

# UNIVERSITY OF OXFORD

## ACCESS AND PARTICIPATION PLAN 2019-20

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## 1. ASSESSMENT OF CURRENT PERFORMANCE

1. This Access and Participation Plan between the University of Oxford and the Office for Students (OfS) covers full-time Home/EU undergraduate and PGCE students admitted in the academic year 2019-20. 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. In all areas of work on access, widening participation, and admissions, including in writing this Plan, 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.
3. 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/>).

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### ACCESS

4. Oxford's widening access aims are as follows: to attract applications from all individuals with the potential to study at the University; to inform them fully; and to admit the very best on the basis of academic merit. The University is committed to an admissions process which is fair and transparent, which assesses academic achievement and potential from a pool of extremely well qualified applicants.
5. The University of Oxford is an academically selective university and our lowest conditional A-Level offer is AAA (a performance equalled or exceeded by 7.8% of students nationally in 2015-16<sup>1</sup>) and most of our applicants are predicted to achieve above this level. In addition, applications to Oxford have risen significantly over the last three years, from 19,144 in the 2016 UCAS cycle to 21,505 in the 2018 cycle – an increase of 10.9%. By contrast, the total number of undergraduate places available at Oxford each year has remained constant at 3,200; the result is undergraduate places at Oxford are becoming increasingly competitive.
6. In Oxford's 2016-17 Access Agreement with OFFA, the admissions-related targets were reconfigured to be more stretching. Based on actual and projected performance, with an end date of 2019-20, we are able to report strong performance against these new targets already.

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<sup>1</sup> Sources: HESA Student Record 2015-16; HESA Student Record 2014-15; HESA Student Record 2013-14; HESA Student Record 2012-13; HESA Student Record 2011-12; HESA DLHE Record 2015-16; HESA DLHE Record 2014-15; HESA DLHE Record 2013-14; HESA DLHE Record 2012-13; HESA DLHE Record 2011-12; HESA Student Record 2016-17; HESA DLHE Record 2016-17. Copyright Higher Education Statistics Agency Limited. Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information supplied by HESA Services.

**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**

7. In the four years to 2015-16, an average of 14.4% of accepted applicants to Oxford came from these schools and colleges. We therefore took 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, and set milestones representing a 0.6% increase each year from the projected baseline of 14.7% in 2016-17. As education in schools has changed considerably since the original target was designed the schools type relevant to this target has changed considerably too.

*Table 1: Application, offers and admissions for T1 students*

UCAS Cycle for year of entry	Total number applicants from target schools and colleges	Target students made an offer	Target students accepted having met offer conditions	Target students as percentage of overall accepted UK students
2017	2091	498	430	16.9%
2018	2185	545	N/A	N/A

**Target 2: Increase the percentage of UK undergraduate students at Oxford from disadvantaged socio-economic backgrounds to at least 9.5% in 2019-20**

8. An average of 7.9% of accepted UK applicants to Oxford came from these postcodes in the four years to 2015-16. We therefore took 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, and set milestones representing a 0.4% increase each year.

*Table 2: Application, offers and admissions for T2 students*

UCAS Cycle for year of entry	Total number of UK applicants from ACORN postcodes 4 and 5	Target students made an offer	Target students accepted having met offer conditions	Target students as percentage of overall accepted UK students
2017	1660	349	269	10.6%
2018	1872	379	N/A	N/A

**Target 3: Increase the percentage of UK undergraduate students at Oxford from neighbourhoods with low participation in higher education**

9. 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 therefore took 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, and set milestones representing a 0.7% or 0.8% increase each year. In 2015,

students from POLAR3 quintiles 1 and 2 accounted for 13.6% of the national cohort of students achieving AAA or better grades at A-level.

*Table 3: Application, offers and admissions for T3 students*

UCAS Cycle for year of entry	Total number of UK applicants from POLAR3 quintile one and two postcodes	Target students made an offer	Target students accepted having met offer conditions	Target students as percentage of overall accepted UK students
2017	1702	405	324	12.7%
2018	1853	404	N/A	N/A

10. The proportion of Black and Minority Ethnic (BAME) students admitted by Oxford has been on an upward trend in recent years, rising from 13.9% in 2013 to 17.9% in 2017. This means that the most recent admissions figures for Oxford's BAME undergraduate students (17.9%) intake is in line with the national BAME population of 18-24 year olds (18%).
  
11. Nationally in 2015, BAME students accounted for 19.5% of those attaining AAA grades or better at A-Level, although they were proportionally less likely to attain AAA or better than their white counterparts (6.2% compared to 8.3%). From 2013 to 2017, applications to Oxford from BAME students have risen by 38%. Offers made to BAME students have risen from 396 in 2013 to 519 in 2017 – an increase of 31%, and the number of BAME students admitted is up by 24%. In addition, the current proportion of UK undergraduate BAME students (17.9%) at Oxford is slightly higher than that at the Russell Group as a whole (excluding London), which averaged 16.5% in 2015.
  
12. The proportion of UK-domiciled students admitted to Oxford who indicated in their UCAS application that they identify as the following ethnic groups are as follows:
  - a. The proportion of UK Asian students admitted has risen from 6.7% in 2013 to 8.3% in 2017 but the latest figure is lower than the proportion of Asian students achieving AAA or better at A-level (12.3%)
  - b. The proportion of UK African and Caribbean students admitted has risen from 1.1% in 2013 to 1.9% in 2017 and the latest figure is higher than proportion of African and Caribbean students achieving AAA or better at A-level (1.8%)
  - c. The proportion of UK mixed heritage students admitted has risen from 5.5% in 2013 to 6.6% in 2017 and the latest figure is higher than the proportion of mixed heritage students achieving AAA or better at A-level (5.6%).
  
13. The most recent annual UCAS review of higher education providers' performance in admissions data has shown that once Oxford's offer rate figures were adjusted to take account of the size of each ethnic group within the UK population, the selectivity of the course applied to and applicants' predicted tariff points, the overall difference in offer rates between UK BAME and white applicants was greatly reduced, and within the range of

expected variation for all but the Asian ethnic group<sup>2</sup>. Most of the remaining difference in success rates can be accounted for by variations in applicants' prior attainment and course choice. Our work on the intersection of ethnicity, poverty and widening access is at an early stage, but indicates that certain ethnic minority groups (African, Bangladeshi, Caribbean and Pakistani) are more likely than other groups to experience relative poverty and to come from schools that do not traditionally send candidates to Oxford. We will continue to examine intersectionality but the collegiate University has strategies in place to address gaps in performance and this includes: tailored outreach activity to under-represented ethnic minority groups and our commitment to the Race Equality Charter (see paragraph 90).

14. The University encourages applications from students with disabilities, including mental health issues, and is proactive in encouraging disclosure and contact with Oxford's Disability Advisory Service (DAS). Disabled applicants are equally as likely as their non-disabled peers to be offered a place with a success rate of 16.9% for applicants declaring a disability in the 2017 UCAS cycle, compared to a 16.3% success rate for non-disabled applicants. In 2017, 7.7% of admitted students had declared a disability on application against 5.6% in 2013 but the latest figure is lower than the proportion of students with a disability achieving AAA or better at A-level (13.0%). While students with declared disabilities are more likely to be admitted by Oxford, there are not enough applying and or declaring their disability on application; we will continue to monitor this further.
15. 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. Mature applicants have a lower success rate; in 2017 it was 10% compared to 17% for young applicants, and the gap has remained steady at 7 percentage points since 2015. Mature applicants to Oxford come from a range of different backgrounds and educational experiences, the University will continue to monitor and work with this group to support their specific needs.
16. Since Oxford began tracking applicants' status as care leavers (2009/10), 35 students have been recorded as part of the annual statistics. Oxford acknowledges the particular challenges faced by the most vulnerable groups in accessing higher education. Despite the decision of Buttle UK to phase out their Quality Mark for Care Leavers, Oxford has built on the work started under this scheme, and will continue to identify students who are or have been in care, both when selecting: participants for outreach programmes, and for study at the University.
17. Oxford recognises that being educated at a state school is not a proxy for coming from a disadvantaged and/or under-represented background. Oxford's intake of students from the UK state sector has risen for the past two years and now sits at 58.2%. Nationally in 2015-16, state school students accounted for 71.5% of those attaining AAA+ at A-Level, although they were proportionally less likely to attain AAA+ than their independent school counterparts (6.6% compared to 28.4%).
18. Oxford is committed to transparency in relation to our performance on widening access issues, and is publishing detailed statistical report on undergraduate admissions in spring

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<sup>2</sup> UCAS (2016) *UCAS Undergraduate reports by sex, area, background and ethnic group*: [www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-reports-sexarea](http://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-reports-sexarea)

each year. The most recent admissions figures can be viewed at:

<https://www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate-students?wssl=1>

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## SUCCESS

19. Each year, Oxford publishes an annual Equality Report: the most recent version can be viewed at <http://www.admin.ox.ac.uk/eop/policy/data/report/>. The University also participates in the Student Barometer survey and the NSS, which enable it to benchmark student satisfaction against the results of other universities. Detailed results from 2010 onwards are available at: [www.ox.ac.uk/students/life/student-engagement](http://www.ox.ac.uk/students/life/student-engagement)
20. Oxford has one of the highest retention rates in the country, at almost 98% overall, with no significant differences for BAME or female students. The most recent HESA data<sup>3</sup> show that Oxford had a 1.1% non-continuation rate among UK undergraduates in 2016-2017, compared to the national average of 6.4%<sup>4</sup>. The non-continuation rate for UK mature undergraduates was slightly higher at 2.4%, but this was below the HESA benchmark of 6.5%. In 2016-17, Oxford's non-continuation rate for UK undergraduates from POLAR3 quintiles 1 and 2 was 0%. Over the last five years, the average non-completion rate for POLAR3 quintiles 1 and 2 has been in line with that for all of Oxford's UK undergraduates (1.5% compared to 1.4%)
21. Oxford also has one of the highest rates of undergraduate student satisfaction in the country, at 93.6% overall in 2016. There are no substantial differences in overall satisfaction levels, either by gender or ethnicity, although students with a disability were around five percentage points less satisfied overall than those without a known disability. The largest differences were in satisfaction with their learning and living experiences and with University support services. These figures are under constant review.
22. Degree outcomes for Oxford students are outstanding. In 2017, 93.7% were 'good degrees' (First or Upper Second). Overall, female students are more likely to attain a good degree compared to male students: the difference was 2.9 percentage points in 2017 (95.2% of women compared to 92.3% of men). In four out of the five years from 2013, mature students have been between 0.9% and 3.0% more likely than young entrants to gain a good degree (95.7% of mature students compared to 93.6% of young entrants in 2017). However, the sample size is small at approximately 50-80 mature students sitting final examinations each year.
23. Like the rest of the sector, Oxford sees an ethnicity attainment gap: in 2017, 86.7% of BAME students achieved a good degree, while for white students the figure was 95.6% – a gap of 8.9 percentage points. Comparison by specific ethnic group is difficult due to small numbers, even when three years' data are combined. Aggregate data for 2014-16 show: similar proportions (over 90%) of the Asian, Mixed and White ethnic groups obtained a 'good degree'; however, Black qualifiers were the least likely to do so (78%).

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<sup>3</sup> HESA UK Performance Indicators 2012/13 - 2016/17. Copyright Higher Education Statistics Agency Limited. Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information obtained from Heidi Plus.

<sup>4</sup> <https://www.hesa.ac.uk/news/08-03-2018/non-continuation-summary>

24. Reasons for these gaps are complex and multiple and we are aware of research pointing to structural, organisational, attitudinal, cultural and financial determinants. We are currently conducting detailed analysis to identify the most pertinent issues in Oxford.
25. Students with declared disabilities also experience an attainment gap: in 2017, 90.5% of students with disabilities achieved a good degree, while for non-disabled students the figure was 94.2% – a gap of 3.7 percentage points.
26. Disadvantaged students (measured by those who gain an overall widening participation (WP) flag in the admissions process as set out in paragraphs 81-82) also experience an attainment gap: in 2017, 89.9% of flagged students achieved a good degree, while for non-flagged students the figure was 95.0% – a gap of 5.1 percentage points.
27. Since 2009/10, 35 care leavers have been recorded. Of these, 16 completed their course, 11 achieving good degrees, and four withdrew. Even when aggregated over this long time period, these numbers are too small to draw meaningful conclusions.
28. While Oxford is investigating the attainment gaps mentioned above and is taking action to address them, it should be noted that performance is high across all student groups, and that the raw gaps referred to have not been adjusted to take into account factors such as prior attainment and course choice. A Student Attainment Gap working group is conducting the investigation and will aim to address these issues (paragraph 88).

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## PROGRESSION

29. In 2014-15, progression by Oxford undergraduates to 'Highly skilled employment or further study' was 85.1%, significantly higher than the TEF Year 2 benchmark (77.9%). Furthermore, 92.9% of Oxford undergraduate leavers progressed to 'All employment or further study', less than 1 percentage point below the benchmark (93.8%).
30. At Oxford, compared with male students, a lower proportion of female students progressed to 'highly skilled employment or further study': 83.8% female versus 86.5% male in 2014-15. However, the indicator score of 83.8% was still significantly higher than the benchmark of 76.3%. In addition, a higher proportion of female students than male progressed to 'all employment or further study': 93.7% compared to 92.3%.
31. At Oxford, compared with white students, a higher proportion of BAME students progressed to 'highly skilled employment or further study': 86.3% BAME versus 85.1% white in 2014-15. The indicator score of 86.3% was also significantly higher than the benchmark of 80.0%. However, 90.2% of BAME students progressed to 'all employment or further study', 2.1 percentage points below the benchmark score of 92.3% and 3.2 percentage points below the equivalent score for white students (93.4%). Within the category of BAME, 90.7% of the UK Asian ethnic minority student group are employed while their white counterparts are 96% employed, and Oxford observes no statistical significant gap with other BAME sub-groups.
32. There were significant differences in mean starting salaries between men and women (men higher than women), and between BAME and white students (BAME higher than white).

However, this difference is partially attributable to the industry sectors chosen by the higher paying groups.

33. Compared with non-disabled students, a higher proportion of students with declared disabilities progressed to 'Highly skilled employment or further study': 85.5% versus 83.2% non-disabled in 2014-15. A similar proportion of students with and without disabilities progressed to 'all employment or further study': 93.0% and 92.8% respectively.
34. A separate analysis of 2,791 undergraduate leavers from Oxford in 2014-15 revealed that there was no significant difference in career outcome associated with a student's social background. This finding was confirmed for all measures of social background including: ACORN, POLAR3, Oxford Bursary holder, overall WP flag at admissions, and school type. For this particular analysis, the Careers Service measured career outcome in terms of both the proportion of those unemployed and looking for work, and the mean starting salaries for those in work.

## 2. AMBITIONS AND STRATEGY

### AMBITIONS

35. 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.
36. 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 early interventions, including before secondary compulsory schooling starts. 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 significant and sustained contribution to this national agenda, working in partnership with schools, and with selected charities and other HE institutions (see paragraphs 47 and 68-72).
37. Oxford's main aim is to widen access to the University, which we know is the area where we have most progress to make. Based on the assessment of our performance, our future targets to widen access will focus on under-represented groups from under-privileged backgrounds. However, Oxford is also committed to understanding and tackling the small but persistent gaps in on-course attainment by women and BAME students, outlined in paragraphs 22-28 above. Further details of the approach taken are set out in paragraph 88.
38. Oxford is undertaking a substantial review of its current access to Oxford targets for publication in its 2020-21 APP. The intention is that the access targets will span 5 years.
39. We will set ambitious but realistic targets to increase access to the University by under-represented groups from disadvantaged backgrounds. Their development will be based on evidence from Oxford's undergraduate admissions data and national benchmarks, including



HESA and UCAS datasets. The process to develop the targets will be a collegiate University exercise involving all the key stakeholders involved in access and undergraduate admissions (including the central University and the undergraduate colleges). The process to develop the targets will be led by the Pro-Vice Chancellor for Education and will be discussed at the collegiate University's main committees (including Admissions Committee, Education Committee, Council and Conference of Colleges). Student feedback on these new targets will be obtained via their representation on these committees.

40. To help support the achievement of the new access targets we will expand the UNIQ programme by 500 additional places per year to a total of 1350, starting from 2019-20. The UNIQ programme is targeted at students from under-privileged backgrounds with little or no progression to HE and, specifically, to selective HE providers. The independent evaluation of the UNIQ programme in 2016-17 demonstrated its effectiveness in encouraging and supporting applicants from disadvantaged backgrounds, and has informed its expansion. To further support the UNIQ attendees the evaluation recommended sustained contact with applicants; the University has responded by developing an online programme – 'UNIQ digital'. UNIQ digital will augment face-to-face activities by supporting the sustained development of study skills, building academic confidence and offering guidance on the Oxford admissions process. This programme is being piloted in summer 2018; it will then be evaluated and refined for implementation in 2019-20. We believe this expansion of the successful UNIQ summer school with an accompanying digital support programme, will increase the pace of change at Oxford.
41. We realise that prior attainment at school is a barrier to accessing selective universities for some students. Oxford is responding to this by targeting specific schools to support them in raising attainment levels, helping students to realise their aspirations and make a competitive application to Oxford and other selective universities. Students from these schools will be supported to progress on to the UNIQ programme and then, if they wish, apply to Oxford. The sustained contact with hub schools will help schools to embed good practice across the school and thus realise benefits for future generations of school students.
42. Through our targeted and expanded outreach programmes, in conjunction with the use of contextualised information and the continuing review of our undergraduate admissions processes, we aim to ensure that academic potential from all backgrounds is recognised. It is our intention and expectation that Oxford's current positive trajectory to recruit students from under-represented and disadvantaged backgrounds will continue and increase.

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## STRATEGY

43. 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.

44. This same review recommends supporting attainment in schools on the basis of research from experts working in the field of school performance, and increasing 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 certain BAME groups. Analysis from UCAS 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 welcome continued research focus on this complex issue across the sector.
45. The strategy to support Oxford's aim to widen access includes the expansion by 500 additional places of the independently evaluated and successful UNIQ summer school from summer 2019. The summer school will be enhanced by a new programme called UNIQ digital, which will ensure sustained support, through virtual means, with the summer school participants. The support will include building study skills and applying for courses at Oxford. To augment the extensive support offered to current Oxford undergraduates, the Careers Service is piloting a new Alumni-Student mentoring programme, targeted at undergraduate students from family income of £16 000-£25 000. This programme will be expanded in 2018-19 to all students from families with £0-£16 000 annual income

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## TARGET GROUPS

46. 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 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).
47. 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 that 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.

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## COLLABORATIVE WORKING

48. Oxford is committed to working collaboratively at national, local and regional level 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. Current collaborative partners include: IntoUniversity; Target Oxbridge; Future Leaders; Oxford student societies including the African and Caribbean Society, the Islamic Society, and the Pakistani society; Study Higher NCOP with Oxford Brookes, University of Reading, Bucks New University; Advancing Access; the University of Cambridge; the Russell Group; and The Ordered Universe collaborative project.

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## MONITORING AND EVALUATION

49. 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 Report. Oxford is also a member of the Impact of Outreach Steering Group established by OFFA to provide expert and independent advice to the sector.
50. 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.
51. 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.

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## EQUALITY AND DIVERSITY

52. Oxford is committed to taking a pro-active, whole-institution approach to equality and diversity issues and has recently made a successful submission to the Race Equality Charter (paragraph 90).
53. Oxford has reviewed 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, a 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.

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## STUDENT CONSULTATION

54. 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 that deal with access and admissions including Council, Education Committee, Joint Fees and Student Support Advisory Group, Admissions Committee and Admissions Executive, and through these have had input into the drafting of this Plan.

55. 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.
56. The Student Union is committed to fair access and coordinates a number of activities that contribute to the University's access agenda, such as the Target Schools Shadowing Scheme (<https://www.oxfordsu.org/communities/targetschools/>) which targets prospective students from schools with limited history of Oxford applications. Also, supporting under represented students while on course through the Class Act Campaign (<https://www.oxfordsu.org/campaigns/classact/>) and Campaign for Racial Awareness and Equality (<https://www.oxfordsu.org/campaigns/10479/>). In addition the University works in collaboration with students to delivery our access aims and works closely with Oxford African and Caribbean Society, the Islamic Society and the Pakistani Society to name but a few.

### 3. TARGETS

#### PRINCIPLES AND APPROACH

57. 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. These targets are under constant review, and will be updated based on current performance to cover 2020-21 onwards. In addition, we have set two further targets which signal our commitment to the national widening access agenda.
58. The targets and associated outcomes are designed to ensure:
  - a. That prospective applicants, 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

**Target 1: increase the proportion 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.**

59. Research<sup>5</sup> 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 GCSE and A-Level but that historically have limited progression to Oxford.

60. In the four years to 2015-16, an average of 14.4% of accepted UK applicants to Oxford came from these institutions. We therefore took 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, and set milestones representing a 0.6% increase each year from the projected baseline of 14.7% in 2016-17.

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

**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.**

61. 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.

62. An average of 7.9% of accepted UK applicants to Oxford came from these postcodes in the four years to 2015-16. We therefore took 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, and set milestones representing a 0.4% increase each year.

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

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

<sup>5</sup> <http://www.suttontrust.com/wp-content/uploads/2011/07/sutton-trust-he-destination-report-final.pdf>

63. 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 used POLAR2 as a contextual flag in the undergraduate admissions process from 2011-12 to 2016-17, and adopted POLAR3 in 2017-18.

64. 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 therefore took 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, and set milestones representing a 0.8% increase each year.

Target 3 milestones	2018-19	2019-20
Proportion of UK undergraduate students entering Oxford from POLAR3 quintiles 1 & 2	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 2011-12 to 2013-14).**

65. During the period covered by Access Agreements with the Office for Fair Access, Oxford consistently achieved our target of meeting or exceeding HESA's annual benchmark on UK undergraduate students at Oxford with disabilities or specific learning difficulties in receipt of Disabled Students' Allowance (DSA). Our current target is based on ensuring that the proportion of UK undergraduate students declaring a disability does not fall below 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.**

66. This collaborative target is based on increasing the progression of local school pupils into higher education, and focuses on widening participation in higher education rather than widening access to Oxford. 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 would be appropriately stretching.

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

**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.**

67. 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.

## 4. ACCESS, SUCCESS, AND PROGRESSION MEASURES

### ACCESS

#### RAISING ATTAINMENT IN SCHOOLS

68. 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 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.
69. 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<sup>6</sup>, 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.
70. Oxford's approach is 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.

#### WORK WITH TEACHERS

71. 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 contributing to teachers' continuing professional development, by providing subject-specific and academic enrichment resources online and in person, and by working closely with Oxfordshire schools.

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<sup>6</sup> 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>

72. We will continue to recognise the crucial role teachers play in supporting and raising the attainment and aspirations of their most capable students, through initiatives such as the successful Inspirational Teachers Award for teachers from state schools and colleges with a limited history of sending applications to Oxford. A film celebrating the most recent honourees can be seen at [www.ox.ac.uk/inspirationalteachers](http://www.ox.ac.uk/inspirationalteachers)

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## REGIONAL AND NATIONAL OUTREACH

73. 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 Government Opportunity Areas.

74. Oxford is also committed to exploring innovative digital outreach interventions, to supplement our programme of in-person events and enable students to gain access to high quality super-curricular materials. Our digital outreach portal Oxplore, the 'Home of Big Questions', tackles complex ideas across a wide range of subjects, drawing on the latest research undertaken at Oxford, and aims to promote broader thinking and stimulate intellectual curiosity.

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## SOCIO-ECONOMIC DEPRIVATION AND LOW PARTICIPATION IN HE

75. Recent progress against Targets 2 and 3 is due in part to the University's continued commitment to the widespread use of indicators of deprivation. ACORN and POLAR indicators are used not just to contextualise applications in the admissions process, but also in the recruitment of participants for outreach activity. A review of the college regional links scheme emphasised the need for college-led, as well as centrally-run, outreach programmes to continue to increase the rigour and sophistication of their targeting criteria to ensure that interventions are reaching the right audiences.

76. The flagship UNIQ summer school programme is a large-scale and carefully targeted activity, which has been proven by robust external evaluation<sup>7</sup> to improve participants' application success rates. In 2017, 94% of UNIQ participants came from POLAR quintiles 1 or 2, and/or ACORN groups 4 or 5 and the rest came from other groups under-represented at Oxford. 491 UNIQ 2017 participants applied to Oxford in October 2017 and 170 were made an offer – a success rate of 35% (over one and a half times the average for UK applicants).

77. Oxford is increasing support available for students who do not get a place on the UNIQ summer programme. In 2017, this included running an Easter conference, developing online resources, and working with colleges and departments to offer further subject-specific support. In 2017 UNIQ offered more places to students via its UNIQ Spring programme with a further 150 participants benefitting from a 3-day residential focused academic sessions and admission support. Further support will be offered via the piloting of UNIQ Digital from summer 2018 with a group of 100 participants accessing support via an innovative online

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<sup>7</sup> Independent evaluation by the Institute of Employability Studies.



hub meant to extend the impact beyond the two residential opportunities currently offered in the programme. These new initiatives will be evaluated for outcomes.

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## UNDER-REPRESENTED BAME GROUPS

78. As mentioned in paragraph 52, the University takes a whole-institution approach to equality and diversity issues. As part of this approach, Oxford is committed to improving our understanding of the barriers to access for students from BAME groups and recently undertook a 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 our efforts should 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 and in some cases early intervention will be beneficial. This commitment is expressed in our Race Equality Charter award (paragraph 90).
79. 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. Furthermore, we are working with third party organisations, including Future Leaders and Target Oxbridge, drawing on their work and networks to ensure BAME students are supported to make competitive applications.
80. Since 2016-17, the University has facilitated conferences for British students from Pakistani and Bangladeshi backgrounds, their teachers and parents. Students and teachers participate in workshops and presentations during the day and parents are offered the opportunity to engage and discuss issues at an evening reception. Parents are key influencers, particularly within BAME groups, and the conference model works well when we engage and help them in preparing for higher education decisions.

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## CONTEXTUAL ADMISSIONS INFORMATION

81. As part of its undergraduate admissions processes, Oxford uses a range of contextual flags to highlight applicants from less advantaged backgrounds across a range of indicators:
- School performance at or below national average attainment at KS4 and/or KS5;
  - Little or no school history of application to Oxford;
  - Home postcode in ACORN group 4 or 5;
  - Home postcode in POLAR3 groups 1 or 2;
  - Having been in care for more than three months.
82. 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 WP 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.

83. 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.

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## SUCCESS

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### TRANSITION

84. We recognise that transition to university can be challenging for many students, and are committed to ensuring that our offer-holders have all the information they need about the support that is available to them. Upon acceptance at Oxford, all disabled offer-holders are contacted directly by the Disability Advisory Service 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.
85. 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.
86. In addition, a number of courses provide academic bridging support to ensure that all students are fully prepared to access the first year syllabus. The Mathematical, Physical and Life Sciences Division runs a cross-course bridging programme in both face-to-face and online formats, for students in Physics, Chemistry, Earth Sciences, Engineering and Materials courses<sup>8</sup>. University College is also piloting a college-based bridging initiative (the Opportunity Programme<sup>9</sup>) which aims to increase the proportion of under-represented students being made an offer and taking up a place at the college.

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### ON COURSE SUPPORT

87. Oxford's highly personalised education and student support ensure that student progress is closely monitored. Tutors meet undergraduates weekly and provide termly online feedback. 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 and University-level welfare provision mean issues are picked up and dealt with promptly.
88. The University has established a Student Attainment Gap working group, chaired by the Pro-Vice-Chancellor (Equality and Diversity), to achieve a better understanding of the reasons for disparities in student attainment (paragraphs 22-26) and to consider practical

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<sup>8</sup> <https://www.mpls.ox.ac.uk/study/applicants/bridging-provision>

<sup>9</sup> <https://www.univ.ox.ac.uk/learn-at-univ/opportunity-programme/>

ways of tackling gender and ethnicity gaps in undergraduate outcomes. The group reports to Education Committee, one of the principal committees of Council, which has responsibility for oversight of educational standards and student performance.

89. In response to lower than average scores on particular items in the National Student Survey (NSS) and Student Barometer, including among disabled students, the University has strengthened expectations in relation to the definition of assessment criteria, and further work is planned in relation to feedback to students and the clarity of marking criteria. In autumn 2014, a Common Framework on supporting disabled students was adopted across the collegiate university to improve the sharing of information, clarity of the roles and responsibilities of each body, and the consistency of provision.
90. In May 2018, the University was awarded the Race Equality Charter (bronze award) as part of its public commitment 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 held monthly meetings of the 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 (paragraph 52), experience and attainment. Work has also continued on diversifying the curriculum with pilots in Social Sciences and Humanities and a series of high profile lectures.
91. Oxford is also committed to addressing the under-representation of women in STEMM and is working to improve female application, success, and progression rates within all relevant STEMM degree courses under Athena SWAN. Oxford holds an Institutional Athena SWAN award at Bronze level, as well as 19 Silver and 11 Bronze departmental-level awards. The University is committed to securing the renewal of existing awards and, following the expansion of Athena SWAN in 2015, supporting the participation of the Social Sciences and Humanities in the Charter.

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## PROGRESSION

92. The University Careers Service invites all students at registration at the start of each academic year to indicate their career planning and the industry sectors in which they are interested and this engagement continues during the year. Approximately 97% of students respond. The Service uses these data to provide personalised career-related marketing; for example, encouraging students who self-report as *postponing* any discussion about their future, to engage with the Service to start exploring their options. Analysis by the Service has shown that by department or faculty, there is a statistically significant positive correlation between the proportion of finalists postponing discussion and unemployment rates, 6 months later.
93. The Service runs a wide range of activities to provide all students with the opportunity to discuss their career plans, add more transferable 'employability skills', meet employers, and apply for thousands of internships and part-time or full-time, permanent or temporary vacancies. In addition to approximately 5,000 individual face-to-face advice sessions throughout the year, with eGuidance available in the vacations, the Service facilitates an

increasing number of opportunities to provide direct work experience. These include the Summer Internship Programme, the Micro-Internship Programme, the Student Consultancy, Insight programmes into Teaching, Medicine, Business, Pharma, and Academia; and the Springboard programme for career confidence. A new programme for 2018 is a funded alumni-mentoring programme for holders of bursaries; providing these students with structured access to at least three alumni working in industries of interest.

94. Furthermore, the Careers Service helps Moritz-Heyman scholars (paragraph 105) with internships in three main ways: creating a programme of exclusive internships; working with individuals to broker specific opportunities in industries or organisations of their choice; and providing top-up funding for self-identified placements. In 2016-17, approximately 30% of Moritz-Heyman scholars took advantage of these three schemes. A higher proportion of Moritz-Heyman scholars seek help from the Careers Service than the general student population: 29% attended a fair or event (compared with 20% attending the same events), and 11% met a careers / internship adviser (compared with 7% in the same period).
95. The Service organises specific activities for students with disabilities; this includes dedicated trained Careers Advisers who offer for example longer 1:1 sessions, and earlier access to careers fairs for those students with a declared disability.
96. The Careers Service continues to run surveys of student users to quantify their usage of the service, assess the quality and fitness of the services offered, and take up of the activities arranged; these data are used to adjust the service to match demand and the needs of particular cohorts of students.

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## FINANCIAL SUPPORT

97. 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.
98. The range of expected living costs continues to be an important factor in deciding our scholarship stipend and bursary levels. Views on reasonable living costs have been gathered from current Oxford student groups and figures are compared with estimates from Oxford Brookes University and other national sources such as the NUS, Russell Group indexes and Research Councils UK. 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 participated in the OFFA research project to assess the impact of financial support on student success, including use of the survey tool, but the statistical tool did not produce statistically significant results due to the overall high rates of progression, completion, attainment and graduate outcomes across our student population more broadly. We intend to revisit the statistical tool with a refreshed data set when this next becomes available and utilise the questions in the survey tool as we continue to evaluate the effectiveness of our financial support..

99. We are continuing to undertake a large scale review of our financial support provision, alongside a review of access and outreach activities across the collegiate University. A working group comprising Collegiate University senior officers, chaired by the Pro-Vice Chancellor for Education, has been established to review Oxford’s existing financial support package alongside evidence available on the effectiveness of different types of financial support expenditure. The work of this group will also include consultation with the Student Union. 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. The working group will make a recommendation on changes to the existing financial support package to be approved by relevant committees in the 2018-19 academic year for implementation under the 2020-21 Access and Participation Plan.

100. For 2019-20 we are therefore proposing to maintain our financial support offering at the same level whilst the review by the working group is completed. We will provide more detail of the outcomes of this review in our 2020-21 Access and Participation Plan where we will present our revised financial support package.

101. The University and colleges jointly fund Oxford’s bursary provision, largely from philanthropic sources and from endowment income. 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. In 2019-20, we will provide the following bursaries to students<sup>10</sup>:

Table 4: Bursary Provision in 2019-20

BURSARY PROVISION IN 2019-20	
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

<sup>10</sup> 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.

BURSARY PROVISION IN 2019-20	
HOUSEHOLD INCOME	BURSARY LEVEL P.A.
£37,501 - £40,000	£600
£40,001 - c. £42,875	£200

102. Students following the six-year Medicine course and the four-year accelerated Medicine course for graduates who start their course in 2019-20 will be eligible for a bursary in all years of their course, depending on their household income. These proposed arrangements assume that the current NHS funding arrangements will continue for 2019 entry Medicine students.
103. 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 to fully consider its response to the funding of PGCE students once the National College for Teaching and Leadership's funding arrangements for 2019-20 have been confirmed.
104. The University will continue to provide an Oxford Bursary to students who commenced their studies in 2018 or before at the rates published on our website and in previous Access Agreements. The University will maintain bursary support at current levels for these cohorts in 2019-20. Full-time students following the certificate and diploma courses in Theological Studies starting their course in 2019-20 will be eligible for an Oxford Bursary.
105. 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.
106. Following the success of the Programme since its launch, the number of available scholarships has increased and in 2019-20 it will provide support for all new UK resident students from families with a household income of £16,000 or less who wish to take up their offer of a scholarship. The Programme provides an annual maintenance bursary of £3,700 (as detailed in paragraph 101 above), an annual tuition fee reduction of £3,000 to enable them to reduce the size of the tuition fee loan from the government, and access to dedicated internship funding.

## 5. INVESTMENT

Table 5: Expenditure Forecast for 2019-20

ACTIVITY	OFFA countable	Not OFFA countable	Total
<b>Outreach</b>			
Expenditure in 2019-20	£4.85m	£2.86m	£7.71m
<b>Retention, support, and employability</b>			
Expenditure in 2019-20	£0.77m	£1.83m	£2.60m
<b>Financial Support</b>			
Bursaries and hardship provision	£5.47m	£0.3m	£5.77m
Tuition fee reductions	£2.12m	£0m	£2.12m
<b>ESTIMATED TOTAL EXPENDITURE IN 2019-20:</b>	<b>£13.2m</b>	<b>£5.0m</b>	<b>£18.2m</b>

107. Expenditure on access and student success in 2019-20 is estimated to be up to £13.2m. Expenditure as a proportion of the University's additional tuition fee revenue (£30.0m), taking account of the 'higher' fee appropriate to each cohort, will be around 44% (as against the expectation in the guidance of 35%). The present Access and Participation Plan covers students admitted in the academic year 2019-20. 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. The figures above include support for undergraduate and PGCE students ordinarily resident in the UK and the rest of the EU.

## 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 Competition 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. In summary we ensure compliance at three key stages of the admissions/enrolment process: application/enquiry, offer/acceptance and enrolment and the detailed is included is the University's OfS Consumer Protection statement.

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Course fees for students who start on a programme of study in 2019/20 and who continue on the same programme for more than one year will usually increase annually. Currently, tuition fees for both Home and EU undergraduate students are subject to a government fee cap, which is reviewed annually and at present is expected to rise by no more than RPI each year. Current university policy is to charge fees at the level of the cap set by the government. We are awaiting confirmation from the UK government on whether the position of EU undergraduate students will change and will publish further information as soon as it is known.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		£9,250
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,385
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*



**Table 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Other (please give details in Description column)	<b>Other statistic</b> - Applications (please give details in the next column)	Increase the percentage of UK undergraduate students at Oxford from schools and colleges which historically have limited progression to Oxford. [NB This revised target refers to a refined group of schools and colleges and comes into effect from 2017-18]	No	Other (please give details in Description column)	13%	15.3%	15.9%	N/A	N/A	N/A	Baseline: 3-year average 2012-13 to 2014-15 The University will monitor progress on an annual basis and report this in the annual statistical release.  NB- The pre-populated information provided in this table has been overwritten as our updated targets come into effect from 2017-18. In last year's Resource Plan we provided information on the old targets (ended in 2016-17) and new targets (2017-18 to 2019-20).
T16a_02	Access	Other (please give details in Description column)	<b>Other statistic</b> - Applications (please give details in the next column)	Increase the percentage of UK undergraduate students at Oxford from postcodes which demonstrate significant socio-economic disadvantage, as measured by ACORN postcode datasets [NB These milestones have been updated for 2017-18 onwards to reflect a more recent baseline]	No	Other (please give details in Description column)	7.7%	9.1%	9.5%	N/A	N/A	N/A	Baseline: 3-year average 2012-13 to 2014-15 The University will monitor progress on an annual basis and report this in the annual statistical release.  NB- The pre-populated information provided in this table has been overwritten as our updated targets come into effect from 2017-18. In last year's Resource Plan we provided information on the old targets (ended in 2016-17) and new targets (2017-18 to 2019-20).
T16a_03	Access	Socio-economic	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase the percentage of UK undergraduate students at Oxford from postcodes which demonstrate low participation in Higher Education as measured by POLAR3 (quintiles 1 and 2) postcode datasets [NB This revised target is based on the newer POLAR3 dataset and comes into effect from 2017-18]	No	Other (please give details in Description column)	10.3%	12.2%	13%	N/A	N/A	N/A	Baseline: 3-year average 2012-13 to 2014-15 The University will monitor progress on an annual basis and report this in the annual statistical release.  NB- The pre-populated information provided in this table has been overwritten as our updated targets come into effect from 2017-18. In last year's Resource Plan we provided information on the old targets (ended in 2016-17) and new targets (2017-18 to 2019-20).

T16a_04	Access	Disabled	<b>Other statistic</b> - Gender (please give details in the next column)	Ensure that the proportion of UK undergraduate students with declared disabilities or specific learning difficulties at the University does not drop below the current level [NB This updated target moves away from using the HEFCE benchmark and comes into effect from 2017-18].	No	Other (please give details in Description column)	8.8%	At least 8.8%	At least 8.8%	N/A	N/A	N/A	<p>Baseline: 3-year average 2011-12 to 2013-14 The University will monitor progress on an annual basis and report this in the annual statistical release.</p> <p>NB- The pre-populated information provided in this table has been overwritten as our updated targets come into effect from 2017-18. In last year's Resource Plan we provided information on the old targets (ended in 2016-17) and new targets (2017-18 to 2019-20).</p>
T16a_05	Access	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Ensure that at least 55% of students working with the Oxford South-East IntoUniversity centre progress to higher education in 2019-20. [NB This is a new target and comes into effect from 2017-18]	Yes	Other (please give details in Description column)	50%	At least 50%	At least 55%	N/A	N/A	N/A	<p>Baseline: Progression data from IntoUniversity centres outside London. Progress will be reported through an annual return from IntoUniversity and tracked using the HEAT service.</p> <p>NB- The pre-populated information provided in this table has been overwritten as our updated targets come into effect from 2017-18. In last year's Resource Plan we provided information on the old targets (ended in 2016-17) and new targets (2017-18 to 2019-20).</p>

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Outreach / WP activity (summer schools)	60% of those participating in the UNIQ summer schools make an application to Oxford, and 30% of those applying to receive an offer of a place.	No	Other (please give details in Description column)	53% application rate and 26% offer rate	N/A	N/A	N/A	N/A	N/A	Baseline data from 2008-09 The UNIQ summer school was externally funded between 2010-2014 and met these milestones each year. The programme will continue to run, funded internally, and an independent evaluation is being commissioned which will help to identify future areas for development and future milestones.
T16b_02	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Improve the participation, application, and success levels from schools and colleges who have had teachers attend the Regional Teacher Conferences, where these schools and college have either a limited numbers of qualified candidates or where there historically has been limited success in securing offers.	No	Other (please give details in Description column)	15% success rate	N/A	N/A	N/A	N/A	N/A	Baseline data from 2008-09 The Teachers' Conferences were externally funded between 2010-2014 and met these milestones each year. The programme will continue to run, funded internally, and an independent evaluation is being commissioned which will help to identify future areas for development and future milestones.
T16b_03	Access	Socio-economic	Contextual data	Using contextual information in the admissions process to identify candidates who may be suitable to be interviewed on the basis of either time in care, or socio-economic and educational disadvantage. The expectation is that identified candidates would then achieve the same success rate in receiving offers as all applicants to Oxford from equivalent school or college sectors.	No	2012-13	19.9% success rate for flagged students compared with 24.5% for all UK domiciled applicants	N/A	N/A	N/A	N/A	N/A	Overall offer success rates vary from year to year, so outcomes will be reported in the annual statistical dataset