UNIVERSITY OF OXFORD

AGREEMENT WITH THE OFFICE FOR FAIR ACCESS 2018-19

CONTENTS

CONTENTS 2

EXECUTIVE SUMMARY 3

1. UNDERGRADUATE AND PGCE TUITION FEES IN 2018-19 4

2. ACCESS AND STUDENT SUPPORT MEASURES 5

2A. Strategic approach to outreach, access, and student support 5

2B. Expenditure on current and additional activities 6

2C. Access and outreach activity 7

Working with schools to raise attainment 7

Working with teachers 12

Widening access to Oxford 15

Widening participation in higher education 18

Collaboration with other universities and organisations 20

2D. Contextual data and admissions 23

2E. Student retention, success, and employability 24

2F. Financial support for students in 2018-19 27

Bursaries and tuition fee reductions in 2018-19 27

3. TARGETS AND OUTCOMES 30

4. MONITORING AND EVALUATION 33

5. EQUALITY AND DIVERSITY 34

6. PROVISION OF INFORMATION TO STUDENTS 36

7. CONSULTING WITH STUDENTS 39

ANNEX A: BASELINE DATA FOR CURRENT TARGETS AND PROVISONAL DATA FOR NEW TARGETS FROM 2017 40

ANNEX B: FULL STATEMENT ON OXFORD'S INTOUNIVERSITY COLLABORATION 46

EXECUTIVE SUMMARY

1. 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 2018-19. It builds on the 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.

2. 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.

3. This Agreement reflects Oxford's approach of seeking to support attainment in schools and 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, from a large pool (over 19,500) of extremely well qualified applicants.

4. Our primary aim 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 and from disadvantaged backgrounds. We believe that the measures will also have a wider impact in helping to realise aspiration and attainment in compulsory education and improving participation in higher education, especially to selective universities.

5. In 2018-19, we will devote over **£7m** to access and outreach work, aimed at attracting applicants from all backgrounds, particularly those from groups which have been under-represented at Oxford, and at equipping them to make competitive applications. We will continue to devote resources to providing a package of generous maintenance bursaries, costing up to an estimated **£5.67m** in 2018-19. We will also continue to provide tuition fee reductions worth **£1.78m** for students from the lowest-income households, as part of the **Moritz-Heyman Scholarship Programme** (paragraphs 83-85). We will continue to evaluate the impact of our outreach activities and financial support packages to inform future practice.

1. UNDERGRADUATE AND PGCE TUITION FEES IN 2018-19

6. The University has participated in TEF Year 2 by making a submission for assessment in 2017 and intends to set a standard tuition fee in line with the government fee cap for all full-time Home/EU undergraduate, PGCE, and certificate and diploma in Theological Studies students who started in or after 2016. The University will submit a revised Access Agreement to confirm the level of tuition fee for these students in 2018-19 in due course.

7. For full-time Home/EU undergraduate, PGCE, and certificate and diploma in Theological Studies students who started between 2012 and 2015 inclusive, the University has set a standard tuition fee of £9,000 in 2018-19.

8. The University expects to set the standard year abroad fee at 15% of the full tuition fee, subject to the regulatory fee cap, for those students undertaking a compulsory year abroad, whether studying or working abroad (through the Erasmus programme or otherwise). Optional years abroad are extremely rare at Oxford, but if approved by the department, would be subject to the same fee as compulsory years abroad.

9. The University will seek to amend its fees on an annual basis in line with government legislation for the 2018-19 cohort.

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 part-time OFFA-countable fee threshold.

2. ACCESS AND STUDENT SUPPORT MEASURES

2A. STRATEGIC APPROACH TO OUTREACH, ACCESS, AND STUDENT SUPPORT

11. The University's collective approach to outreach strategic planning has been governed since 2012 by our Common Framework for Widening Access. 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. Following a collegiate University review of our outreach and admissions practices, a new strategy is being developed which will further emphasise Oxford's commitment to collaborative working, robust evaluation, sophisticated targeting of effort and resource, and an evidence-based approach to outreach provision.

12. Oxford welcomes the Government's interest in widening access to higher education to those who are currently under-represented, 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 to address this requires earlier interventions even before secondary compulsory schooling starts. Analysis from UCAS[1] 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.

13. The priority target group for widening access to Oxford remains students from socio-economically and/or educationally disadvantaged backgrounds. This means that our outreach work is focused predominantly on academically able students who: are attending state schools with little history of successful applications to Oxford; live in areas with low progression to higher education (POLAR quintiles 1 and 2); or live in areas of financial deprivation (ACORN groups 4 and 5). Within these broader categories, we are working with specific groups who are also under-represented at Oxford, including students with African, Caribbean, Pakistani and Bangladeshi heritage. We know from our work on the intersection of ethnicity, poverty and widening access certain ethnic minority groups are more likely than their white counterparts to experience relative poverty and come from schools that do not traditionally send candidates to Oxford. The findings from this work will continue to inform outreach activities targeted at BAME communities. We recognise the need for increased progression to higher education from White British communities from socio-economically and/or educationally disadvantaged backgrounds and will work with this group through a targeted Sutton Trust summer school pilot (see Table 3).

14. Oxford students come from local, regional and international areas and we believe this helps us to recruit the best students and also diversifies our undergraduate community. We are part of the Study Higher National Collaborative Outreach Project (NCOP) (paragraphs 58-59) and the work of this collaboration will complement our outreach activity in other national regions, work with other age groups and our local work with schools through the Education Deanery (paragraphs 38-39) and the community through initiatives like Oxford for Oxford (paragraphs 49-50). The University is leading on a work stream that is investigating the access needs of BAME students and this will be informed

[1] UCAS 2015 End of Cycle Report (p. 131): https://www.ucas.com/sites/default/files/eoc-report-2015-v2.pdf

by the University's wide work on an institutional approach to BAME issues at Oxford (Case Study 7). We have identified synergies with the Government's identified 12 Opportunity Areas and Oxford's system of college outreach link areas (paragraph 37). Through these college link schemes we can support, where appropriate, the significant challenges when it comes to social mobility. The targeting of the UNIQ summer school (paragraphs 42-43) will also look to support talented candidates from the identified Opportunity Areas.

2B. EXPENDITURE ON CURRENT AND ADDITIONAL ACTIVITIES

Table 1: Expenditure Forecast for 2018-19

ACTIVITY	OFFA countable	Not OFFA countable	Total
Outreach			
Expenditure in 2018-19	£4.32m	£2.76m	£7.08m
Retention, support, and employability			
Expenditure in 2018-19	£0.72m	£1.66m	£2.38m
Financial Support			
Bursaries and hardship provision	£5.69m	£0.3m	£5.99m
Tuition fee reductions	£1.78m	£0m	£1.78m
ESTIMATED TOTAL EXPENDITURE IN 2018-19:	£12.5m	£4.7m	£17.2m

15. Expenditure on access and student success in 2018-19 is estimated to be up to **£12.5m**. Expenditure as a proportion of the University's additional tuition fee revenue (£29.2m), taking account of the 'higher' fee appropriate to each cohort, will be around **43%** (as against the expectation in the guidance of 35%). The present Agreement covers students admitted in the academic year 2018-19. 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.

16. The figures above include support for undergraduate and PGCE students ordinarily resident in the UK and the rest of the EU.

2C. ACCESS AND OUTREACH ACTIVITY

WORKING WITH SCHOOLS TO RAISE ATTAINMENT

17. Oxford recognises that prior attainment among students from disadvantaged and under-represented groups continues to be one of the main barriers to accessing higher education in the UK. Recent UCAS data (cited above) shows that the number of young people in POLAR Q5 who get A*A*A* is 14 times that of those in POLAR Q1, and research by BEIS indicates that attainment at GCSE is the strongest predictor of whether students go on to higher education.[2]

18. As a world-leading university,[3] our reach is international and our ambition to widen access and participation is cast in national as well as local terms. Oxford has long embraced a 'Gate to Gown' approach to supporting school students to reach their academic potential, regardless of their household income or where they live, and our ambition is to continue to make a difference by effective and sustainable means. A University wide review of Oxford's outreach and admissions processes over the last twelve months, supports this approach to removing barriers to Oxford access wherever they occur. The review recommends supporting attainment in schools and an increase in coordinated collaborative outreach across the collegiate University to address national variations in the proportional application rates from certain areas, and also the intersection of certain under-represented students from these communities, such as BAME groups.

19. Oxford's approach is also informed by evidence from our sustained contact models of outreach with targeted state schools that are focused around academic intensive programmes. These programmes are designed to create inclusive, varied and embedded support to enable school students from disadvantaged backgrounds to benefit from academic study, be better equipped with study skills, better informed of higher education and more aware of career possibilities. The expansion of these sustained contact programmes with schools is a vision that Oxford has progressed and will launch through a sustained and phased approach.

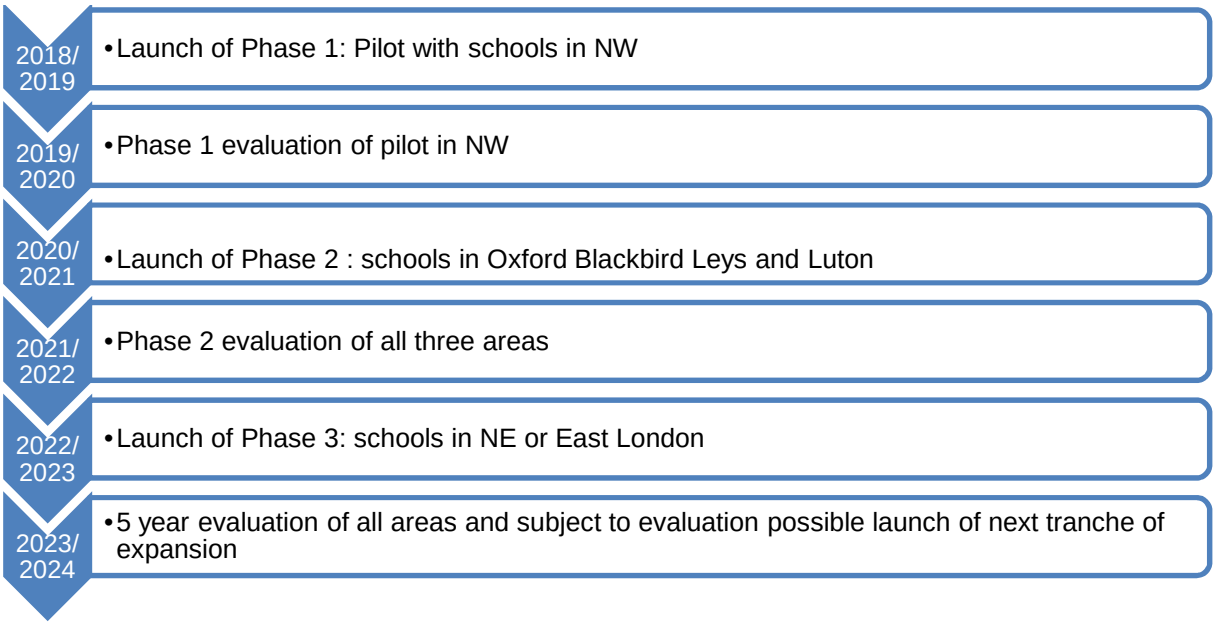
20. Raising attainment and narrowing the performance gap between advantaged and disadvantaged pupils and schools is a long-term undertaking for Government, schools, and universities working in partnership. Oxford's ambition is to make a meaningful contribution to the national raising attainment agenda. On current evidence[4], we do not believe that Oxford's direct sponsorship of a single school, or academy chain would strengthen our approach; indeed it would pull focus and resources away from interventions that have proven success, and, in the Oxford context, cause a significant distortion of the local school ecosystem.

21. The expansion of Oxford's approach to supporting attainment will build on its sustained contact programme such as the OxNet programme underway in the North West (paragraphs 44-45

[2] BIS (2015) *Socio-economic, ethnic and gender differences in higher education*
[3] Times Higher Education (THE) World University Rankings.
[4] While some universities have demonstrated success in raising attainment through school sponsorship, others have not had wholly positive experiences. The UUK Social Mobility Action Group argues that further research is needed into the effectiveness of the various activities carried out by higher education institutions to support the raising of attainment in schools: http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/working-in-partnership-enabling-social-mobility-in-higher-education.aspx

below), the IntoUniversity Oxford Blackbird Leys learning centre (paragraphs 51-53), and the Wadham Luton project (paragraphs 46-47) and the expansion will initially be piloted in these areas, and then rolled out to other targeted areas. The proposed timeline is shown in Figure 1.

Figure 1: Proposed Gate to Gown approach to raising attainment in schools timeline



22. Robust annual evaluation and a five-year review will be built in to the programme from the start. Findings from the evaluation will inform the design, implementation and growth of the programme. Also information will be shared with the higher education sector, so that the model can be adapted and adopted by other institutions as appropriate.

23. The national areas and state schools selected for the sustained contact programme area based on strong targeting, including the following selection criteria:

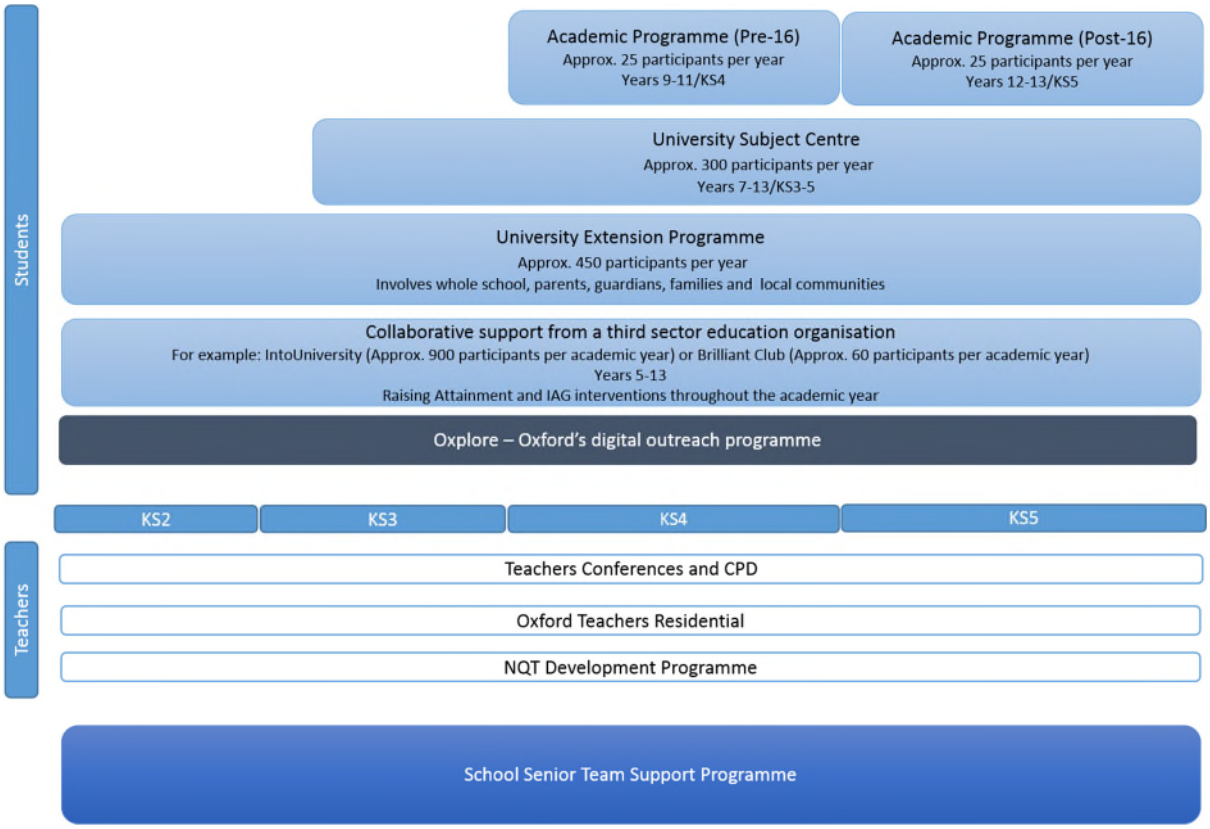
a. Educational disadvantage;
b. Socio-economic disadvantage;
c. Number of FSM/pupil premium students;
d. Under-representation at Oxford; and
e. Government's Opportunity Areas.

24. The participating schools in each area will be structured into a 'hub and linked schools' model, with the hub as the main site for the sustained contact programme. The number of schools in the hub and linked schools model will depend on local need and may range from five participating schools to ten. The target area and the hub and linked schools will be partnered with an Oxford college, or colleges, and the central University outreach team. It is anticipated that once the hubs are established in the four identified areas 3,200 students annually will engage with Oxford.

25. The aims of the sustained contact programme will be to raise attainment, realise aspiration, and support progression to higher education, in particular to Oxford, through three main strands (see Figure 2 below). The final nature of the programme will be determined in consultation with the hub and linked schools and their particular needs but it is envisaged it will include:

a. A long-term, academically-driven outreach programme working with students from the hub and linked schools from an early stage in their education to the end of compulsory schooling;
b. A continuing professional development programme in the hub and linked schools that will support subject teachers and newly qualified teachers;
c. A leadership programme for supporting senior staff.

Figure 2: Oxford's raising attainment in schools programme for each hub and linked schools

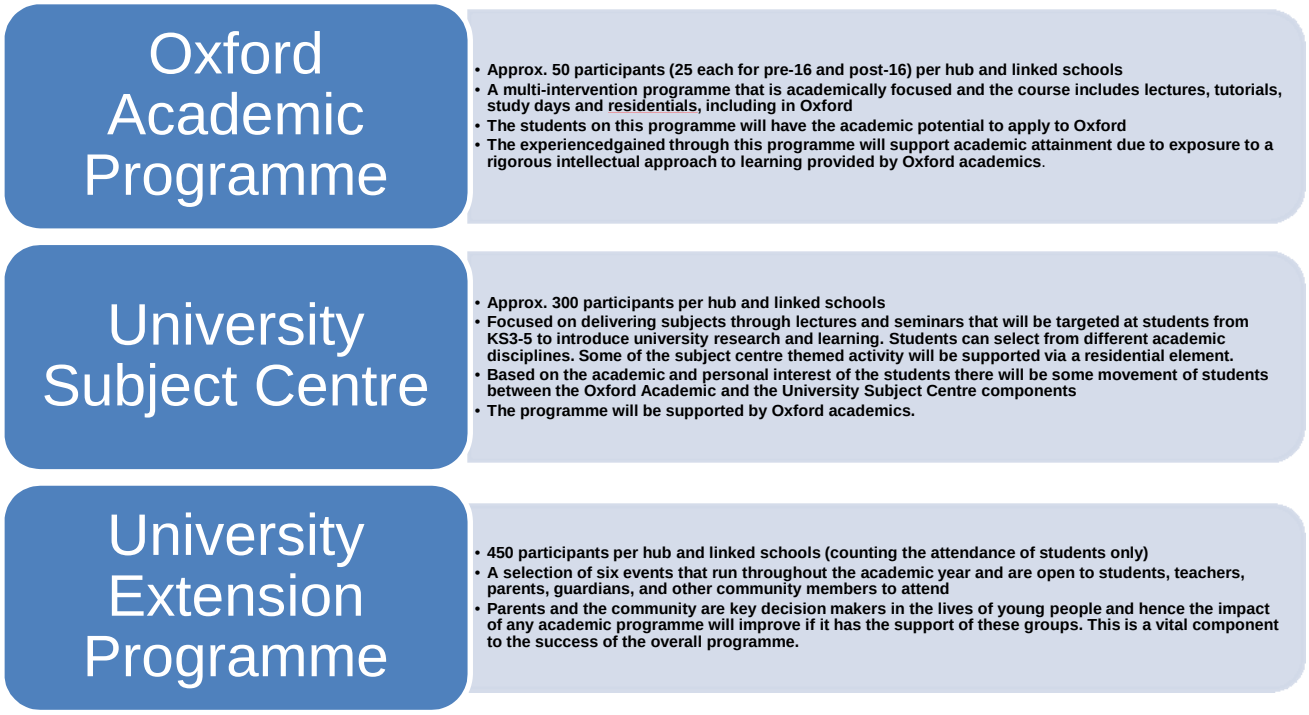


Student-focused strand

26. The student-focused strand will work with each hub and its linked schools to identify students on FSM, pupil premium, and/or other indicators of socio-economic disadvantage. The student-focused strand will have three main components, each targeted at the particular needs and interests of different groups of students (see Figure 3). The 'Oxford Academic Programme' and 'University Subject Centre' components will inspire participants' intellectual curiosity and help them to develop a rigorous intellectual approach to their school studies. For both components, participants will acquire the experience of a wider breadth and depth of subjects and teaching styles from Oxford's academics and postgraduates, which may not be represented in the national curriculum but that will both support their school studies and encourage them to explore a wider variety of subjects when applying to higher education. Where possible the student-focused strand will work in collaboration with third sector organisations who are experts in raising the attainment of students from disadvantaged backgrounds, like the charities IntoUniversity and the Brilliant Club.

27. It is expected that participants will leave the programme with a greater level of academic confidence, attainment, and knowledge about making competitive applications to higher education, including Oxford. Learning to study in ways that engage with challenging resources, form concepts and confidently express opinions is a vital aim of the student-focused programme. Whilst the majority of the programme is taught via tutorials, lectures, and seminars, supplementary online materials will also be available through *Oxplore*. *Oxplore*[5] is Oxford's new digital online outreach initiative and will provide students with super-curricular materials that currently they do not have access to.

Figure 3: Student-focused strand offered to each hub and linked schools



Teacher professional development strand

28. The continuing development of teachers, whose professional expertise will in turn support the attainment of generations of students, is vital to the programme. It is proposed that a programme of support be developed which would include mechanisms for supporting the continued academic and subject-specific development of teachers and NQTs in participating schools. The project will also look for supplementary gains by connecting teachers in the hub and linked schools with an Oxford University college. The hub model will create an environment that encourages the exchange of skills and knowledge between the University and partnership hub and linked schools.

29. The continuing development programme will include:

[5] Oxplore will be a nationwide online outreach initiative but will support the curriculum enrichment programmes of the hubs: https://staging.oxplore.surge.online/about

a. **Teacher residential and academic mentors.** Teachers are given the time, space and resources for a concentrated period of study to augment existing knowledge and/or develop subject knowledge, and then to share the knowledge and skills with other teachers in their hub and linked schools. The academic mentor provides teachers with academic guidance and supervision. This teacher residential in Oxford, in addition to offering a research component, will include subject master classes, a seminar on assessment from Oxford's renowned Centre for Educational Assessment and information on admissions to Oxford and other selective universities. This will provide an opportunity for cross-hub networking and best practice sharing.
b. **NQT subject specific courses.** NQTs in the hub and linked schools will be offered NQT subject specific courses. This will help them to stay abreast of their subject area and will boost confidence, which in turn should maintain retention in the teaching profession.
c. **Regional teachers' conferences.** On a biannual bases a regional teachers' conference will be held for all the hubs to share the latest guidance on admissions policy. In addition, information on qualification reforms, UCAS, admissions tests, admissions interviews (including mock interviews) and subject-specific sessions will be delivered. This will also provide an opportunity for cross-hub networking and best practice sharing.

Senior teacher development strand

30. The final strand of the programme will be agreed with the partnership schools and will focus on professional development support for members of the school senior leadership teams, and the establishment of collaborative best practice fora on issues such as curriculum and assessment development.

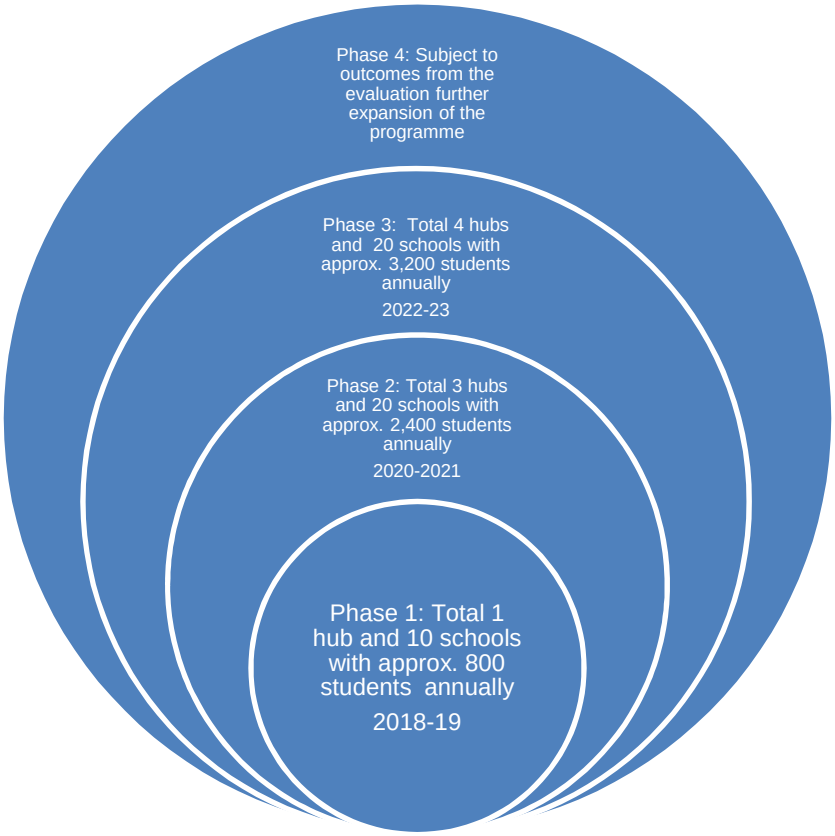
Design and implementation of the programme

31. Incorporating support from partners, and in particular third sector collaborators, will be an important element of the sustained contact programme. It will look to form long-term and meaningful relationships with organisations locally and nationally. Partner universities and NCOPs will be sought out to collaborate with and in particular to diversify the content of the University Extension component. By liaising with organisations with a history of success in higher education outreach we will form associations to support the teaching of schools students ranging from KS2 to KS5. Where possible we will liaise with Government Opportunity Areas partners to support this initiative.

32. Oxford's approach to raising attainment in schools offers the opportunity to develop a set of educational provisions not limited to one locality. The hub and linked schools model ensures the benefit is not sited solely in a single school but creates a network of shared opportunities across the area with equitable benefit for students, teachers and other members of the school community in as many as ten schools. Regional networks can also be extended to national collaboration, enabling different hubs to share specialist knowledge. For example, inviting students from other hubs to subject specific events and advertising places at teachers' events to staff at multiple hubs.

33. Following a one-year pilot and robust ongoing evaluation, the project would be extended to three further iterations in other UK locations with lower than average attainment and a high proportion of disadvantaged pupils. Figure 4 below indicates the anticipated scale of this sustained contact programme, though the numbers are provisional at this stage.

Figure 4: Potential expansion in the first 5 years (at this stage the figures exclude student numbers from third sector partners)



34. The new target related to this activity will be:

Target 6: expand Oxford's engagement with schools in key target areas from pilot activity in the North West in 2018-19 to four regional hubs by 2022-23.

It is proposed that the target will be kept under review and informed by findings from the programme evaluation, including the effectiveness of its design, implementation and outcomes. The first evaluation in 2019-20 will be used to inform the feasibility and design of an impact-related target. The evaluation will be developed with academics in the field of education research with expertise in the area of raising attainment in schools.

WORKING WITH TEACHERS

35. 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. For this reason, we are committed to playing our part in supporting increased attainment for these students, including by contributing to teachers' continuing professional development, by providing subject-specific and academic enrichment resources online and in person, and by working closely with local Oxfordshire schools through our Education Deanery initiative (Case Study 1).

36. Part of the University's Department of Education, the Deanery provides support in initial teacher education, continuing professional development and research and works with the collegiate University and schools to raise attainment and aspiration. The latter is achieved through Oxford University's **IntoUniversity** Learning Centre in Blackbird Leys, which works with approximately 900 school children every year. The IntoUniversity Learning Centres work in areas of both socio-economic and educational deprivation and through partnerships with the schools, community and the local university in order to raise attainment and increase progression to higher education. The Centre in Blackbird Leys in Oxford works with three local primary and three secondary schools, chosen because they are under-performing compared to national attainment and have high numbers of students eligible for free school meals. The schools are provided with academic support, mentoring for individual students and support to progress on to higher education. Oxford's partnership with IntoUniversity has recently expanded to sponsoring another Learning Centre in Islington London, which opened in November 2016, and again supports schools that are performing below the national attainment levels.

37. Our well established regional link scheme will be further developed over the coming years to a collaborative consortium model in which groups of colleges will focus their outreach activity within geographical regions, based on a strategic assessment of the area's need and Oxford's priorities, in part, informed by the twelve Opportunity Areas identified by Government. This will include an increased focus on supporting attainment in areas and among groups that currently produce few students likely to achieve Oxford's standard offer grades. One model for this engagement is the **OxNet** hub programme (Case Study 4). By basing activity at regional hubs and linked schools, the University is making a commitment to sustained changes in attitude, behaviour and performance in relation to higher education admission, and ambitiously attempting to steer a change in local educational attainment.

Table 2: Teacher Engagement Activities

Target Group	Support Measure	Evaluation Mechanism
Teachers and careers advisors in post-16 schools. Priority given to state schools and those with little history of sending successful applications to Oxford.	Regional Teachers' Conferences Maths and Science Teachers' Conference	• Evaluation is based on the independent evaluation conducted by the Institute of Employment Studies (2016-17). • Analysis of admissions data for schools that attend the conferences. • Feedback from attendees.
Oxford students at the start of their career, specifically those about to embark on Teach First and those studying for an Oxford PGCE.	PGCE & Teach First Training sessions	• Analysis of admissions data for schools that students are placed at and gain jobs at. • Feedback from attendees.
Teachers in state schools and colleges with little history of sending students to Oxford.	Oxford University Inspirational Teachers' Award	• Analysis of admissions data for schools where a teacher received an award. • Media coverage.

Teachers at schools with limited or no history of sending applicants to selective universities, and Oxford in particular, where there is little prior history of a relationship with Oxford's outreach programmes.	Sutton Trust Teacher Summer School	• Analysis of admissions data for schools that attend the summer school. • Feedback from attendees.
Teachers and educational professionals, from UK schools, wanting to pursue a study project that will contribute to their personal and professional development.	St John's Teachers' Study Week	• Feedback from schools. • Feedback from attendees.
Teachers at all career stages in local schools	The Oxford Education Deanery Oxford Education Deanery Research Champions	• Feedback from schools.

Case Study 1: Oxford Education Deanery Research Champions

38. The Oxford Education Deanery facilitates a network of **Research Champions**, the members of staff (one in each local Oxford school) who act as conduits between their colleagues and the University, particularly the Department of Education. Research Champion meetings are used to explore the very practical implications of recent University research (including research in which their schools may have participated). For example, a recent session focused on using the findings of a recent review of evidence about written feedback (Elliott et al. 2016) – undertaken by the University for the Educational Endowment Foundation – to help create effective, sustainable and time-efficient marking policies. Another focused on the implications of a recent Deanery research project that had demonstrated an important correlation between teachers' collaboration (the extent to which they sought advice from colleagues in supporting vulnerable learners) and the effectiveness of their classroom practice, particularly for students at risk of not achieving their potential. As the head of one of participating schools, reflected:

> *"We are so fortunate to have a strong working partnership with The Oxford Deanery and Oxford University Department of Education. We continue to work with their researchers examining collaborative networks in school and their correlation with strong progress especially for vulnerable learners. The research is in depth and the school benefits from intelligent and statistically relevant personalised feedback. Our relationship enables us to improve using the evidence whilst supporting research which is pertinent to education as a whole."*
>
> **Sue Croft, Principal of Oxford Spires Academy**

39. The Research Champions also work closely with the Deanery to support individual teachers committed to using research insights to tackle particular issues, including raising attainment, in their school. Teachers identified by the Research Champions form groups of **'Action Research Fellows'** working on specific projects with regular input, reading suggestions, practical advice and guidance about evaluation from the Deanery. Four clusters, involving more than 25 teachers, are currently

operating in Oxford, Abingdon, Bicester and Wantage, tackling issues such as improving the attendance or enriching the cultural knowledge of Pupil Premium students, or promoting self-regulated learning, particularly as young people make the transition from primary to secondary school. The outcomes of these projects are shared at our annual 'Research Meet'. One project, initiated by the Action Research Fellows in Cherwell School, has been keenly adopted by others locally because of its effectiveness in promoting teacher retention - a crucial challenge for Oxfordshire schools:

> *"At a time when teachers are increasingly encouraged to use – and are drawn to – evidence-based practice, the Oxford Deanery provides an invaluable service for us. We benefit from the identification of relevant and valuable research which teachers just don't have the time to source themselves. Our staff have been supported in carrying out their own action research, which amongst other benefits, has led to the development and implementation of our NQT+1 programme, essential in responding to the challenges of teacher recruitment and retention."*
>
> **Lindsey Alexander, Assistant Headteacher, Cherwell School**

Case Study 2: Sutton Trust Teacher Summer School

40. The **Sutton Trust Teacher Summer School** is a two-day residential conference held in Oxford for approximately 40 teachers from the TeachFirst programme or schools with limited or no history of sending applicants to selective universities and Oxford in particular, in line with Oxford's Target 1 (paragraphs 88-89). The residential summer school aims to increase the number of academically able 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 aims of the programme are to explain the Oxford admissions process, to introduce different facets of the University, to provide information to teachers in under-represented areas and empower them to take this knowledge back to their schools and disseminate it to their colleagues and pupils and to enable teachers to guide their most able pupils in preparing them for university study to ensure they have the best chance of making a successful Oxford application. In addition delegates have sessions relating to course choice and career prospects and workshops offered by Oxford's Department of Education on Assessment for Learning as well as the opportunity to form networks and share best practice throughout the conference. The feedback from the conference was overwhelmingly positive:

> *"I had hoped for informative and experiential sessions, packed with practical advice about how best to support and prepare our students for applying to and studying at Oxford - and was delighted that these sessions were indeed thoughtful, challenging, engaging, friendly and useful."*
>
> **2016 summer school attendee**

41. As noted in paragraph 13 above, Oxford's approach to widening access is one that seeks to take a nuanced view of socio-economic and educational disadvantage, giving particular consideration to the intersection of under-represented, disadvantage and protected characteristics. For this reason, our work focuses predominantly on academically able students attending state schools with little or no history of sending applicants to Oxford, and who present with indicators of disadvantage including, but not limited to, those which directly inform our targets. Within these broader categories, we are increasing our work with specific groups who are also under-represented at Oxford, including African, Caribbean, and Pakistani and Bangladeshi students. Through initiatives such as the Sutton Trust Summer School, which will focus recruitment on White British communities in particular from rural and coastal areas, we will also aim to increase the participation of socio-economically deprived, white males in our other outreach programme where appropriate.

Table 3: Overview of Oxford's Widening Access Activities

Target Group	Support Measure	Evaluation Mechanism
Young people from BAME groups under-represented in HE and Oxford specifically.	• BAME Parent and Student Conferences • Partnership with Target Oxbridge • African and Caribbean Access Conference • IntoOxford • Pathways to Law • NCOP	• Participant data gathered in the Higher Education Access Tracker (HEAT). • Gathering qualitative data about attitudinal changes and linking this to HE choice. • Evaluation is based on the independent evaluation conducted by the Institute of Employment Studies and Dr Tony Hoare (2016-17).
Under-represented high attaining students from areas of socio-economic disadvantage. This group includes White British males from socio-economically disadvantaged backgrounds.	• OUSU shadowing scheme • IntoOxford • Pathways to Law • OxNet • UNIQ • Sutton Trust Summer School	
Local young people with mixed attainment from low HE-participation and/or socio-economically disadvantaged neighbourhoods.	• IntoUniversity Oxford South East • IntoOxford • Study Higher • Pathways to Law • Oxford for Oxford • NCOP	
Teachers, carers and parents.	• Study Higher Conferences • Education Deanery • OxNet teacher events	

Case Study 3: UNIQ Summer Schools

42. The **UNIQ summer school** programme is an Oxford-wide activity, bringing together the expertise of Undergraduate Admissions and Outreach, the colleges, departments and faculties, libraries, and museums and collections. In 2016 the University commissioned an in-depth evaluation of UNIQ (2010-2016), carried out by the Institute for Employment Studies. The evaluation found that UNIQ had a beneficial impact on the application behaviours and higher education outcomes of UNIQ participants in comparison with: those who applied to UNIQ but did not gain a place; and the wider pool of applicants to the University from state schools. In 2016, 92% of UNIQ participants came from POLAR quintiles 1 or 2, and/or ACORN groups 4 or 5: of these students, 498 applied to Oxford in 2016 and 179 were made an offer – a success rate of 33% (one and half times the average).

43. The evaluation also highlighted areas where the University could strengthen and widen its positive impact beyond the current remit of the summer schools. In response to this, Oxford intends to increase support available for students who do not get a place on the UNIQ summer programme. In 2017, this will include running an Easter conference, developing online resources, and working with colleges and departments to offer further subject-specific support. Subject to the review of the 2017 summer school, UNIQ will be expanded to offer a variety of opportunities to younger students and the main summer schools will introduce pilot interdisciplinary study programmes in order to encourage participants to explore subject areas not represented on the national curriculum.

Case Study 4: OxNet Hub Scheme

44. Lead by Pembroke College and Corpus Christi 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. 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 academics, 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.

45. OxNet's aim is to support attainment and to raise progression to selective and other universities among the communities the Hubs are based in. Participants' entrance to higher education is tracked using the HEAT database, as is the changing progression to HE rates at partner schools and colleges. OxNet also assessed the changes to attitude towards higher education via implementing qualitative evaluation across the different hub activities. In the most recent cohort 93% of OxNet participants surveyed felt that the project had improved their ability to undertake independent learning. 90% of participants also felt that they learn skills to manage the challenges you will face at University, whilst 80% felt more confident about applying to Oxford or other selective universities.

Case Study 5: Wadham College Luton Project

46. Wadham College's **Pre-16 Luton Project** aims to raise the aspirations of bright students in Luton, encourage them to consider applying to some of the most competitive universities in the future, and give them the necessary advice and guidance to be successful in this endeavour. The project works with around 25 students from Luton state schools and supports them through Year 10 and Year 11. All selected students must present at least two indicators of disadvantage (e.g. eligibility for free school meals, no parental history of higher education, young carers) and be on track to achieve good GCSE results.

47. During Year 10, the students take part in academic taster sessions after school in the area. These sessions focus on topics and subjects that the students are unlikely to have learnt about at school e.g.: Classics, Theology, Earth Sciences, Materials Science, and Computer Science. At the end of Year 10, the participants and their teachers are invited to Wadham for a day trip where they present to their peers on their favourite academic taster session, meet undergraduate students, and look around the College. They are also presented at the end of the visit with a *Very Short Introduction* book of their choice, which they then complete a project on over the summer holidays. Early in Year 11, the students present to their peers and parents in Luton on this project and, over the course of the academic year, receive specific support regarding A-Level choice and study skills. The programme ends with a short residential visit to Wadham College. The pilot year (2015-16) has seen some encouraging feedback: all of the Year 10 participants reported that they knew more about their options after GCSEs (75% pre-project) and around 85% felt that people 'like them' go to Oxford University (c.35% pre-project).

> *"[It has helped me] gain confidence to go to Oxford regardless of my background."*
>
> **2015-16 participant**

WIDENING PARTICIPATION IN HIGHER EDUCATION

48. Oxford is committed to supporting students within our own community and contributing to the wider sector goals on access to higher education through bespoke projects across the University including the museums, collections and outreach teams for students from KS1 (Year 2) to KS5 (Year 13). These projects have featured some of the following themes; information, advice and guidance, admissions, subject masterclasses, supported museum visits, literature days and mentoring. Contributing to the educational enrichment of young people locally is a crucial part of Oxford's work with schools, families and young people. In 2015-16 the University held more than 75 events, with over 5,600 participants, amounting to almost 1,000 contact hours for local school children.

Table 4: Overview of Oxford's Widening Participation Activities

Target Group	Support Measure	Evaluation Mechanism
Primary School	• Accelerate • World Book Day Events • Children's Literature Workshops	• Participant data gathered in HEAT. • Gathering qualitative data about attitudinal
Secondary Schools	• Christmas Lecture Series	

	• Study Higher HE Y11 Conferences • Revision and Study Skills Workshops • Subject Masterclasses and taster sessions • HE/IAG presentations	changes and linking this to HE choice.
Young Carers	• Compass Toolkit • Study Higher YC Support Workshops	

Case Study 6: Oxford for Oxford

49. The **Oxford for Oxford** Project aims to support pupil attainment and aspiration in targeted local primary and secondary schools, focusing on schools located in the areas of lowest participation in higher education in Oxford city, and to share information about the opportunities available in higher education with children, young people and families in these communities. The Project's work is carried out through three main strands of activity: communicating existing opportunities available offered by Oxford; removing obstacles and barriers to engagement with these opportunities for schools in areas of low participation; and a suite of new outreach opportunities for school groups and individual children and families.

50. An example is the Oxford for Oxford Museum Club, now in its second year, which provides a course of sustained Saturday visits to Oxford University museums in the company of trained undergraduate student mentors for gifted and talented Year 5 pupils drawn from primarily POLAR3 quintiles 1 and 2. The project is being evaluated through a mix of qualitative feedback (gathered through surveys administered to teachers and, where age-appropriate, pupils) and quantitative feedback (comparing engagement from local schools pre- and post-project through number of bookings at University events recorded). The evaluation framework measure the effect of Museum Club on participants' cultural capital and knowledge about higher education.

> *"Our children have been able to have experiences outside the everyday and given them glimpses into life beyond school."*
>
> **edeSEN Co-ordinator, Blackbird Academies Trust**

Case Study 7: IntoUniversity

51. Christ Church, IntoUniversity and the University of Oxford co-sponsor the IntoUniversity centre in Oxford and Wadham College and IntoUniversity co-sponsor the centre in London. Each centre is a higher education presence in the local community which provides a range of programmes working over the long-term with young people aged 7-18. These programmes include after-school Academic Support, Mentoring, aspiration-raising FOCUS programmes including visits to the University, early intervention work at primary schools, tailored secondary school provision, family learning and employability and careers programmes. Since the Oxford centre opened in 2015-16, 1,187 students have received support through the Oxford centre.

52. IntoUniversity centres are based in areas of disadvantage and students are carefully targeted to ensure they are from groups underrepresented in higher education – for example, white working class, BAME, and looked after children. In order to access the programme students (or schools) must meet at least one of IntoUniversity's strict widening participation 'primary' criteria (Free School Meals, pupil premium, household income below £25,000, living in social housing, child looked after) or meet multiple 'secondary' widening participation criteria, all of which are indicators of lower progression into higher education (e.g. first generation applicant, young carer).

53. Data collected by IntoUniversity suggests that the programme is effective at supporting students to gain a university place. In 2016, 75% of IntoUniversity Oxford school leavers progressed to university, against 22% (nationally) and 39% (Free School Meal). A key intermediate step to getting to university is getting the necessary attainment. All IntoUniversity programmes include elements designed to support improved attainment. For instance the Primary FOCUS programme includes a study week, the content of which is agreed in advance with teachers to support their teaching of the national curriculum. The most intensive strand of the IntoUniversity programme, and the one placing the greatest emphasis on attainment, is the Academic Support programme. Further information on the IntoUniversity programme, its methodology and impacts is included at Annex B.

COLLABORATION WITH OTHER UNIVERSITIES AND ORGANISATIONS

54. Oxford is committed to working in collaboration with other higher education institutions, educational charities, and other third party organisations in support of its widening access and participation goals, to share best practice, maximise impact, and reduce duplication of effort.

Table 5: Overview of Oxford's Collaborative Activities

Collaboration partner(s)	**Collaborative activities**
Universities: Bucks New, Oxford Brookes, Reading FE Colleges: Abingdon & Witney, Activate Learning, Amersham & Wycombe, Aylesbury, Ruskin, Swindon	Oxford has been a partner of Study Higher since 2011. Expanding in 2014 as a result of the National Networks of Collaborative Outreach (NNCO) funding, the input of knowledge from both HEI and College partners has ensured our continued and expert delivery of impartial advice and guidance about a wide range of higher education options. Subsequently Study Higher has been successful in its bid to be part of the NCOP and is currently working with partner institutions to build on the excellent work of the Study Higher NNCO.
Advancing Access	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.
Russell Group	Oxford continues to work closely with the Russell Group member institutions, in particular Cambridge, 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.
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.
Target Oxbridge	Target Oxbridge is a free programme that aims to help black students and students of mixed race with African or Caribbean heritage increase their chances of getting into the Universities of Oxford or Cambridge The programme is open to UK-based students in Years 11-13.

Case Study 8: Collaborative Programmes for BAME Students

55. Oxford is committed to improving our understanding of the barriers to access for students from BAME groups and recently undertook a thorough-going review of their relative performance at all stages of the application and admissions process. The findings from this evaluation suggest that more work is required at the pre-applicant stage: for this reason, we have concluded that it would not be appropriate for Oxford to set an admissions target relating to BAME applicants at this stage. Instead, efforts will be focused on pipeline building, by seeking to attract more BAME applicants from socio-economic and educational disadvantaged backgrounds. These potential applicants will need targeted support in making more competitive applications rather than just receiving general outreach activities and in some cases early intervention will be beneficial.

56. We are convinced that partnership working allows us to best marry our own outreach expertise with that of community groups who have established relationships with BAME communities, and accordingly are focusing our efforts in this area. Oxford works closely with **Target Oxbridge** and **Future Leaders**, two organisations which inspire, support and champion students from BAME communities, in particular those from African and Caribbean backgrounds who have the lowest rates of participation in higher education. Target Oxbridge is a free programme that aims to help black students and students of mixed race with black heritage increase their chances of getting into Oxford or Cambridge.

57. In 2015-16 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 also offered a 3-day residential to the current Year 12 Target Oxbridge cohort in April 2016 and supported Target Oxbridge participants and associated schools to participate on the UNIQ summer school by reserving places for applicants from the Target Oxbridge cohort. It is hoped that the programme will ultimately lead to increased application and success rates for this cohort. Monitoring is underway to measure the impact of this intervention on the undergraduate cohort at Oxford. In the meantime positive feedback has been gathered from participants who have reported increased confidence in their academic abilities and increasingly positive attitudes towards studying at Oxford.

Case Study 9: Study Higher NNCO/NCOP

58. Oxford has been a partner of **Study Higher** since 2011. Expanding in 2014 as a result of the NNCO funding, the input of knowledge from both HEI and College partners has ensured our continued and expert delivery of impartial advice and guidance about a wide range of higher education options. Subsequently Study Higher has been successful in its bid to be part of the NCOP and is currently working with partner institutions to build on the excellent work of the Study Higher NNCO.

59. Study Higher has maintained a consistent commitment to working with pupils from target schools across the region. We have sustained a close relationship with each of these schools and, where possible, have delivered an integrated and progressive outreach programme for a defined cohort of students that seeks to raise their aspirations and to widen access to higher education. An analysis of our impact taken from the HEAT tracking data suggests that applications to HE from the cohort of most deprived pupils (POLAR2 quintiles 1 and 2) from Study Higher target institutions have increased by 5 percentage points from 2010 (57%) to 2013 (62%).Study Higher has been able to draw upon the local expertise of institutions to trial new ways of working with targeted groups that face particular challenges in their journey to higher education. In particular, partner college and HEI links with local councils has supported our work with Looked After Children and Young Carers, and college expertise in vocational progression routes has fed into our comprehensive delivery of information, advice and guidance. Study Higher also secured additional NNCO funding to run a project specifically targeted at Pakistani and Bangladeshi girls. This project has enabled the partnership to undertake and contribute to current research in this area.

2D. CONTEXTUAL DATA AND ADMISSIONS

60. As part of its undergraduate admissions processes, Oxford uses a range of access flags to highlight applicants from less advantaged backgrounds across a range of indicators:

a. School performance at or below the national average attainment at KS4 and/or KS5;

b. Little or no school history of application to Oxford;

c. Home postcode in ACORN group 4 or 5 (financially stretched and urban adversity);

d. home postcode in POLAR3 groups 1 or 2 (lowest rates of young participation in higher education);

e. Applicant has been in care for more than three months.

61. Oxford is particularly mindful of the 'double disadvantage' suffered by some applicants. For this reason, while all contextual data flags are visible to tutors in decision-making, an overall flag (either a care flag, or a combination of at least one school performance flag *and* an ACORN and/or POLAR flag) will trigger a presumption of shortlisting, provided the applicant is predicted to achieve the grades required. Formal justification is required where these applicants are not shortlisted.

62. Oxford provides a contextualised GCSE score for all applicants with at least five GCSE results. This allows tutors to get a sense of whether applicants have performed well, given the performance of the school where they took their GCSEs. The score is based on how well applicants have performed at GCSE compared to other applicants from schools with similar KS4 performance.

63. Oxford is currently reviewing its training provision in relation to unconscious bias, further to the work of SPA and the 2016 UCAS Report on Unconscious Bias. A joint effort between the Equality and Diversity Unit, Undergraduate Admissions and Outreach, and the Oxford Learning Institute is developing new, Oxford admissions-specific training materials on identifying and mitigating unconscious bias. In addition, the recent strategic review of outreach and admissions practices at Oxford reaffirmed the importance of ensuring that all those involved in admissions decision-making satisfactorily complete initial and refresher training at the specified intervals.

2E. STUDENT RETENTION, SUCCESS, AND EMPLOYABILITY

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

Table 6: Destinations on Leaving Undergraduate Study

Destination on leaving Oxford in 2015	**Total**	**Male**	**Female**	**BAME**
Employment	61.9%	60.7%	63.4%	62.9%
Study	29.5%	31.1%	27.6%	28.0%
Looking for work	3.8%	3.9%	3.6%	5.3%
Unavailable for work	4.8%	4.3%	5.4%	3.8%

Table 7: Student Success and Progression Activities

Target Group	**Support Measure**	**Evaluation Mechanism**
All students	Counselling Service	Feedback from students
All students	Disability Advisory Service	Feedback from students
All students	5,500 1:1 sessions each term with a Careers Adviser	Termly, random samples of satisfaction
All students and registered alumni	9,000+ opportunities advertised by third parties including jobs & internships	Feedback from clients and students
Prospective, current and alumni students, teachers and others	Career briefings on sectors and job hunting skills, CVs, application techniques on the open access web site	Usage, click through rates
All students	Internships for Oxford students: 450 summer Internships and 400 micro Internships	Detailed feedback, printed in annual yearbook
All students	500+ students on The Student Consultancy programme	Feedback from clients and students
All students, post-doctoral researchers	200 students on Insight programmes for teaching, medicine, business and academia	Feedback from clients and students

Ignite: all students; Springboard: women Undergraduates and Masters students	Springboard and Ignite programmes to develop careers confidence	Structured feedback
Moritz-Heyman Scholars	Dedicated or personalised internships	Feedback from students
All students	Wide range of marketing of services including weekly round-up email, and targeted emails for specific sectors or year groups	Annual randomised survey in January of each year to assess engagement and satisfaction. Plus input from Student Barometer and HighFliers surveys
All students	Hardship funding review: dedicated group set up to establish overview of existing provision at Oxford to further target hardship support for students according to level of study.	Electronic survey undertaken across colleges, departments and the University to capture current fund data and eligibility criteria. Student focus groups established to ascertain areas of need.
New postgraduate applicants	1,000 full scholarships (covering fees and living costs for course duration) available for new master's and doctoral students from the University, our colleges and supporters, supporting our aim to attract and retain the best graduate applicants	Monitoring number of postgraduate offerholders who withdraw and cite lack of funding as the reason (through an annual offerholder survey run by the Graduate Admissions office)
New postgraduate applicants	Offering subject-specific departmental events 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 students in the Medical Sciences or information sessions for Humanities students wishing to continue to doctoral study.	Monitoring numbers of attendees at each event and gathering attendee feedback on their value.

Case Study 10: Retention Support through Counselling

65. In the 2014-15 student evaluation survey 44% of respondents said counselling had helped them develop skills relevant to employment. Prior to counselling a quarter of respondents had been considering suspending or withdrawing from study. This figure reduced to 6% following counselling. In 2015-16, 23.6% of students reported thinking of suspending/withdrawing before counselling, falling to 5% of students after counselling.

66. As well as individual work with students, the service has a comprehensive programme of workshops with elements targeted at specific groups of students who might find Oxford particularly challenging, such as those who have suffered bereavement, those with debilitating examination anxiety, or those who have experienced depression. In 2015-16, 2,300 students made an appointment with the Counselling Service: 10.2% of the total student population.

Case Study 11: Diversifying the Curriculum for Student Success

67. The Race and Curriculum project has its origins in the Race Equality Summit held in March 2014. The University made a public commitment to diversifying the curriculum in the light of student concerns that the curriculum in some subject areas was limited in racial and ethnic diversity, both in content and perspectives. Oxford recognises that the appeal of, and identification with, the curriculum is important in attracting greater diversity of applicants to apply for some subjects at Oxford. As we work to widen access, we will also work to ensure all student groups thrive and achieve their potential: although Oxford compares well with the sector in terms of BAME outcomes, we aim to improve on the current position and ensure that BAME and White students are achieving good degrees in equal measure: diversity as a central aspect of curriculum is one approach that is thought to have a positive impact on equality of student attainment.[6]

68. Evaluation will take place by means of reports from departments and faculties on proposed or implemented changes. Successes to date include significant changes to the undergraduate curriculum in Theology and Religion introduced in October 2016, and significant changes to the History curriculum, which have been approved for introduction from October 2017.

Case Study 12: Progression to Employment

69. In 2016, the Careers Service's Internship Office offered over 450 summer internships and 300 micro internships; this is just one illustrative example. The Shakespeare Birthplace Trust (SBT) offers summer internship placements to Oxford students through the Oxford University Internship Programme. The Shakespeare Birthplace Trust is a charity and museum that promotes the enjoyment and understanding of Shakespeare's works.

70. The 2016 project involved exhibition development, where intern carried out research into exhibition themes and objects for potential display. Applications were welcomed from Oxford students of any subject background or year of study who could demonstrate excellent research skills. The success of the placements is evaluated through feedback surveys which are sent to the interns and hosts.

> *"My experience at the SBT was fantastic […] the internship was a genuine and valuable insight into the arts and heritage sector, which I now know I am interested in working in in the future. I am grateful that I was given a lot of responsibility from the very start, working on independent projects as well as tasks from my supervisor's day-to-day role to gain an authentic experience of what the work is like."*
>
> **Internship participant**

[6] HEFCE (2015) *Causes of differences in student outcomes*

2F. FINANCIAL SUPPORT FOR STUDENTS IN 2018-19

71. 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.

72. In summer 2016, we refreshed our living cost estimates by relaunching the Oxford students living costs survey previously conducted in 2012-13. The typical categories of student expenditure from the national Student Income and Expenditure Survey were used, and views were gathered from current Oxford student groups. A project group comprising student representatives and officers analysed the latest survey results to conclude a revised set of figures to represent reasonable lower and upper ranges of expected living costs. We compared these figures with estimates from Oxford Brookes University and other national sources such as the NUS, Russell Group indexes and Research Councils UK. The range of expected living costs continues to be an important factor in deciding scholarship stipend and bursary levels.

73. We are currently undertaking a large scale review of our financial support provision, alongside a review of access and outreach activities across the collegiate University. Oxford's bursaries currently supplement government loans to enable students to cover more of their living costs at university, and take part in a range of academic and extra-curricular opportunities. We are working towards identifying the additional factors to assess true financial need beyond household income data, by looking at student behaviours to ascertain at what point financial concerns start to become a barrier to take-up of offer, retention and student success. However, we recognise that it is not possible to create true control groups because this would mean withholding bursary support from a particular, eligible student group. We are instead seeking a gradual realignment of our financial support package based upon analysis of bursary holder and hardship recipient data over recent years, which will enable us to tailor further the financial support package to continue to meet students' needs.

74. For 2018-19 we are therefore proposing to maintain our financial support offering at the same level whilst the review is completed and the appropriate enhancements are explored. We will provide more detail of this review in our 2019-20 Access Agreement in conjunction with setting out our revised financial support package.

BURSARIES AND TUITION FEE REDUCTIONS IN 2018-19

75. The University and colleges jointly fund Oxford's bursary provision, largely from philanthropic sources and from endowment income. In 2018-19, we will provide the following bursaries to students[7]:

[7] 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.

a. A bursary of £3,700 to students from households with 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 households with incomes of £16,001 to c. £42,875 in each year of their course.

BURSARY PROVISION IN 2018-19	
HOUSEHOLD INCOME	**BURSARY LEVEL P.A.**
£0 - £16,000	£3,700
£16,001 - £20,000	£2,700
£20,001 - £22,500	£2,500
£22,501 - £25,000	£2,200
£25,001 - £27,500	£1,700
£27,501 - £30,000	£1,400
£30,001 - £32,500	£1,100
£32,501 - £35,000	£1,000
£35,001 - £37,500	£800
£37,501 - £40,000	£600
£40,001 – c. £42,875	£200

76. 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 benefits from the highest level of bursary.

77. Students following the six-year Medicine course and the four-year accelerated Medicine course for graduates who start their course in 2018-19 will be eligible for a bursary in all years of their course, depending on their household income. These proposed arrangements assume that the 2017 entry NHS funding arrangements will continue for 2018 entry Medicine students.

78. 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 c. £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.

79. Full-time students following the certificate and diploma courses in Theological Studies starting their course in 2018-19 will be eligible for an Oxford Bursary.

80. The University will continue to provide an Oxford Bursary to students who commenced their studies in 2017 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 2018-19.

81. The University's Moritz-Heyman Scholarship Programme (paragraphs 83-85) will provide 175 new scholars from families with a household income of £16,000 or less with an annual tuition fee reduction of £3,000 in addition to the bursary shown above, to enable them to reduce the size of the tuition fee loan required from the government.

82. 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 Agreements.

Case Study 13: The Moritz-Heyman Scholarship Programme

83. 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 and may face the greatest challenges in making the transition from school or college to university education. With this in mind, the Moritz-Heyman Scholarship Programme was launched 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 to provide means-tested financial support to undergraduate students in perpetuity.

84. Following the successes of the Programme since its launch, the number of available scholarships has increased and in 2018-19 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. The Programme provides an annual maintenance bursary of £3,700, an annual tuition fee reduction of £3,000 and access to dedicated internship funding.

85. Moritz-Heyman Scholars 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 2015-16 academic year, 44% of Moritz-Heyman Scholars undertook work experience, many of whom were supported by Moritz-Heyman Internship Bursaries.

3. TARGETS AND OUTCOMES

OUR PRINCIPLES AND APPROACH

86. Oxford has 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 2017-2020. In addition, we have set a further target based on our collaborative work with IntoUniversity, which signals our commitment to the national widening participation agenda.

87. The targets and associated outcomes are designed to ensure:

a. That all prospective applicants, and particularly those from under-represented and disadvantaged backgrounds, who have the potential to benefit from an Oxford education, and who can demonstrate a certain level of prior attainment, 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.

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.

88. Research[8] 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 benefit from teachers and peers with experience of the Oxford admissions process. Accordingly, our first target relates specifically to state schools and colleges with high attainment at GCSEs and A-Levels but that historically have limited progression to Oxford.

89. In the four years to 2015-16, an average of 14.4% of accepted applicants to Oxford came from these schools and colleges. 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.

Target 1 milestones	2017-18	2018-19	2019-20
Proportion of UK undergraduate students entering Oxford from 'Target 1' schools and colleges	14.7%	15.3%	15.9%

[8] http://www.suttontrust.com/wp-content/uploads/2011/07/sutton-trust-he-destination-report-final.pdf

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.

90. This target is based on analysis of the ACORN dataset which is a verifiable indicator of socio-economic disadvantage at postcode level and has been used as a contextual flag in the undergraduate admissions process since 2008-09.

91. An average of 7.9% of accepted UK applicants to Oxford came from these postcodes in the four years to 2015-16. 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.

Target 2 milestones	2017-18	2018-19	2019-20
Proportion of UK undergraduate students entering Oxford from ACORN quintiles 4 and 5	8.7%	9.1%	9.5%

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.

92. 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. The University has used a previous version of this dataset, POLAR2, as a contextual flag in the undergraduate admissions process since 2011-12 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.

93. An average of 10% of accepted UK applicants to Oxford came from POLAR3 quintiles 1 and 2 in the four years to 2015-16. 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.

Target 3 milestones	2017-18	2018-19	2019-20
Proportion of UK undergraduate students entering Oxford from POLAR3 quintiles 1 & 2	11.5%	12.2%	13.0%

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).

94. 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). Our current target is based on ensuring that it does not fall below the current level of 8.8%.

Target 4 milestones	2017-18	2018-19	2019-20
Proportion of UK undergraduate students with a declared disability or specific learning difficulty	At least 8.8%	At least 8.8%	At least 8.8%

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

95. This collaborative 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.

96. 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. Data from IntoUniversity centres outside London suggest that a target of 55% progression to higher education in 2019-20 will be appropriately stretching.

Target 5 milestones	2017-18	2018-19	2019-20
Proportion of IntoUniversity participants progressing to higher education	At least 50%	At least 50%	At least 55%

4. MONITORING AND EVALUATION

97. Oxford is taking an institution-wide approach to monitoring and evaluation of its outreach and admissions practices through our democratic governance structures, with robust scrutiny of progress against our targets. 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, of the colleges, and of the student body in the form of two elected Student Union sabbatical trustees. The University will continue to publish details of progress against our targets and milestones in the annual Undergraduate Admissions Statistical Release.

98. Monitoring and evaluation have been a central focus of Oxford's recent strategic review of outreach and admissions practices across the collegiate University, our review of trends in the application and success rates of students from BAME groups, and the independent review of the UNIQ summer schools and Regional Teachers' Conferences. Oxford is committed to ensuring that the £7m spent annually on outreach is being used to the greatest possible effect and being efficiently targeted in support of our strategic priorities.

99. From 2016-17, Oxford has moved to exclusively recording all outreach interventions using the HEAT database, which will allow for longitudinal tracking of participants' higher education outcomes and provide a rich picture of individual students', and schools', engagement with Oxford. In addition, an Oxford-wide evaluation framework is in development, which aims to see all cognate interventions measured using the same criteria and methodology. This will allow the impact and effectiveness of innovative approaches being trialled in various parts of the University to be assessed alongside more established programmes.

100. The University's record on student retention is excellent (remaining steady at around 98% since 2011-12). Oxford's highly personalised education and student support ensure that student progress is closely monitored. Tutors meet undergraduates weekly and provide termly online feedback via the OxCORT system. These reports are reviewed with students in end of term progress meetings and "collections", mock examinations typically taken at the start of the following term, provide valuable formative assessment and illuminate progress made in consolidating student learning over the vacation. These measures in combination with college welfare provision mean 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.

5. EQUALITY AND DIVERSITY

101. The University's **Equality Policy** includes 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 (http://www.admin.ox.ac.uk/eop/policy/equality-policy/). 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 and advance equality of opportunity between people who share a protected characteristic and those who do not.

102. 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, the need to attract all qualified candidates, to evaluate the profile of those engaging with our outreach activities, and to take action to address any disparities is embedded into our institutional approach to designing and evaluating outreach.

The University has committed publicly to making an application to the **Race Equality Charter** in February 2018 and to take a holistic institutional approach to race issues. This holistic approach will have a more meaningful and beneficial impact for future and current students from certain BAME under-represented backgrounds. In preparation for that work, it has held monthly meetings of its Race Equality Working Group, which includes student representatives; and a number of focus groups with BAME undergraduate and graduate students, exploring BAME students' experiences at Oxford and how the University might best address issues which may impact on access, experience and attainment. Also work has continued on diversifying the curriculum with pilots in Social Sciences and Humanities and a series of high profile lectures.

103. The proportion of UK undergraduate BAME students at Oxford is comparable with that at the Russell Group as a whole (excluding London). Working with student-led groups such as the Oxford 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 BAME students are supported to make competitive applications.

104. The University encourages applications from students with disabilities, including mental health issues, 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.

105. 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; around 35.2% of students registered with the DAS disclosed having a SpLD; while 22.9% registered with a mental health condition.

106. Oxford is committed to addressing the under-representation of women in STEM, and is working to improve female application, attainment and progression rates within all relevant STEMM degree courses under **Athena SWAN**. During 2015-16, sixteen departments in the Medical Sciences Division (MSD) achieved Silver awards and the University now holds 27 departmental awards: 20 at Silver and 7 at Bronze, including all departments in the sciences. The University will make an institutional Athena SWAN Silver application in April 2017 and is in the process of extending its work to Social Sciences departments and Humanities Faculties.

107. 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.

6. PROVISION OF INFORMATION TO STUDENTS

108. The University will ensure that all applicants have access to the relevant information they need to make informed decisions about applying to Oxford, in accordance with guidance from the Competitions and Markets Authority. In conjunction with this, 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 systems in time for receiving applications from students. We are also committed to providing additional guidance and personalised support, far beyond legal requirements, to encourage students to apply, and to support them with their applications.

Table 8: Information Sources

Activity	**Aim**
The undergraduate prospectus and subject-specific prospectuses.	Detail the courses available and explain the application process. Provide an overview of current fees and funding arrangements and signpost the links to the most up-to-date information.
Other print publications	Provide specific information on student fees and funding, admissions tests and preparing for interviews, as well as guidance for parents and carers, for international students and for disabled students.
The undergraduate admissions website (www.ox.ac.uk/study), college and department websites and other electronic information sources.	Provide more detailed and up-to-date information than can appear in print e.g. modules offered, living costs and course-specific costs, government student support, resources and daily life.
Annual Welcome Days are delivered by a number of the University's colleges for offer-holders and their parents and carers.	To provide opportunities for offer-holders and their parents and carers to ask any questions before they start their undergraduate course.
University's Fees, Funding and Scholarships Search tool (www.ox.ac.uk/ffsearch)	Provide fees and costs information to enable 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 include an approximation of the living costs they can expect when studying at Oxford.
The OUSU Alternative Prospectus (http://apply.ousu.org/)	Provide a student perspective on admissions and life at Oxford.

Social media, including iTunes U, YouTube, Facebook, Twitter and Instagram.	Reach a wider audience, including those who are using the internet with no particular intention of interacting with Oxford University.
The University's Admissions Communications Team	Answer individual queries by phone or email. Signpost dedicated email addresses for targeted student fees and funding advice.
Supporting offer-holders	Encourage conversion of offer-holders to acceptances by providing information, guidance and support.

Case Study 14: University Open Days

109. Oxford's **University open days** are held three times a year. These are the best time for prospective students and their parents and teachers to find out what it's really like to live and study at Oxford. All colleges and departments teaching undergraduate are open, along with museums, libraries, the sports centre and other locations of interest. Visitors have the opportunity to learn about the different courses available, as well as to hear mock lectures and to observe laboratory experiments. There are presentations about the application process, including discussion of any admissions tests, along with demonstration interviews. The Open Day Information Centre hosts a number of stalls providing additional information for care-experienced students, students with disabilities, mature students, and international students. Fees and funding presentations are also available with advisers on hand to answer questions throughout the event on a dedicated stall. Visitors can meet current tutors and current students, and they can take tours of buildings and facilities which are not usually open to the public. Most events are primarily aimed at prospective students, and there are also specific events for parents and for teachers.

110. As well as providing visitors with information about Oxford University, we also work hard to make sure that all our visitors feel welcome in the city. We have teams of volunteer staff who welcome visitors to Oxford at the railway station and Park & Ride car parks. There are also information points in key locations across the city where visitors can ask for directions or any other assistance as they make their way between open day venues.

Case Study 15: Offer-Holders Campaign

111. 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.

112. This communication campaign has run annually since 2014. Statistics consistently show that the links concerning fees and funding, including both scholarships and loans, are among the most clicked on, which further demonstrates the importance placed upon financial matters by potential new students at both undergraduate and postgraduate level. Other popular content in the 2016

campaign includes: contractual and registration information; resource to support academic study and extra-curricular activities.

7. CONSULTING WITH STUDENTS

113. 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.

114. 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. The Student Union also provides support to colleagues working with the undergraduate population. 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 AND PROVISONAL DATA FOR NEW TARGETS FROM 2017

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 (2011-2017): Increase the percentage of UK undergraduate students at Oxford from schools and colleges which historically have had limited progression to Oxford

UCAS Cycle	Total number of UK applicants (Total accepted UK applicants)	Total number of UK applicants from target schools and colleges (i.e. Target group)	Target students not shortlisted for interview	Target students rejected after interview	Target students made offer but declined place	Target students failing to meet offer conditions	Target students accepted having met offer conditions	Target students withdrawing from UCAS process	Percentage of Target students as percentage of overall accepted UK students
2008	10,094 (2,755)	2,647	815	1,227	8	54	516	27	18.7%
2009	10,894 (2,727)	2,891	1,036	1,243	12	51	518	31	19.0%
2010	12,333 (2,670)	3,345	1,439	1,327	14	38	518	9	19.4%
2011	12,107 (2,665)	3,327	1,393	1,301	9	50	562	12	21.1%
2012	11,832 (2,695)	3,147	1,359	1,196	10	54	510	18	18.9%
2013	11,556 (2,643)	3,033	1,307	1,122	11	47	518	28	19.6%
2014	11,418 (2,585)	3,046	1,265	1,114	13	79	551	24	21.3%
2015	11,729 (2,599)	3,037	1,427	983	19	69	525	13	20.2%
2016	12,193 (2,630)	3,149	1,470	1,031	23	83	522	20	19.8%
2017	12,583 (N/A)	3,354	1,722	N/A	N/A	N/A	N/A	21	23.1%

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 post-16 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.

2017 figures are based on provisional data on shortlisting.

Target 1 (2017-2020): 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.

UCAS Cycle	Total number of UK applicants (Total accepted UK applicants)	Total number of UK applicants from target schools and colleges (i.e. Target group)	Target students not shortlisted for interview	Target students rejected after interview	Target students made offer but declined place	Target students failing to meet offer conditions	Target students accepted having met offer conditions	Target students withdrawing from UCAS process	Percentage of Target students as percentage of overall accepted UK students
2017	12,583 (2,927)	2,090	904	677	N/A	N/A	N/A	11	17.0%

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 post-16 school and college performance data for the period 2009-12, 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..

2017 figures are based on provisional data on shortlisting.

Target 2: Increase the percentage of UK undergraduate students at Oxford from disadvantaged socio-economic backgrounds

UCAS Cycle	Total number of UK applicants (Total accepted UK applicants), those matched with ACORN postcode data	Total number of UK applicants from ACORN postcodes 4 and 5 (i.e. Target group)	Target students not shortlisted for interview	Target students rejected after interview	Target students made offer but declined place	Target students failing to meet offer conditions	Target students accepted having met offer conditions	Target students withdrawing from UCAS process	Percentage of Target students as percentage of overall accepted UK students (ACORN postcodes)
2009	10,416 (2,600)	956	354	403	3	14	169	13	6.5%
2010	12,124 (2,640)	1,100	510	410	1	15	162	2	6.1%
2011	11,948 (2,633)	1,242	522	486	3	25	199	7	7.6%
2012	11,656 (2,658)	1,079	468	393	2	24	179	13	6.7%
2013	11,412 (2,618)	1,070	456	399	2	23	179	11	6.8%
2014	11,353 (2,579)	1,286	541	443	8	38	241	15	9.3%
2015	11,642 (2,584)	1,351	631	459	7	24	221	9	8.6%
2016	12,114 (2,620)	1,351	666	404	12	44	216	9	8.2%
2017	12,511 (N/A)	1,660	821	N/A	N/A	N/A	N/A	13	11.9%

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

UCAS Cycle	Total number of UK applicants (Total accepted UK applicants), those matched with POLAR2 postcode participation data	Total number of UK applicants from POLAR2 quintile one and two postcodes (i.e. Target group)	Target students not shortlisted for interview	Target students rejected after interview	Target students made offer but declined place	Target students failing to meet offer conditions	Target students accepted having met offer conditions	Target students withdrawing from UCAS process	Percentage of Target students as percentage of overall accepted UK students (POLAR2 postcodes)
2009	10,892 (2,726)	1,422	505	585	4	27	283	18	10.4%
2010	12,325 (2,666)	1,489	641	570	5	21	248	4	9.3%
2011	12,106 (2,665)	1,524	647	577	5	22	267	6	10.0%
2012	11,683 (2,670)	1,466	581	555	6	27	283	14	10.6%
2013	11,408 (2,624)	1,364	519	543	3	24	258	17	9.8%
2014	11,250 (2,560)	1,512	602	579	7	45	264	15	10.3%
2015	11,508 (2,555)	1,515	654	513	12	36	294	6	11.5%
2016	11,941 (2,594)	1,592	677	541	11	48	305	10	11.8%
2017	12,384 (N/A)	1,702	764	N/A	N/A	N/A	N/A	7	13.5%

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 is based on the participation in HE of young people who reached 18 between 2000-2004, 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 of school and college leavers in higher education is in the lowest 40% of postcodes. From 2017, POLAR3 (based on the participation in HE of young people who reached 18 between 2005-2009) will be used instead of POLAR2 in Target 3.

2017 figures are based on provisional data on shortlisting.

ANNEX B: FULL STATEMENT ON OXFORD'S INTOUNIVERSITY COLLABORATION

The University of Oxford co-sponsors two **Into**University centres in Oxford and London. Each centre is a higher education presence in the local community which provides a range of programmes working over the long-term with young people aged 7-18. These programmes include after-school Academic Support, Mentoring, aspiration-raising FOCUS programmes including visits to the University, early intervention work at primary schools, tailored secondary school provision, family learning and employability and careers programmes. In the first year of opening, centres work with a minimum of 450 students and once established with a minimum of 900 students each academic year. Since the partnership began in 2015-16, 1,187 students have received support through the Oxford centre.

IntoUniversity centres are based in areas of disadvantage and students are carefully targeted to ensure they are from groups underrepresented in higher education – for example, white working class, BAME, looked after children. In order to access the programme students (or schools) must meet at least one of **Into**University's strict widening participation 'primary' criteria (Free School Meals, pupil premium, household income below £25,000, living in social housing, child looked after) *or* meet multiple 'secondary' widening participation criteria, all of which are indicators of lower progression into higher education (e.g. first generation applicant, young carer).

Nationally, **Into**University works closely with 226 schools and The University of Oxford partnership with **Into**University includes collaboration with multiple local primary and secondary schools. This collaboration includes the charity and the University (eg volunteers, academics and/or WP staff) working with whole classes from target primary schools and with secondary schools to identify students for specific interventions in school, at the **Into**University centre and at the university. The North Islington centre partnership also includes the University of Cambridge.

Data collected by **Into**University suggests that the programme is effective at supporting students to gain a university place. In 2016 75% of **Into**University school leavers progressed to university, against 22% (nationally) and 39% (Free School Meal). In 2016, with funding from the Cabinet Office Impact Readiness Fund, a methodology was also devised to create two tailored benchmarks using POLAR 3 data and school progression data. The **Into**University progression rate also compares favourably to these benchmarks, 36% and 43%.

A key intermediate step to getting to university is getting the necessary attainment. Research shows there are a number of barriers that prevent young people from disadvantaged backgrounds achieving this. The **Into**University programmes work to break down these barriers through:

- Supporting students with their academic study, ensuring for example that they complete their homework on time and to a good standard and are well-prepared for examinations
- Building soft skills, such as confidence, communication and teamwork
- Building study skills, such as the ability to learn independently
- Developing a positive attitude to learning
- Realising aspirations and normalising the idea of university
- Providing information, advice and guidance
- Introducing primary schools students aged 7 and upwards to the idea of university
- Providing social and cultural capital

All **Into**University programmes include elements designed to support improved attainment. For instance the Primary FOCUS programme includes a study week, the content of which is agreed in advance with teachers to support their teaching of the national curriculum. The most intensive strand of the **Into**University programme, and the one placing the greatest emphasis on attainment, is called Academic Support.

What is Academic Support?

Academic Support is an after-school programme offering students support with their learning, coursework and revision. At the **Into**University centre students have access to resources taken for granted in many better-off homes such as books, a computer, revision guides and a desk. Primary students can either receive support with their homework or take part in **Into**University's bespoke curriculum which links to university degree topics and national curriculum learning. Secondary students can receive support with their homework, coursework or revision or take part in **Into**University's secondary curriculum which includes project-based work developing independent learning skills.

What are the aims of Academic Support?

The long-term aim is for students to graduate from university with a good degree. For young people from disadvantaged backgrounds, research shows two important steps towards achieving this are developing the necessary skill set and attitudes, and getting the necessary grades. The intermediate aims of the Academic Support programme work to address these issues:

1) Students achieve the learning goals specified in the **Into**University primary curriculum (which links directly to the national curriculum)

2) Students complete their homework on time and to a good standard

3) Students perform to the best of their ability in exams

4) Students develop the skills and attitudes necessary to succeed academically

5) Students develop the skills and attitudes necessary to succeed in life

What is the evidence that it achieves those aims?

Please note that all figures in this section are national figures for all centres from 2015-2016 and that individual centre results vary according to a number of factors including, for example, length of time the centre is open and local demographics.

At the end of each of programme students complete evaluation forms. These ask whether they feel any changes have occurred as a result of the programme. Staff use a standard script when introducing the evaluation forms to ensure they are presented as neutrally as possible. Students on all programmes are asked about the full range of outcomes, even though not all outcomes are expected for all programmes. It is expected that the responses for each question will be most positive on programmes where that question is asking about one of the expected outcomes. This helps to control for one criticism of self-reports, which is that respondents will to some extent respond the way they think those collecting the data want them to. The response to the question 'have your school marks/exam grades

improved?' is much higher on Academic Support than on other programmes (75% for Academic Support vs 37% on programmes where improved grades is not an expected outcome). **Into**University attempts to triangulate students' responses by collecting data on the same outcomes from their parents. If parents are also noticing the changes that students are reporting it suggests that they are real changes. Parent surveys show that 75% of parents feel their children's grades have improved after attending Academic Support. **[2] [3]**

Consistent with the aim to develop a positive attitude to learning, 82% of students report working better at school after attending Academic Support. To some extent all **Into**University programmes include content to develop this attitude, but it is a particular focus at Academic Support. In line with this, the response from Academic Support students is higher than on other programmes (82% versus 63%). As with the question about grades, **Into**University attempts to triangulate students' responses by collecting data from parents, 86% of whom feel that their child's attitude to learning has improved after attending Academic Support. **[4]**

IntoUniversity can also demonstrate self-reported improvements in students' soft skills. This data shows that 80% of Academic Support students report improved teamwork, 78% improved confidence and 78% improved communication skills. These skills are important for academic and future success, and exercises to develop them are built into all our programmes. **Into**University doesn't ask parents about changes in teamwork or communication skills, but 91% of parents reported seeing improvements in their child's confidence after attending Academic Support. **[4] [5]**

Future plans for continued improvement of Academic Support evaluation

IntoUniversity has begun to pilot a 'Future Readiness' scheme, formalising much of the work done at Academic Support on developing soft skills for year 7-9 students. Students on the scheme will complete a baseline questionnaire which includes externally validated scales. At the end of the year they will complete the same questionnaire. This will provide data on whether there have been changes in soft skills for students taking part in the scheme. **[4] [5]**

IntoUniversity is also piloting an evaluation of the primary academic support curriculum. At the end of each session staff assess which of the learning goals each student has achieved (evidenced by the work they have completed during the session). The results will show what proportion of students have achieved the learning goals specified in the curriculum. As the **Into**University curriculum is closely tied to the national curriculum, achieving these learning goals equates to meeting the relevant parts of the national curriculum. **[1]**

IntoUniversity has been able to collect start and end year attainment data for a small group of KS2 students across our network. Preliminary analysis of this data suggests that students who attend Academic Support on average make above expected progress over the course of a year. **[3] Into**University is currently developing plans to partner more closely with one or more schools to better understand the impact their programmes are having on students' grades.