

University of Oxford: Equality Report 2013/14

Section C: Student equality data

This is **Section C** of the University of Oxford's Equality Report for 2013/14 and covers **student equality data**. It is produced by the University's Equality and Diversity Unit (EDU).

Please refer to the EDU website for:

Section A: Overview of equality and diversity at Oxford, 2013/14

Section B: Staff equality data

You can view the report online or download it at:

www.admin.ox.ac.uk/eop/equalityreporting/annualreports

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Glossary

Athena SWAN	Charter recognising institutions' efforts to advance women's careers in STEMM (<i>q.v.</i>) employment in academia
Associate Professor	The main academic grade at Oxford, roughly equivalent to associate professor in the USA
BME	Black and minority ethnic. In this report we use 'BME' to denote all ethnicities other than white, excluding minority white ethnic groups such as Gypsy or traveller and non-British whites.
CoreHR	The University's HR system
CROS	Careers in Research Online Survey
DAS	The University's Disability Advisory Service
DLHE	Destinations of Leavers from Higher Education – national survey of recent graduates
DSA	Disabled Students' Allowance – government grant for UK students
ECU	Equality Challenge Unit – provides equality advice to the HE sector
EDU	The University's Equality and Diversity Unit
EJRA	Employer-Justified Retirement Age for academic and academic-related staff (currently 67)
EO	Equal opportunities monitoring
EPSRC	Engineering and Physical Sciences Research Council
EU	European Union
GAF	The University's Graduate Admissions and Funding Office
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HEIDI	Higher Education Information Database for Institutions (run by HESA)
HESA	Higher Education Statistics Agency
Hilary	Spring academic term, running from January to March

HR	Human Resources
HUMS	Humanities division, University of Oxford
LGBT	Lesbian, Gay, Bisexual and Transgender
LGBTQ	Lesbian, Gay, Bisexual, Transgender and Queer (Oxford student society)
Michaelmas	Winter academic term, running from October to December
MPLS	Mathematics, Physical and Life Sciences division, University of Oxford
MSD	Medical Sciences division, University of Oxford
NSS	National Student Survey of undergraduate finalists
OLI	Oxford Learning Institute – provides professional and educational development courses for university and college staff and researchers
OUAC	Oxford University Assessment Centre – provides assessments of students' disability-related study needs to inform an application for DSA
OUDE	Oxford University Department for Continuing Education
OxFEST	Oxford Females in Engineering, Science and Technology (Oxford student society)
PDR	Personal development review
PG	Postgraduate (degree or student)
PGT	Postgraduate taught (degree or student)
PGR	Postgraduate research (degree or student)
PIRLS	Principal Investigators and Research Leaders Survey
REF	Research Excellence Framework 2014
RG	Russell Group of 24 large, selective, research-intensive universities
RoD	Oxford Recognition of Distinction exercise 2014 (for award of professorial title)
SDMA	The University's Student Data Management and Analysis section
SET	Science, Engineering and Technology. HESA uses this term as an equivalent to STEMM and it therefore includes medicine and allied subjects.

SpLD	Specific Learning Difficulties
SSD	Social Sciences division, University of Oxford
Statutory Professor	The senior academic grade at Oxford, equivalent to full professor in the USA
STEMM	Science, Technology, Engineering, Mathematics and Medicine
Student Barometer	Annual survey of Oxford students (excluding finalists who complete the NSS)
Titular Professor	Associate Professor (or equivalent) who has been awarded the title of full professor as a mark of academic distinction. See also RoD (Recognition of Distinction exercise)
Trinity	Summer academic term, running from April to June
UAS	University Administration and Services
UCEA	Universities and Colleges Employers Association
UG	Undergraduate (degree or student)
UGAO	The University's Undergraduate Admissions and Outreach Office
UKVI	UK Visas and Immigration – formerly the UK Border Agency (UKBA)
VRO	Visiting, Recognised or Other students – full-time students spending up to a year studying in Oxford without being awarded a degree or other qualification. Visiting students are admitted through colleges and taught by colleges, while Recognised students are admitted through faculties and departments and have no college association.

Contents

Glossary.....	3
Figures.....	8
Tables.....	9
Introduction	11
Gender.....	13
Comparison with the Russell Group: student numbers (2012/13)	15
On-course students (2013/14)	17
Undergraduate admissions (for entry in 2013)	19
Postgraduate admissions (for entry in 2013)	20
Undergraduate attainment (2012/13)	24
Comparison with the Russell Group: undergraduate attainment (2012/13)	25
Ethnicity	27
Comparison with the Russell Group: student numbers (2012/13)	30
On-course students (2013/14)	32
Undergraduate admissions (for entry in 2013)	36
Postgraduate admissions (for entry in 2013)	37
Undergraduate attainment (2012/13)	42
Comparison with the Russell Group: undergraduate attainment (2012/13)	44
Disability	47
Comparison with the Russell Group (2012/13)	49
On-course students (2013/14)	50
Undergraduate admissions (for entry in 2013)	52
Postgraduate admissions (for entry in 2013)	53
Undergraduate attainment (2012/13)	55
Comparison with the Russell Group: undergraduate attainment (2012/13)	57

Figures

Figure 1 Higher education students by sex: Russell Group institutions, 2012/13.....	15
Figure 2 First degree undergraduates by sex: Russell Group institutions, 2012/13	15
Figure 3 PGT students by sex: Russell Group institutions, 2012/13	16
Figure 4 PGR students by sex: Russell Group institutions, 2012/13.....	16
Figure 5 Students by sex and level of study, 2013	17
Figure 6 Students by sex and division, 2013	17
Figure 7 Students by sex, division and level of study, 2013	18
Figure 8 UG admissions success rate by sex, 2009-13.....	19
Figure 9 UG admissions for entry in 2013 by division and sex	19
Figure 10 PG admissions for entry in 2013 by sex and level of study	20
Figure 11 PGT admissions for entry in 2013 by division and sex	21
Figure 12 PGT admissions for entry in 2013 by division and sex: offer and success rates ..	22
Figure 13 PGR admissions for entry in 2013 by division and sex	22
Figure 14 Final Honour School results by sex, 2013	24
Figure 15 Final Honour School results by division and sex, 2013.....	24
Figure 16 First class degrees by gender: Russell Group institutions, 2012/13.....	25
Figure 17 UK-domiciled BME HE students, 2012/13: Russell Group institutions	30
Figure 18 UK-domiciled BME first degree undergraduate students, 2012/13: Russell Group institutions	30
Figure 19 UK-domiciled BME PGT students, 2012/13: Russell Group institutions.....	31
Figure 20 UK-domiciled BME PGR students, 2012/13: Russell Group institutions	31
Figure 21 Students by ethnicity and level of study, 2013.....	32
Figure 22 Students by ethnicity and division, 2013.....	32
Figure 23 Students by ethnicity, division and level of study, 2013	33
Figure 24 UK-domiciled students by ethnicity and division, 2013	33
Figure 25 BME students as a percentage of total student population, 2013	34
Figure 26 Students by ethnic group and sex, 2013	35
Figure 27 UG admissions for entry in 2013 by ethnicity.....	36
Figure 28 UG admissions for entry in 2013: offer and success rates by ethnicity strand	36
Figure 29 PG admissions for entry in 2013 by ethnicity and level of study	37
Figure 30 PG admissions for entry in 2013 by minority ethnicity and level of study	38
Figure 31 PGT admissions for entry in 2013 by ethnicity and sex	40
Figure 32 PGR admissions for entry in 2013 by ethnicity and sex.....	41
Figure 33 Final Honour School results by ethnicity, 2013.....	42
Figure 34 Proportion of each ethnic group obtaining a 'good degree' in 2013	42
Figure 35 Final Honour School results by ethnicity, 2011-13.....	43
Figure 36 Attainment gap in first class degrees by ethnicity: Russell Group institutions, 2012/13.....	44
Figure 37 Attainment gap in 'good degrees' by ethnicity: Russell Group institutions, 2012/13	45
Figure 38 Disabled students: Russell Group institutions, 2012/13.....	49
Figure 39 Comparison by disability type: Russell Group and Oxford, 2012/13	49
Figure 40 Disabled students by level of study, 2013	50
Figure 41 Disabled students by division, level of study and type of disability, 2013.....	50
Figure 42 Disability disclosure rates by division, 2006-13	51

Figure 43 UG admissions for entry in 2013 by disability	52
Figure 44 PG admissions for entry in 2013 by disability	53
Figure 45 PG admissions for entry in 2013 by division and level of study: by disability	54
Figure 46 Final Honour School results by disability, 2013	55
Figure 47 Final Honour School results by disability, 2011-13	55
Figure 48 Final Honour School results by division and disability, 2011-13.....	56
Figure 49 First class degrees by disability: Russell Group institutions, 2012/13	57

Tables

Table 1 PG admissions for entry in 2013 by sex and level of study: data	20
Table 2 PGT admissions for entry in 2013 by division and sex: data.....	21
Table 3 PGR admissions for entry in 2013 by division and sex: data	23
Table 4 PGR admissions for entry in 2013 by division and sex: offer and success rates	23
Table 5 Students by ethnic group and level of study, 2013: data.....	34
Table 6 UG admissions for entry in 2013 by ethnicity: data.....	36
Table 7 PG admissions for entry in 2013 by ethnicity and level of study: data.....	37
Table 8 PG admissions for entry in 2013 by ethnicity and level of study: offer and success rates.....	37
Table 9 PG admissions for entry in 2013 by minority ethnicity and level of study: data	39
Table 10 UG admissions for entry in 2013 by disability: data	52
Table 11 PG admissions for entry in 2013 by disability: data.....	53
Table 12 PG admissions for entry in 2013 by disability: offer and success rates	53
Table 13 Final Honour School results by division and disability, 2011-13: data	56

Please refer to the EDU website for the other sections of this report:

Section A: Overview of equality and diversity at Oxford, 2013/14
Section B: Staff equality data

www.admin.ox.ac.uk/equalityreporting/annualreports

DATA	SOURCE	NOTES	CONTACT DETAILS
On-course students	Student snapshot 1.12.13	Annual data snapshot for HESA reporting purposes	Student Data Management and Analysis Contact: Richard Dunnaway richard.dunnaway@admin.ox.ac.uk
Undergraduate admissions	UCAS data submitted to the University	Applicants for entry in 2013 or deferred entry in 2014	Student Data Management and Analysis Contact: Ben Clark ben.clark@admin.ox.ac.uk
Postgraduate admissions	OSS admissions data	Applicants for entry in 2013	Graduate Admissions and Funding Contact: Mike Eeley mike.eeley@admin.ox.ac.uk
UK higher education, 2012/13	Equality Challenge Unit (2014), Equality in higher education: statistical report 2014. Part 2: students		www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2014
Russell Group, 2012/13	HESA data, accessed via the online Higher Education Information Database for Institutions (Heidi)	All HESA data is subject to HESA's coding and data protection policies. Students are reported as full-person equivalents and JACS codes cannot be mapped directly to Oxford's degree subjects. All numbers are rounded to the nearest 5.	Equality and Diversity Unit Contact: Sara Smith sara.smith@admin.ox.ac.uk Contact heidi@admin.ox.ac.uk in order to obtain a Heidi account
Athena SWAN	Athena SWAN institutional submission, November 2013	The University successfully renewed its Bronze Athena SWAN institutional award in 2014.	Equality and Diversity Unit Contact: Adrienne Hopkins adrienne.hopkins@admin.ox.ac.uk EDU Athena SWAN website: www.admin.ox.ac.uk/eop/gender/athenaswan/applications

Introduction

1. This is **Section C** of the University of Oxford's equality report for the academic year 2013/14 covering selected **student data**.

The report has been prepared by the University's Equality and Diversity Unit (EDU) and the available data analysed in respect of key student activities. In some areas, full analysis has not been possible due to low rates of disclosure.

2. The entire report is available to view online or download from the EDU website at: www.admin.ox.ac.uk/eop/equalityreporting/annualreports.

Section A of the report highlights key data and summarises the University's main equality activities during the year, while **Section B** covers selected staff data.

Gender

Oxford

- On 1 December 2013, women comprised 45% of all students: 47% of UG, 45% of PGT and 42% of PGR¹.
- This represented a small increase in the proportion of female undergraduates from 46% the previous year, while the proportions of women at postgraduate level remained the same.
- Women comprised 29% of students in MPLS, 47% in Social Sciences, 52% in Medical Sciences, 54% in Humanities and 52% in Continuing Education.
- Since 2012-13, there has been a slight fall in the proportion of women in MPLS – from 30% to 29% – but an increase in the proportion of women in Humanities from 52% to 54%.
- In the UG admissions cycle for entry in 2013 (or deferred entry in 2014), women formed 49% of applicants and 48% of acceptances². This was an improvement on the previous cycle where they formed 49% of applicants but only 46% of acceptances.
- There was only a small difference between male and female offer rates³ (F:20% to M:21%) and although women had a slightly lower success rate⁴ overall (F:18% to M:19%) the disparity was less than half that of the year before.
- Over the last five years, the difference in male and female success rates has more than halved from 2.2% to 0.9%.
- Women received a much higher proportion of offers in Medical Sciences than in the previous cycle: 60% compared with 51%, matching their application rate. There were also small increases in Humanities and Social Sciences.
- There were 20,441 applicants for postgraduate study, of whom 47% were women. Overall they had a lower success rate than men, comprising 44% of acceptances.
- While women comprised 50% of applicants for PGT study, they constituted 46% of offers and acceptances, slightly lower than the previous year (47%).
- The initial offer rate rose for both men and women, but there was still a five percentage point difference (F:37% to M:42%). Women's offer rates were lower than men's in every division, particularly in MPLS and Humanities. Their overall success rate was 23% compared with 27% for men, though there was a 12 percentage point difference in MPLS (F:18%, M:30%).
- Women formed 42% of applicants for PGR study, but in contrast to PGT, there was little appreciable difference in male and female offer and success rates: 35% of female applicants received an offer compared with 36% of male and their overall success rates were 19% and 20% respectively.
- In 2013, there was an 8% difference in the proportion of first class degrees awarded to men and women at undergraduate level, compared with 6% the previous year: 26% of women and 34% of men achieved a first class degree. A higher proportion of men than women obtained a first in each division, though the difference only attained

¹ UG: Undergraduate student; PGT: Postgraduate taught course student; PGR: Postgraduate research student

² All students who took up a place at Oxford.

³ Rate of offers to applications.

⁴ Rate of acceptances to applications.

statistical significance in MPLS. This is partly due to women's lower propensity to elect to study for the fourth year master's element of integrated master's degrees in mathematics and physics. The division continues to explore ways of fostering female retention in STEM⁵ subjects.

- On the other hand, a slightly higher percentage of women than men were awarded a first or upper second class degree (a 'good degree') across the University: 92% compared with 91%.

UK

- In 2012/13, women comprised 56% of all higher education students: 55% of first degree UG, 58% of PGT and 47% of PGR⁶.
- Women comprised 51% of students in SET (science, engineering and technology, including medicine and allied subjects) and 56% in non-SET subjects.
- At undergraduate level, a marginally higher proportion of male than female qualifiers in SET subjects achieved a first class degree: 22.1% to 21.5%. This represented a slight narrowing of the pre-existing gender gap. In non-SET subjects, 15.4% of men were awarded a first class degree compared with 16.6% of women.

Russell Group

- In 2012/13, the average proportion of female higher education students at Russell Group universities was 54%, the same as in the previous year. At undergraduate level it was 53%⁷. A very small number of students identified as 'other' gender (0.05%).
- Women comprised 49% of higher education students in SET and 58% in non-SET subjects.
- Among undergraduate students, women comprised 48% of SET and 59% of non-SET students.
- In 2012/13, 20% of women and 22% of men obtained a first class degree overall. Once unclassified degrees (mostly Medicine) are excluded, 22% of women and 24% of men obtained a first class degree. Oxford had the largest gender gap⁸ in men's favour (7%), followed by LSE and Warwick (6%), Imperial, Cambridge and York (all 4%) and Durham (3%).
- Women constituted 55% of postgraduate taught⁹ students, though the proportions varied considerably by institution, from 35% at Cambridge to 63% at Glasgow.
- Women comprised 46% of postgraduate research students, ranging from 38% at Imperial College to 53% at King's College London.

⁵ STEM: science, technology, engineering and mathematics.

⁶ All national data are taken from the Equality Challenge Unit publication 'Equality in higher education: statistical report 2014. Part 2: students' unless otherwise stated.

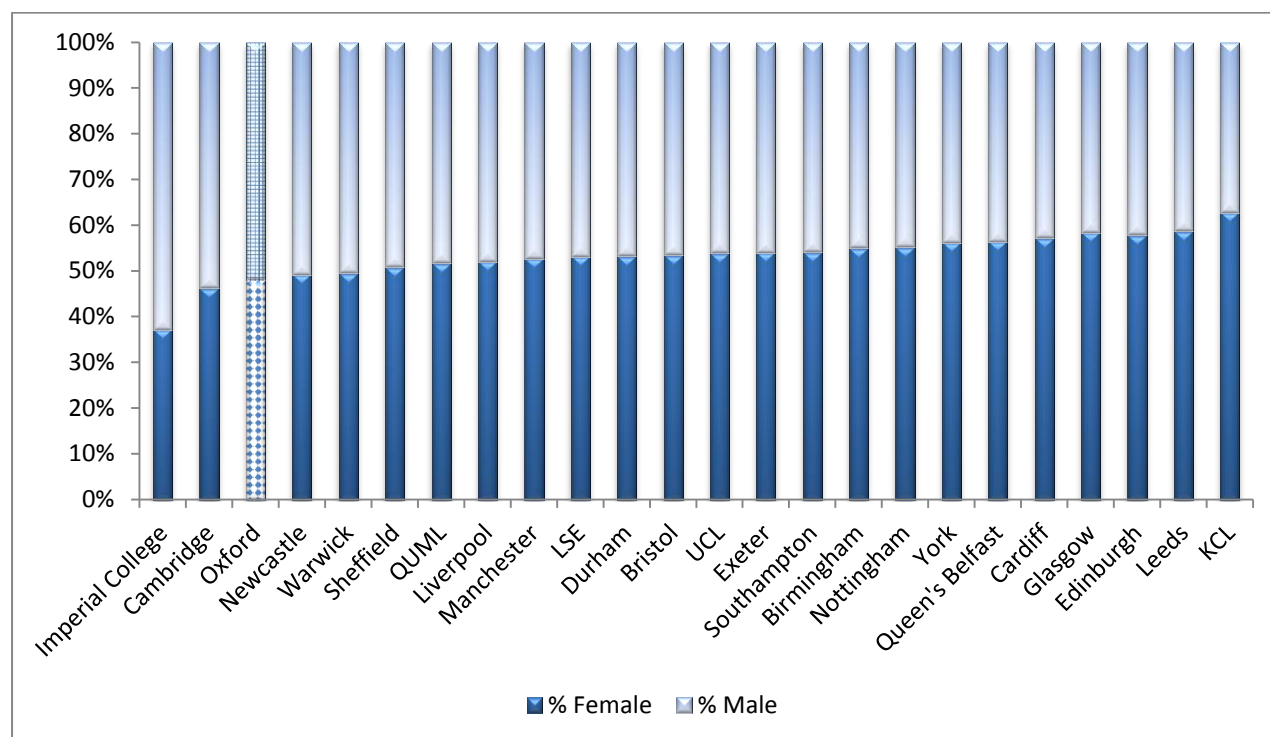
⁷ Russell Group data have been extracted from the HESA Student Record, 2012/13, accessed via the Higher Education Database for Institutions (Heidi).

⁸ The difference between the proportions of firsts earned by men and women.

⁹ Higher degree (taught)

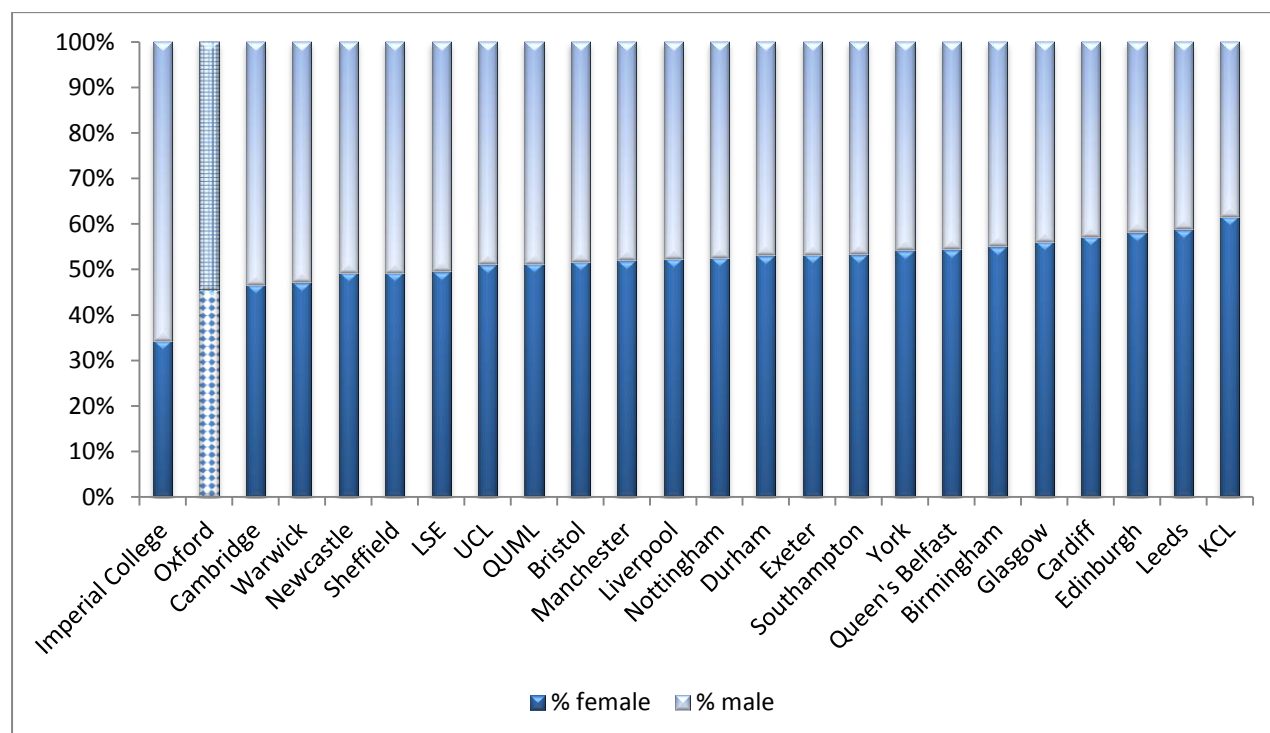
Comparison with the Russell Group: student numbers (2012/13)

Figure 1 Higher education students by sex: Russell Group institutions, 2012/13



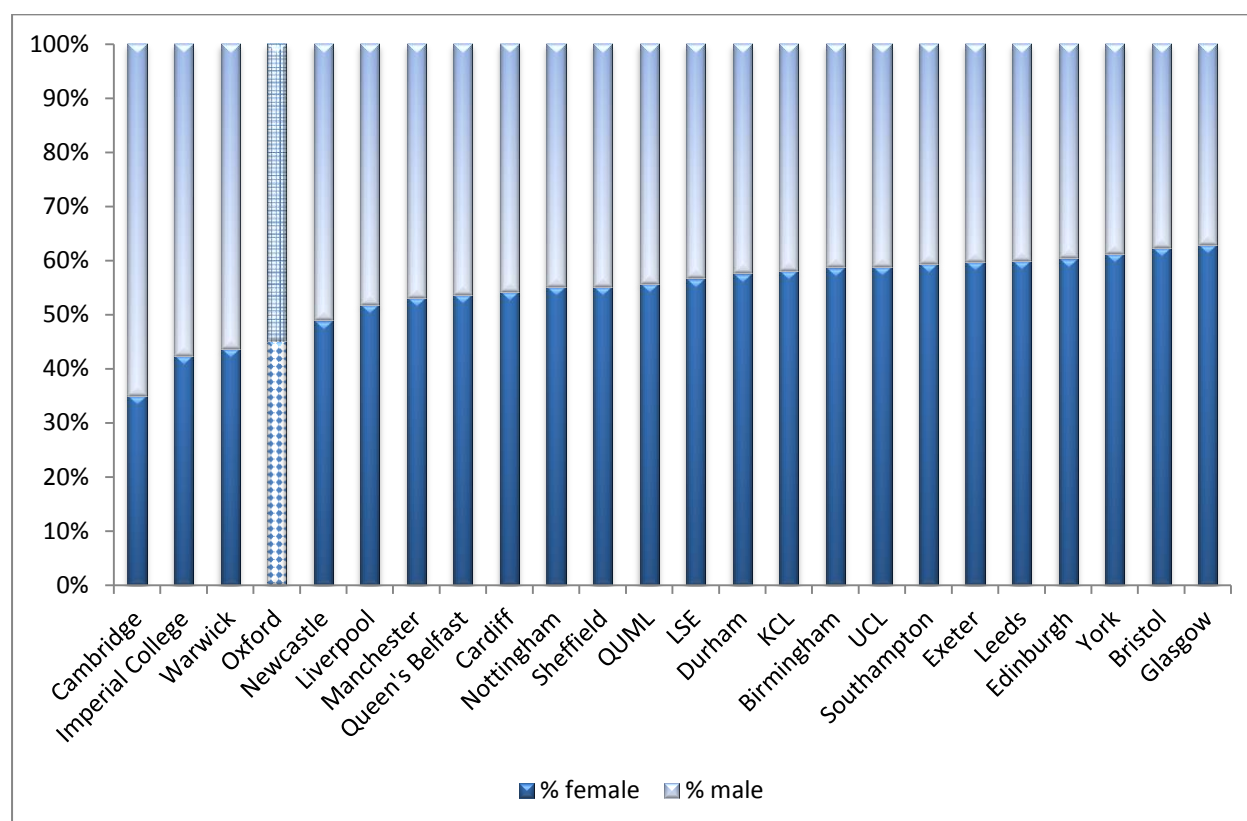
Source: HESA Student Record 2012/13 (Heidi). The patterned column denotes the University of Oxford: female students are in the lower half of each column.

Figure 2 First degree undergraduates by sex: Russell Group institutions, 2012/13



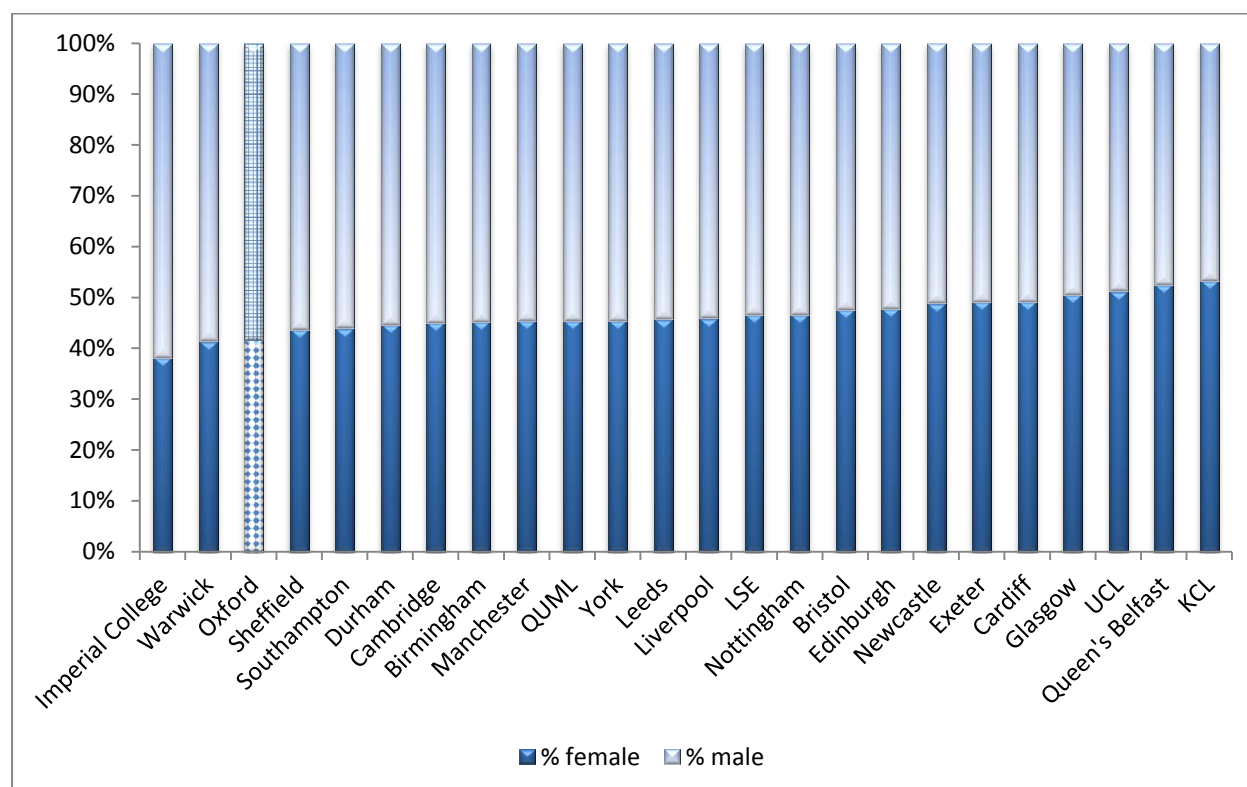
Source: HESA Student Record 2012/13 (Heidi). The patterned column denotes the University of Oxford.

Figure 3 PGT students by sex: Russell Group institutions, 2012/13



Source: HESA Student Record 2012/13 (Heidi). The patterned column denotes the University of Oxford.

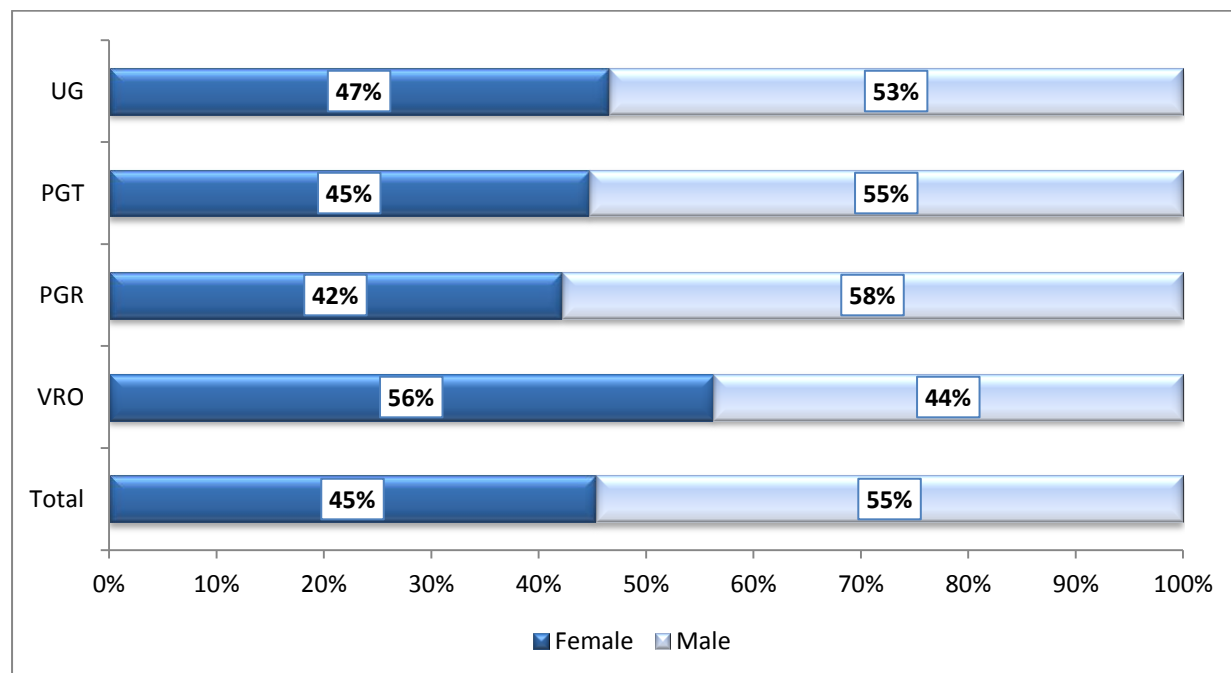
Figure 4 PGR students by sex: Russell Group institutions, 2012/13



Source: HESA Student Record 2012/13 (Heidi). The patterned column denotes the University of Oxford.

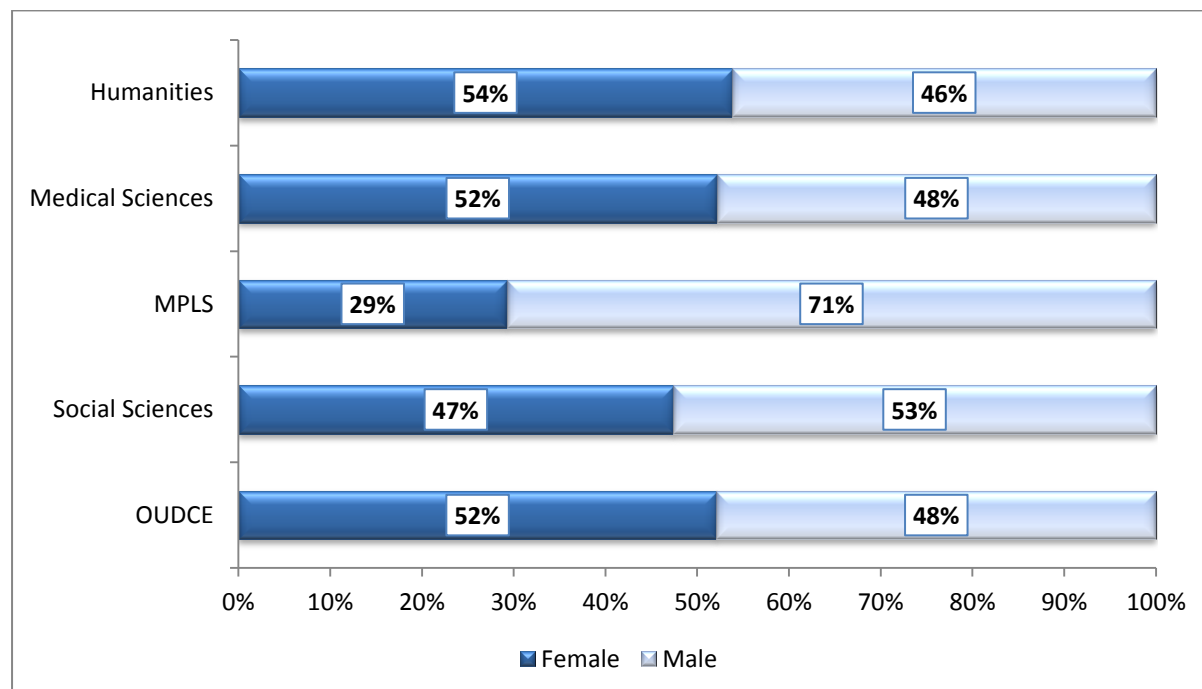
On-course students (2013/14)

Figure 5 Students by sex and level of study, 2013



Source: Student Statistics, 1.12.13 snapshot¹⁰

Figure 6 Students by sex and division, 2013

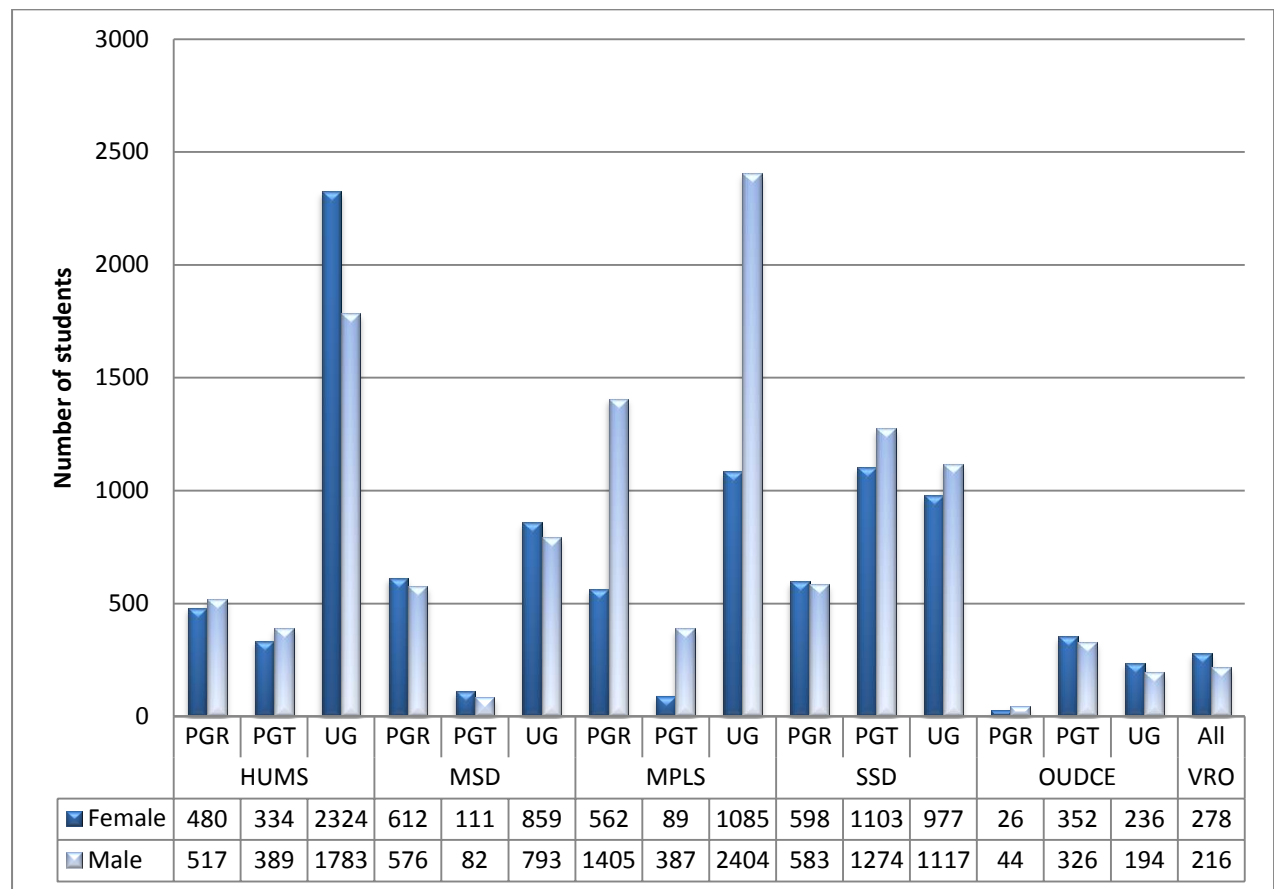


Source: Student Statistics, 1.12.13 snapshot (excluding VRO)¹¹

¹⁰ 'VRO': Visiting, Recognised or Other students (see Glossary for details)

¹¹ OUDCE: Oxford University Department for Continuing Education. Data is included for matriculated students only.

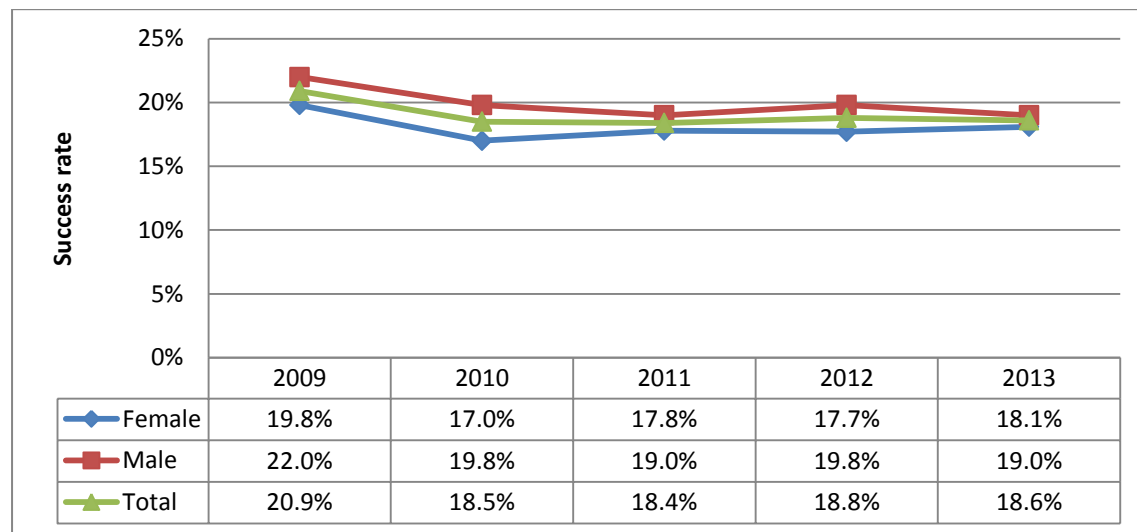
Figure 7 Students by sex, division and level of study, 2013



Source: Student Statistics, 1.12.13 snapshot

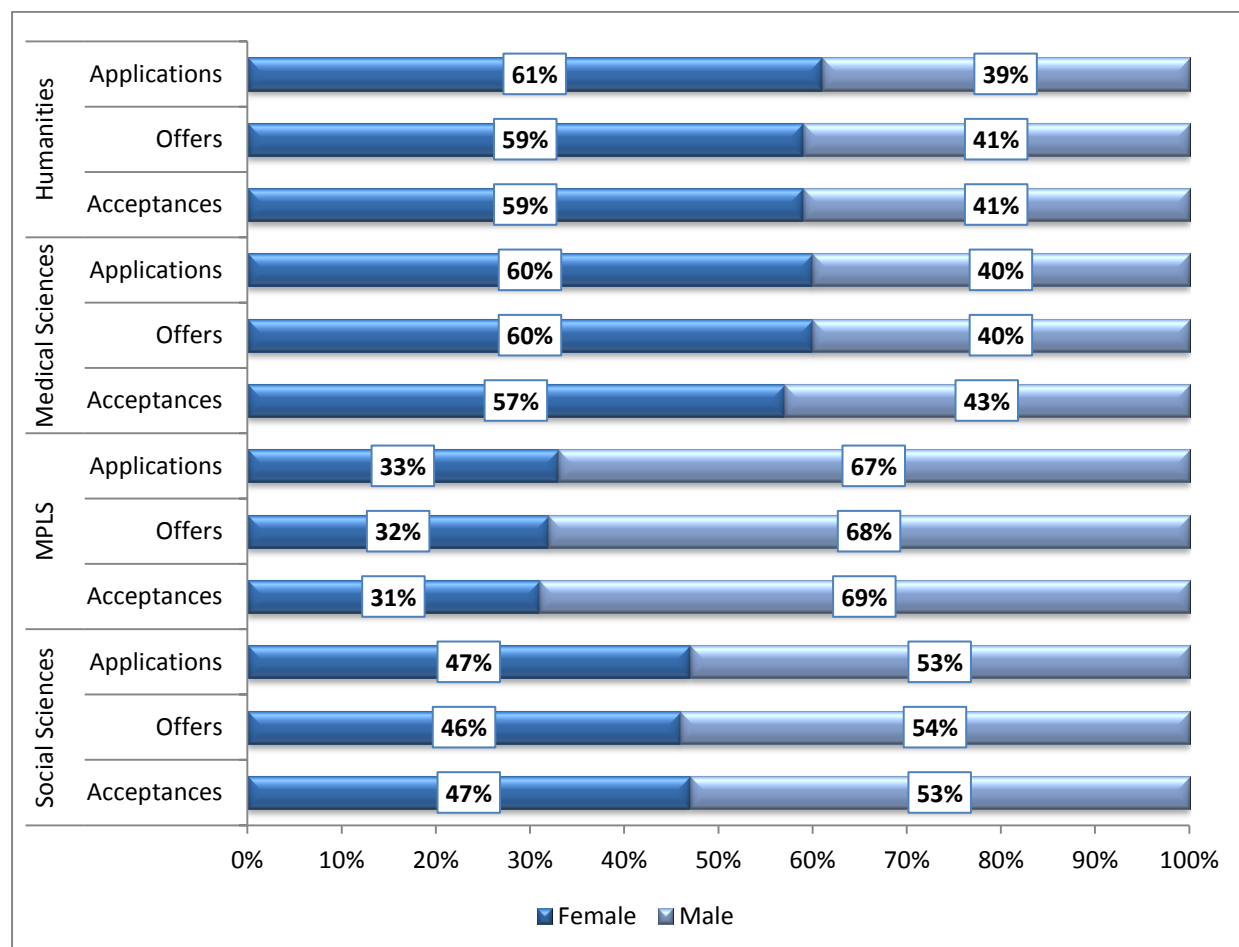
Undergraduate admissions (for entry in 2013)

Figure 8 UG admissions success rate by sex, 2009-13



Source: SDMA

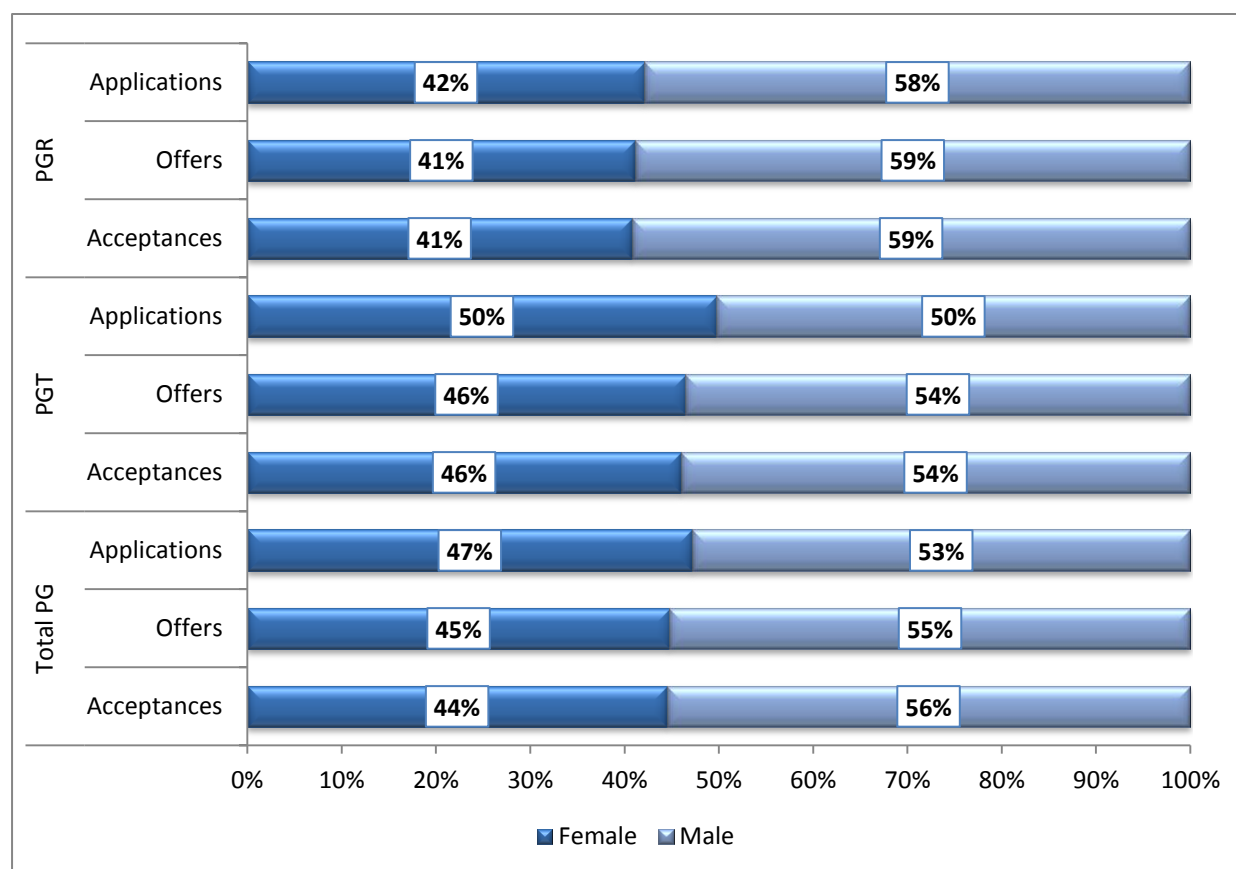
Figure 9 UG admissions for entry in 2013 by division and sex



Source: SDMA

Postgraduate admissions (for entry in 2013)

Figure 10 PG admissions for entry in 2013 by sex and level of study



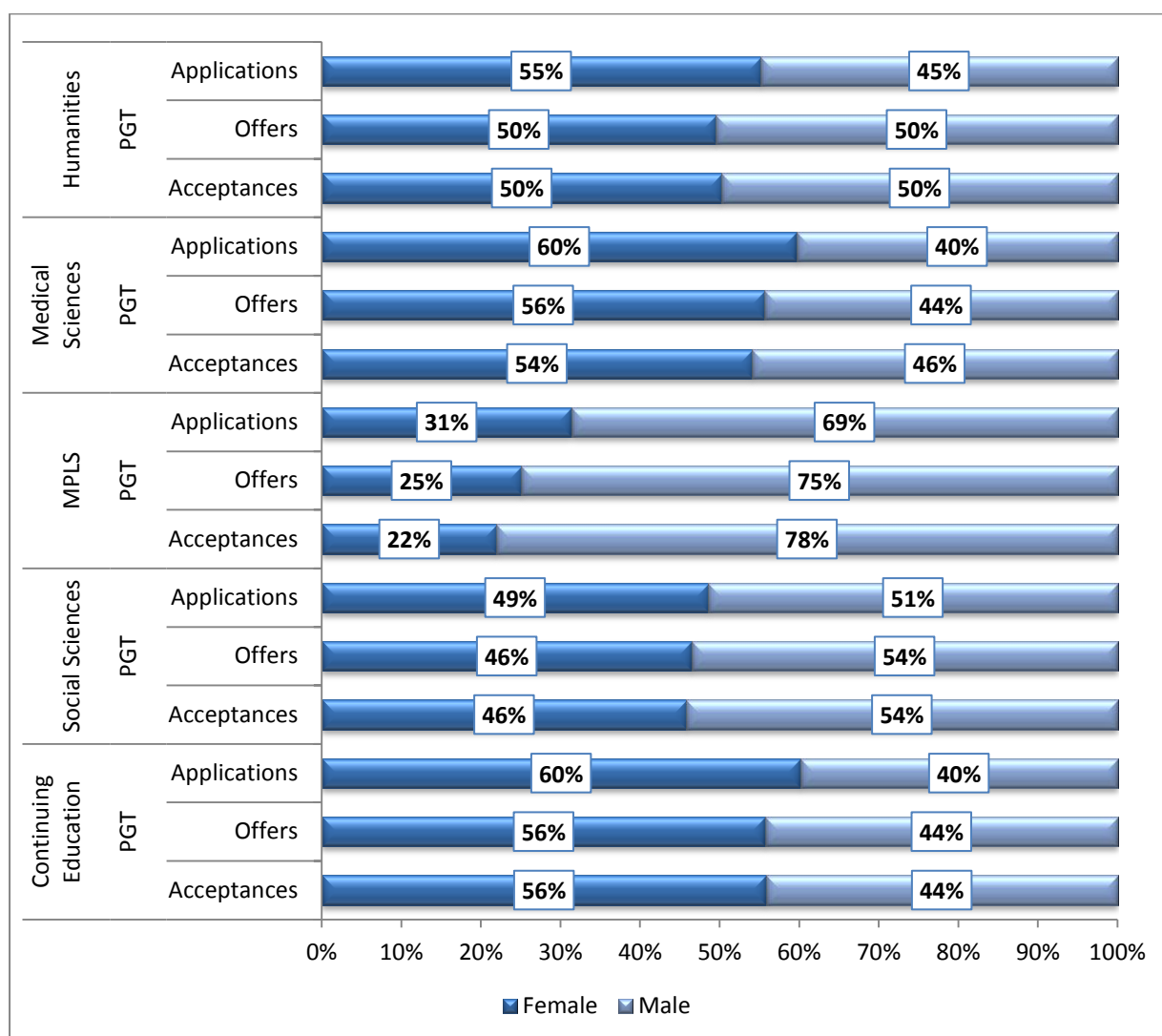
Source: GAF

Table 1 PG admissions for entry in 2013 by sex and level of study: data

		Female	Male	Total
PGR	Applications	2,908	3,997	6,905
	Offers	1,009	1,444	2,453
	Acceptances	561	815	1,376
PGT	Applications	6,733	6,803	13,536
	Offers	2,473	2,849	5,322
	Acceptances	1,575	1,852	3,427
Total PG	Applications	9,641	10,800	20,441
	Offers	3,482	4,293	7,775
	Acceptances	2,136	2,667	4,803

Source: GAF

Figure 11 PGT admissions for entry in 2013 by division and sex



Source: GAF

Table 2 PGT admissions for entry in 2013 by division and sex: data

PGT for entry in 2013		Humanities	MSD	MPLS	SSD	OU DCE	Total
Female	Applications	1,377	471	366	3,971	548	6,733
	Offers	515	123	111	1,472	252	2,473
	Acceptances	292	86	67	915	215	1,575
Male	Applications	1,120	318	800	4,202	363	6,803
	Offers	525	98	332	1,694	200	2,849
	Acceptances	289	73	238	1,082	170	1,852

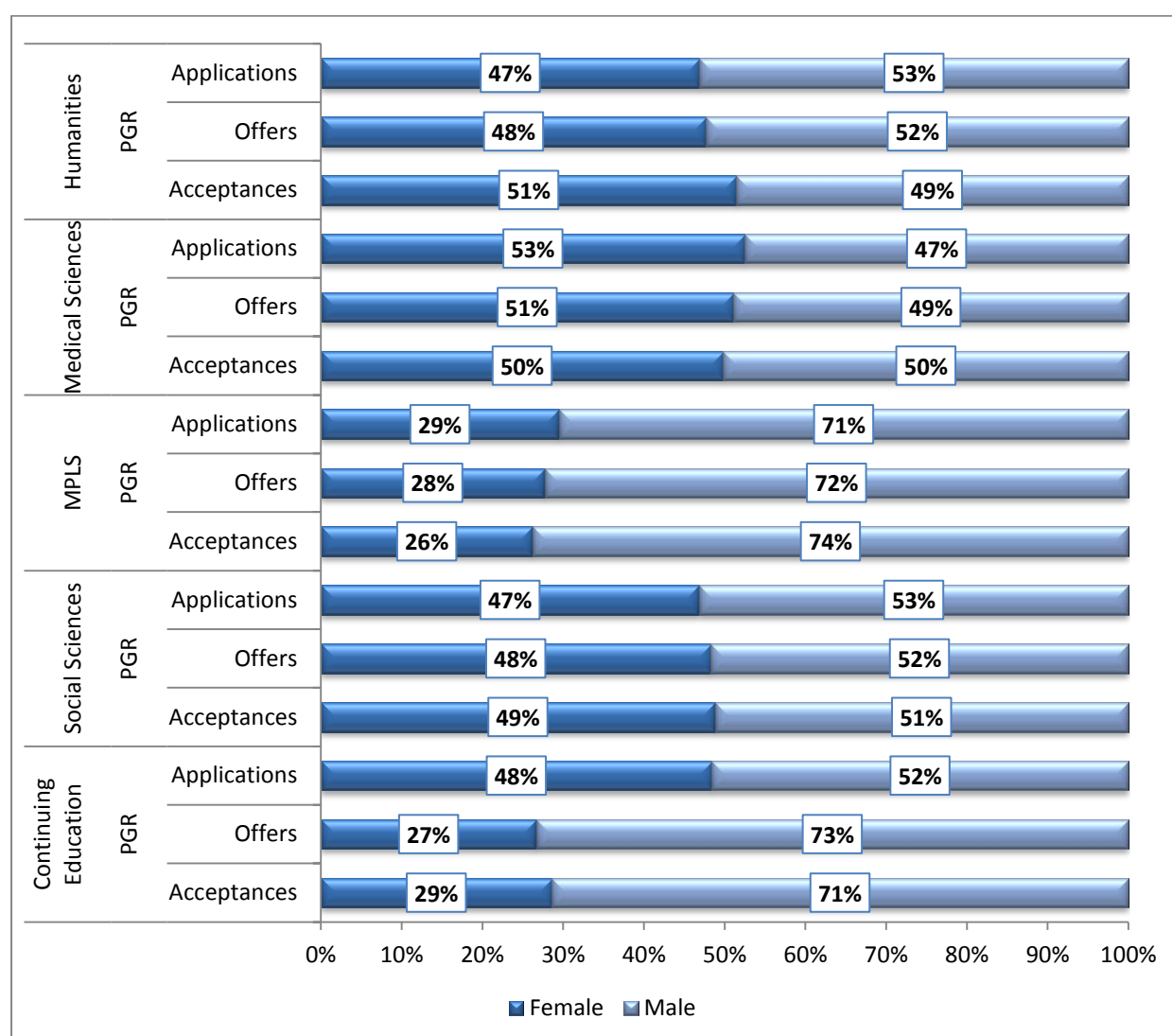
Source: GAF

Figure 12 PGT admissions for entry in 2013 by division and sex: offer and success rates

PGT for entry in 2013	Offer rate		Conversion rate ¹²		Overall success rate	
	Female	Male	Female	Male	Female	Male
Humanities	37%	47%	57%	55%	21%	26%
Medical Sciences	26%	31%	70%	74%	18%	23%
MPLS	30%	42%	60%	72%	18%	30%
Social Sciences	37%	40%	62%	64%	23%	26%
Continuing Education	46%	55%	85%	85%	39%	47%
Total	37%	42%	64%	65%	23%	27%

Source: GAF

Figure 13 PGR admissions for entry in 2013 by division and sex



Source: GAF

¹² The percentage of offers converted to firm acceptances.

Table 3 PGR admissions for entry in 2013 by division and sex: data

PGR for entry in 2013		Humanities	MSD	MPLS	SSD	OUDCE	Total
Female	Applications	506	891	719	777	15	2,908
	Offers	261	211	243	290	4	1,009
	Acceptances	122	159	136	140	4	561
Male	Applications	573	806	1,720	882	16	3,997
	Offers	286	202	634	311	11	1,444
	Acceptances	115	160	383	147	10	815

Source: GAF

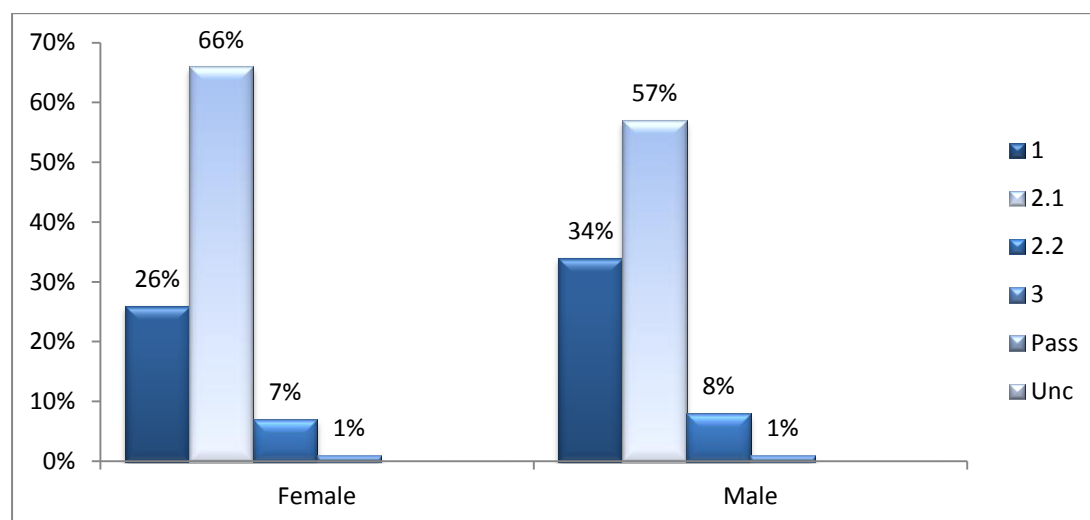
Table 4 PGR admissions for entry in 2013 by division and sex: offer and success rates

PGR for entry in 2013	Offer rate		Conversion rate		Overall success rate	
	Female	Male	Female	Male	Female	Male
Humanities	52%	50%	47%	40%	24%	20%
Medical Sciences	24%	25%	75%	79%	18%	20%
MPLS	34%	37%	56%	60%	19%	22%
Social Sciences	37%	35%	48%	47%	18%	17%
Continuing Education	27%	69%	100%	91%	27%	63%
Total	35%	36%	56%	56%	19%	20%

Source: GAF

Undergraduate attainment (2012/13)

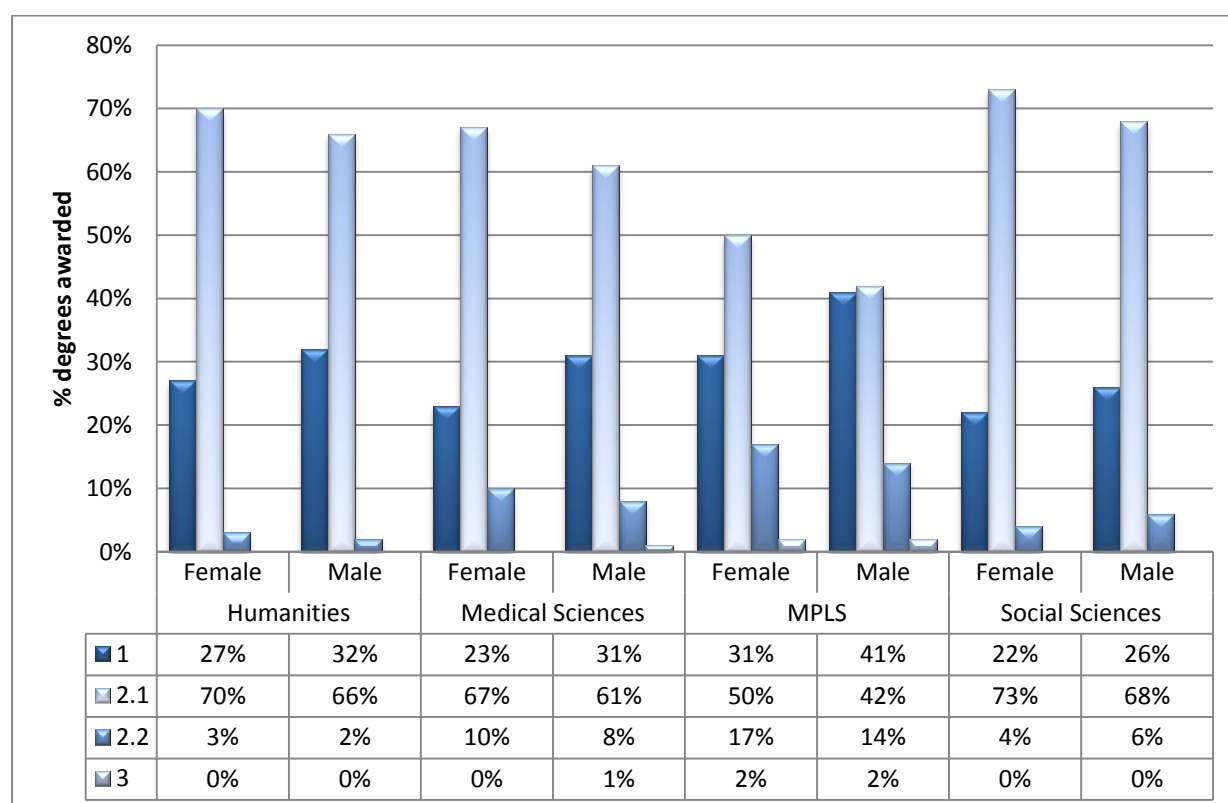
Figure 14 Final Honour School results by sex, 2013



	1	2.1	2.2	3	Pass	Unclassified	Total
Female	377	934	103	9		2	1425
Male	570	967	132	15	1	1	1686
Total	947	1901	235	24	1	3	3111

Source: SDMA

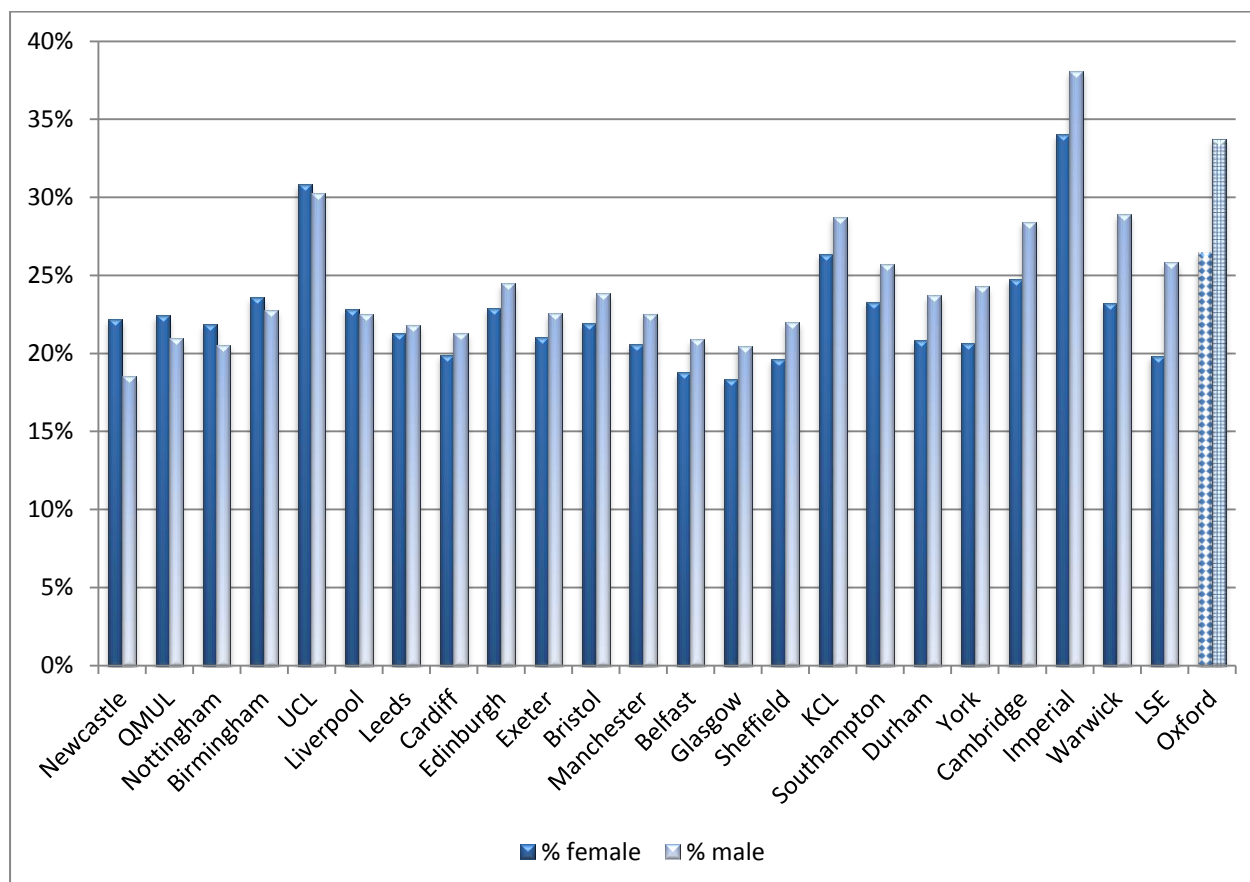
Figure 15 Final Honour School results by division and sex, 2013



Source: SDMA

Comparison with the Russell Group: undergraduate attainment (2012/13)

Figure 16 First class degrees by gender: Russell Group institutions, 2012/13¹³



Source: HESA Student Record, 2012/13 (Heidi). The patterned column denotes the University of Oxford.

Figure 16 shows Russell Group institutions ranked from left to right by the size of the 'gender gap' at first degree (the excess of male over female firsts). Unclassified degrees have been excluded from this calculation, to avoid the distorting effect of universities with large medical schools. The overall proportion of unclassified degrees awarded was 9%, though this ranged from 0% to 21%. An equal proportion of men and women earned a classified degree overall (9%).

The overall percentage of first class degrees awarded by Russell Group universities was 21%, up from 20% the previous year. The gender gap was unchanged at 2%, with 20% of men and 22% of women obtaining a first.

When unclassified degrees are excluded, the gender gap ranged from -4% (in women's favour) at Newcastle to 7% (in favour of men) at Oxford. Warwick and LSE had a 6% gender gap, followed by Cambridge and York at 4%. If unclassified degrees are included, there is little change at the top except that Cambridge's gap all but vanishes due to the high proportion of unclassified degrees awarded (17%).

¹³ Classified degrees only, arranged by size of gender gap in men's favour.

Ethnicity

Oxford

- On 1 December 2013, there were 5091 black and minority ethnic (BME) students out of a total of 22,116 students (all nationalities and levels of study), equating to 23% (5% unknown ethnicity). This represents an increase of two percentage points since the previous year. The number of BME students rose by 8% while overall student numbers decreased slightly (by 0.3%).
- UK-domiciled BME students comprised 13% of the total UK student population (1784 out of 13,489 students, all levels of study, 3% unknown), the same percentage as in 2012.
- 39% of non-UK students were BME (8% unknown), an increase of four percentage points since the previous year.
- Among all students: 17% of undergraduate, 33% of PGT and 27% of PGR were BME. There were increases at UG and PGT level compared with 2012/13.
- Among UK students 12% of undergraduate, 19% of PGT and 13% of PGR were BME. The proportion of UK-domiciled BME PGT students has increased from 17% in 2012/13 and now equals the national average.
- Social Sciences had the highest proportion of BME students at 29%, followed by Medical Sciences (26%) and MPLS (25%). In Humanities, 13% of students were BME.
- Equal proportions of BME and white students were female (46%), though there were minor variations by ethnic strand. Mixed ethnicity students were somewhat more likely than average to be female, while those of Asian and unknown ethnicity were less likely.
- In the undergraduate admissions cycle for 2013 entry (or deferred entry in 2014), there were 2101 BME out of 11,556 UK-domiciled applicants (18%). This represented an increase of one percentage point from the year before, despite a 2% reduction in the total number of applicants. BME students' overall success rate¹⁴ was 17%, though with substantial variations by ethnic strand, compared to 25% for white applicants. The University is currently conducting detailed analysis of a range of factors which may contribute to differences in offer rates.
- There were 20,441 applicants for postgraduate study, of whom 9108 (45%) were BME. Applications from BME students rose by 4% on the previous year, compared with 2% overall. There was an even greater increase in offers to and acceptances of BME applicants, at 9% and 10% respectively compared to only 1% for white applicants.
- BME applicants comprised 45% of applicants for PGT study, 34% of offers and 33% of acceptances. Similarly, they formed 43% of applicants for PGR degrees, 31% of offers and 29% of acceptances.
- Overall, offer and success rates were lower for BME than white applicants, particularly at PGR level. There was considerable variation by ethnicity strand: the

¹⁴ Rate of acceptances to applications.

offer rates of Mixed and other ethnic group applicants approached those of white applicants but were still statistically significantly lower¹⁵.

- There were some variations by sex and ethnicity: among applicants for PGT study, a higher than average proportion of Arab, Asian and mixed ethnicity applicants were female while a lower than average proportion were Black. Similarly, there was a higher than average proportion of women among Asian and mixed applicants for PGR courses.
- In 2013, there was an ethnicity gap in undergraduate finals of 8%: 24% of BME and 32% of white students achieved a first class degree. Comparison of the proportions obtaining a 'good degree' (first or 2.1) showed little difference by ethnic strand, apart from the fact that students of Chinese ethnicity were more likely than other groups to obtain a 2.2 or lower. This is in part due to the concentration of Chinese students within MPLS where a higher proportion of sub-2.1 degrees are awarded (17% in 2013).
- Combining data to obtain a three-year running average shows that the ethnicity gap is stable over time: averaged over 2010-12 it was 6% and over 2011-13 it was 7%.

UK

- In 2012/13, 20% of UK-domiciled students were BME, ranging from 22% in England to 2% in Northern Ireland. The non-disclosure rate was 2%.
- 21% of UK-domiciled first degree undergraduate, 19% of PGT and 16% of PGR students were BME.
- 12% of UK-domiciled black and minority ethnicity first degree undergraduates obtained a first class degree compared with 20% of white.
- 57% of UK-domiciled BME undergraduates achieved a 'good degree' (first or upper second) compared with 73% of white students.

Russell Group

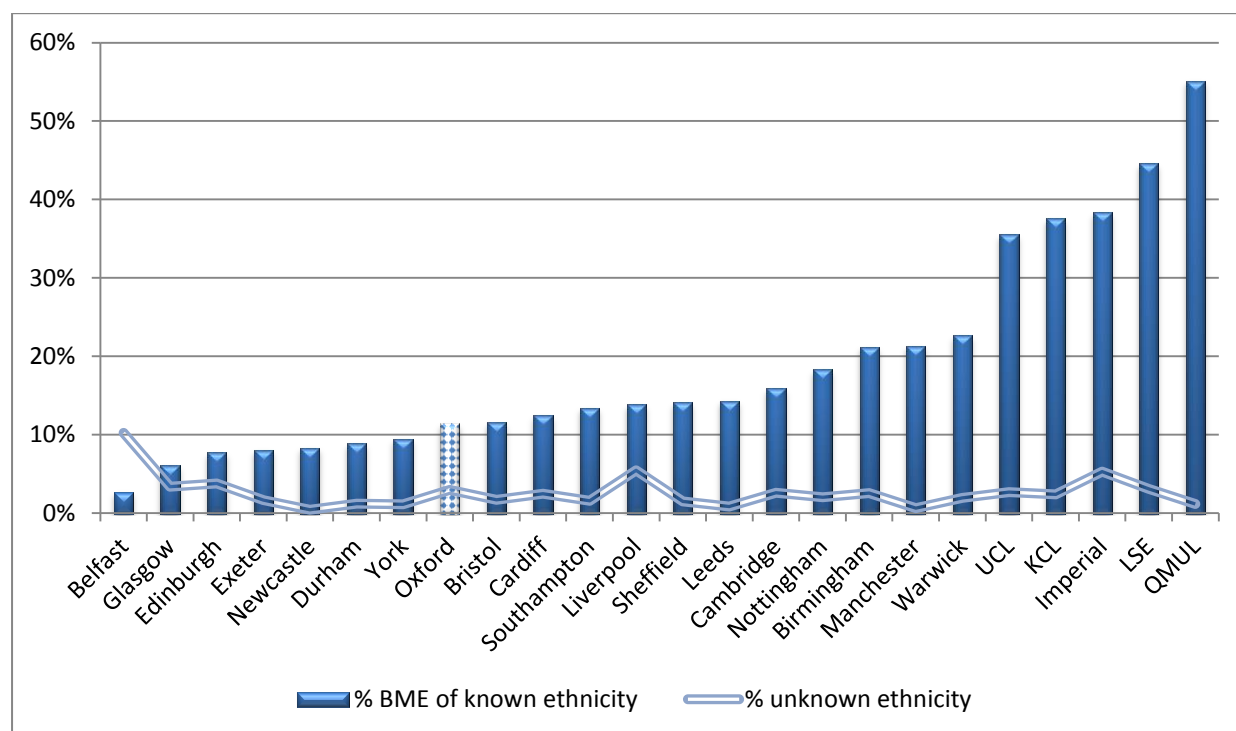
- In 2012/13, the average percentage of UK-domiciled BME students (of known ethnicity) at Russell Group universities was 17%, ranging from 3% at Queen's Belfast to 55% at Queen Mary, University of London. This represented a one percentage point increase over the previous year.
- A third (33%) of BME students were studying at institutions in London, where the average proportion was 41%. Outside London, the average was 13%; Oxford was slightly lower at 11%.
- At first degree level, 17% of UK-domiciled students (of known ethnicity) were BME, with just 1% unknown.
- On average, 22% of UK-domiciled PGT students were BME. At Oxford the proportion was 23%. However, 58% of Russell Group students were domiciled outside the UK (63% at Oxford). The proportions were highest at LSE (83%) and Cambridge (81%).
- At PGR, 16% of UK-domiciled students were BME (4% unknown) though once again the proportion of non-UK domiciled students was high at 43%. Oxford equalled the average figure of 16%. The proportion of non-UK students at Oxford was 56%, second only to LSE at 70%.

¹⁵ Comparison of the offer rates for white, mixed and other applicants (Pearson's Chi-squared test; 95% significance level).

- Overall, 22% of white and 16% of BME students obtained a first class undergraduate degree. Excluding unclassified degrees (mainly medical), 24% of white and 19% of BME students obtained a first. BME students were twice as likely to take an unclassified degree (16% compared with 8%), reflecting the high numbers of BME students studying for medical and dentistry qualifications.
- There was a larger ethnicity gap between the proportions of students obtaining a 'good degree', with 84% of white and 75% of BME students being awarded a first or upper second (excluding unclassified degrees). However, there was virtually no difference at Oxford, where 93% of white and 92% of BME qualifiers achieved a 'good degree'.

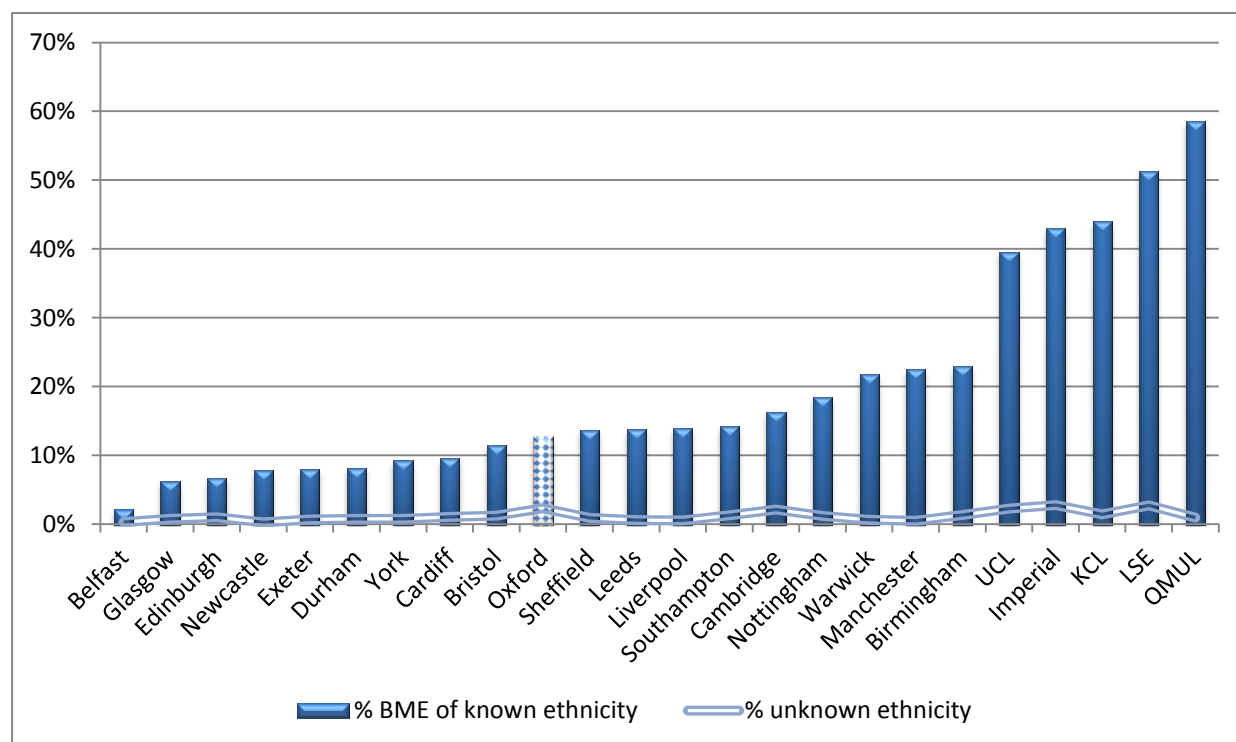
Comparison with the Russell Group: student numbers (2012/13)

Figure 17 UK-domiciled BME HE students, 2012/13: Russell Group institutions



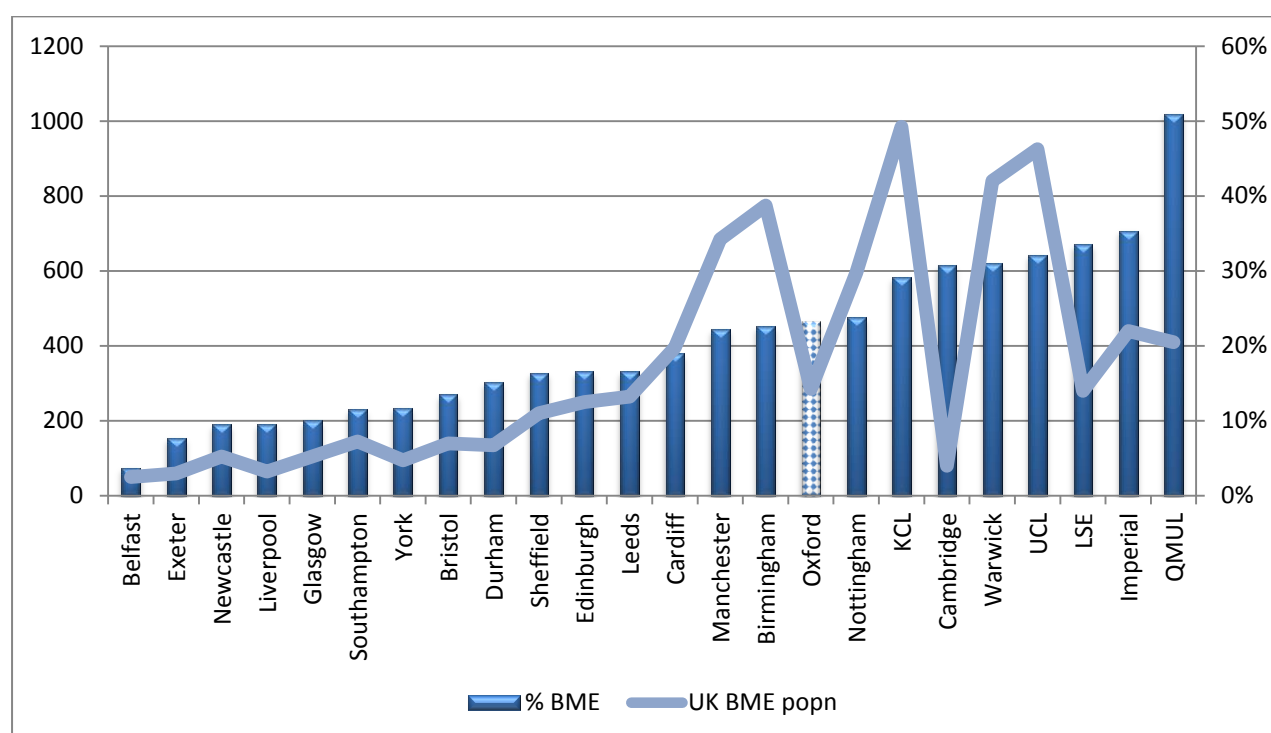
Source: HESA Student Record, 2012/13 (Heidi). The patterned column denotes the University of Oxford.

Figure 18 UK-domiciled BME first degree undergraduate students, 2012/13: Russell Group institutions



Source: HESA Student Record, 2012/13 (Heidi). The patterned column denotes the University of Oxford.

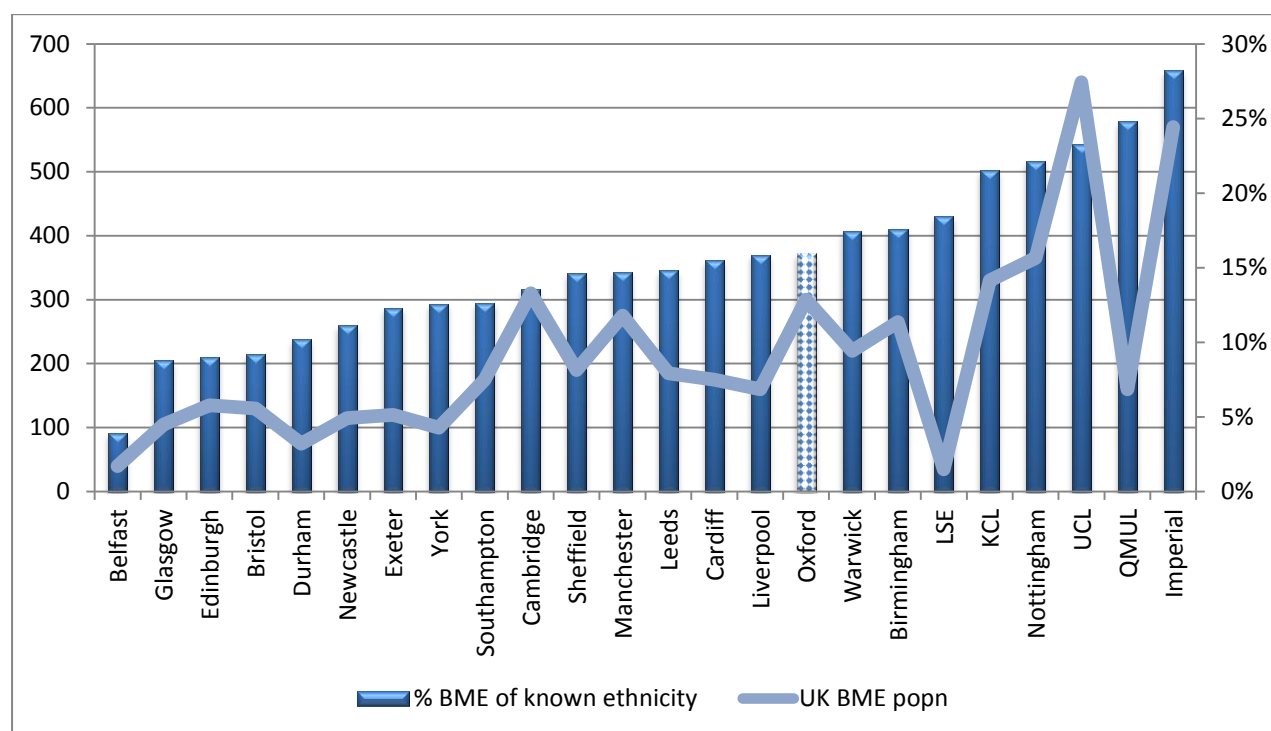
Figure 19 UK-domiciled BME PGT students, 2012/13: Russell Group institutions



Source: HESA Student Record, 2012/13 (Heidi). The patterned column denotes the University of Oxford.

N.B. The line depicts the number of UK-domiciled BME students studying at postgraduate taught level in each institution. The proportion of non-UK domiciled students was very high at 58% overall of PGT and 43% of PGR.

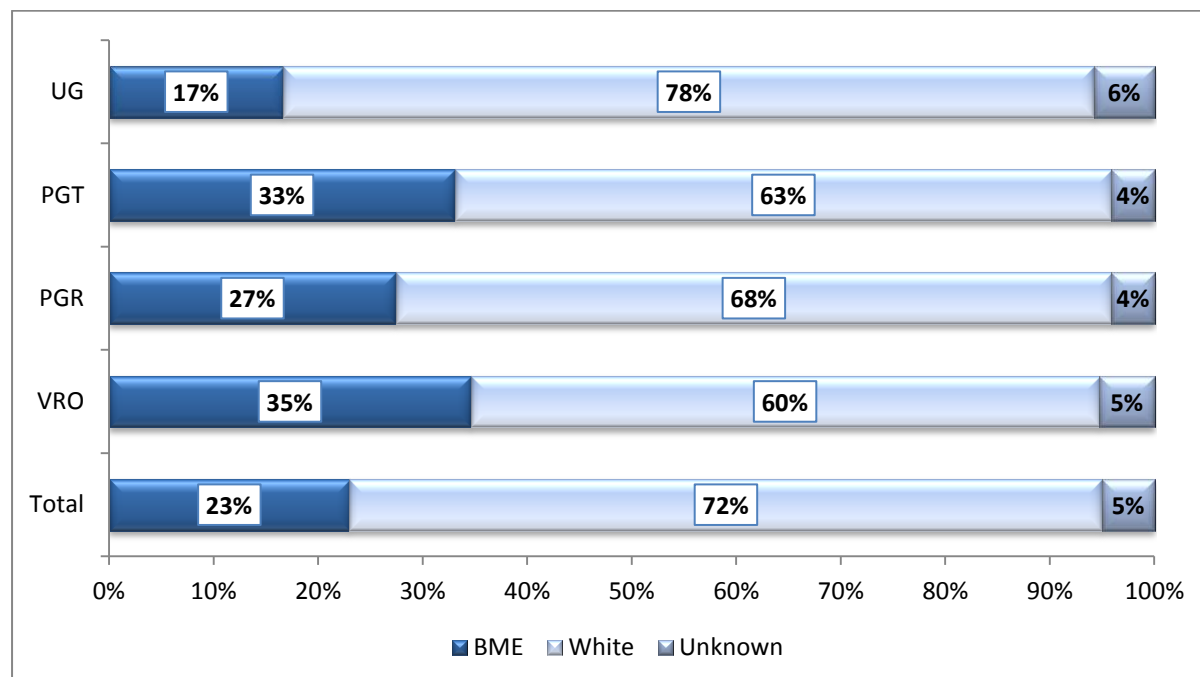
Figure 20 UK-domiciled BME PGR students, 2012/13: Russell Group institutions



Source: HESA Student Record, 2012/13 (Heidi). The patterned column denotes the University of Oxford.

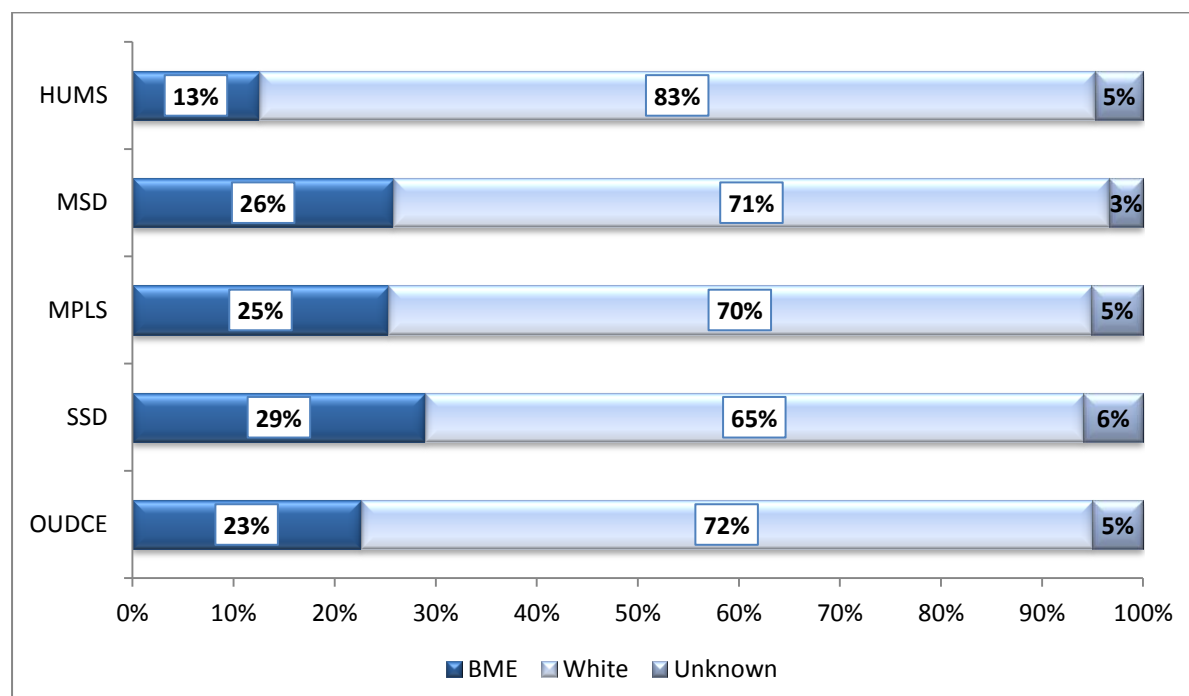
On-course students (2013/14)

Figure 21 Students by ethnicity and level of study, 2013



Source: Student Statistics, 1.12.13 snapshot¹⁶

Figure 22 Students by ethnicity and division, 2013

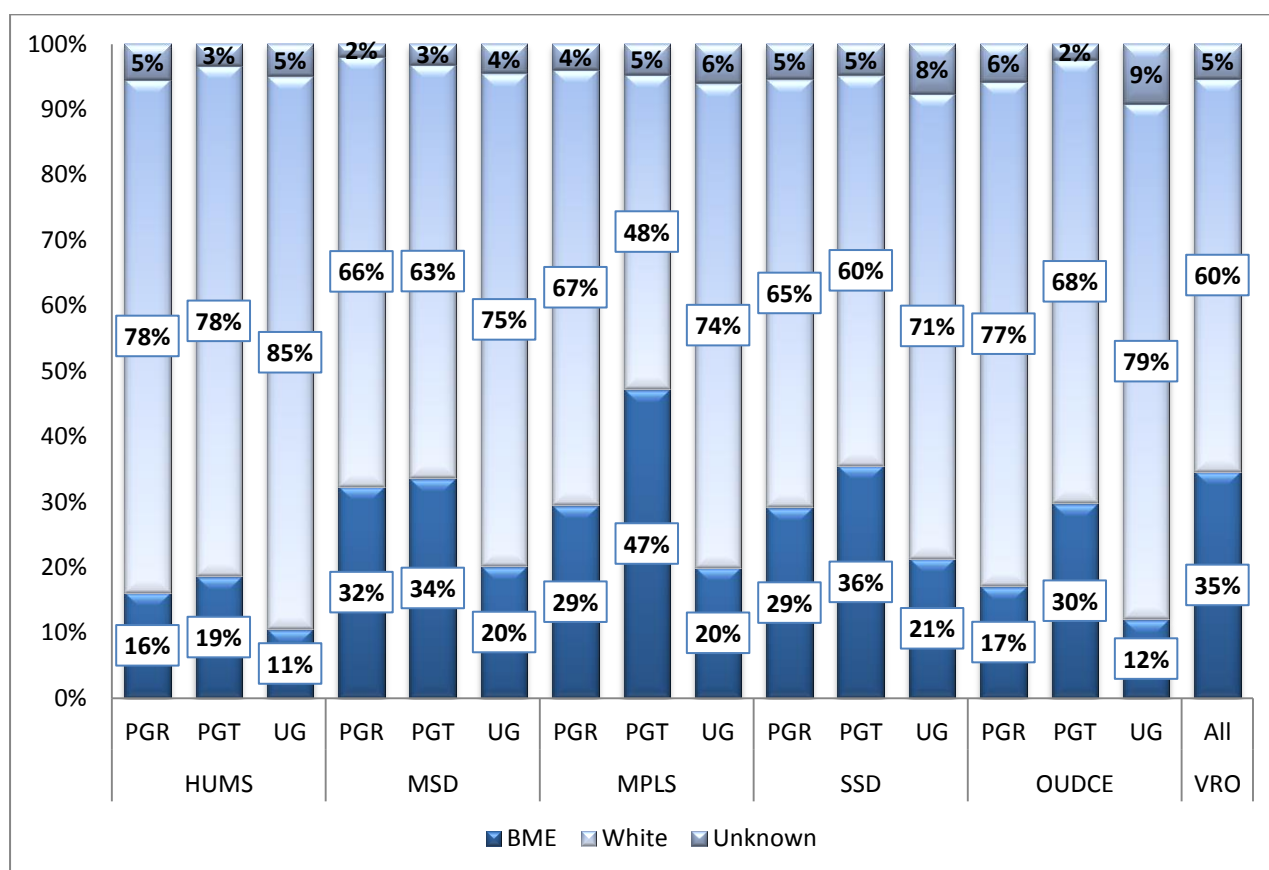


Source: Student Statistics, 1.12.13 snapshot (excluding VRO)¹⁷

¹⁶ 'VRO': Visiting, Recognised or Other students (see Glossary for details)

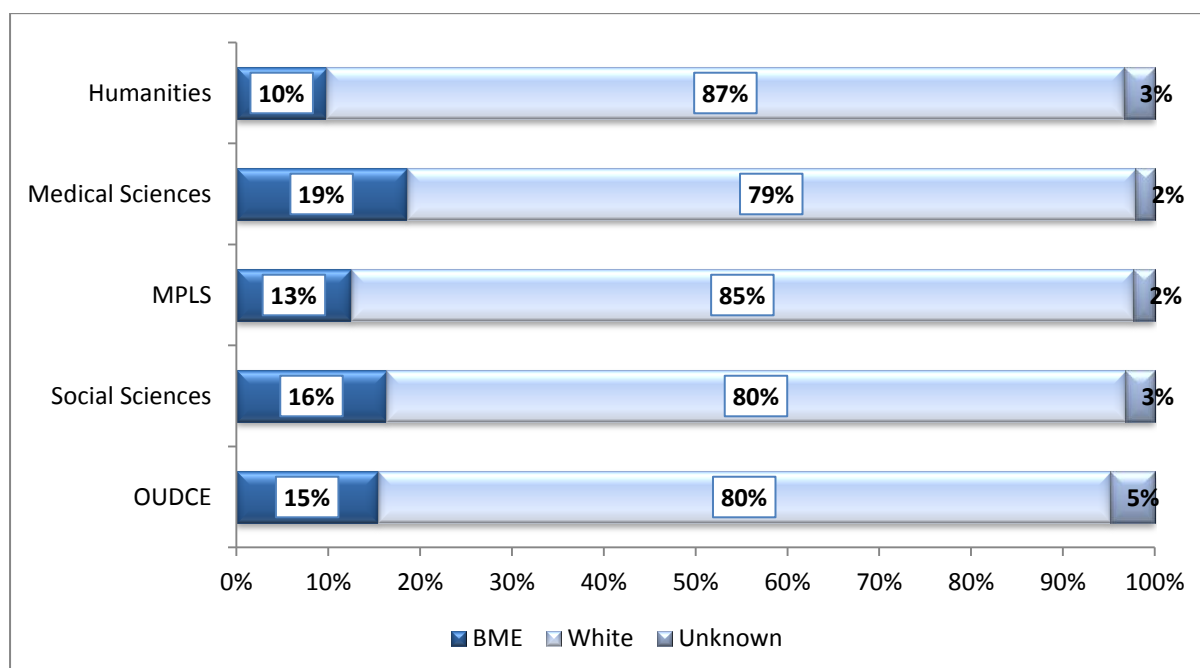
¹⁷ OUDCE: Oxford University Department for Continuing Education. Data is included for matriculated students only.

Figure 23 Students by ethnicity, division and level of study, 2013



Source: Student Statistics, 1.12.13 snapshot

Figure 24 UK-domiciled students by ethnicity and division, 2013

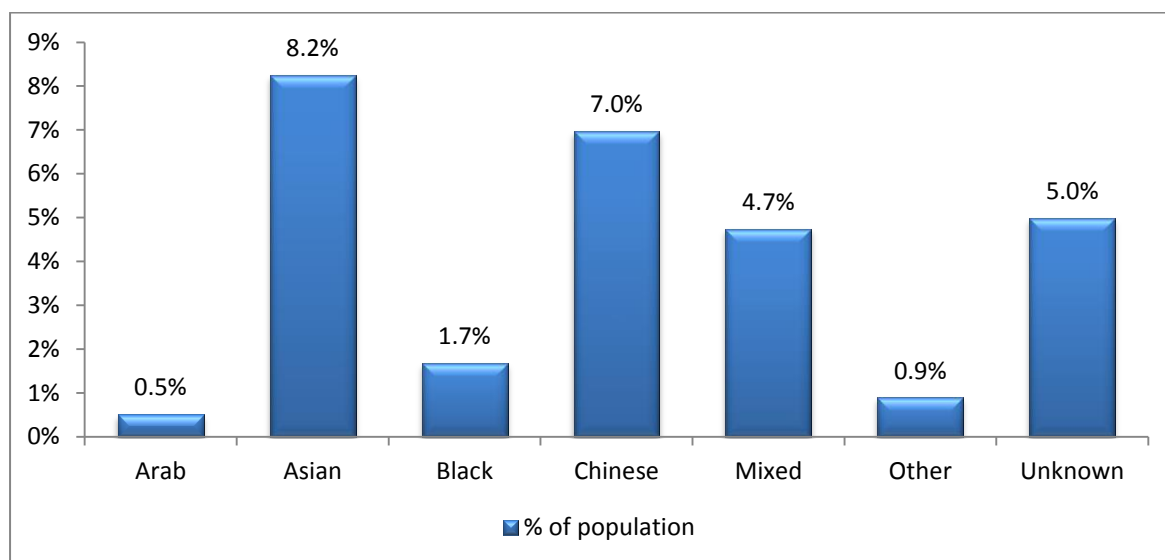


Source: Student Statistics, 1.12.13 snapshot

Table 5 Students by ethnic group and level of study, 2013: data

	UG	PGT	PGR	VRO	Total
Arab	19	50	42	1	112
Asian	638	581	558	45	1822
Black	130	160	75	5	370
Chinese	611	360	489	81	1541
Mixed	541	238	243	27	1049
Other	26	83	76	12	197
Unknown / Refused	676	181	220	26	1103
White	9131	2794	3700	297	15922
Total	11772	4447	5403	494	22116

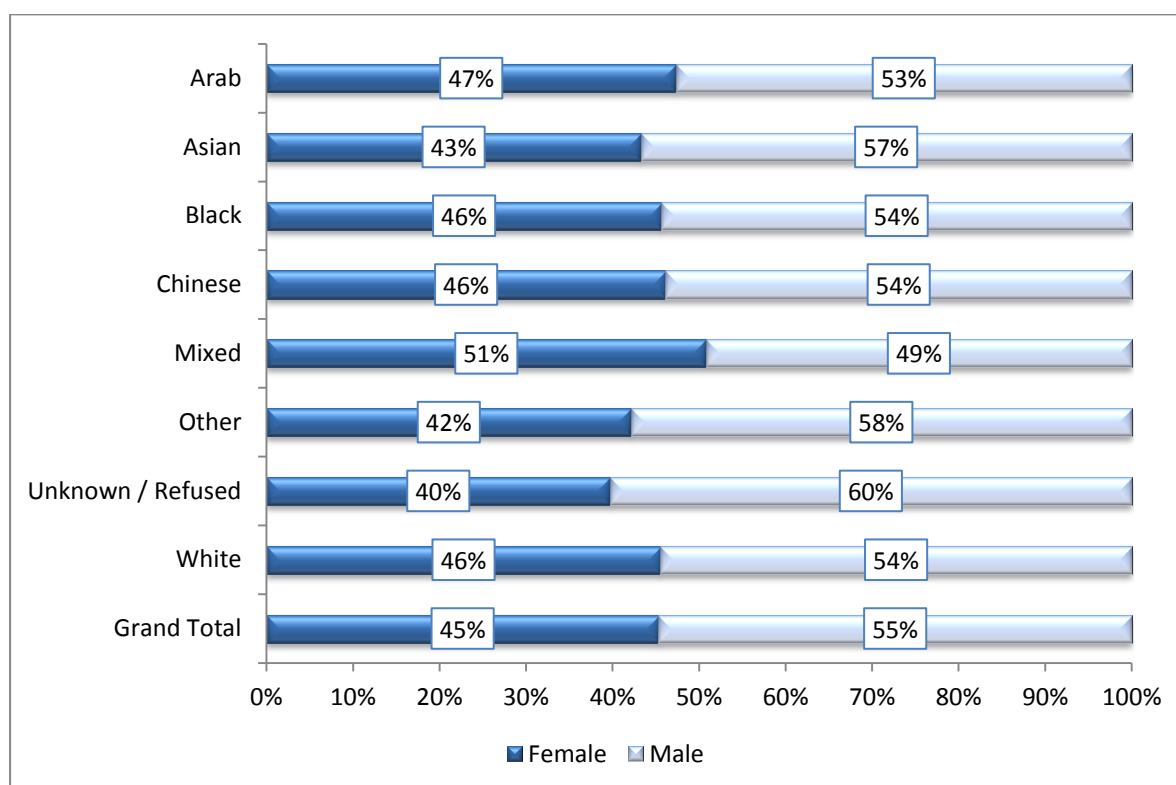
Figure 25 BME students as a percentage of total student population, 2013



Source: SDMA

White students comprised 72% of the total student population, BME students accounted for 23% and the remainder – 5% - had not stated their ethnicity.

Figure 26 Students by ethnic group and sex, 2013



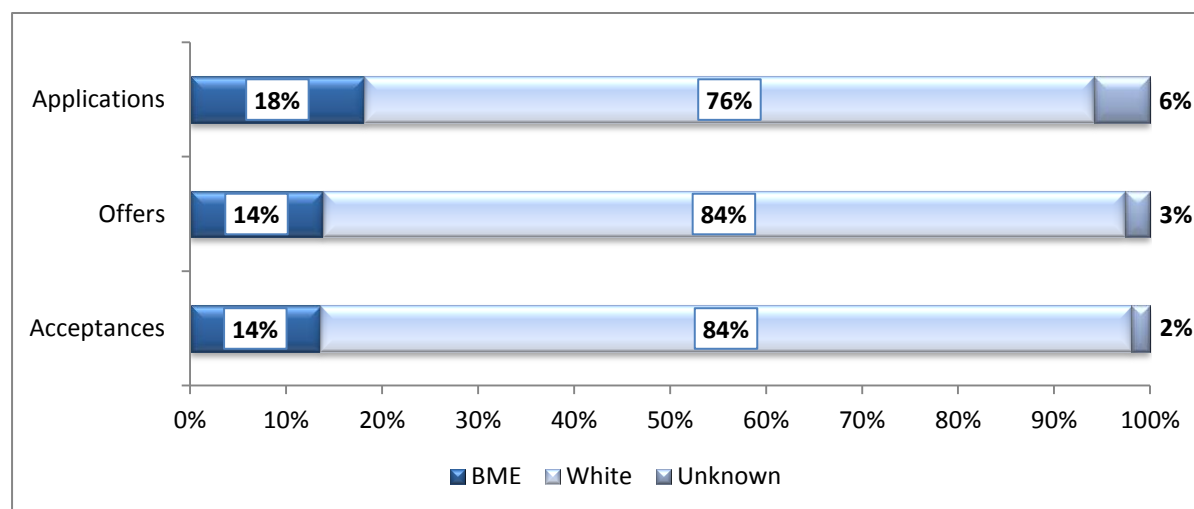
Source: SDMA

The gender split was broadly similar in each ethnic strand, though the proportion of Asian women was significantly lower than average while that of women of mixed ethnicity was significantly higher¹⁸. The numbers of students of black, Arab and 'other' ethnicity were probably too low to draw firm conclusions, though the proportion of female students of unknown ethnicity was lower than average.

¹⁸ Comparisons (1) of the proportions of each sex among white, Asian and mixed students and (2) among Asian, mixed and all students (Pearson's Chi-squared test; 95% significance level).

Undergraduate admissions (for entry in 2013)

Figure 27 UG admissions for entry in 2013 by ethnicity

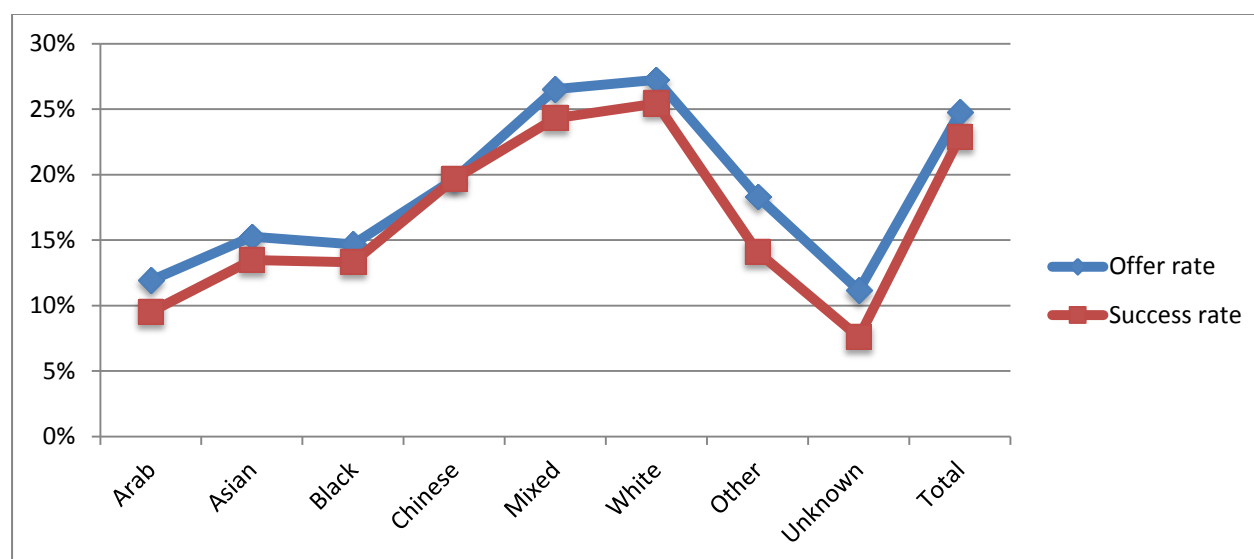


Source: SDMA

Table 6 UG admissions for entry in 2013 by ethnicity: data

	Applications	Offers	Acceptances
Arab	42	5	4
Black	218	32	29
Asian	957	146	129
Chinese	229	45	45
Mixed	584	155	142
Other	71	13	10
White	8783	2392	2234
Unknown	672	75	51
Total	11556	2863	2644

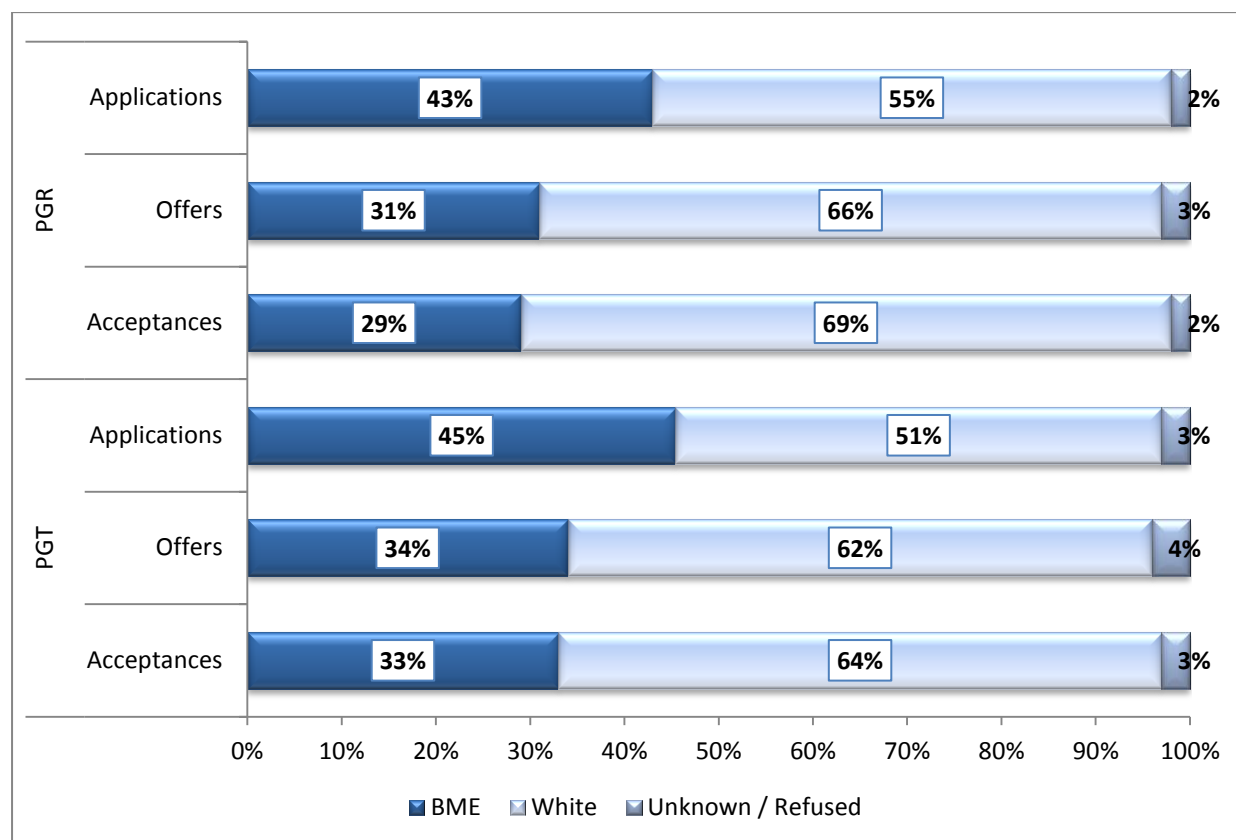
Figure 28 UG admissions for entry in 2013: offer and success rates by ethnicity strand



Source: SDMA

Postgraduate admissions (for entry in 2013)

Figure 29 PG admissions for entry in 2013 by ethnicity and level of study



Source: GAF

Table 7 PG admissions for entry in 2013 by ethnicity and level of study: data

		BME	White	Unknown	Total
PGR	Applications	2,955	3,799	151	6,905
	Offers	772	1,612	69	2,453
	Acceptances	397	951	28	1,376
PGT	Applications	6,153	6,970	413	13,536
	Offers	1,875	3,237	210	5,322
	Acceptances	1,165	2,129	133	3,427

Table 8 PG admissions for entry in 2013 by ethnicity and level of study: offer and success rates

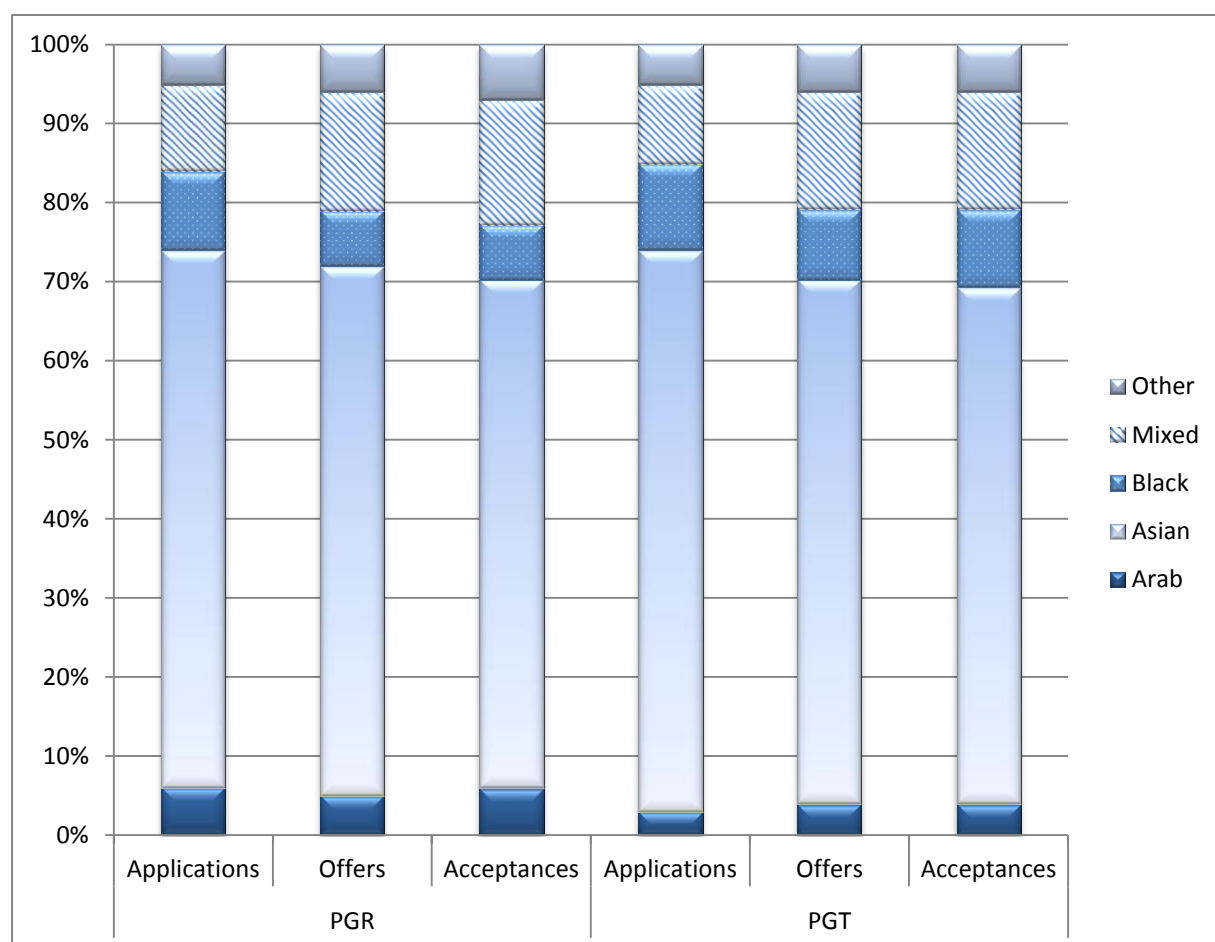
		BME	White	Unknown	Total
PGR	Offer rate	26%	42%	46%	36%
	Conversion ¹⁹ rate	51%	59%	41%	56%
	Success rate	13%	25%	19%	20%
PGT	Offer rate	30%	46%	51%	39%
	Conversion rate	62%	66%	63%	64%
	Success rate	19%	31%	32%	25%

¹⁹ The percentage of offers converted to firm acceptances.

There was an overall increase in applications of 2% compared to the previous year; however, applications from BME students increased by 4% while those from white students increased by only 1%. Furthermore, offers to and acceptances of BME students rose by 9% and 10% respectively compared to just 1% for white students.

The increase in BME applications was driven by a 13% increase in applications for PGR study; acceptances rose by 4%. Although application numbers for PGT study remained fairly static, increasing by only 1%, offers to and acceptances by BME applicants rose by 11% and 12% respectively.

Figure 30 PG admissions for entry in 2013 by minority ethnicity and level of study



Source: GAF

The breakdown by ethnicity strand was very similar to that of the previous year. The majority (70%) of declared BME applicants were Asian, followed by students of Black and mixed ethnicity, who each accounted for 11% of minority ethnic applications. The remaining groups were Arab (4%) and other ethnicity (5% of applicants).

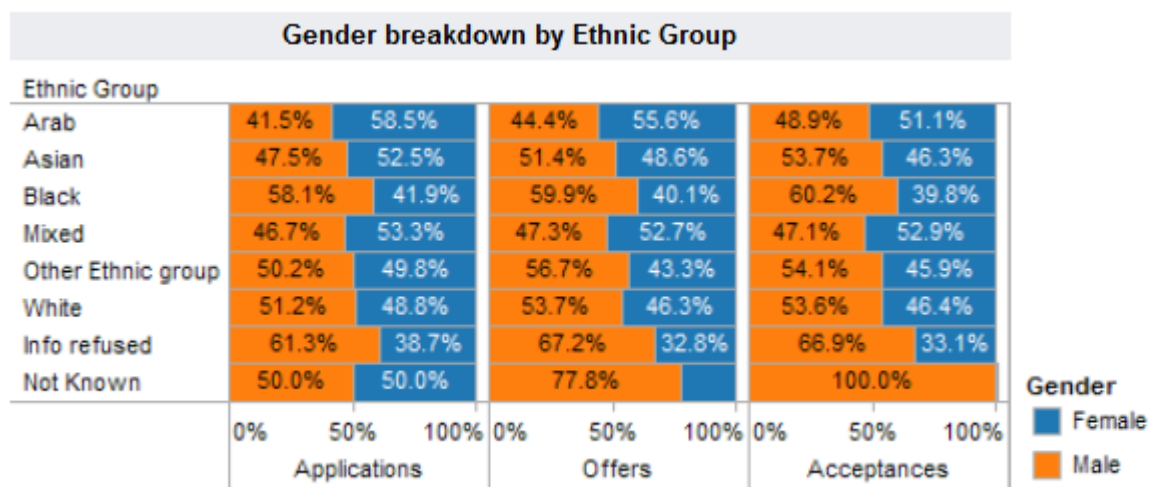
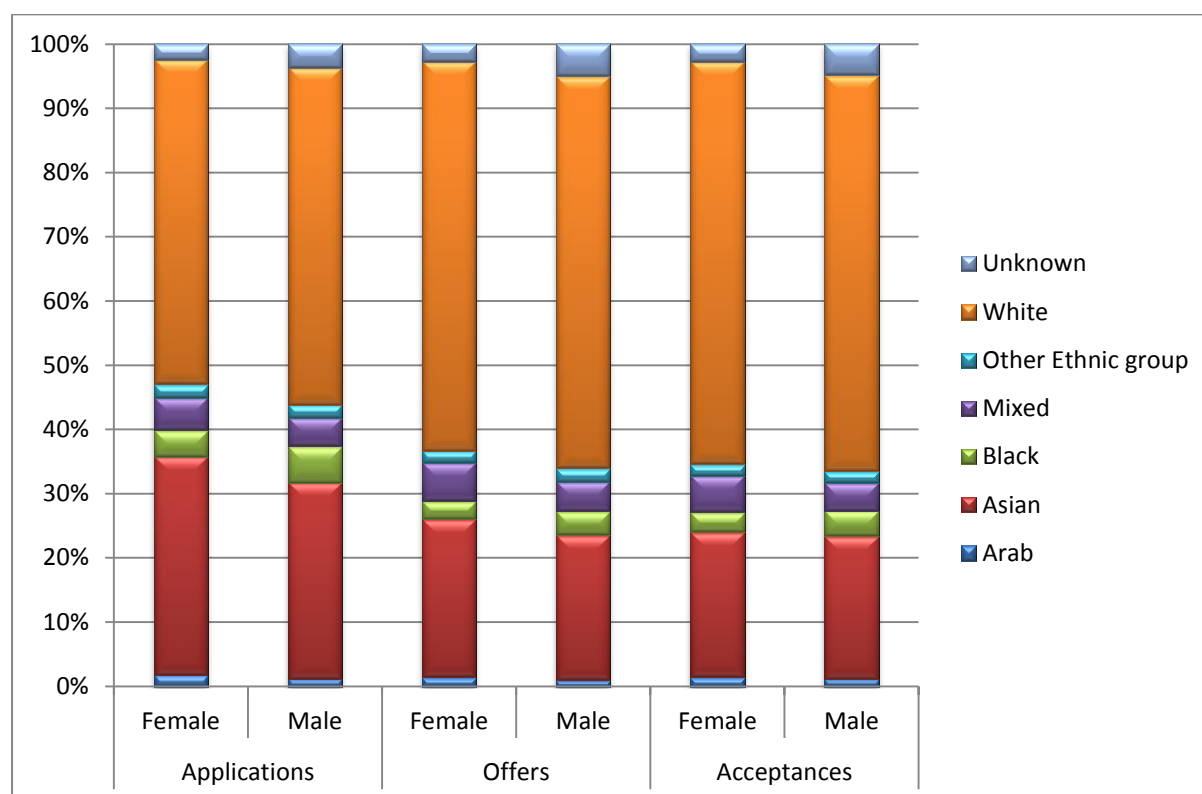
Table 9 PG admissions for entry in 2013 by minority ethnicity and level of study: data

		Arab	Asian	Black	Mixed	Other Ethnic group	Info refused	Not known	White	Total
PGR	Applications	176	2,012	309	324	134	150	1	3,799	6,905
	Offers	38	519	51	116	48	69	0	1,612	2,453
	Acceptances	24	258	26	63	26	28	0	951	1,376
PGT	Applications	205	4,365	656	646	281	395	18	6,970	13,536
	Offers	63	1,250	177	281	104	201	9	3,237	5,322
	Acceptances	45	766	123	170	61	130	3	2,129	3,427

		Arab	Asian	Black	Mixed	Other Ethnic group	Info refused	Not known	White	Total
PGR	Offer rate	22%	26%	17%	36%	36%	46%	N/A	42%	36%
	Conversion rate	63%	50%	51%	54%	54%	41%	N/A	59%	56%
	Success rate	14%	13%	8%	19%	19%	19%	N/A	25%	20%
PGT	Offer rate	31%	29%	27%	43%	37%	51%	N/A	46%	39%
	Conversion rate	71%	61%	69%	60%	59%	65%	N/A	66%	64%
	Success rate	22%	18%	19%	26%	22%	33%	N/A	31%	25%

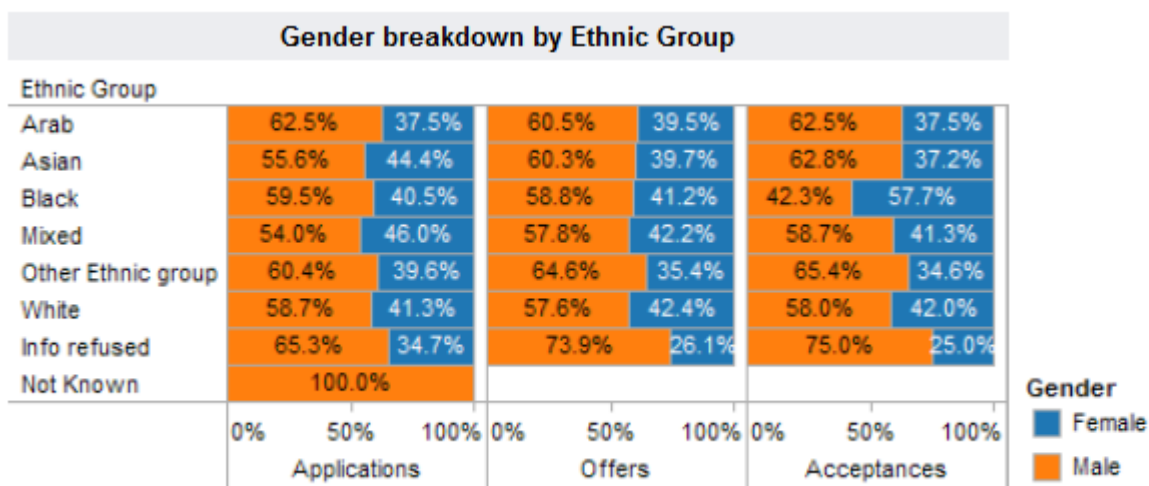
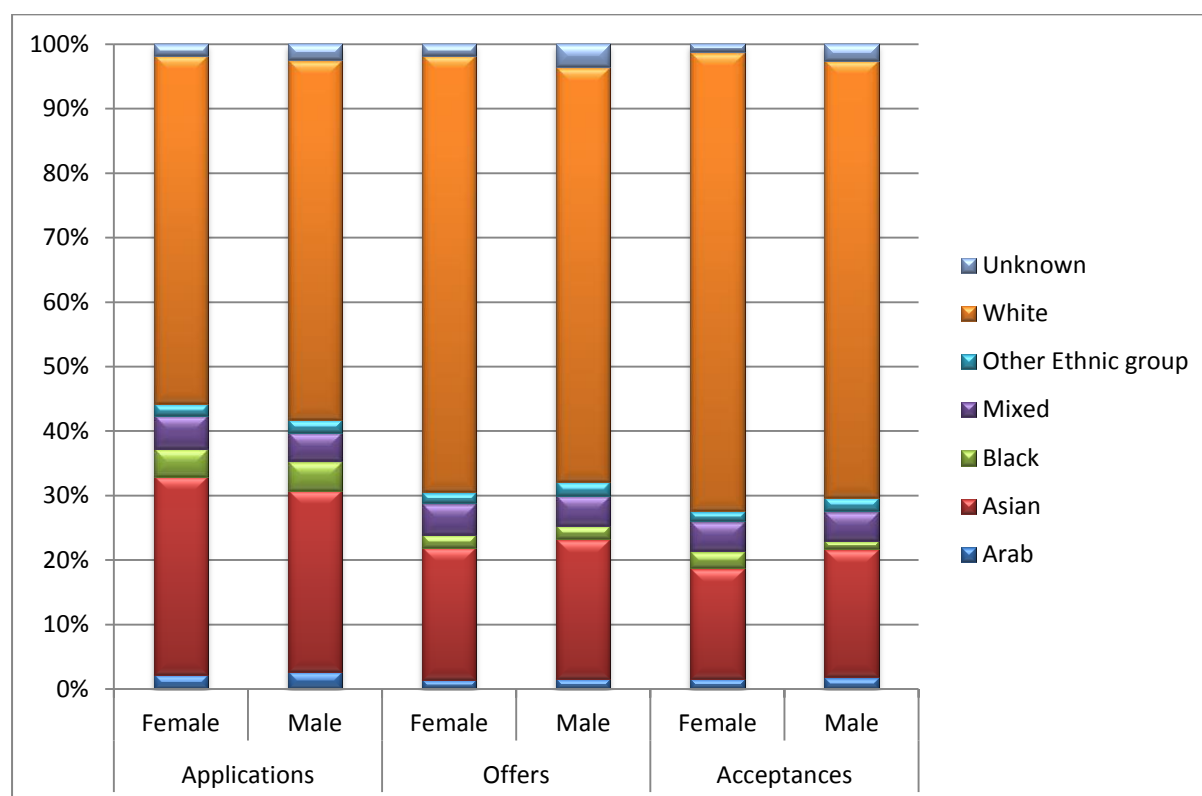
Source: GAF

Figure 31 PGT admissions for entry in 2013 by ethnicity and sex



Source: GAF

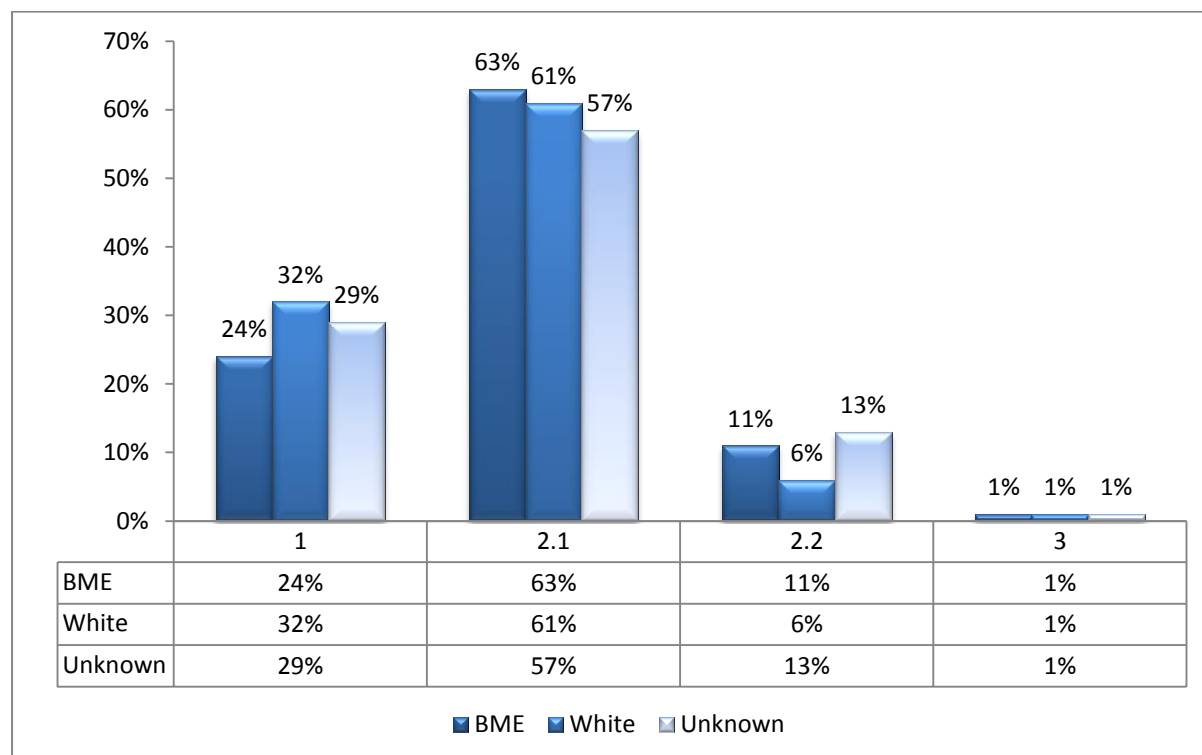
Figure 32 PGR admissions for entry in 2013 by ethnicity and sex



Source: GAF

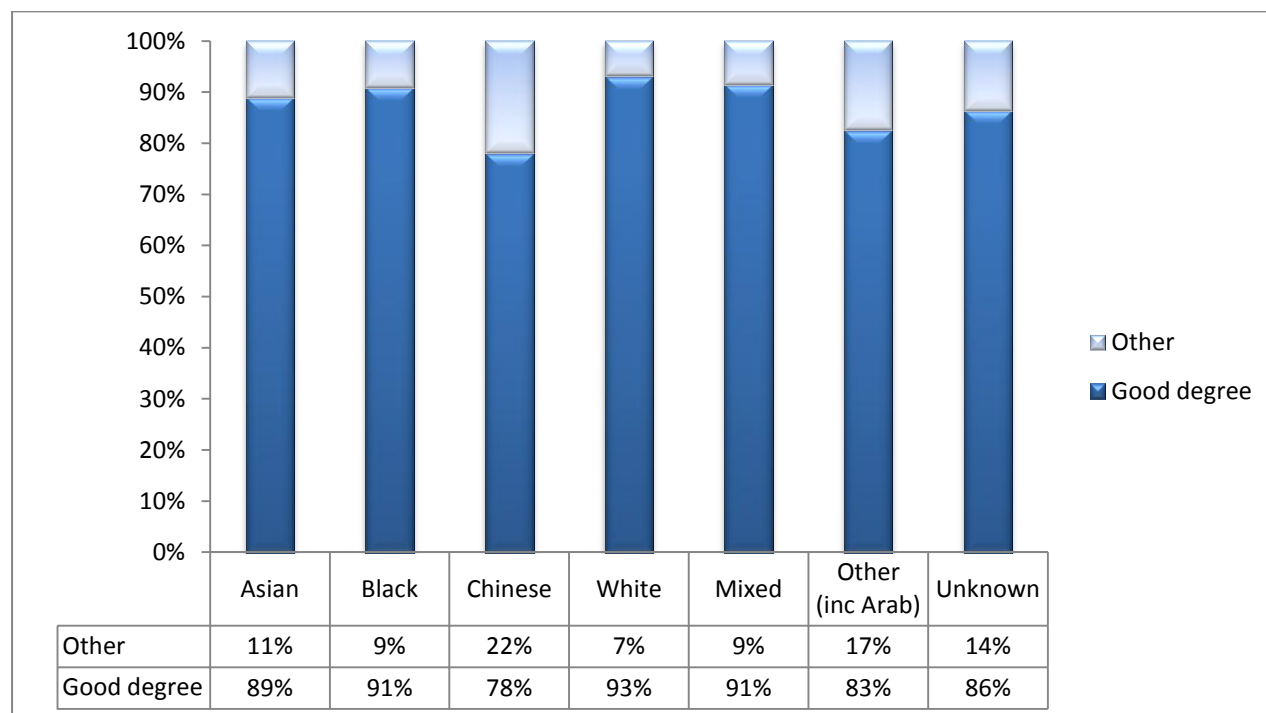
Undergraduate attainment (2012/13)

Figure 33 Final Honour School results by ethnicity, 2013



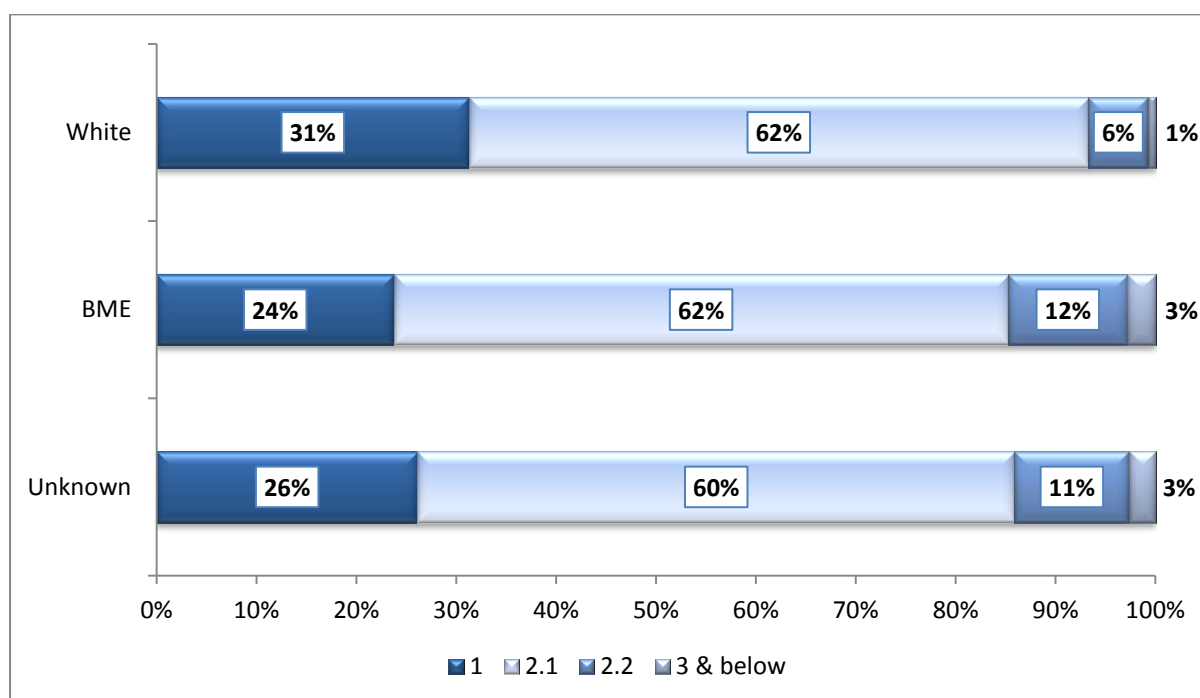
Source: SDMA

Figure 34 Proportion of each ethnic group obtaining a 'good degree' in 2013



Source: SDMA

Figure 35 Final Honour School results by ethnicity, 2011-13



Source: SDMA

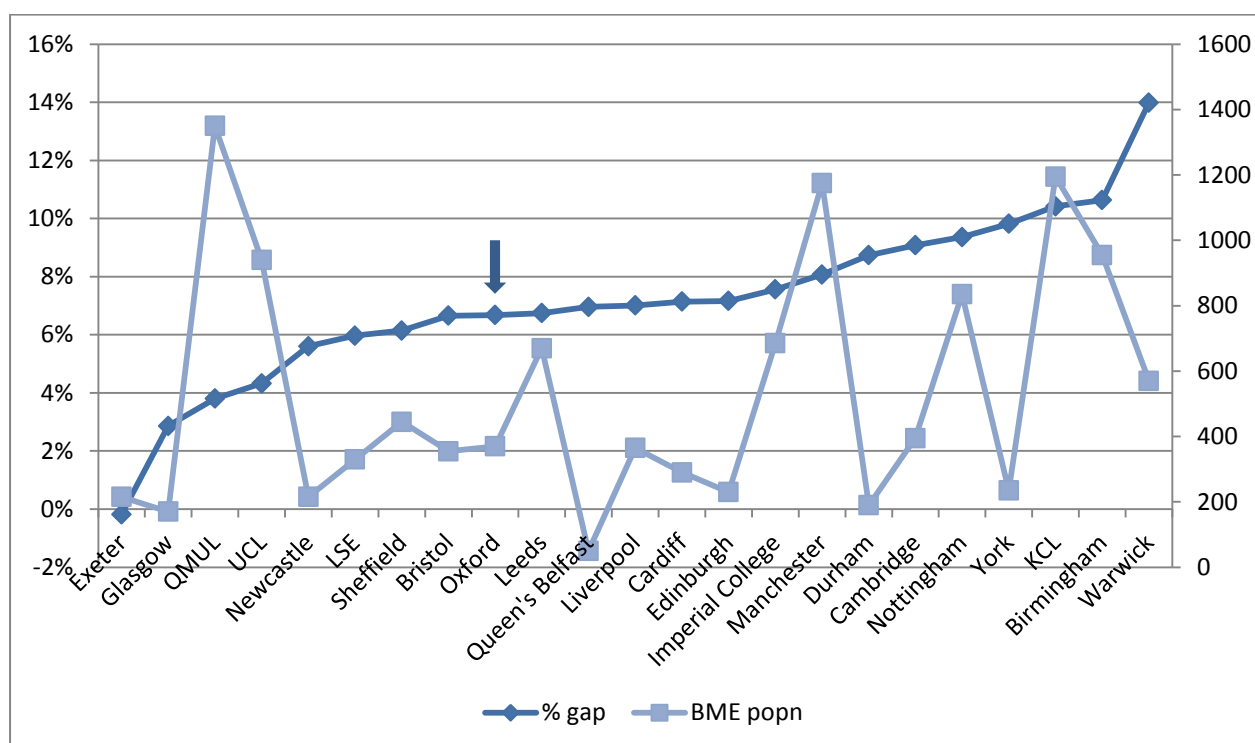
Figure 35 combines outcomes from 2011, 2012 and 2013 and demonstrates that the disparity in outcomes between white and BME students is stable over time as well as being similar to the Russell Group average (Figure 36). Part of this discrepancy is attributable to the concentration of BME students in MPLS, where a higher proportion of 2.2 or lower degrees are awarded (15% in 2013 compared with the University average of only 1%). In 2013, 35% of BME undergraduates were studying programmes within the mathematical, physical and life sciences compared with 28% of white students, an increase of three percentage points since the year before. The majority of BME students in MPLS (57%) were domiciled outside the UK, so to a large extent the overall ethnicity gap may be connected with the existing attainment gap between UK and non-UK students.

MPLS also contained the highest proportion of students whose ethnicity was unknown, the vast majority of whom were overseas students (who are not asked to provide their ethnicity when applying through UCAS). This makes it difficult fully to analyse differences in attainment by ethnicity and domicile.

However, the disparity is not wholly attributable to differences between UK and non-UK students as BME students in each category are less likely to obtain a first class degree than their white peers in MPLS and other divisions. The University is undertaking further work on curriculum review and enhancement and diversity of assessment through its commitment to the Race Equality Charter for higher education.

Comparison with the Russell Group: undergraduate attainment (2012/13)

Figure 36 Attainment gap in first class degrees by ethnicity: Russell Group institutions, 2012/13



Source: HESA Student Record 2012/13 (Heidi)

NB The data exclude unclassified degrees. The secondary axis shows the size of the BME student qualifier population at each institution (numbers on the right hand side). The arrow highlights the University of Oxford.

First class degrees

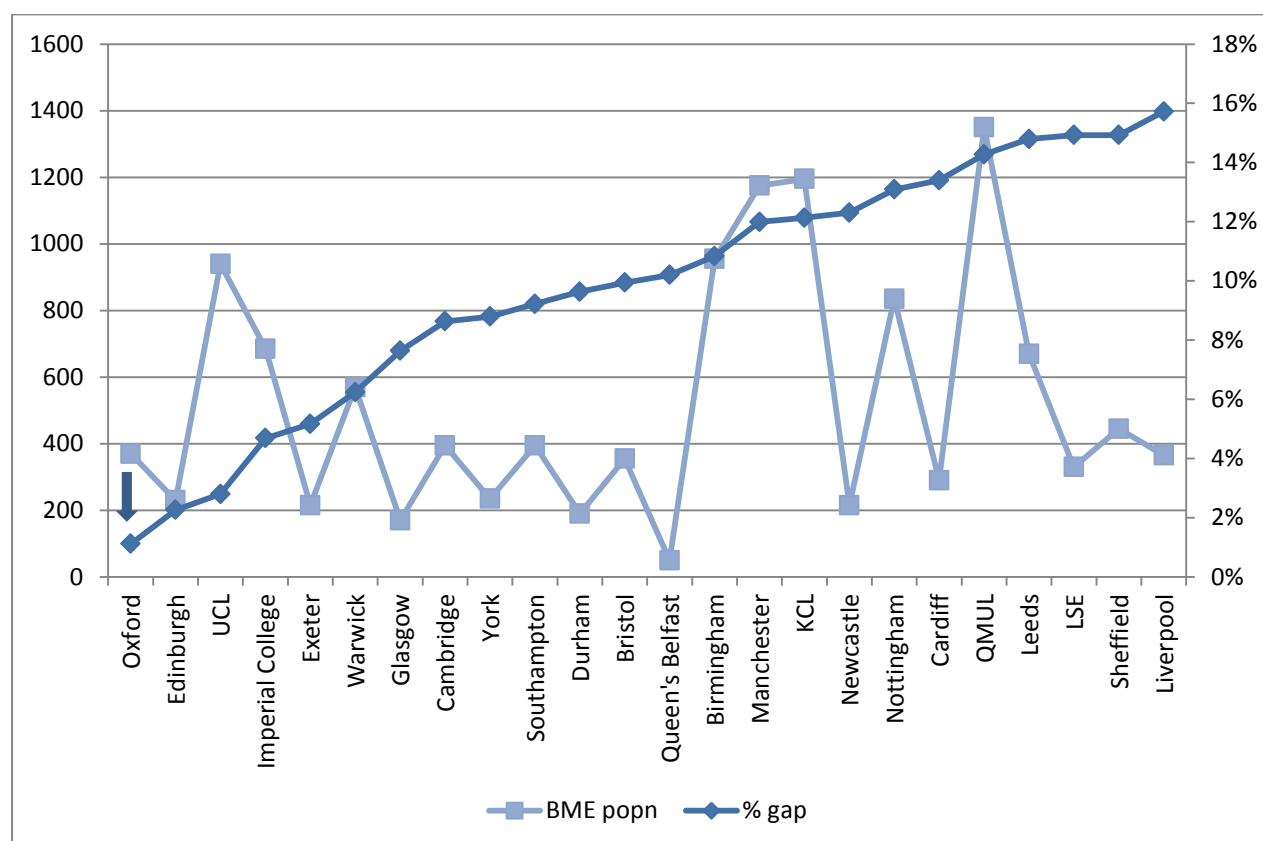
Figure 36 shows Russell Group universities arranged in order of the size of the ethnicity gap in first class degrees. The size of each institution's BME student qualifier population has also been provided to help place the numbers in context. Unclassified awards have been excluded as these have a distorting effect on overall student attainment, particularly as BME students are twice as likely to graduate with an unclassified degree than white (16% to 8%). The majority of these are medical degrees.

On average, 24% of white and 19% of BME students obtained a first class degree – an overall ethnicity gap (excluding unclassified degrees) of 5%. The size of the gap varied widely, from 0% at Southampton and Exeter, to 10% at York and King's College London, 11% at Birmingham and 14% at Warwick. Oxford had an above average gap of 7%.

'Good degrees'

Figure 37 shows the difference in the proportions of white and BME students who obtained a 'good degree' (first or upper second), again ranked in order of the size of the ethnicity gap. Oxford had the lowest gap at only 1% against an average of 9%. Oxford also had the highest overall attainment, as 93% of white and 92% of BME students achieved a 'good degree' compared with 84% and 75% overall.

Figure 37 Attainment gap in 'good degrees' by ethnicity: Russell Group institutions, 2012/13



Source: HESA Student Record 2012/13 (Heidi)

NB The data exclude unclassified degrees. The secondary axis shows the size of the BME student qualifier population at each institution. The arrow highlights the University of Oxford.

Disability

Oxford

- As at 1 December 2013, 1546 out of 22,116 students were recorded as having disclosed a disability (7%)²⁰: 3% had a specific learning difficulty (SpLD) and 4% had another disability. These proportions were identical to those of the year before.
- Between 2006 and 2013, the overall proportion of disabled students increased from 5% to 7%. Humanities had the highest level of disability disclosure: 8.5% of students in 2013.
- In 2013, 8% of undergraduate, 6% of PGT and 6% of PGR students disclosed a disability.
- Three times as many UK as non-UK students disclosed a disability: 9% to 3%.
- In the UG admissions cycle for 2013 entry (or deferred entry for 2014), 871 out of 17,216 applicants disclosed a disability (5%). Two percent of applicants disclosed a SpLD, slightly lower than the proportion among on-course students of 3%.
- There was no substantive difference in the offer rates for applicants with or without a disability, though those with 'other disability' were less likely to convert their offer into a firm place, lowering their overall success rate²¹. Ninety-seven percent of applicants who had disclosed a SpLD successfully converted their offer into a place, compared with 90% of students with no identified disability.
- In the PG admissions cycle for 2013 entry, 4.6% of applicants disclosed a disability. They had a higher offer rate than applicants who did not disclose a disability, and were more successful in converting their offer into a firm place. Disabled applicants comprised 5.7% of offers and 6.0% of acceptances.
- 4.8% of PGR applicants disclosed a disability, slightly higher than the year before (4.5%). They were more likely to be made an offer than candidates without a disability (46% to 35%) and their overall success rate was also higher (27% to 20%).
- 4.6% of PGT applicants disclosed a disability, a slight increase on the year before. They also had a higher offer rate than applicants without a disability (47% to 39%) and a higher overall success rate (33% to 25%), as in the previous year.
- Disabled candidates constituted a higher proportion of offers and acceptances than they did of applicants for both PGR and PGT study in each of the four divisions (Humanities, Medical Sciences, Mathematics, Physical and Life Sciences and Social Sciences).
- Of the 3,111 undergraduates who took Finals in 2013, 287 (9%) had disclosed a disability. Students with a disability were less likely to gain a first class degree than

²⁰ Disability is defined in the Equality Act 2010 as a 'physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day to day activities'. 'A substantial adverse effect' of an impairment is one which is more than minor or trivial, and the effect is 'long-term' if it has lasted 12 months, is likely to last at least 12 months, or is likely to last for the rest of the person's life. If an impairment has had a substantial adverse effect on a person's ability to carry out normal day to day activities but that effect ceases, it is treated as continuing if it is 'likely' to recur. Conditions with fluctuating effects can still qualify as 'long-term' impairments if they are likely to recur. A condition will be seen as likely to recur if this 'could well happen' rather than the higher threshold of 'more probably than not'.

²¹ Rate of acceptances to applications.

those without: 31% of students with no disclosed disability achieved a first, 19% of students with SpLD and 24% of those with 'other disability'.

- Combining all the FHS results from 2011-13 (to increase the power of the numbers) reveals a statistically significant attainment gap of around 5% in the proportions both of those achieving a first class and a 'good' degree (first or upper second). 88% of students with SpLD and 86% of those with 'other disability' obtained a 'good degree' compared with 92% of students without a disability²².
- Divisional data for 2011-13 shows that a statistically significantly higher proportion of students with 'other disability' obtained a 2.2 or less in MPLS compared with those with no disability: 33% to 18%²³. Differences in other divisions were small and inconclusive.

UK

- In 2012/13, 10.8% of UK first degree undergraduates, 6.0% of PGT and 6.6% of PGR students disclosed a disability. The overall total was 9.5%, an increase of 0.9% since the preceding year.
- 4.6% of students disclosed a specific learning difficulty, 1.1% a mental health condition, 1.0% a long-standing illness or health condition and 1.0% 'other impairment'.
- Compared with 2011/12, the proportion of disabled first degree qualifiers who received a 'good' degree (first or upper second) increased from 63.9% to 66.0%.

Russell Group

- In 2012/13, 8% of higher education students in the Russell Group disclosed a disability²⁴: 9% of first degree undergraduates, 5% of PGT and 6% of PGR and students. The proportions ranged from 5% at UCL, Imperial and Newcastle to 10% at Bristol, York and Durham.
- A substantially lower proportion of disabled students disclosed a specific learning difficulty at Oxford than in the Russell Group overall: 42% to 48%. However, the proportions disclosing a mental health condition and two or more disabilities were both higher, respectively: 16% to 13% and 8% to 5%.
- The proportion of disabled first degree qualifiers who received a first class degree was 18%, compared with 22% of those with no known disability²⁵. The 'disability gap' was greatest at Oxford, at 10%, followed by York, Durham, Imperial College, LSE and Cardiff (all at 7%).

²² Two separate tests of significance were conducted contrasting no disability with SpLD and no disability with other disability (Pearson's Chi-squared test; 95% significance level).

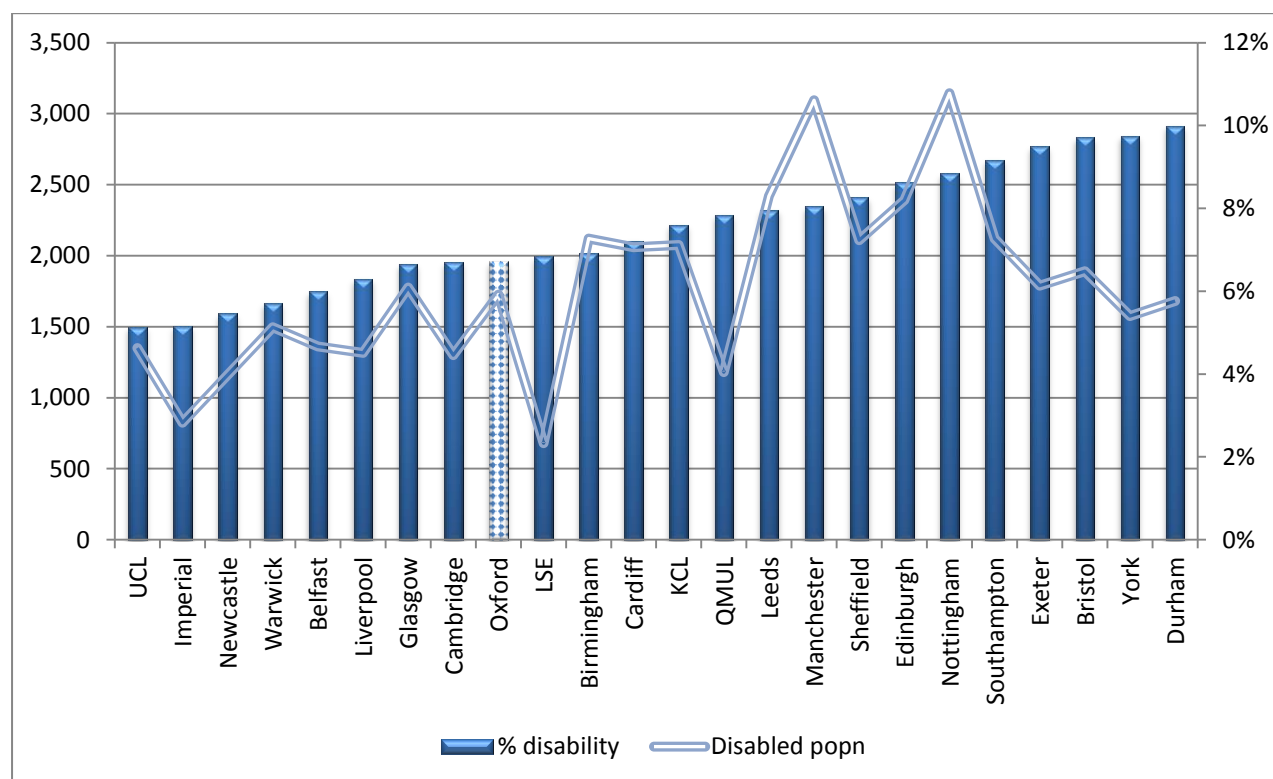
²³ Pearson's Chi-squared test; 95% significance level.

²⁴ 0% unknown

²⁵ The gap was only 3.2% but rounding has made it seem larger.

Comparison with the Russell Group (2012/13)

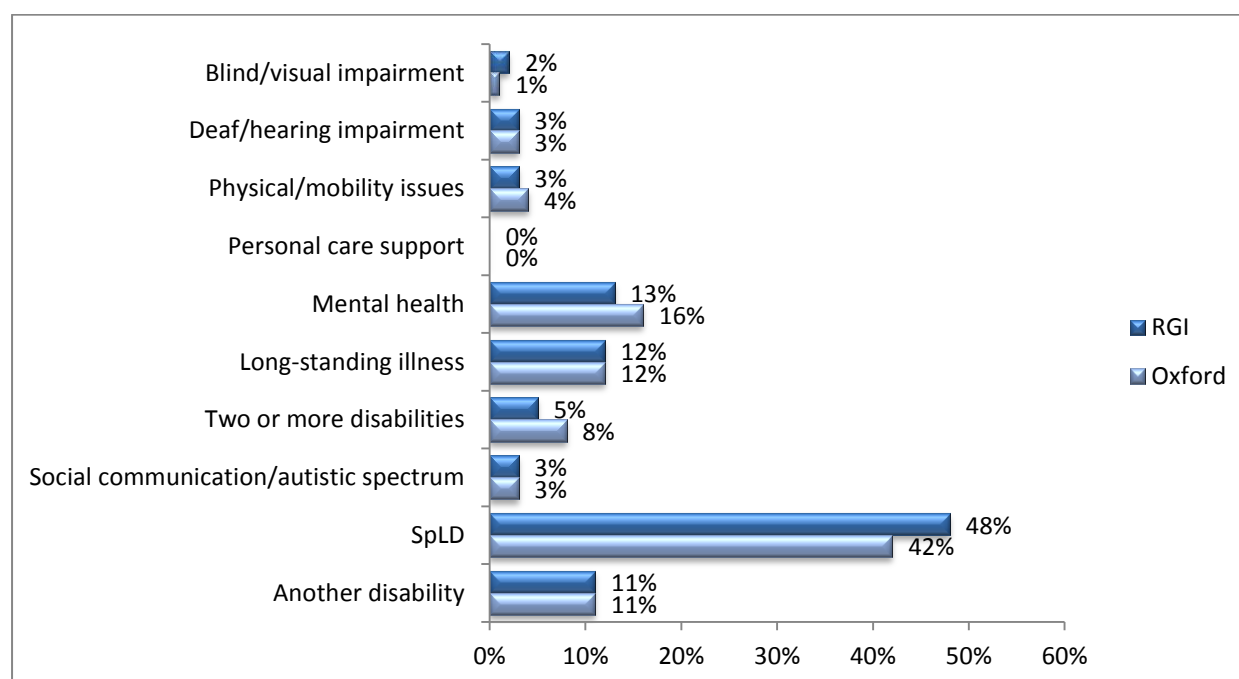
Figure 38 Disabled students: Russell Group institutions, 2012/13



Source: HESA Student Record 2012/13 (Heidi). The patterned column denotes the University of Oxford.

The line graph indicates the number of HE students disclosing a disability at each institution.

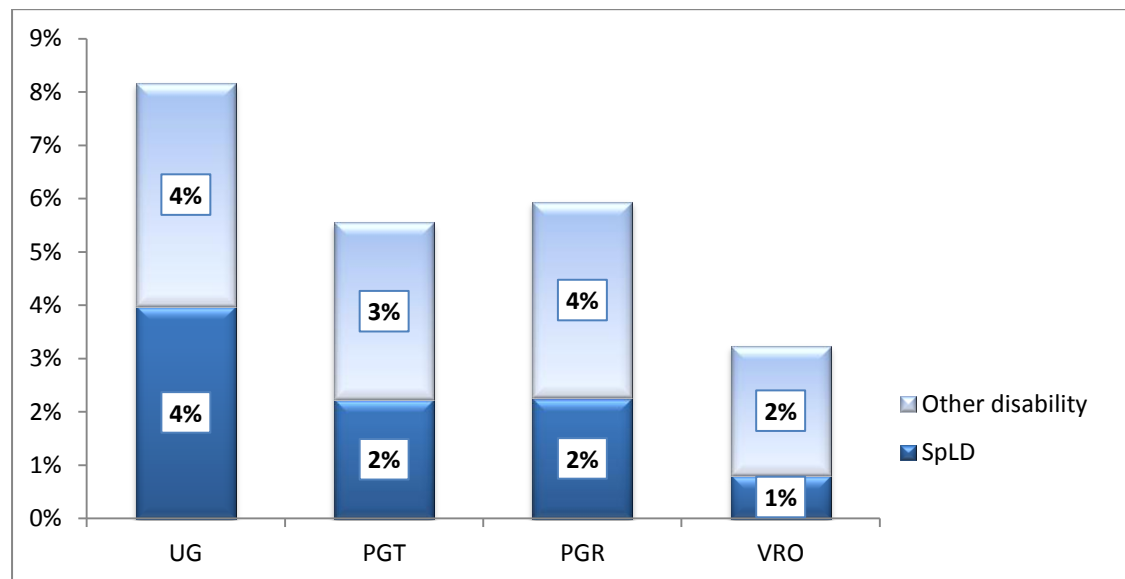
Figure 39 Comparison by disability type: Russell Group and Oxford, 2012/13



Source: HESA Student Record 2012/13 (Heidi)

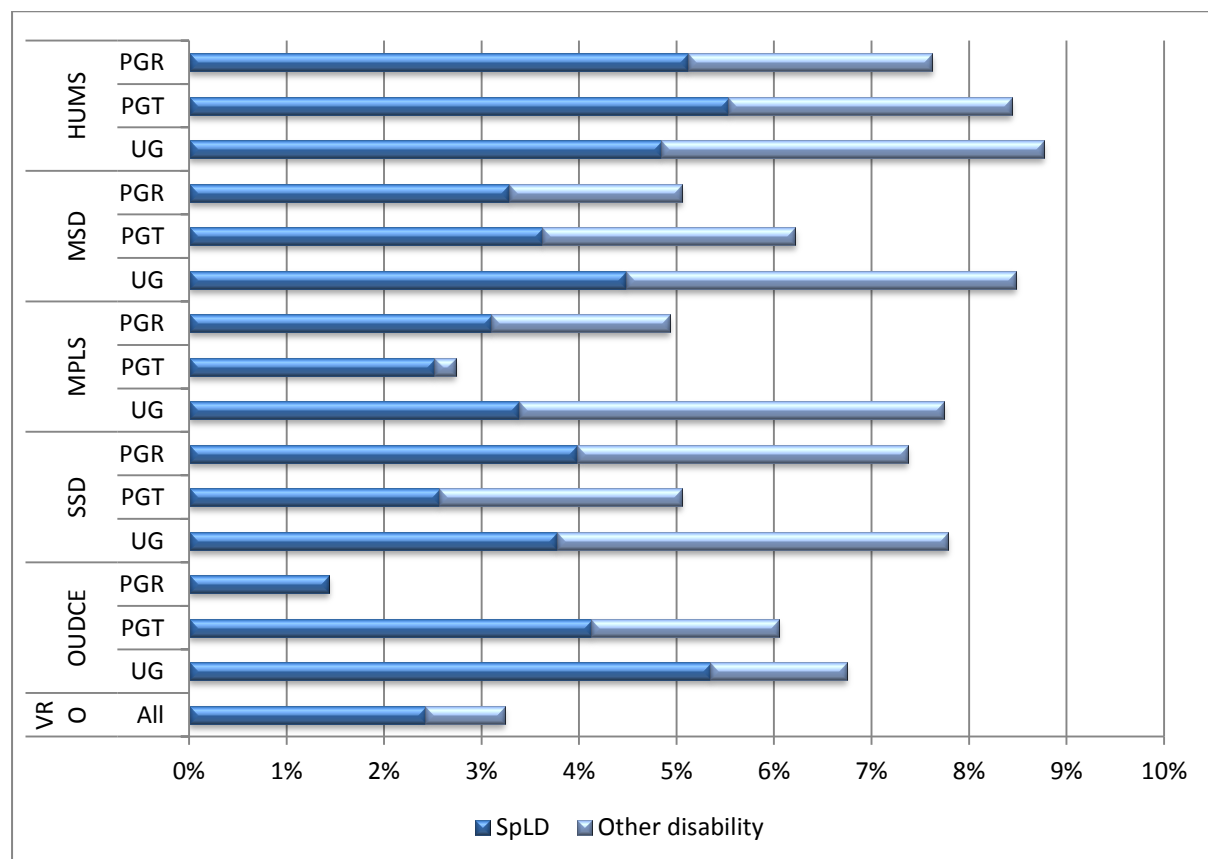
On-course students (2013/14)

Figure 40 Disabled students by level of study, 2013



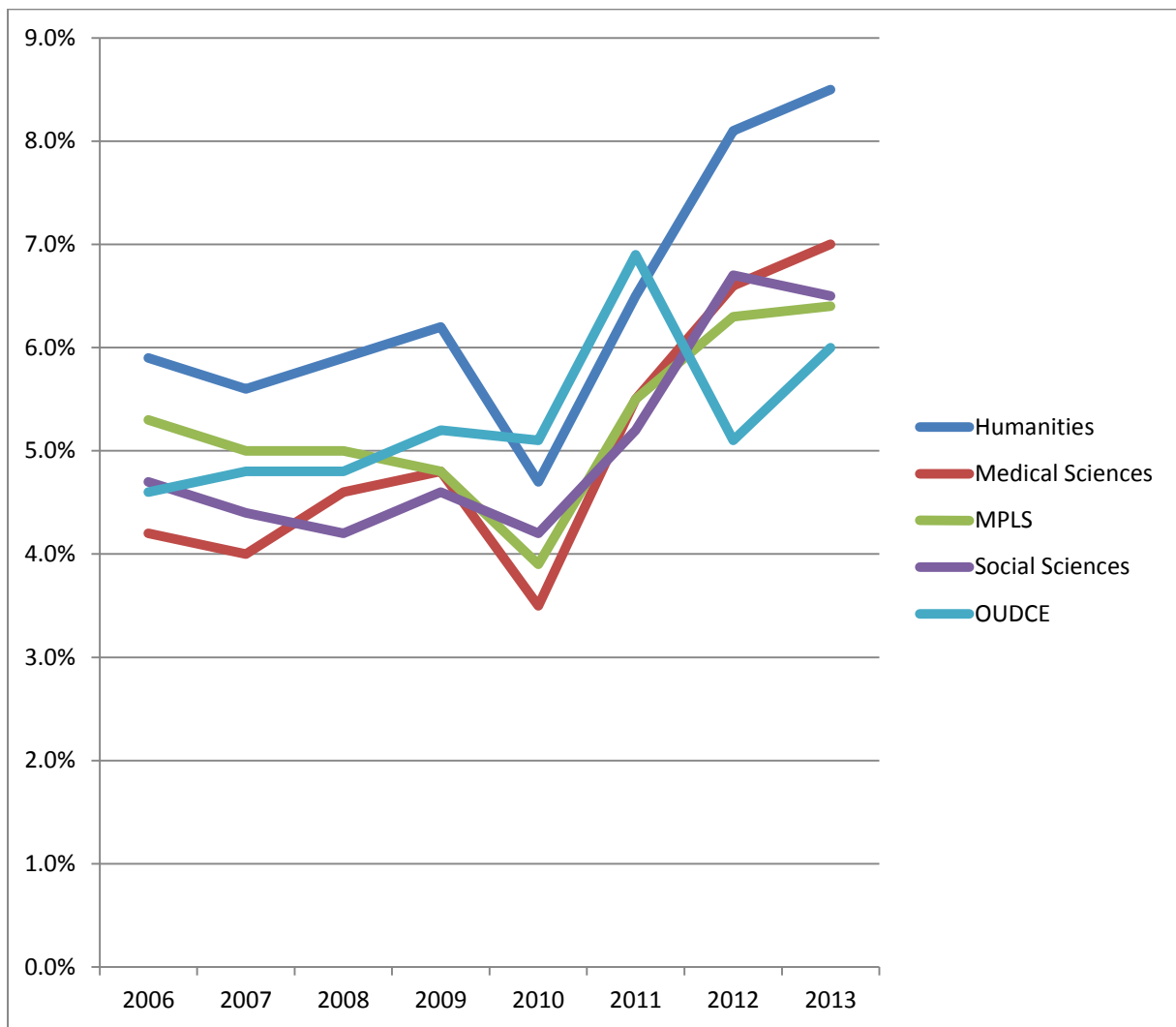
Source: Student Statistics, 1.12.13 snapshot

Figure 41 Disabled students by division, level of study and type of disability, 2013



Source: Student Statistics, 1.12.13 snapshot

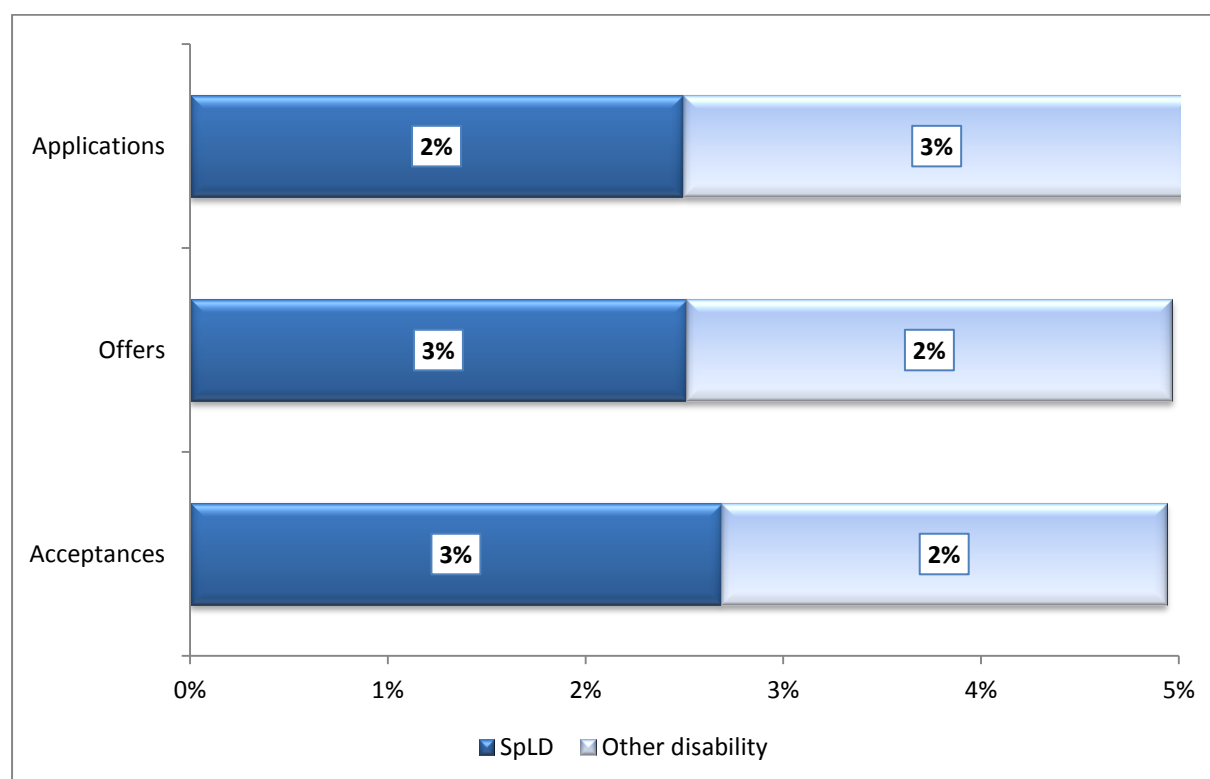
Figure 42 Disability disclosure rates by division, 2006-13



Source: Student Statistics, 1.12.13 snapshot

Undergraduate admissions (for entry in 2013)

Figure 43 UG admissions for entry in 2013 by disability



Source: SDMA

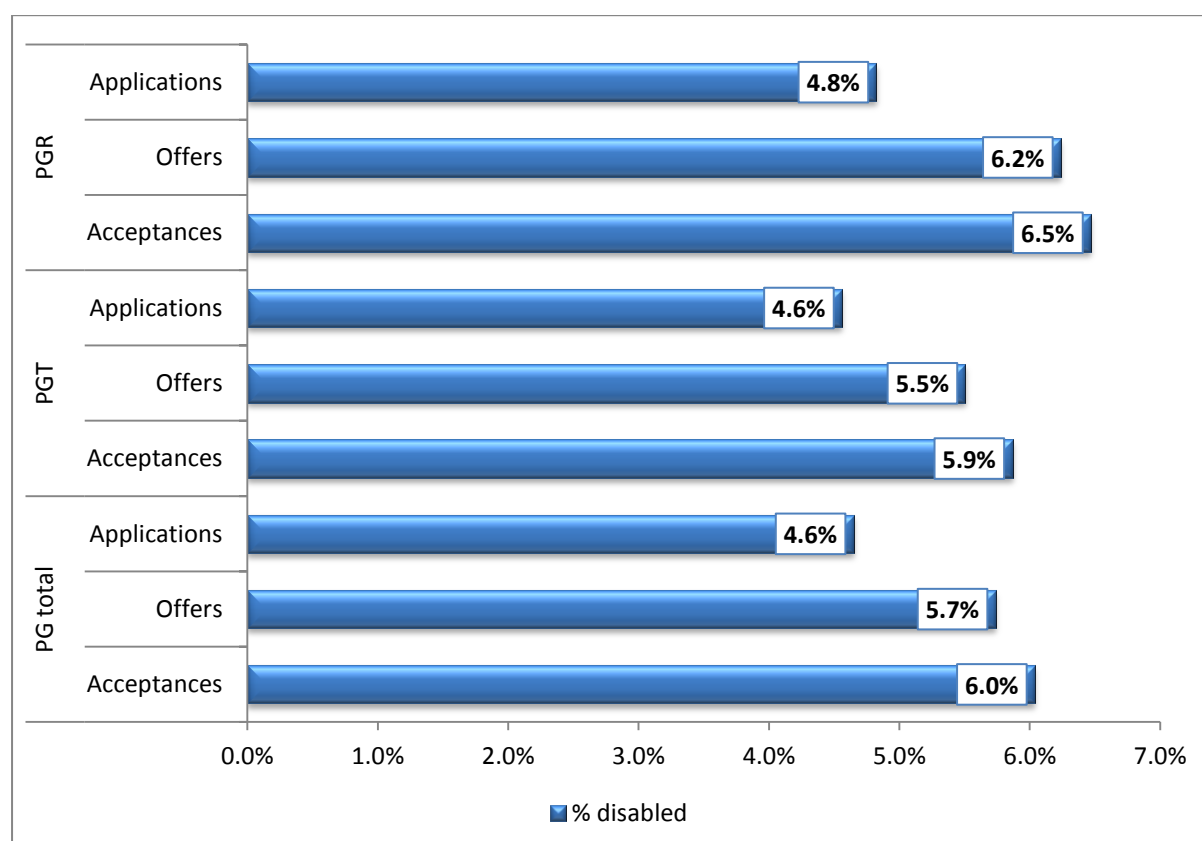
Table 10 UG admissions for entry in 2013 by disability: data

	Applications	Offers	Offer rate	Acceptances	Success rate	Conversion ²⁶ rate
SpLD	429	89	21%	86	20%	97%
Other disability	442	87	20%	72	16%	83%
No disability	16,345	3,368	21%	3,041	19%	90%

²⁶ The percentage of offers converted to firm acceptances.

Postgraduate admissions (for entry in 2013)

Figure 44 PG admissions for entry in 2013 by disability



Source: GAF

Table 11 PG admissions for entry in 2013 by disability: data

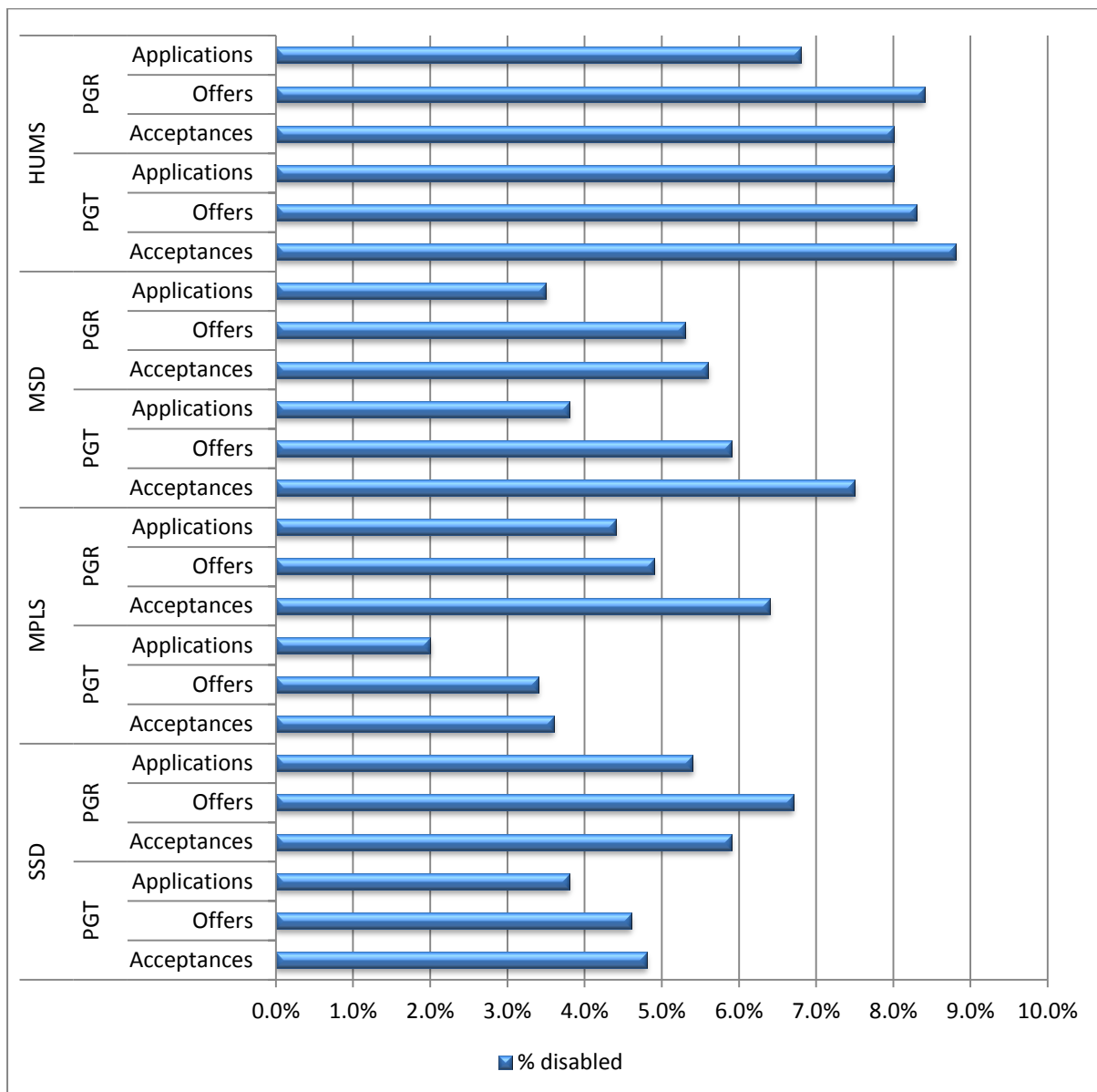
		Disability	No disability	Total	% disabled
PGR	Applications	333	6572	6905	4.8%
	Offers	153	2300	2453	6.2%
	Acceptances	89	1287	1376	6.5%
PGT	Applications	617	12919	13536	4.6%
	Offers	293	5029	5322	5.5%
	Acceptances	201	3226	3427	5.9%

Table 12 PG admissions for entry in 2013 by disability: offer and success rates

		Disability	No disability
PGR	Offer rate	46%	35%
	Conversion rate ²⁷	58%	56%
	Success rate	27%	20%
PGT	Offer rate	47%	39%
	Conversion rate	69%	64%
	Success rate	33%	25%

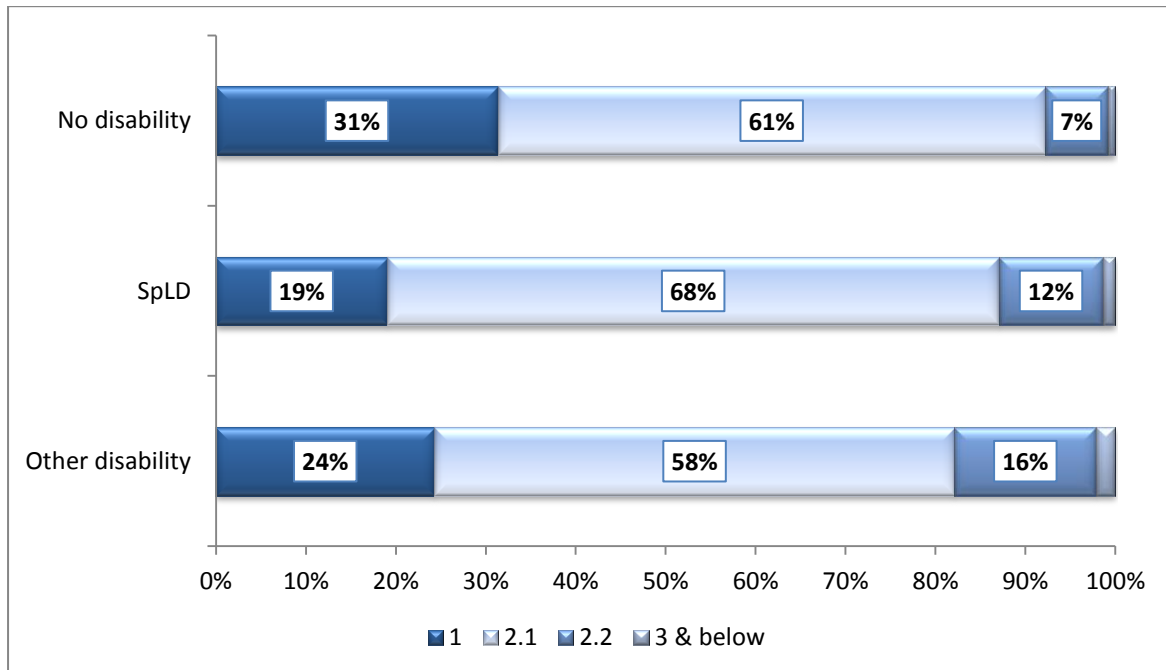
²⁷ The rate at which offer-holders convert their offer into a confirmed place.

Figure 45 PG admissions for entry in 2013 by division and level of study: by disability



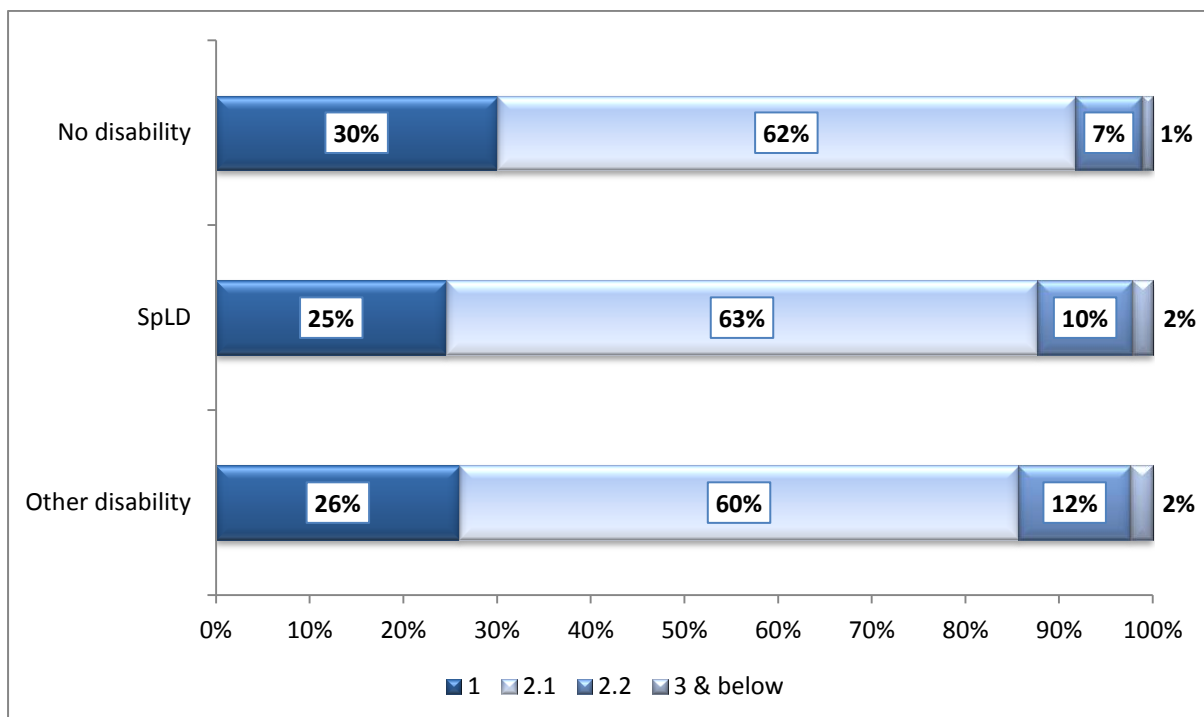
Undergraduate attainment (2012/13)

Figure 46 Final Honour School results by disability, 2013



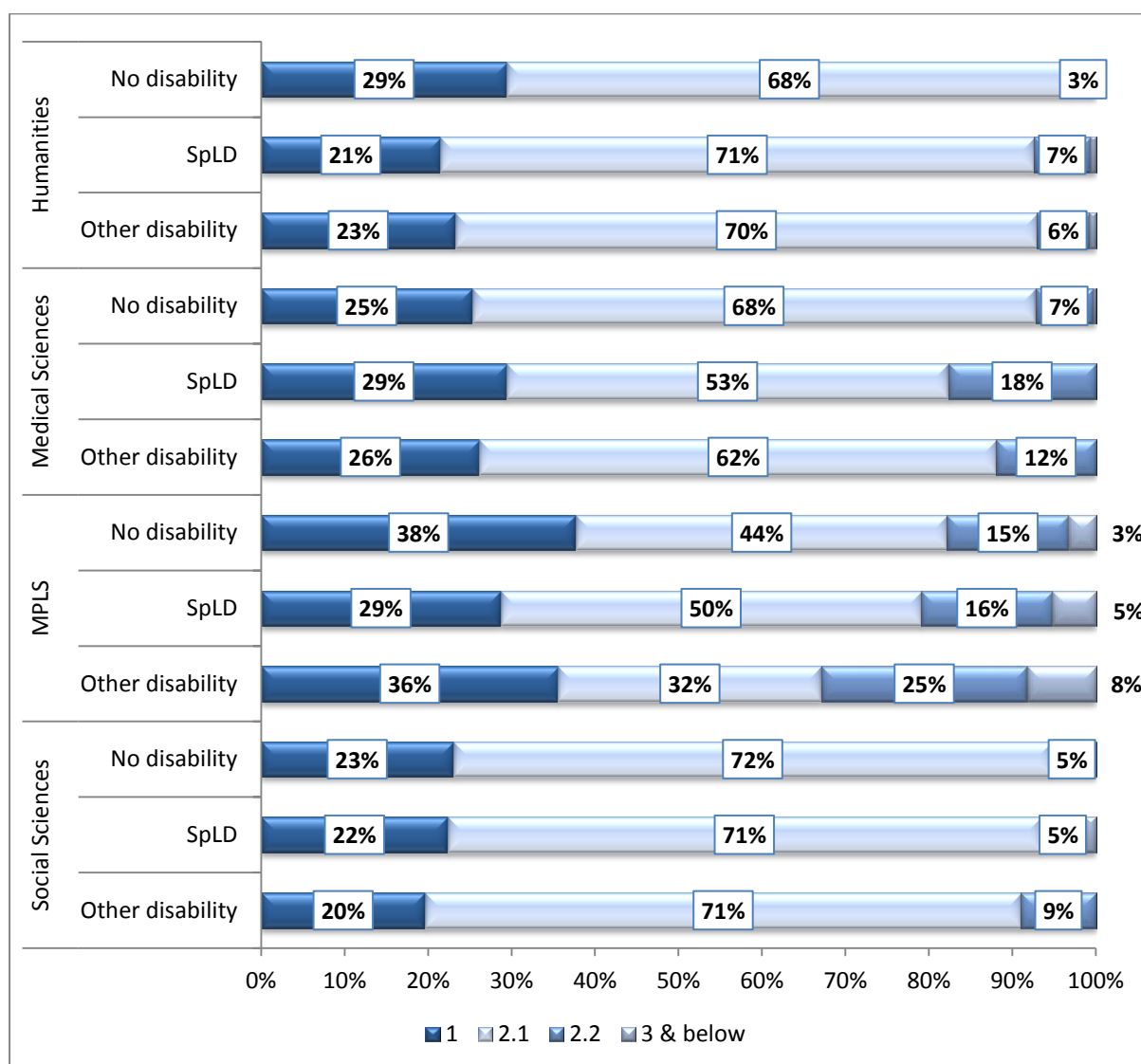
Source: SDMA

Figure 47 Final Honour School results by disability, 2011-13



Source: SDMA

Figure 48 Final Honour School results by division and disability, 2011-13



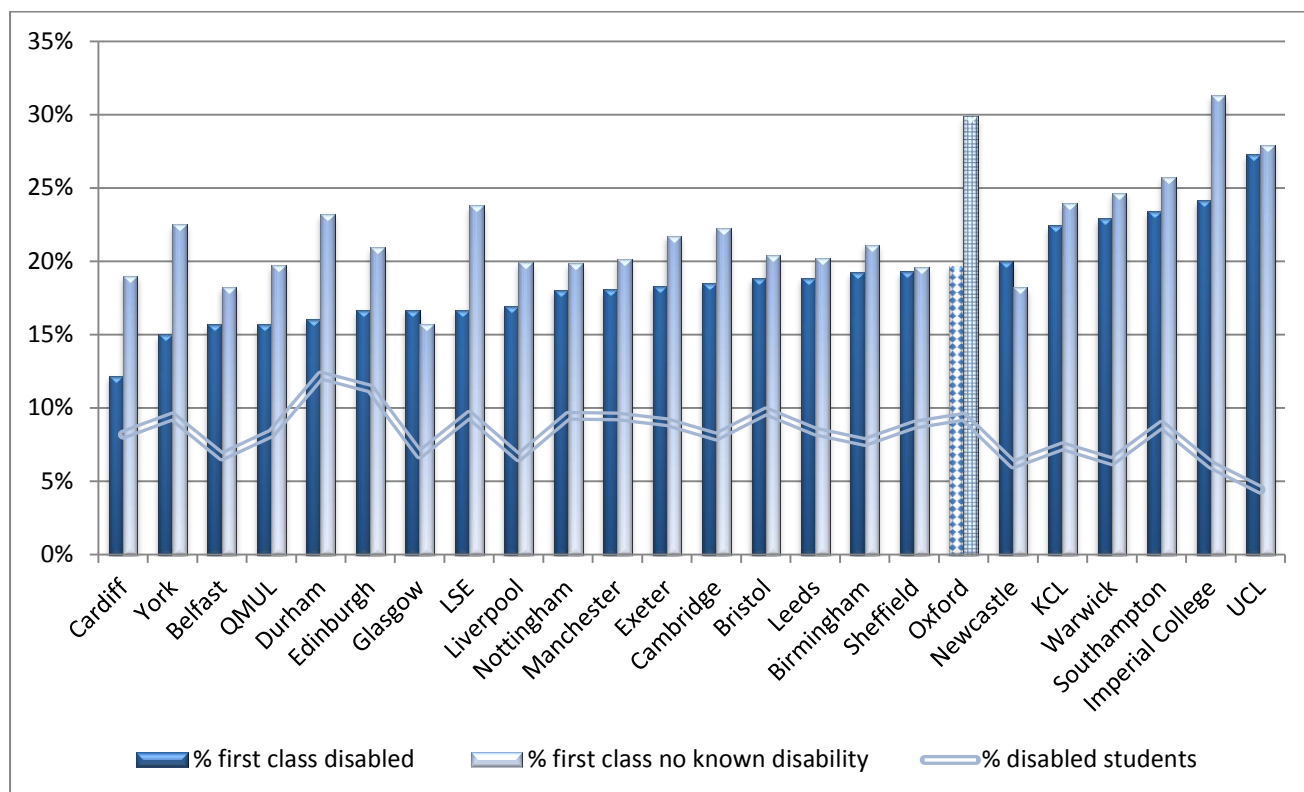
Source: SDMA

Table 13 Final Honour School results by division and disability, 2011-13: data

2011-13		1	2.1	2.2	3 & below	Total	% 'Good degree'
Humanities	No disability	961	2206	90	4	3261	97%
	SpLD	32	106	10	1	149	93%
	Other disability	30	90	8	1	129	93%
Medical Sciences	No disability	239	638	65	3	945	93%
	SpLD	10	18	6	0	34	82%
	Other disability	11	26	5	0	42	88%
MPLS	No disability	959	1131	370	82	2542	82%
	SpLD	33	58	18	6	115	79%
	Other disability	26	23	18	6	73	67%
Social Sciences	No disability	439	1368	91	9	1907	95%
	SpLD	17	54	4	1	76	93%
	Other disability	11	40	5	0	56	91%

Comparison with the Russell Group: undergraduate attainment (2012/13)

Figure 49 First class degrees by disability: Russell Group institutions, 2012/13



Source: HESA Student Record 2012/13 (Heidi). The patterned column denotes the University of Oxford.

Figure 49 compares first class degree attainment by disabled students and those with no known disability, arranged by ascending proportion of first class degrees awarded to disabled students. The line graph represents the overall proportion of disabled students in the qualifying population. Overall, nearly 22% of non-disabled and 18% of disabled students were awarded a first class degree (gap 3%).

The attainment gap between disabled and non-disabled students was largest at Oxford (10% compared with 4% the preceding year), followed by York, Durham, Imperial College, LSE and Cardiff (all at 7%). However, the populations of disabled students were very small at Cardiff and Imperial, at fewer than 150 each.

The overall proportion of disabled students among the qualifying population was 8% (2% unknown), though this ranged from 4% at UCL to 12% at Durham. The institutions with the highest proportions of disabled students were Durham, Edinburgh, Bristol and LSE.