences departments will apply for an award in 2016, and a number of Humanities Faculties have begun preparatory work, following the extension of Athena to all disciplines.

167. The University encourages applications from students with disabilities and is proactive in encouraging disclosure and contact with the Disability Advisory Service (DAS). Disabled applicants are equally as likely as their non-disabled peers to be offered a place. Upon acceptance at Oxford, all disabled offer-holders are contacted directly by the DAS to discuss their needs so that the appropriate support can be provided prior to their commencement of study. Equally, those who have not disclosed a disability in their UCAS application are encouraged to do so and to make contact with the DAS. Oxford continues to exceed its HEFCE benchmark on students in receipt of DSA.

168. The University has maintained its investment in the DAS. The number of students disclosing a disability continues to increase. By the end of 2014-15 the number of students contacting the DAS had increased to 10.9% of the total student population.
6. PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

169. 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.

170. 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.ox.ac.uk/study) 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). 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.

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

172. The OUSU Alternative Prospectus and website provide a student perspective on admissions and life at Oxford (www.apply.ousu.org).

173. In addition to providing print and online materials to assist applicants with their decision making, the University’s Admissions Communications Team is also available to answer queries by phone or email. Students, parents, teachers and other advisors are encouraged to get in touch if they have any questions, and a member of the team will be able to offer information, advice and guidance.

174. The University runs a series of 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.

175. 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. Feedback from all those who attend tends to be positive.

176. 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 2.6 million followers, as well as on Twitter and Instagram. Social media tools allow 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.

177. The University has an 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.

178. 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) 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 2017 entrants will be available here from summer 2016. 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) 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). 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) 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) 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.

179. 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

180. 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, in contribution to the University’s access agenda.

181. 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. 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 2011-2017, 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>11,729 (2,599)</td>
<td>3,037</td>
<td>1,427</td>
<td>983</td>
<td>19</td>
<td>69</td>
<td>525</td>
<td>13</td>
<td>20.2%</td>
</tr>
<tr>
<td>2016</td>
<td>12,193 (N/A)</td>
<td>3,147</td>
<td>1,467</td>
<td>1,030</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>21.7%</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 which quotes the number of UK applicants with at least 1 OFFA Flag [Disability, ACORN, POLAR or OFFA target school/college]; as opposed to the number of UK applicants from OFFA target schools and colleges.

2016 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>11,642 (2,584)</td>
<td>1,351</td>
<td>631</td>
<td>459</td>
<td>7</td>
<td>24</td>
<td>221</td>
<td>9</td>
<td>8.6%</td>
</tr>
<tr>
<td>2016</td>
<td>12,114 (N/A)</td>
<td>1,351</td>
<td>672</td>
<td>407</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>9.1%</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>11,508 (2,555)</td>
<td>1,515</td>
<td>654</td>
<td>513</td>
<td>12</td>
<td>36</td>
<td>294</td>
<td>6</td>
<td>11.5%</td>
</tr>
<tr>
<td>2016</td>
<td>11,941 (N/A)</td>
<td>1,592</td>
<td>684</td>
<td>544</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>12.2%</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 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.

2016 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

<table>
<thead>
<tr>
<th>Reference number</th>
<th>Stage of the lifecycle (drop-down menu)</th>
<th>Target type (drop-down menu)</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target? (drop-down menu)</th>
<th>Baseline year (drop-down menu)</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>T16a_01</td>
<td>Access</td>
<td>Other statistic - Applications (please give details in the next column)</td>
<td>Increase the percentage of UK undergraduate students at Oxford from schools and colleges which historically have limited progression to Oxford.</td>
<td>No</td>
<td>Other (please give details in Description column)</td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>T16a_02</td>
<td>Access</td>
<td>Other statistic - Applications (please give details in the next column)</td>
<td>Increase the percentage of UK undergraduate students at Oxford from schools and colleges which historically have limited progression to Oxford. [NB: This revised target refers to a refined group of schools and colleges and comes into effect from 2017-18]</td>
<td>No</td>
<td>Other (please give details in Description column)</td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>T16a_03</td>
<td>Access</td>
<td>Other statistic - Socio-economic (please give details in the next column)</td>
<td>Increase the percentage of UK undergraduate students at Oxford from postcodes which demonstrate significant socio-economic disadvantage, as measured by ACORN postcode datasets.</td>
<td>No</td>
<td>Other (please give details in Description column)</td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>T16a_04</td>
<td>Access</td>
<td>Other statistic - Socio-economic (please give details in the next column)</td>
<td>Increase the percentage of UK undergraduate students at Oxford from postcodes which demonstrate significant socio-economic disadvantage, as measured by ACORN postcode datasets. [NB: These milestones have been updated for 2017-18 onwards to reflect a more recent baseline]</td>
<td>No</td>
<td>Other (please give details in Description column)</td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>T16a_05</td>
<td>Access</td>
<td>HESA T1b - Low participation neighbourhoods (POLAR2) (Young, full-time, undergraduate entrants)</td>
<td>Increase the percentage of UK undergraduate students at Oxford from postcodes which indicate low participation in Higher Education as measured by POLAR2 (quintiles 1 and 2) postcode datasets.</td>
<td>No</td>
<td>Other (please give details in Description column)</td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>T16a_06</td>
<td>Access</td>
<td>HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)</td>
<td>Increase the percentage of UK undergraduate students at Oxford from postcodes which indicate low participation in Higher Education as measured by POLAR3 (quintiles 1 and 2) postcode datasets. [NB: This revised target is based on the newer POLAR3 dataset and comes into effect from 2017-18]</td>
<td>No</td>
<td>Other (please give details in Description column)</td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>T16a_07</td>
<td>Access</td>
<td>Other statistic - Disabled (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 learning differences</td>
<td>No</td>
<td>Other (please give details in Description column)</td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>Reference Number</td>
<td>Select stage of the lifecycle</td>
<td>Description (500 characters maximum)</td>
<td>Is this a collaborative target?</td>
<td>Baseline year</td>
<td>Baseline data</td>
<td>Yearly milestones (numeric where possible, however you may use text)</td>
<td>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</td>
<td></td>
</tr>
<tr>
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<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>T16a_08</td>
<td>Access</td>
<td>Other statistic - Disabled (please give details in the next column)</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T16a_09</td>
<td>Access</td>
<td>Other statistic - Other (please give details in the next column)</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T16b_01</td>
<td>Access</td>
<td>Outreach / WP activity (summer schools)</td>
<td>60% of those participating in the UNIQ summer schools make an application to Oxford, and 30% of those applying to receive an offer of a place.</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T16b_02</td>
<td>Access</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Improve the participation, application, and success levels from schools and colleges where these schools and college have either a limited numbers of qualified candidates or where historically there has been limited success in securing offers.</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T16b_03</td>
<td>Access</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 either time in care, or socio-economic and educational disadvantage. The expectation is that identified candidates would then achieve the same success rate in receiving offers as all applicants to Oxford from equivalent school or college sectors.</td>
<td>No</td>
<td>2012-13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

In Table 7a Oxford’s targets up until 2016/17, as well as the new targets covering 2017/18-2019/20, have been cited. The target milestones for 2020/21 have been left as 'N/A' as this year falls after the period that Oxford’s targets cover.