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Introduction

1. This is the University of Oxford's equality report for the academic year 2011-12.

2. The report has been prepared by the Equality and Diversity Unit (EDU). The EDU works in partnership with university bodies to ensure that the University's goal of the pursuit of excellence goes hand in hand with ensuring equality of opportunity and freedom from discrimination. Responsibility for equality and diversity rests with the Personnel Committee (for employment matters) and the Education Committee (for student matters). The Equality and Diversity Panel advises these committees on the strategic development of equality policy and practice. The University's divisions and departments are responsible for implementing policy and practice in support of the University's equality objectives. The EDU also provides information and advice to the colleges.

3. The University uses an evidence-based approach to inform its activities to promote equality and to measure the impact of any changes. This report contributes to that evidence base and also meets the requirement under the Public Sector Equality Duty (PSED) to publish information on how the University is working to:

   - eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
   - advance equality of opportunity between people who share a protected characteristic and those who do not; and
   - foster good relations between people who share a protected characteristic and those who do not.

4. The characteristics protected under the Act and covered by the Duty are: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex and sexual orientation[1].

5. In this report, the available data have been analysed in respect of key staff and student activities. In some areas, however, full analysis has not been possible due to low rates of disclosure (for example on ethnicity and disability). The University will continue work in 2012-13 on improving disclosure rates. In addition, from October 2012 it extended recruitment monitoring to include religion and belief, and sexual orientation; this information will be collected on students from October 2013.

6. The data analysis is available in full at: www.admin.ox.ac.uk/eop/equalityreporting/annualreports. This report highlights key data and summarises the University's main equality activities during the year. The results of the analysis will be used to identify and action areas for further improvement; to inform the setting of targets and indicators for the existing equality objectives; and to consider whether additional objectives should be identified.

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[1] For marriage and civil partnership, public bodies are required to demonstrate due regard to the need to eliminate unlawful discrimination in employment.

7. The University's existing objectives, published in April 2012, are to :

   a) increase the proportion of women in senior roles;
   b) improve the recruitment and retention of Black and Minority Ethnic (BME) staff; and
   c) achieve the equality-related objectives set out in the University's agreement with the Office for Fair Access, namely to:

      i. increase the percentage of UK undergraduate students at Oxford from schools and colleges which historically have had limited progression to Oxford;
      ii. increase the percentage of UK undergraduate students at Oxford from disadvantaged socio-economic backgrounds;
      iii. increase the percentage of UK undergraduate students at Oxford from neighbourhoods with low participation in higher education; and
      iv. meet or exceed the HEFCE Benchmark on participation by disabled students.

8. During the last year the University revised and restructured its consulting and reporting arrangements, and strengthened the staff resources dedicated to equality and diversity, including:

   • Setting up a new high-level Equality and Diversity Panel to advise the University's Personnel and Education Committees in respect of both staff and student issues across the range of protected characteristics.
   • Restructuring the staff consultative groups covering: Athena SWAN and gender; LGBT[2]; race, religion and belief and culture; and disability.
   • Restructuring and reinforcing the EDU, including the appointment of new advisors for staff disability, and policy development and data analysis.
   • Appointing additional staff to the student Disability Advisory Service (DAS), including a dedicated advisor for students with specific learning difficulties (SpLD) and a disability officer specialising in sensory impairment; as well as establishing a new Assessment Centre

9. Major improvements have been made to data collection, analysis and dissemination to create standard datasets in support of the PSED, the University's equality objectives, and targeted initiatives such as Athena SWAN.

10. During 2012-13, the University will build on existing work to:

   • further improve the quality of monitoring data for applicants and staff in post;
   • undertake further work in support of the progression of women to senior posts, including to academic posts; and
   • launch an initiative within the University's Administration and Services to increase the proportion of black and minority ethnic staff in administrative and support roles.

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[2] Lesbian, gay, bisexual and trans.

11. This report is structured as follows:

Section A: overview of key equality data and achievements.

Section B: summary of staff data, including recruitment monitoring.

Section C: summary of student data, including admissions, withdrawals and attainment.

Section D: summary reports on other activity in support of equality and diversity.

12. We welcome comments, which should be addressed to equality@admin.ox.ac.uk. The report is also available in alternative formats from this email address.

A: Overview of equality data and achievements

Gender

> **Objective: Increase the proportion of women in senior roles**

- During 2011-12, women at Oxford made up:

    - 48% of all staff: 25% of academic staff, 18% of professorial staff, 45% of research staff and 61% of administrative and support staff.

    - 45% of all students: 46% of undergraduate and postgraduate taught and 42% of postgraduate research students.

- EDU and divisional activity in respect of gender focused on supporting departments in the Mathematical, Physical and Life Sciences (MPLS) and Medical Sciences Divisions (MSD) to apply for an **Athena SWAN** award in recognition of their work to address the under-representation of women in the sciences at all levels. The EDU is also working to extend the principles and practices of Athena SWAN to departments and faculties in the Humanities and Social Sciences Divisions.

- The University obtained six new departmental Athena SWAN awards - more than any other UK university: Earth Sciences, Plant Sciences and Materials (Silver); Chemistry, Experimental Psychology and Physics (Bronze). By the end of 2013 all MPLS and MSD departments will have applied for, or hold, an Athena award.

- The University also:

    - opened a **fourth nursery**, increasing total childcare provision to 427 full time equivalent places - more than at any other UK HEI. Students were added to the priority groups for places and income generated by the sponsored places scheme was used to provide one-off financial assistance to student parents using university nurseries;

    - extended its successful *Ad Feminam* **mentoring scheme** to encourage and support women to take on academic leadership roles; and

    - developed a positive action **Academic Leadership Development Programme***,* which was launched in January 2013.

- The **Student Union Women's Campaign** held a Gender Equality Week and Feminist Forum, convened an inter-collegiate working group on harassment, held undergraduate Finals Forums, supported university work on Athena SWAN, and hosted workshops on domestic violence and sexual abuse.

Ethnicity

> **Objective: Improve the recruitment and retention of black and minority ethnic staff**

- 10% of all university staff (fte) identified as being of a black or minority ethnic (BME) background (12% of academic and research staff and 7% of professional and support staff). Over half (56%) of BME staff were of non-EU nationality.

- 21% of students identified as BME, including 13% of UK undergraduates and 15% of UK postgraduates.

- The University launched a pilot BME peer mentoring project and began work on a recruitment initiative to increase the proportion of BME staff in professional and support posts.

- The University hosted successful Black History Month events, jointly with the student-led Campaign for Racial Equality at Oxford (CRAE).

- The University also:

   – extended its flagship graduate **Clarendon Scholarships** to students of all nationalities, including UK students who were previously ineligible;

   – reframed its **scholarship schemes** to reflect the Equality Act;

   – continued to investigate the possibility of positive action support for students from under-represented groups;

   – made improvements to international student orientation;

   – piloted and developed a support group specifically for overseas students on taught Master's courses.

Disability

- 4.2% per cent of university staff disclosed a disability, while the status of a further 12.9% was unknown. Disclosure was lower among academic and research staff than other staff: 2.8% of academic and research staff disclosed a disability compared with 5.4% of other staff.

- The proportion of students on course who disclosed a disability increased to 6%. 5.7% of the undergraduate population was in receipt of a disabled student's allowance, which is higher than the HEFCE benchmark.

- For **staff**, the University:

   – appointed a new Staff Disability Advisor with a remit to advise departments and individuals on making reasonable adjustments to accommodate the needs of staff with disabilities and to encourage higher rates of disclosure; and

   – supported all those staff who disclosed long-term illness or disability in relation to the REF 2014.

- For **students**, the University:

- provided a support service for 1700 students, including non-matriculated students at the Department for Continuing Education;

- implemented the outcomes of its SpLD Review, including:

  - recruiting a new disability officer to improve the coordination and timeliness of diagnostic and support services for students with SpLD;

  - increasing the standard amount of extra time in examinations from 10 minutes per hour to 15;

  - accepting diagnostic reports carried out by appropriately qualified specialist teachers, rather than requiring students to be retested by an educational psychologist;

  - updating and clarifying the criteria for a valid diagnostic report.

- introduced new Education Committee policy and guidance on reasonable adjustments in courses and exams;

- ran a Disability Awareness Week in conjunction with the Oxford University Student Union (OUSU);

- established a working group to further develop the framework for the support of students with disabilities;

- set up a new assessment centre to provide students with tailored assessments of their study-related needs with minimum delay;

- developed and approved new protocols for the use of assistive technologies in examinations;

- brought in-house its specialist mentoring scheme for students with diagnosed mental health problems;

- introduced regular lunch-time briefing sessions for the designated disability contacts in colleges and departments;

- worked with OUSU to deliver a series of events for Disability Awareness Week in November 2011, sponsored by Citigroup, including a performance by Abnormally Funny People, a group of disabled stand-up comedians.

Age

- The age profile remained largely static with a slight decrease in the proportion of staff aged under 30 from 15.5% to 13.8% (fte) and a small decrease in the proportion of staff aged over 60.

- The University:

- removed the retirement age for support staff and introduced flexible retirement arrangements; and

- introduced an **Employer Justified Retirement Age** (EJRA) of 67 for academic and academic-related staff. An equality impact assessment of the proposed EJRA concluded that this would enable the University to ensure career progression and promote gender equality for those in academic and related posts.

Gender reassignment
- The University does not collect data on the numbers of individuals undergoing gender reassignment and has no plans to do so as the numbers are likely to be very small.

- Activity focused on formulating guidance for departments and individuals which will be issued to all departments in 2012-13.

- OUSU's LGBTQ Campaign worked with the University to remove the gendered requirements for **academic dress** (subfusc) during examinations.

Pregnancy and maternity
- Maternity leave return rates have shown a small increase over the last three years, with over 91% of women who went on leave in 2011 returning to work.

Religion and belief
- The Vice Chancellor opened a **dedicated prayer room for Muslim students and staff** with single sex facilities for ablutions. The prayer room is run on behalf of the University by the student Islamic Society who will also use it for events and meetings.

- The University also:

  - worked with the Oxford Centre for Islamic Studies to explore the feasibility of targeted scholarships for Muslim students in light of the Equality Act;

  - continued to work with representatives of faith groups to identify potential conflicts between examination schedules and religious festivals, in particular Ramadan;

  - introduced voluntary monitoring of religion and belief in online staff recruitment from October 2012; and will do so for students from October 2013.

Sexual orientation

- From October 2012, applicants for employment have been invited to disclose sexual orientation on a voluntary basis; and students will be invited to disclose from October 2013.

- The annual **LGBT History Month lecture** in February 2012, introduced by the Vice Chancellor, attracted an audience of over 200. Professor Andrew Hodges, author of *Alan Turing: The Enigma*, discussed Turing's life as a gay man, his impact on mathematics and computer science, and his code breaking effort in World War II.

- Other activity included:

  - an Oxford Pride debate in June 2012 on 'LGBT and popular culture' with a diverse panel including representatives from the lesbian, gay, bisexual and trans communities;

  - a 'Careers for Queers' session hosted by the Careers Service with the student LGBTQ Society focusing on particularly relevant aspects of job-hunting and the application process; and targeted careers support from Oxford alumni;

  - a review by a member of the LGBT staff group of the Careers Service website and specific guidance for LGBT students;

  - a number of events for Queer History Month run jointly by OUSU's LGBTQ Officer and the LGBTQ Campaign; and

  - an application to Stonewall's Equality Workplace Index, which enabled the LGBT Staff Advisory Group to reflect on its achievements and the improvements that could be made.

Widening participation

> **Objective: Achieve the equality-related objectives set out in the University's agreement with the Office for Fair Access**

- The University put in place the most **generous financial support package** in the UK to ensure that financial concerns are not a barrier to undergraduate application or entry and to enable it to meet the equality targets set out in its OFFA agreement;

Other equality and diversity activities

The University:

- integrated **equality and diversity into the Code of Practice for the Research Excellence Framework (REF) 2014**, trained all those involved in selecting staff

outputs for the REF on equality and diversity issues, and conducted an interim equality analysis;

- obtained the **HR Excellence in Research Badge** http://www.admin.ox.ac.uk/personnel/staffinfo/resstaff/hrexcellence/.

- included additional questions in the **Student Barometer** survey to cover aspects of the college experience, to provide further questions relevant to the experience of postgraduate research (PGR) students, to explore issues of assessment and feedback, and to enable direct comparisons with identical National Student Survey (NSS) questions; and

- worked with departments and the HRIS[3] team to improve the quality of recruitment monitoring data. Recruitment monitoring data will also be fed back to departments from January 2013 enabling them to undertake local monitoring and address any under-recruitment of those with protected characteristics.

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[3] Human Resources Information System

B: Summary of staff data

13. This section provides summary data on staff in post and applicants for employment in relation to the protected characteristics of gender, ethnicity, disability and age. More detailed staff equality data are available in a separate document at: www.admin.ox.ac.uk/eop/equalityreporting/annualreports. The table below gives the reporting period for each category of staff data and contact details for relevant staff.

Data type	Date	Contact
Staff in post	31 July 2011	tomasz.szczerski@admin.ox.ac.uk
Recruitment monitoring	1 August 2011 – 31 July 2012	caroline.kennedy@admin.ox.ac.uk
Professorial recruitment	2008-11[4]	sarah.rowles@admin.ox.ac.uk
Equality in higher education: statistical report 2011	2009-10	ECU (2011)
Staff employed at HEFEC-funded HEIs: Trends and profiles 1995-6 to 2010-11	1995-6 to 2010-11	HEFCE (2012/14)

Annually updated staffing figures are available from the Personnel Services website at: www.admin.ox.ac.uk/personnel/figures. These provide overview data on:

- Staff in post
- Staff costs
- Length of service
- Turnover and leavers
- Diversity.

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[4] Recruitment to statutory professorships is an infrequent and lengthy process so a four year time period has been selected to provide the largest possible number of completed posts.

Gender

Staff in post

Chart 1 Gender profile by staff group, including clinical and non-clinical, 2011 (fte)
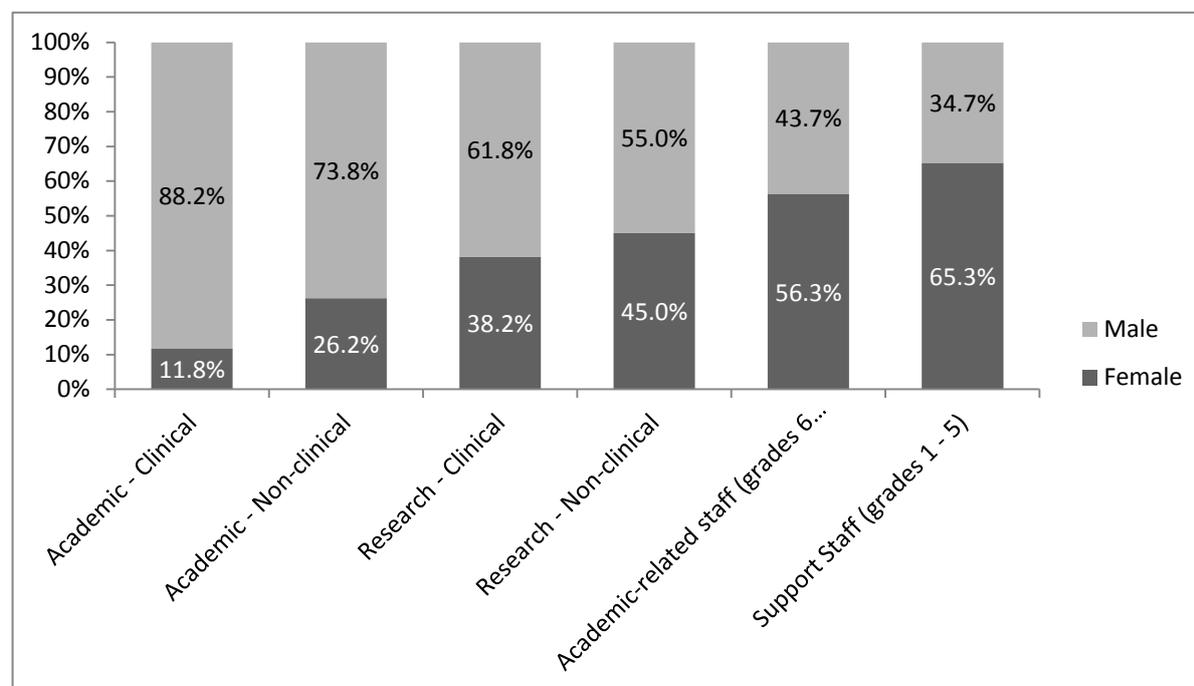
14. Women comprise 48% of all university staff (full-time equivalent: FTE) with variations across staff groups.

15. **Across UK higher education**, the average proportion of female academic[5] staff is 43%, higher than the equivalent proportion of female academic and research staff (combined) at Oxford of 37%. The highest number (and proportion) of female academics is found in the Humanities Division, followed by Social Sciences. This pattern is replicated in the proportions of professors (both statutory and titular) in each division.

16. Women are more likely to be on fixed-term contracts than men: 53% compared with 45%, which is higher than the national average of 47% of female academic staff.

Recruitment to employment
17. The EDU carries out recruitment monitoring on behalf of all university departments, analysing and reporting on applications, short-listing and appointments by gender, ethnicity and disability. During 2011-12, the University adopted an electronic application system and all applicants (except to academic posts) now provide monitoring data through e-recruitment. The EDU analysed all vacancies advertised between 1 August 2011 and 31 July 2012, giving monitoring data on nearly 37,000 applicants[6].

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[5] 'Academic' includes both teaching and research staff.
[6] Some data is missing for nearly 3000 individuals, including gender data for almost 1500 applicants.

18. Just over half of all applicants were female, though with sizeable variations by role. Women were more likely than men to be appointed to support and academic-related roles, but there were no statistically significant differences in the success rates of male and female applicants for academic or clinical academic roles.

Table 1 Recruitment monitoring data 2011-12: Gender

	Applied		Appointed		Success rate		Significance
	F	**M**	**F**	**M**	**F**	**M**	
Support staff	9027	4579	329	124	3.6%	2.7%	p<0.005
Academic-related	9632	11638	428	440	4.4%	3.8%	p<0.05
Academic	147	275	6	11	4.1%	4.0%	NS
Clinical academic	67	190	14	22	20.9%	11.6%	NS

	Applications*		Appointments	
	% Female	**% Male**	**% Female**	**% Male**
Support staff	64%	32%	73%	27%
Academic-related	44%	53%	49%	51%
Academic	34%	64%	35%	65%
Clinical academic	24%	68%	39%	61%
Total	**51%**	**45%**	**57%**	**43%**

(*Totals do not add up to 100% due to missing data on gender)

19. Monitoring data for recruitment to **statutory professorships** from 2008 to 2010 has been analysed by gender only: data for ethnicity and disability are incomplete, reflecting the general unwillingness among senior academic staff and applicants to disclose personal details. The EDU will consider during 2012-13 how to improve disclosure among academic applicants and staff.

20. Women formed 15.1% of applicants for statutory professorships, 15.9% of interviewees and 19.2% of appointees. In every division except Humanities, a higher proportion of women were appointed than applied. The overall ratio of male to female applicants was nearly six to one. The average number of female applicants per vacancy varied from 0.8 in Medical Sciences to 3.5 in Humanities. The average number of male applicants ranged from 10.2 per vacancy in Medical Sciences to 14.4 in Social Sciences.

Table 2 Statutory professorships 2008-10: Gender

Applicants per vacancy	Female	Male
Medical Sciences	0.8	10.2
Social Sciences	3.1	14.4
MPLS	1.3	11.3
Humanities	3.5	12.8

Success rate	Female	Male
Medical Sciences	11%	11%
Social Sciences	9%	5%
MPLS	20%	7%
Humanities	6%	7%
Total	**10%**	**7%**

Promotion

21. Promotion to a statutory professorship is by open competition. In addition, the title of professor may be conferred through regular gathered field **Recognition of Distinction** (RoD) exercises. The 2011 staff snapshot does not include professors who were awarded their title in the 2010 RoD exercise, as the results were not finalised until early 2012.

Table 3 Professors by gender and type (fte)

Total professors (Academic, Research, Academic-related) 31/07/11	F	M	Total	% Female
Statutory professors	26.5	213.3	**239.8**	11%
Titular professors	97.4	357.1	**454.5**	21%
Total	**123.9**	**570.4**	**694.2**	18%

	Female	Male
Academic and research staff	1719.7	2927.3
Professors (statutory & titular)	123.9	570.4
% Staff with a professorial title	**7%**	**19%**

22. The proportion of professors[7] who are female is lower than the overall proportion of female academic staff in each division. Although female representation among readers is higher, the total number of readers is lower and the title is being phased out.

Table 4 Percentage of female academic staff and professors (statutory and titular) by division

31/07/11	% Academic staff female	% Professors female	% Readers female
Humanities	35%	25%	42%
Medical Sciences	20%	14%	13%
Social Sciences	30%	22%	40%
MPLS	14%	10%	12%

23. Analysis of the outcomes of RoD exercises since 1998 shows that female success rates have been equivalent to or higher than male in all but the first round. Overall in the last

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[7] Statutory and titular professors combined.

three exercises (2006, 2008, 2010), 78% of female applicants obtained a title compared with 72% of male.

Table 5 Outcomes of Recognition of Distinction exercises 1998-2010

Year	Professorships awarded	Readerships awarded	Total
1998	35	16	51
2000	35	38	73
2002	68	41	109
2004	63	47	110
2006	92	76	168
2008	79	85	164
2010	119	0	119

Table 6 Recognition of Distinction: combined results 2006, 2008, 2010 by gender

	Applications	Title awarded	% success	Professor awarded	Prof as % of applications
Female	163	127	78%	83	51%
Male	453	324	72%	207	46%
Total	616	451	73%	290	47%

Committee membership

24. The EDU analysed by gender membership of the University Council and its main committees (Education, Planning and Resource Allocation, Research, Personnel, and General Purposes); and the academic leadership within divisions.

Table 7 Membership of major committees of Council by gender, 1.10.11

Male		Female		% Female
Ex officio	43	Ex officio	15	26%
Other	29	Other	25	46%
Total	72	Total	40	36%

25. Women were less likely than men to serve as *ex officio* members, reflecting the lower proportion of women holding senior management positions such as Head of Division, Pro-Vice-Chancellor or chair of a major committee: 37.5% of women attended a committee *ex officio* compared with 60% of men. Six of the 40 women (15%) on the major committees of Council served on more than one of these six committees. Efforts to improve gender balance often take the form of co-opting additional members.

26. The academic leadership in the divisions is shown below. The percentage of women in senior management positions broadly reflected the overall proportion of female academic staff in each division (cf Table 4) although it is difficult to draw conclusions on the basis of such small numbers.

Humanities

2011-12	Male	Female	% Female
Head of Division		1	
Deputy Head of Division	2	1	
Heads of Dept/Faculty Board Chairs	8	2	
Total senior management	**10**	**4**	**29%**

MPLS

2011-12	Male	Female	% Female
Head of Division	1		
Deputy Head of Division	4	2	
Heads of Dept	9	2	
Heads of sub-departments	9		
Total senior management	**23**	**4**	**15%**

MSD

2011-12	Male	Female	% Female
Head of Division	1		
Deputy Head of Division	4	1	
Heads of Dept	16		
Heads of sub-departments	20	10	
Total senior management	**41**	**11**	**21%**

SSD

2011-12	Male	Female	% Female
Head of Division	1		
Deputy Head of Division	1		
Heads of Dept	13	3	
Heads of sub-departments	10	3	
Total senior management	**25**	**6**	**19%**

Continuing Education Board

2011-12	Male	Female	% Female
Head of Division		1	
Deputy Head of Division	1	1	
Heads of Dept	1		
Heads of sub-departments	2		
Total senior management	**4**	**2**	**33%**

Ethnicity

Staff in post

27. 10% of all university staff (fte) identified as being of a black or minority ethnic (BME) background: 12% of academic and research staff and 7% of professional and support staff. The proportion of staff not disclosing ethnicity is 13% on average and higher among some groups, including academic (16.6%).

Table 8 Ethnicity profile by staff group

	BME	White	Unknown
Academic	6.4%	77.0%	16.6%
Research	12.5%	72.1%	15.3%
Academic & Research	12.3%	73.8%	13.9%
Clinical academic	12.4%	69.9%	17.7%
Clinical research	19.3%	69.8%	11.0%
Academic-related	6.5%	81.2%	12.3%
Support staff	8.2%	77.9%	13.9%

28. Over half (56.4%) of BME staff are of non-EU nationality. The proportion of non-EU staff (all staff groups) who identified as BME was 39%, compared with 5.4% of all UK staff.

29. 7% of the UK labour force (of UK nationality) identify as BME, compared with 28% of those of non-UK nationality. The proportion of BME staff is generally higher in English higher education institutions[8] than at Oxford.

Table 9 BME staff by role and nationality: comparison between Oxford and English HEIs

	Academic & Research staff (% BME)		Professional & Support staff (% BME)	
	UK	Non-UK (includes EU)	UK	Non-UK (includes EU)
English HEIs	8%	28%	8%	37%
Oxford	7%	19%	4%	23%

30. A higher proportion of BME staff are on fixed-term contracts (FTC) compared with white staff: 69.1% to 47.7%, largely reflecting the concentration of BME staff in research posts.

Table 10 Proportion of staff on fixed-term contracts by role and ethnicity

	BME	White	Unknown
Academic % FTC	19.0%	10.5%	5.9%
Research % FTC	94.7%	88.2%	88.4%

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[8] HEFCE (2012/14),*Staff employed at HEFEC-funded HEIs: Trends and profiles 1995-6 to 2010-11*, p.33.

Recruitment to employment

31. BME applicants comprised 30% of all candidates for roles in the University, varying from 10% of academic to 38% of academic-related and 41% of clinical academic posts. The ethnicity of 8% of all applicants was unknown (37% of applicants for academic posts). The proportion of BME people applying for support roles was in line with their representation in the local Oxford population at 20%.

32. BME applicants were less likely to be appointed to support, academic-related and clinical academic posts. The difference in the academic appointment rate did not attain statistical significance although the BME success rate was lower than that for other applicants.

Table 11 Recruitment monitoring data, 2011-12: Ethnicity

	Applied			Appointed			Success rate		
	White	BME	Unknown	White	BME	Unknown	White	BME	Unknown
Support staff	10658	2788	706	399	43	23	3.7%	1.5%	3.3%
Academic-related	11698	8487	1912	665	154	86	5.7%	1.8%	4.5%
Academic	226	45	161	9	1	7	4.0%	2.2%	4.3%
Clinical academic	84	114	83	22	13	2	26.2%	11.4%	2.4%

	Applications			Appointments		
	White	BME	Unknown	White	BME	Unknown
Support staff	75%	20%	5%	86%	9%	5%
Academic-related	53%	38%	9%	73%	17%	10%
Academic	52%	10%	37%	53%	6%	41%
Clinical academic	30%	41%	30%	59%	35%	5%
Total	**62%**	**30%**	**8%**	**77%**	**15%**	**8%**

Promotion

33. It is difficult to compare the outcomes of Recognition of Distinction exercises for BME and other applicants, in part due to the low number of BME applicants and the high level of unknown ethnicity. In the 2006, 2008 and 2010 exercises there were only 12, 13 and 18 identifiably BME applicants respectively, making it impossible for us to draw meaningful conclusions from the results.

Table 12 Recognition of Distinction: combined results 2006, 2008, 2010 by ethnicity

2006, 2008, 2010 combined	Applied	Awarded title	No title	Withdrew	% Success rate
BME	43	26	15	2	60%
White	460	334	117	9	73%
Unknown	113	91	21	1	81%

Nationality

Staff in post

34. At the time of the snapshot, 110 countries were represented among staff working at the University. The top five nations, numerically speaking, are the USA, Germany, Italy, China and France, closely followed by Australia, Ireland, India, Spain and Canada.

35. Nearly 30% of staff are of non-UK nationality, including 25% of clinical, 44% of non-clinical and 16% of academic-related and support staff. The proportion of non-UK academic and research staff at Oxford – 42% – is much higher than the average for HEFCE-funded HEIs in England (25%). The proportion of non-UK professional and support staff is also twice that of the English average (16% compared with 8%)[9].

36. The proportion of non-UK staff on fixed-term contracts is 68%, compared with 42% of UK staff. Among academic and research staff only, 75% of non-UK staff are on a fixed-term contract compared with 55% of UK staff. These proportions are higher than the HEFCE averages of 39% of non-UK staff[10] and 28% of academic staff overall[11]. Although this disparity reflects the concentration of non-UK staff in research roles, there were further differences within the academic and research staff groups. 14% of non-UK academic staff were on fixed-term contracts compared with 9% of UK and 95% of non-UK research staff compared with 84% of UK.

Table 13 Proportion of staff on fixed-term contracts by role and nationality

Oxford 31/07/11	Non-UK nationality	UK nationality
Academic % FTC	14%	9%
Research % FTC	95%	84%

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[9] HEFCE (2012), p.29, Table 32
[10] HEFCE (2012), p.29, Table 33
[11] HEFCE (2012), p.13, Table 6. No figure is given for the proportion of UK staff on non-permanent contracts.

Disability

Staff in post

37. 4.2% per cent of university staff disclosed a disability, while the status of a further 12.9% is unknown. Disclosure is lower among academic and research staff: 2.8% compared with 5.4% for other staff. Disclosure rates are particularly low within clinical sciences, where no members of academic staff have disclosed, and only 1.7% of research staff. There are also high numbers of 'unknowns' within the academic staff group, with 18.6% of clinical and 15.9% of non-clinical academics not disclosing their disability status. It is hoped that disclosure rates will rise as an outcome of the disclosure of 'complex circumstances' for the REF 2014. Disclosure rates were highest among museum staff, where 12.8% declared themselves to be disabled (of a small base population of 111.7 fte). The proportions of disabled and non-disabled staff on fixed-term contracts were similar and in line with the overall proportion of 49% of staff.

Table 14 Number and proportion of staff disclosing a disability

Oxford 31/07/11	Disability	No disability	Unknown	% Disabled
Academic & Research	140	4179	642	2.8%
Professional & Support	294	4466	703	5.4%

38. While 15% of people in employment in the UK overall are declared disabled[12], disclosure rates are generally lower in universities. In 2010-11, 2.9% of academic staff in HEFCE-funded HEIs disclosed a disability and 4.0% of professional and support staff. The rate of disclosure among the latter group is higher at Oxford than the average.

Recruitment to employment

39. 2.8% of applicants declared a disability while the percentage of unknowns was 8%. The proportion of unknowns among academic and clinical academic applicants was much higher (37%; 31%). Applicants for support roles were slightly more likely to declare a disability than applicants for academic-related roles; they were also statistically significantly more likely to be appointed than those who had stated that they did not have a disability, or whose status was unknown. Disabled applicants for academic-related roles had a slightly higher success rate but this did not attain statistical significance.

40. Only three applicants out of 713 for academic and clinical academic posts declared a disability, making it impossible to compare the success rates for academic applicants. For comparison, the disclosure rate amongst current university academic and research staff is 2.8%.

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[12] Office of National Statistics' Quarterly Labour Force Survey (Oct-Dec 2010) cited in HEFCE (2012), p.22

Table 15 Recruitment monitoring data, 2011-12: Disability

	Applied			Appointed			Success rate		
	Disabled	No disability	Unknown	Disabled	No disability	Unknown	Disabled	No disability	Unknown
Support staff	518	12906	728	25	416	24	4.8%	3.2%	3.3%
Academic-related	487	19776	1834	26	797	82	5.3%	4.0%	4.5%
Academic	2	269	161	0	9	8	0.0%	3.3%	5.0%
Clinical academic	1	192	88	0	33	4	0.0%	17.2%	4.5%

	Applications			Appointments		
	Disabled	No disability	Unknown	Disabled	No disability	Unknown
Support staff	4%	91%	5%	5%	89%	5%
Academic-related	2%	89%	8%	3%	88%	9%
Academic	0%	62%	37%	0%	53%	47%
Clinical academic	0%	68%	31%	0%	89%	11%
Total	**3%**	**90%**	**8%**	**4%**	**88%**	**8%**

Age

Staff in post

41. Over the last three years the age profile of university staff has remained broadly static with a slight decrease in the proportion of staff aged under 30 from 15.5% to 13.8% (fte) and a small decrease in the proportion of staff aged over 60. There are differences by gender, staff group and division:

- 52% of female staff are aged under 40 compared with 46% of male staff;
- twice as large a proportion of male than female staff are aged over 60;
- research staff – both clinical and non-clinical – have a younger age profile than all other groups;
- non-clinical academic staff include the largest proportion of older staff with nearly 18% aged 60 or over, including 5% aged over 65; and
- the youngest populations are concentrated in Medical Sciences and MPLS due to their high proportions of researchers while Humanities has the highest proportion of over-60s, at 15%.

42. Over two-thirds of staff aged under 40 are on fixed-term contracts. While the proportion of permanent or open-ended contracts rises with age, there remains a large cohort of older staff on fixed-term contracts: 39% of those aged 40-49, 28% of 50 to 59 year olds and 18% of 60 to 64-year olds.

43. Comparison with HEFCE benchmarking data[13] shows that the University's age profile is more heavily biased towards young research staff than the average for English HEIs: 52.8% of Oxford academic and research staff are aged under 40 compared with 37% across the sector. The University also has a slightly smaller proportion of older staff.

Table 16 Staff by age group and role: comparison between Oxford and English HEIs

Age group	Academic & Research	Prof and support	Academic & Research	Prof and support
	English HEIs		Oxford	
Under 30	8%	16%	11%	16%
30 – 39	29%	26%	41%	28%
40 – 49	29%	26%	24%	26%
50 – 59	24%	24%	16%	22%
60 and over	9%	8%	7%	7%

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[13] HEFCE (2012), p.19, Table 14

C: Summary of student data

44. This section provides summary data about on-course students and applicants against the protected characteristics of gender, ethnicity, disability and age. Detailed figures are available at: www.admin.ox.ac.uk/eop/equalityreporting/annualreports . The table below gives the reporting period for each category of student data and contact details for relevant staff.

Data type	Date	Contact
On course students	1 December 2011 snapshot	sdma@admin.ox.ac.uk
UG admissions	2010-11 cycle for entry in 2011	sdma@admin.ox.ac.uk
PG admissions	2010-11 cycle for entry in 2011	michael.eeley@admin.ox.ac.uk
Withdrawals	Year end HESA reporting	sdma@admin.ox.ac.uk
Final Honour School	2010-11 cycle results reported 2011	sdma@admin.ox.ac.uk
Equality in higher education: statistical report 2011	2009-10	ECU (2011)
Equality in higher education: statistical report 2012	2010-11	ECU (2012)

Student Data Management and Analysis (SDMA) have published a wide range of student equality data via Tableau Server at https://bits.uas.ox.ac.uk/workbooks, including:

- Annual programme statistics
- Equality report: On-course students
- Equality report: Undergraduate admissions and on-course withdrawals
- Equality report: Graduate admissions
- Final Honour Schools
- Examination results by gender

The visibility of college-level data is restricted to nominated staff within each college. If you wish to nominate a new staff member to have access to the college-specific view, or require a new Tableau account, please email sdma@admin.ox.ac.uk. If you have any feedback about the design of the reports, please send your comments to this address as well.

If you already have a Tableau account, but require a password reset, please contact the OSS Support Team. Their contact details may be found at www.admin.ox.ac.uk/bsp/studsys-support-centre.

Gender

On-course students

45. Women comprised 45% of all students: 46% of undergraduate (UG) and postgraduate taught (PGT), and 42% of postgraduate research (PGR).

Table 17 On-course students by division and gender

Division	Female	%	Male	%
Humanities	3042	52%	2802	48%
Medical Sciences	1607	54%	1366	46%
MPLS	1745	30%	4094	70%
Social Sciences	2692	47%	2990	53%
OUDCE	551	53%	484	47%
VRO*	282	56.5%	217	43.5%
Total	**9919**	**45%**	**11953**	**55%**

*Visiting, recognised and other students

46. Nationally, 54.7% of first degree undergraduates were female in 2009-10 (48.1% in science, engineering and technology – SET – subjects)[14]. At postgraduate level, women comprised 55.1% of all students (46.8% in SET). A similar pattern prevailed in the Russell Group, where 54% of students were female.

Undergraduate admissions

47. Women comprised 48% of applicants, and 47% of those admitted. The initial offer rate was virtually identical for both sexes, but women were statistically significantly more likely to fail to meet the conditions of their offer than men (8% of female offer-holders compared with 6% of male).

Table 18 Undergraduate admissions by gender: entry in 2011

Gender	Applications	Offer	% offer rate	Admitted	% success rate
Female	5852	1379	23.6%	1265	21.6%
Male	6255	1484	23.7%	1399	22.4%
Total	**12107**	**2863**	**23.6%**	**2664**	**22.0%**

Postgraduate admissions

48. At PGR, women comprised 44% of applications, 44% of offers and 43% of those admitted. At PGT, they comprised 50% of applications, 47% of offers and 47% of those admitted. The attrition rate – the rate at which offer-holders failed to take up their offers – was similar for both sexes. Over the last five years of postgraduate admissions, the proportion of female applicants has increased from 44% to 48%. However, since 2010 their offer and entry rates have slightly declined whereas those for men have increased. At PGT level, women were statistically significantly less likely than men to receive an offer for entry in 2011.

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[14] All national data for 2009/10 is taken from Equality Challenge Unit (2011), *Equality in higher education: statistical report 2011. Part 2: students*

**Table 19 Postgraduate admissions by gender: entry in 2011**

Entry in 2011	Applications	%	Offers	%	Accepts	%	Attrition
PGR							
Female	2,634	44%	1,034	44%	565	43%	45%
Male	3,323	56%	1,330	56%	739	57%	44%
PGT							
Female	6,693	50%	2,411	47%	1,565	47%	35%
Male	6,769	50%	2,673	53%	1,796	53%	33%

Entry in 2011	Offer rate – PGR	Offer rate – PGT	Offer rate – Total
Female	39%	36%	37%
Male	40%	39.5%	40%
Grand Total	**40%**	**38%**	**38%**

Undergraduate attainment

49. In 2010-11, 29% of undergraduate finalists achieved a first class degree and 62% obtained an Upper Second. There were significant variations by division: the overall proportion of firsts awarded in MPLS was 37% compared with 22% in Social Sciences. MPLS was also the only division with a sizeable proportion of Lower Seconds and below: 19% of students failed to achieve a 'good degree' (2.1 or above).

50. Women obtained a slightly higher proportion of 'good' degrees (a measurement of the proportion of first class and Upper Second degrees combined) than men – 92% compared with 90%. This difference may be attributable to the higher proportion of men studying within MPLS, where nearly 20% of classifications awarded are at 2.2 or lower.

51. 32% of men obtained a first compared with 25% of women. There were statistically significant gender gaps both in Humanities and MPLS. The gender gap in MPLS derives partly from women's lower likelihood of progressing to the fourth year of integrated master's degrees where the option of exiting with the BA is available. Even though the male and female success rates at BA and Master's level do not differ significantly, the average proportion of firsts awarded in each degree can vary by up to thirty percentage points.

Chart 2 Final Honour Schools by division and gender, 2011
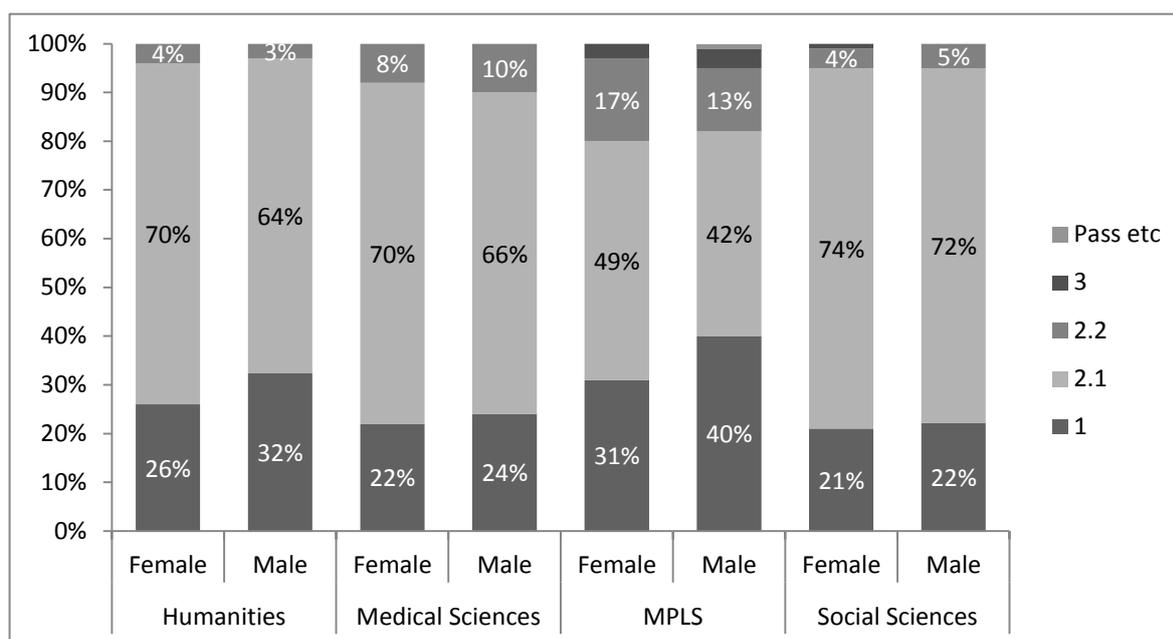
52. Nationally, there was a 0.7% gender gap: 14.1% of women and 14.8% of men achieved a first class degree. It is likely that this gap is attributable to the differing proportions of men and women studying physical sciences disciplines, where a higher proportion of firsts are awarded[15]. Women were more likely to gain a 'good' degree with 64.9% achieving a first or Upper Second compared with 59.6% of men.

Student withdrawals[16]

53. Oxford has very low numbers of student withdrawals in comparison with the rest of the HE sector. Only 223 students withdrew in 2010-11 (just 1% of total student numbers [21,050 excluding VRO students]). There were no differences by gender: overall 1.1% of female students and 1.0% of male withdrew from their studies, with very similar proportions at each level of study.

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[15] Woodfield, R and Earl-Novell, S (2006), 'An assessment of the extent to which subject variation between the Arts and Sciences in relation to the award of a First Class degree can explain the 'gender gap' in UK universities', *British Journal of Sociology of Education*, 27:3, 355-372.
[16] Data on student withdrawals in 2011-12 will not become available until January 2013.

Ethnicity

On-course students

54. There was a slight increase in the overall proportion of BME students from 20% to 21% between 2010 and 2011, accounted for by an increase in the undergraduate population from 14% to 15% BME (equating to 16% of those of known ethnicity). The ethnicity of 8% of students was unknown.

Table 20 On-course students by ethnicity and domicile

	White	BME	Unknown
UK	83%	13%	5%
EU	79%	6%	15%
Overseas	38%	50%	12%
Total	**71%**	**21%**	**8%**

55. Of UK undergraduate students whose ethnicity was known, 13% were BME in 2011. There was low disclosure of ethnicity among non-UK undergraduates, as this information is not requested during the UCAS application process. A total of 38% of EU and overseas students did not disclose their ethnicity, compared with 4% of UK-domiciled students.

56. At postgraduate level the proportion of BME students remained level at 28% of all students, 14% of UK-domiciled and 37% of those with EU or overseas domicile. Of UK postgraduate students whose ethnicity was known, 15% were BME compared with 17.2% nationally.

Chart 3 Proportion of BME students by domicile and level of study

	UG	PGT	PGR
UK	12%	15%	12%
EU/OS	27%	38%	37%
Unknown	9%	4%	7%
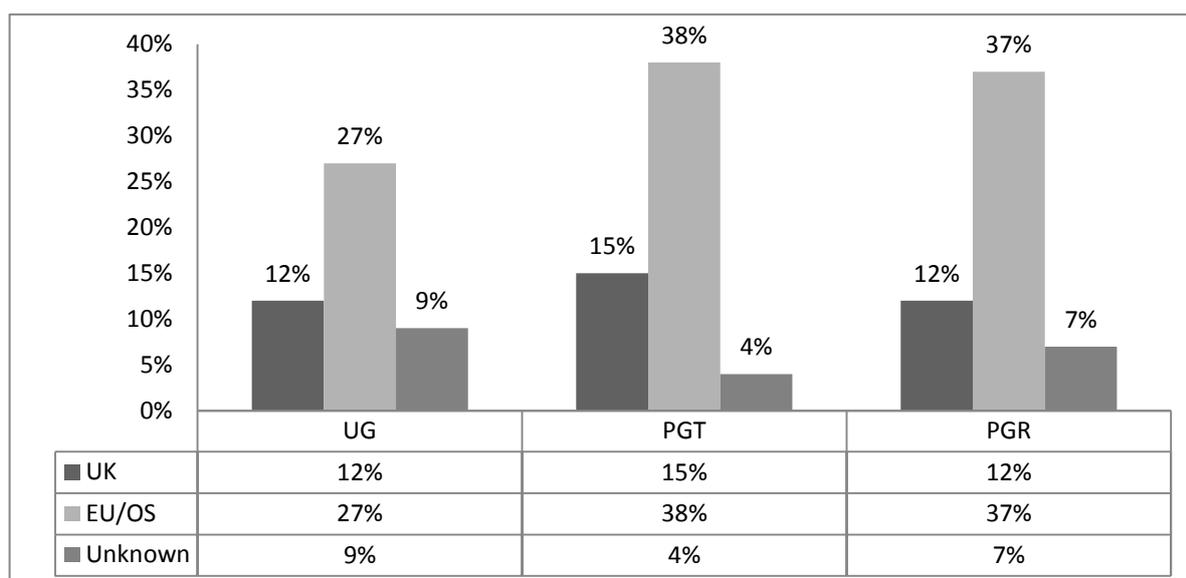
57. The proportion of BME students varies by division, from 12% in Humanities to 27% in Social Sciences.

Table 21 Proportion of BME students by division

Division	% BME
Humanities	12%
Medical Sciences	25%
Mathematics, Physical and Life Sciences	22%
Social Sciences	27%
Continuing Education	19%
Visiting, Recognised and Other	27%

58. Nationally, BME students comprised 19.6% of UK-domicile first degree undergraduate students and 17.2% of all UK-domicile postgraduates in 2009-10. Within the Russell Group, 11.6% of UK-domicile students of known ethnicity were BME, compared with 13% at Oxford. The proportion of BME students at London universities (all mission groups) is much higher at 45.5%, reflecting the larger ethnic minority population.

Undergraduate admissions

59. The data relate only to UK-domiciled applicants as other applicants are not requested to provide details of their ethnicity when applying via UCAS. The overall offer rate for BME applicants was 9 percentage points lower than for white applicants (17% to 26%). There is evidence that at least part of this disparity is due to BME applicants' greater propensity to apply for heavily over-subscribed subjects such as Medicine and Law, where success rates are lower. The University conducted an analysis in 2009 which showed that Oxford's three most over-subscribed large (over 70 places) courses (Economics & Management, Medicine and Mathematics) accounted for 43% of *all* BME applicants – compared to just 17% of all white applicants[17]. This area remains under regular review.

Table 22 Undergraduate admissions by ethnicity: entry in 2011

Ethnicity	Applications	Offers	% offer rate	Admitted	% success rate
Unknown	631	85	13%	67	11%
BME	2,059	357	17%	330	16%
White	9,417	2,421	26%	2,267	24%
Total	**12107**	**2863**	**24%**	**2664**	**22%**

Postgraduate admissions

60. BME applicants comprised 41% of all applications for entry in 2011, 32% of offers and 29% of admissions. The overall offer rate for BME applicants was 30%, compared with 44% for white applicants. The BME attrition rate was also higher: 43% compared with 35%. At PGR level, over half of BME offer-holders failed to take up their place, 52% compared with 42% of whites. At PGT the comparable attrition rate was 39% compared with 31%.

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www.ox.ac.uk/about_the_university/facts_and_figures/undergraduate_admissions_statistics/2011_entry_figures/ethnic_origin.html

Undergraduate attainment

61. The number of BME students sitting Finals in 2011 was 444, compared with 2,215 white students and 446 of unknown ethnicity. BME students were less likely than white to obtain a first class or 'good' degree, although it is difficult to draw firm conclusions from small groups of students widely distributed among different programmes and divisions.

**Chart 4 Final Honour Schools by ethnicity, 2011**
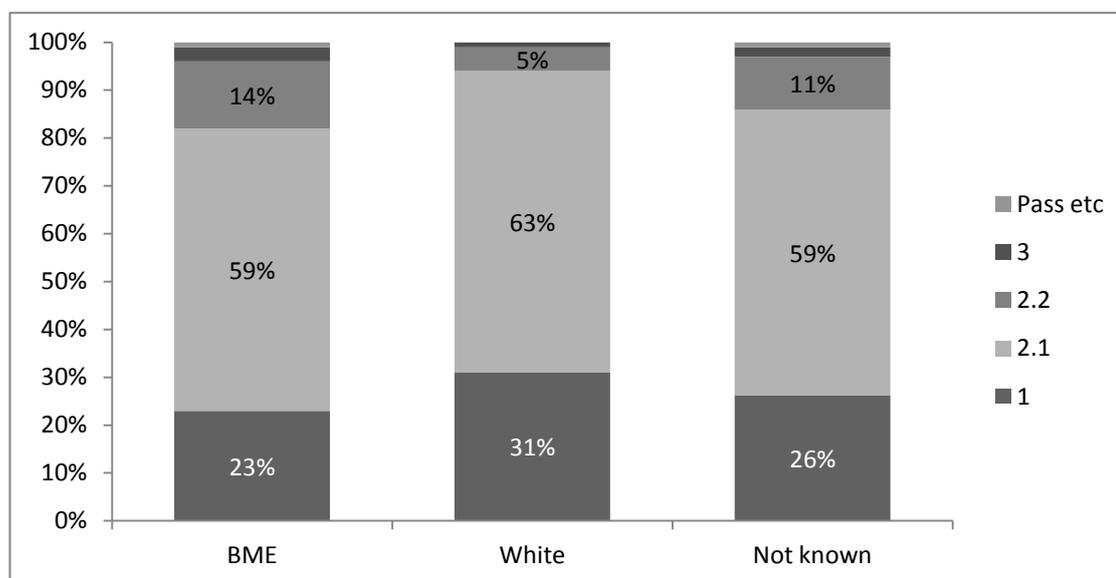
Table 23 Degree attainment by ethnicity

	Asian	Black	Chinese	Mixed	Other	White	Not known	Total
Population	135	26	125	130	28	2215	446	**3105**
First	15%	4%	34%	21%	32%	31%	26%	**29%**
'Good degree'	84%	73%	74%	88%	79%	94%	85%	**91%**

62. Overall, 82% of BME students obtained a 'good' degree compared with 94% of white, a statistically significant difference. Further statistical analysis would be required in order to assess the relative contribution of discipline to this finding; for example, BME students are more likely to study courses within MPLS, where the overall rate of 2.2 or lower is 19%, than in the Humanities, where the rate is only 4%.

63. Nationally, 49.3% of UK-domicile BME students gained a first or Upper Second in 2009-10, compared with 67.9% of white students. The national degree attainment gap was 18.6%, compared with 12% at Oxford.

Student withdrawals

64. Although the withdrawal rates for BME and white students were both very low at undergraduate level (0.4% and 0.6%), they were higher for BME postgraduate students. Overall 1.3% of BME and 0.9% of white students withdrew in 2010-11, a statistically significant difference. This crude method of aggregating students of all nationalities and ethnicities does not help to explain the difference, though it is likely that overseas students – who are more likely to be BME – are also more likely to

withdraw from their studies due to financial or other pressures. This hypothesis will be followed up further.

Disability

On-course students

65. The proportion of students who disclosed a disability increased from 4% in 2010 to 6% in 2011. There was an increase in the disclosure rate at all levels of study. The proportion was highest among undergraduate students at nearly 7%, compared with 5% of postgraduate research and taught students. Nearly half (46.6%) of all disabled students disclosed a specific learning difficulty (SpLD[18]).

66. On the snapshot date of 1 December 2011, a total of 1267 students (excluding Continuing Education) had disclosed a disability. Cumulative data over the year (1 August 2011 to 31 July 2012) showed a higher number: 1424 students in the main population (including writing-up students) and 288 matriculated students from Continuing Education. In total, the University supported around 1700 disabled students during 2011-12, nearly 8% of the total student population, an increase of over 100 from 2010-11.

67. Undergraduates were more likely to be in receipt of Disabled Students' Allowance (DSA)[19]. Overseas students are not eligible for this allowance, which partly explains the lower uptake at postgraduate level (59% of postgraduate students were from outside the UK in 2011). The University funds comparable support for disabled EU and Overseas students according to a funding formula agreed between colleges and departments:

Overseas undergraduates	50% (college) / 50% (department)
EU undergraduates	35% (college) / 65% (department)
Overseas postgraduates	15% (college) / 85% (department)

Table 24 Disabled students by level of study and receipt of DSA, 2011-12

Disability	UG	% DSA	PG	% DSA	OUDCE	% DSA
Specific learning difficulty	419	67%	233	36%	61	10%
Mental health condition	111	30%	91	14%	24	0%
Long standing illness	96	38%	105	10%	52	0%
Two or more impairments	65	68%	53	34%	4	0%
Social/communication impairment	36	64%	8	25%	7	14%
Physical impairment or mobility issues	27	59%	26	8%	36	3%
Deaf or serious hearing impairment	20	50%	17	6%	36	0%
Blind or serious visual impairment	10	40%	13	23%	12	8%
Other disability not listed above	41	39%	53	15%	56	2%
Total	**825**	**56%**	**599**	**24%**	**288**	**3%**

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[18] Specific Learning Difficulties (or Differences) is an umbrella term for a range of commonly co-occurring conditions including dyslexia, dyspraxia, Attention Deficit (Hyperactivity) Disorder, dyscalculia and other sensory processing disorders. They frequently overlap with Autism Spectrum Conditions. For more information please see the British Dyslexia Association website: www.bdadyslexia.org.uk/about-dyslexia/schools-colleges-and-universities/what-are-specific-learning-difficulties.html

[19] A non-means-tested government grant to assist eligible students with additional disability-related expenditure and non-medical helper support

68. Nationally 8.7% of first degree undergraduates declared a disability in 2009-10, and 5.1% of postgraduates (7.6% of all students whose status was known). Among disabled undergraduates, 55% disclosed a specific learning difficulty. The comparable figure for postgraduates was 41%. Within the Russell Group, 6.2% of students (whose status was known) declared a disability. Of these, 35.7% were in receipt of DSA. The uptake of DSA at Oxford is higher than this, at 42% of the disabled students in the main population (56% of undergraduates; 24% of postgraduates). It was rare for students at Continuing Education to claim DSA (only 3% of those who had disclosed a disability did so). The proportion of students with SpLD in receipt of DSA has increased from 50% in 2009-10 to 67% in 2011-12.

Undergraduate admissions

69. The offer rate for applicants with a disability was equal to or higher than that for those who had not disclosed any disability. Disabled applicants were also no less likely to meet the conditions of their offer.

Table 25 Undergraduate admissions by disability: entry in 2011

Disability	Applications	Offers	Offer rate	Admitted	% success rate
No disability	16,503	3,289	19.9%	3,006	18.2%
SpLD	406	82	20.2%	81	20.0%
Other disability	433	108	25%	100	23%
Total	**17,342**	**3,479**	**20%**	**3,187**	**18%**

Postgraduate admissions

70. Disabled applicants formed 4.4% of all applications, 4.9% of offers and 5.2% of admissions, with a higher proportion at PGR than PGT. Offer rates at PGR were almost identical but at PGT disabled applicants were statistically significantly more likely than other students to receive an offer (44% to 38%).

71. The most common form of disability was specific learning difficulty (SpLD), disclosed by 40% of disabled applicants, followed by mental health difficulties (15%), long standing illness (14%) and 'other disability' (14%).

Undergraduate attainment

72. There were no statistically significant differences in the award of first class degrees to students with or without a disability. In 2011, 26% of students who had disclosed 'other' disability (18 out of 70) achieved a first class degree, compared with 34% of students with SpLD (32 out of 93) and 29% of students without a known disability. There was also no significant difference between the proportions of each group who achieved a Lower Second or lower classification. These outcomes compare very favourably with the national picture in which around 13% of all students achieved a first class degree in 2009-10 (12% of disabled students).

73. The proportion of Oxford students with SpLD who achieved a 'good' degree was 86%, compared with 90% of those with a different disability and 91% of those with no known disability.

74. Nationally in 2009-10, 59.9% of disabled students earned a 'good' degree, compared with 63.4% of those with no known disability. The success rate for students with a specific learning difficulty was 59%. Of disabled students who had declared that they were in receipt of Disabled Students' Allowance (DSA), 60.2% achieved a first or Upper Second.

75. Relatively small numbers and annual fluctuations make it difficult to compare outcomes over time or to identify possible trends; however, this is an area that the University continues to monitor carefully.

Student withdrawals

76. The number of disabled students who withdrew in 2010-11 was 17, compared with 206 who had not declared a disability. The majority of these students (16) had declared an 'other disability', representing 3.8% of all students in this category. The University will continue to monitor and if necessary review the support it provides for all disabled students.

Table 26 Student withdrawals by disability, 2010-11

	Total numbers (excl VRO)	Withdrawals	% withdrawal rate
No disability	**20,061**	**206**	**1%**
Disabled students	**889**	**17**	**1.9%**
'Other disability'	**426**	**16**	**3.8%**

Age

On-course students

77. The University's age profile is much younger than the national average in higher education, particularly at undergraduate level where 93% of on-course students were aged 21 and under on the snapshot date of 1 December 2011 compared with 49% of UK undergraduates in 2010-11.

Table 27 On-course students by age group and level of study

	21 and under	22 to 25	26 to 35	36 and over
UG	93%	5%	1%	1%
PGT	17%	36%	30%	17%
PGR	4%	44%	44%	8%

Table 28 UK student age profile by level of study (all domiciles), 2010-11

	21 and under	22 to 25	26 to 35	36 and over
UG	49%	16%	18%	17%
PGT	7%	34%	33%	26%
PGR	3%	36%	38%	24%

Undergraduate admissions

78. Applications from 'mature' students – defined as being 21 or over on 1 October 2011 – formed only 2.9% of the total. The largest number of applications – 144 – was to courses within Social Sciences and the smallest – 47 – to MPLS. The offer rate for this group was lower than average: 11% compared with 24%. Only one mature applicant out of 60 gained an offer for a course within Medical Sciences. Mature applicants were also more likely not to achieve their offer: 35% of those receiving offers did not enter Oxford in 2011, compared with 7% of under-21s.

Postgraduate admissions

79. Around half of all applicants for postgraduate study were aged 22 to 25 and most of the rest were aged 26 to 35. However, there were over 1,500 applications from people aged over 35. At PGT level they accounted for 9% of all applicants. At PGR level offer rates were similar for all applicants under 36 though there was a sharp drop in the older age category. The pattern for PGT offers was somewhat different in that the over-35s had the highest offer rate (51%), followed by applicants aged 26 to 35 (40%). The attrition rates for all offer holders under 36 were very similar but older candidates were more likely to take up their place (18% attrition compared with 39%)[20].

Table 29 Applications, offers and acceptances for postgraduate study by age

Applications	21 and under	22 to 25	26 to 35	36 and over
PGR	6%	52%	36%	6%
PGT	14%	48%	29%	9%

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[20] NB Only 717 offers were made to the 36 and over age group out of a total of 7448.

Offer rate	PGR	PGT
21 and under	36%	36%
22 to 25	43%	34.5%
26 to 35	37.5%	40%
36 and over	32%	51%

	21 and under	22 to 25	26 to 35	36 and over
Acceptance rate	61%	60%	62%	82%

Other student equality data: non-matriculated students

80. We present below data on non-matriculated students from the Department for Continuing Education and the Saïd Business School who are not included in central data sets.

81. In 2010-11, there were 947 non-matriculated part-time students enrolled at the **Department for Continuing Education**, 42% of whom were studying at undergraduate level; 52% at PGT and 6% at PGR. For the purposes of this report, the Department has compared its aggregated data for postgraduate students 2005-11 with those for the University as a whole, though these figures have not been weighted to take account of the subject mix within Continuing Education.

Table 30 Postgraduate students at the Department for Continuing Education, 2005-11

	OUDCE	University
% Female	51%	47%
% BME	22%	28%
% Disabled	4%	4%
% M:F Distinctions	23% : 20%	27% : 20%

82. At both postgraduate and undergraduate level, there was a higher proportion of female students at Continuing Education than within the University as a whole, but a lower proportion of students of black or minority ethnic origin. In 2010-11 there was also a higher proportion of disabled students at undergraduate level than within the matriculated student population.

Table 31 Undergraduate students at the Department for Continuing Education, 2010-11

	OUDCE	University
% Female	57%	46%
% BME	9%	14%
% Disabled	9%	5%

83. From 2006 to 2012, a total of 669 students enrolled to study one of five diplomas at the **Saïd Business School**, though two of these only commenced in 2009 and 2010. Another, the two-year version of the Diploma in Strategy and Innovation, is only offered on a biennial basis.

84. Women comprised 19% of diploma students, compared with 46% of PGT students within the University overall. The majority of students were aged 30 to 39 (41%) though with another large proportion (35%) in their forties. There were students of at least 81 different nationalities (the nationality of 31 students remained unknown). White students comprised 37% of the total, though the ethnicity of a further 44% was unknown.

D: Examples of on-going activity in support of equality and diversity

I: Staff and students

Harassment Advisory Service

85. The EDU operates a Harassment Advisor Network and Service on behalf of the collegiate University. 250 harassment advisors are registered with the EDU and 89 faculties and departments and 35 Colleges and Halls have at least one advisor. Colleges operate their own policies on bullying and harassment but their advisors are encouraged to participate in centrally-provided training and to use the services of the Harassment Line.

86. The Harassment Line is monitored during working hours by an EDU advisor who is available to offer advice and put callers in touch with a harassment advisor if they are unwilling to approach the designated advisor(s) in their college or department (or if none has yet been appointed). Support is equally available to those accused of harassment. Advisors are also encouraged to contact the Harassment Line to discuss difficult cases or to be debriefed.

87. All contact with the Harassment Line is recorded for monitoring purposes, including details such as the gender of both parties; whether they are members of staff or students; and whether the incidents complained of took place within a college or a department. In addition, all advisors have been asked since March 2011 to complete an online survey at the end of their involvement in a case. The survey is monitored throughout the year to establish whether there are any trends, either in particular departments or on particular issues, which the EDU should bring to the attention of the appropriate Personnel Officer or other body.

88. During 2011-12, the EDU:

- reviewed the provision of advice, support and training for harassment advisors, leading to a number of improvements, including new training sessions to promote advisors' confidence and assertiveness skills; and monthly drop-in sessions;
- participated in a three-year programme organised by OUSU in conjunction with Oxford City Council's Domestic and Sexual Violence Coordinator to provide in-depth training to college staff on stalking and relationship abuse;
- worked with the OUSU VP (Women) to scope a possible policy framework for consideration by a joint working group on high risk harassment; and
- introduced a voluntary agreement setting out the expectations and limits of an advisor's role, with the aim of promoting consistency and good practice across the service.

89. Advisors were asked to report their involvement in cases from the start of 2010-11, using the on-line survey. The survey does not provide a comprehensive account of all harassment cases as advisors can only record their own involvement, which may be limited to early stage advice. In future the EDU will contact advisors each Hilary term to invite them to confirm that they have reported on all the cases they have dealt with or to

make a nil return. The outcomes of this exercise will inform the Unit's subsequent annual report to the Personnel Committee.

90. 25 advisors reported involvement in a total of 44 cases over a 16 month period (October 2010 to February 2012), as follows:

- 18 cases occurred in colleges, 9 in University Administration and Services and the rest were distributed evenly across the divisions.
- A majority of people complaining about harassment were female: 35 women to 19 men. Support staff, academic-related staff and graduate students were most likely to ask for advice.
- The alleged harassment most commonly took the form of bullying behaviour and verbal abuse, offensive remarks or threats.
- Where the behaviour was seen to relate to a protected characteristic (under the Equality Act 2010), this was almost exclusively gender.
- Most advisors did not know the outcome of the cases they had advised on, though at least a third had been resolved to the satisfaction of the complainant.

91. Over the same period, the Harassment Line logged a total of 86 separate contacts. 30% were from advisors seeking advice on cases. Of the remaining 60, 41 were referred to harassment advisors and 19 were dealt with by EDU staff.

II: Staff

Oxford Learning Institute

92. The Institute supports equality and diversity throughout its work, integrating it into its management and leadership programmes, the Postgraduate Diploma in Teaching and Learning in Higher Education, and its research projects. The Institute also led targeted activity and initiatives, including:

- The **Springboard** women's personal development programme for staff and postgraduate research students, which had 96 participants in 2011-12;
- Following a successful pilot with 35 mentoring partnerships, a further iteration of the **Ad Feminam mentoring programme** for women academics and administrative staff interested in exploring their potential for leadership, with 42 partnerships;
- A revision of a past positive action programme, the **Academic Leadership Development Programme***,* which will re-launch in January 2013 as a complement to *Ad Feminam.* The aim of the six-month pilot, run in partnership with departments and the academic divisions, will be to encourage and support those from under-represented groups to explore, and prepare to take on, academic leadership roles;
- An online course designed to help staff reflect on equality and diversity issues as they affect them in their role at the University. The course takes participants about an hour to complete, explains the University's expectations of its staff in this area, and is available on demand. 52 people followed the course in 2011-12;
- By request, a blended (online and face to face) programme, **Managing for Diversity**, intended for those with responsibility for staffing who wish to raise

awareness and work towards greater inclusivity within their department, faculty, or college. This programme ran once during 2011-12, with the Museums and Collections;

- A successful application to the *European Commission's badge for HR Excellence in Research*.
- Continuing work to support implementation of Oxford's local version of the Concordat for Research Staff (the Code of Practice for the Employment and Career Development of Researchers).

93. The Institute records equal opportunity monitoring data for members of University staff who attend its courses: the data excludes student and college participants.

94. Although women comprise almost 50% of University staff, they were much more likely to attend OLI courses than men and formed 68% of all participants. This equates to 17% of total female staff compared with 8% of male staff.

95. Members of all ethnic groups attended OLI courses broadly in line with their representation within the University staff population. There was a statistically significant two percentage point difference in the proportions of BME and white staff who attended. BME women were more than twice as likely to attend courses as BME men, in line with the figures for white employees. However, both sexes were less likely than white men and women to attend.

Table 32 OLI course attendance by ethnicity, 2011-12

	% University staff	% OLI attendees
BME	10%	8%
White	76%	78%
Unknown	13%	14%

Table 33 OLI course attendance by gender and ethnicity, 2011-12

	% Female	% Male	% Total
BME	13%	6%	10%
White	16%	8%	12%
Unknown	20%	8%	13%

96. Disabled staff were represented among course participants broadly in line with their overall numbers within the staff population (5% compared with 4%). The small difference did not attain statistical significance. Women continued to be overrepresented, with 19% of disabled female staff attending courses compared with 7% of males.

III: Students

Undergraduate admissions
97. Oxford's outreach activity and **financial support package** seek to increase applications from highly able students from lower socio-economic backgrounds and

ensure that the cost of studying and living at Oxford is not a barrier to entry. The research to date – including focus groups among local school pupils commissioned by the University – shows that students from lower income households are more likely to have a fear of debt, have lower expectations of earnings after graduation, and leave university with greater debt. Oxford has therefore put in place the most generous financial support package in the UK to ensure that financial concerns are not a barrier to entry. The University monitors the proportion of students from lower household income bands (less than £16,000 and £25,000). Approximately 10% of Oxford's UK undergraduate students come from households with incomes of less than £16,000, and the most recent data suggests that this proportion has not changed for the first cohort of students entering under the new fee regime. There are no national statistics currently available on the number of students whose household income level is below £16,000 and who attain the required academic qualifications to make a competitive application to Oxford. This data will be included in our annual admissions statistics from Hilary term 2013.

98. Oxford also has a significant programme of **outreach** to encourage applications from students from poorer socio-economic groups and from schools and colleges which historically have had limited progression to Oxford. This includes residential programmes for GCSE and A-level students (e.g. **UNIQ**[21], **FE Access Initiative**[22], college pathways), teacher conferences, recruitment fairs, and visits to schools. The vast majority of the outreach to schools is aimed at the maintained sector, in particular at those schools and colleges with significant numbers of students who reach the standard required by Oxford but do not have a strong track record of making applications to the University. In 2010-11 there were over 2,000 events recorded on the outreach database, resulting in 8,674 unique touch points between Oxford and schools and colleges across the UK

99. The University anticipates that achieving the targets for increasing participation at Oxford of students from neighbourhoods with low participation in HE and from disadvantaged backgrounds will contribute to an increase in the proportion of students we admit from **BME groups**, and will continue to monitor this. Whilst there are no HESA or HEFCE performance indicators showing the expected ethnic composition of the undergraduate student body, it is clear that some groups of BME students do not progress to the most academically selective universities and courses at a rate that would be anticipated based upon their percentage in the UK population. There are many reasons for this, but course choices and a propensity for some ethnic groups to focus heavily on the most oversubscribed subjects are factors which particularly affect applications to Oxford. However, attainment levels at GCSE and A-level, prior family experience of higher education and school and college guidance also have an effect on successful applications from these groups to Oxford as well as other universities.

100. Oxford will continue to offer support to all those candidates who display the level of academic attainment and potential required to make a competitive application. The University will also continue to look for particular interventions which may assist and

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[21] www.uniq.ox.ac.uk/
[22] www.ox.ac.uk/visitors_friends/oxford_in_the_community/widening_access.html

encourage applicants from BME backgrounds, working with partner organisations such as Generating Genius, and Rare Recruitment. As part of the annual admissions statistical release, the University will also continue to publish detailed information on the ethnicity of applicants and their relative success rates in securing offers and places at Oxford.

101.   During 2011-12, the Undergraduate Admissions Office:

- invited all OUSU's clubs and societies to attend the University open days to demonstrate the breadth of provision for students with protected characteristics;
- worked closely with the DAS to improve provision for disabled applicants, including:

   – updating online information for disabled students, giving it greater prominence, and providing new pages of factual information as well as video stories of disabled students already studying at Oxford; and
   – participating in briefings by the DAS, e.g. on assistive technologies available at Oxford.

Representatives from the Disability Advisory Service attended all open days and provided support and advice for UNIQ summer school students and individual prospective students who required a facilitated visit in addition to or instead of an open day. The Service also collaborated with the Widening Participation team and St John's College to engage with visually impaired students from specialist colleges for the blind.

Postgraduate admissions
102.   Since the introduction of the Equality Act 2010, the University has worked to ensure that all existing **graduate scholarship schemes** are compliant with the legislation. Many are targeted at specific regional or national groups and the eligibility criteria for each were carefully considered in light of the Act. Currently, all scholarship schemes administered by Graduate Admissions and Funding (GAF) are either compliant on the basis that they meet certain exemptions or positive action clauses within the Act, or trust regulations and written agreements have been or are in the process of being amended to ensure compliance. For prospective scholarships, University fundraisers have been made aware of the importance of compliance and appropriate recommendations are factored into discussions with donors at an early stage.

103.   In June 2011, Council approved the proposal to open up the **Clarendon Fund** to all postgraduate applicants, regardless of nationality. This decision was made on the basis that the University's largest graduate scholarship fund should demonstrate a commitment to all excellent candidates, rather than be restricted to overseas graduates as it had been for the previous ten years of the scheme's existence. In October 2012, Oxford welcomed its largest ever cohort of new Clarendon scholars – 150 – from an unprecedented number of countries around the globe.

104.   During 2012, GAF continued to work with DAS to enhance provision of support for **graduate applicants with disabilities**:

- application materials were made available in accessible formats for the second year running;
- new procedures are being developed with DAS to provide a defined process by which applicants with a declared disability are proactively identified and supported through the graduate admissions process, particularly the college allocation process;
- measures were introduced to improve prospective applicants' awareness of the University's disability services and to persuade them of the benefits of disclosure.

Counselling Service

105. The University's Counselling Service now shares premises with the Disability Advisory Service and is fully accessible to students with mobility difficulties. A closer working relationship with DAS has led to more extensive use of cross referrals and joint support for some students. During 2011-12, the Service also:

- worked with college welfare officers to provide induction sessions, advice and consultation, particularly in relation to students who may have difficulty with the transition to college or university life;
- linked with OUSU to help support targeted campaigns, information and advice, such as the 'Mind your Head' campaign on mental health;
- worked with MPLS divisional officers in the design of a pilot week-long residential bridging programme for 50 freshers in Chemistry, Physics, Earth Sciences and Materials, intended to aid the transition of students who for academic or personal reasons might find it more difficult to settle in quickly at Oxford. The students took part in two workshops on 'an emotionally intelligent transition to Oxford', focusing on the challenges of transition, students' expectations, self-management and sources of support within colleges and the wider University, such as the Counselling Service, the Disability Advisory Service and OUSU;
- expanded the number and range of groups and workshops it offered, including one for students on taught Master's courses, which aims to address specific difficulties relating to students from different countries and cultures having to adapt very quickly, or of being older or returning to education after a long hiatus;
- introduced the new and updated BACP (British Association of Counselling and Psychotherapy) statement of practice into their Professional Ethical Framework, to clearly state that all forms of therapeutic practice should be both socially inclusive and have non-judgemental attitudes to people across the diverse range of human sexualities, as part of being dedicated to social diversity, equality and inclusivity of treatment without discrimination of any kind.

106. Monitoring data collected in 2011-12 has not yet been collated and analysed: this report relates to 2010-11. During that year, the Counselling Service was contacted by 1,521 students of whom 1,319 made appointments for individual counselling (a total of 5,729 sessions). This represents an increase in student numbers by 54% over a five year period. The average number of counselling sessions received by each student was 4.3, with 55% of students receiving between one and three sessions. The proportions of undergraduate and postgraduate students seen by the Service mirrored their representation within the university population.

Table 34 Counselling Service usage by level of study

	Counselling Service clients			University		
	UG	PGT	PGR	UG	PGT	PGR
2010-11	56%	20%	24%	54%	19%	25%

107. Women were more likely than men to access the service, comprising 61% of clients attending appointments (45% of the university population). There were also some differences in uptake by fee status: home students were slightly under-represented while EU students were statistically significantly more likely to attend. The proportion of overseas students was consistent with their representation within the University. There was a difference in the level of uptake by white and BME students. Although BME students comprised 20% of the University population, they constituted only 15% of Counselling Service clients.

108. A higher proportion – 6% – of the Counselling Service's clients declared that they had disclosed a physical or mental disability to the University (compared with 4.2% of the University population). This is likely to be an underestimate and it is proposed to change the wording on the monitoring form to improve data capture and provide additional opportunities for students to disclose a disability.

Disability Advisory Service

109. The **Disability Advisory Service** provides support for up to 1700 current students, including non-matriculated students at the Department for Continuing Education, in addition to pre-admissions support for prospective applicants and Open Day and summer school participants. The Service has undergone several major improvements within the last year following its successful move to larger premises at 3 Worcester Street.

- Four new full-time appointments were made, including Disability Officers specialising in sensory impairment, assistive technologies and Specific Learning Difficulties, and an administrator with management responsibility for the new in-house assessment centre.
- The assessment centre enables the Service to provide students with tailored assessments of their study-related needs within the Oxford context with minimum delay. The centre has achieved its first year financial targets and experimented with providing greater flexibility for students by offering weekend and evening appointments.
- The University's working group on specific learning difficulties reported to PRAC and Education Committee in June 2011 and its recommendations were implemented from September 2011 onwards, including:
  - recruitment of a Disability Officer with specialist practising qualifications in SpLD to improve the coordination and timeliness of support for students;
  - increasing the standard amount of extra time in examinations from 10 minutes per hour to 15 in line with practice within the education sector;
  - accepting diagnostic reports carried out by appropriately qualified specialist teachers; and

- Updating and clarifying the criteria for a valid diagnostic report.
- New protocols for the use of assistive technologies in examinations have been developed and approved by the University.
- The specialist mentoring scheme for students with mental health problems was brought in-house to increase accountability and ensure student safety. The programme is now fully managed by DAS, with the Counselling Service providing clinical/case supervision. Mentors use rooms within the Student Welfare and Support Services building, delivering an average of 65 individual sessions per week during term.

110. During 2011-12, the Disability Advisory Service provided regular lunchtime training sessions for disability contacts in colleges and departments. It also worked collaboratively across the University with colleges, Undergraduate and Graduate Admissions, Widening Participation and the Careers Service to improve support services for disabled applicants, students and alumni. The Service's work with the Careers Service on progression to employment and the structures it has put in place to assess and support international students have both been used as exemplars of good practice by other universities.

111. DAS staff are also working at a national level with specialist practitioner groups including PATOSS, NADP, CHESS and ECU as well as providing advice to the JCQ, the APPG on SpLD[23] and contributing internationally to the Hong Kong Institute of Education projects on Asperger's Syndrome and SpLD.

112. The Disability Advisory Service worked with OUSU to deliver a series of events for Disability Awareness Week in November 2011, with sponsorship from Citigroup.

Careers Service

113. The Careers Service proactively seeks to address potential inequalities that students and graduates may face in accessing the jobs market by engaging with employers, sponsoring student societies such as the LGBTQ Society and providing mentors. The Service hosts annual information and training events and provides consultancy advice to its Recruiters Group of 130 companies.

114. In 2011-12, the Service also:

- organised representation of organisations at its Careers Fairs and programmes of events with a focus on specific minority groups e.g. EmployAbility (supporting disabled students with internships), BlindinBusiness, SEO London (internships and mentoring for BME students) and Rare (internships, mentoring and graduate opportunities support for BME students);
- had a named Careers Adviser supporting disabled students;
- opened up its Careers Fairs 30 minutes earlier for disabled students;

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[23] Professional Association for Teachers of Students with Specific Learning Difficulties (PATOSS); National Association of Disability Practitioners (NADP); The Consortium of Higher Education Support Services with Deaf Students (CHESS); Equality Challenge Unit (ECU); Joint Council for Qualifications (JCQ); the All-Party Parliamentary Group on Dyslexia and Specific Learning Difficulties (the APPG on SpLD).

- had a number of targeted programmes for students with other 'protected characteristics'; and
- held regular surveys and other focus groups throughout the year to monitor and review perceptions and usage of the Careers Service.

115. In addition, the Service delivered a number of targeted programmes, as follows:

- **Springboard** (for undergraduate women) – based on the award-winning Springboard programme for professional women, this unique version for Oxford undergraduates is sponsored by the Royal Bank of Scotland and BP.
- **(Dis)AbilityWorks** – a bespoke programme for disabled students, including those with long-term health conditions, mental health difficulties and specific learning difficulties.
- **(Dis)AbilityWorks Bootcamp** – one day session focussing on effective applications to assessment centre practice.
- **Transitions (with Aspergers Management) and 'Get that job'** established to support students on the autistic spectrum. Transitions is a career development programme aimed at enabling AS students to prepare for the first steps into employment.
- **Careers for Queers** – session held with LGBTQ Society to identify and address perceptions of employer attitudes, how to assess an employer and the application process. The Service also provides links with Oxford alumni.

116. The Careers Service surveys all undergraduate and postgraduate leavers six months after they complete their courses as part of the Government's Destination of Leavers from Higher Education (DLHE) survey. On average it collects results from over **80%** of UK-domiciled undergraduate leavers, **65%** of EU-domiciled leavers and **35%** of internationally-domiciled leavers. The survey results from the last three years (2009-11) have been published on the Careers Service website (http://www.careers.ox.ac.uk/options-and-occupations/what-alumni-have-done) and can be filtered by gender, division, course type and college. The overall data show that only **5.9%** of graduates over the last three years reported that they were unemployed and looking for work.

Table 35 Destinations of Leavers from Higher Education: Oxford 2009-11

	N.	Work	Work and study	Study	Unemployed	Unavailable
All	11,827	51.6%	8.4%	29.3%	5.9%	4.8%
UG	7259	44%	8%	35.4%	6.4%	6.1%
PG	4568	63.7%	9%	19.6%	5%	2.6%

Undergraduate employability

117. The University has undertaken detailed analysis of the DLHE survey results to compare undergraduate students' outcomes by gender, ethnicity and disability. This study covered the last two years' worth of data (2009-10 and 2010-11), including 3,826 students who graduated from Oxford after completing their first degree and completed

the DLHE survey. The proportions of men and women, black and minority ethnicity and disabled students were all in line with those in the overall university population.

118. Almost half of the DLHE respondents (44.5%) were in some sort of employment when they completed the survey and roughly 60% of them provided information on their salary. The average annual salary in the whole sample was £22,182[24] and the median salary was £21,000. The most frequently mentioned salary in the survey was £18,000. The bottom 25% of the respondents earned £15,000 or less while the top 25% of respondents earned £28,000 or more.

119. **Gender.** Both men and women were equally likely to be employed full-time (34.7% of women, 35.7% of men) or to be doing 'something else', usually further study (31.1% of women, 33.2% of men). There was no statistically significant difference in the unemployment rate: 7.6% of women and 8.8% of men.

120. Women earned on average £3,500 less than men, a statistically significant disparity. However, statistical modelling by department showed that gender, although significant, accounted for only 2.7% of total variability. In other words gender had very little effect on salary. Discipline (department) had a much greater effect, accounting for 21% of total variability. When controlling for department, the gender gap in earnings narrowed to £2,000.

121. There were a number of other statistically significant differences, as summarised below:

   - Women were significantly more likely than men to work in education, human health activities, publishing and social work while men were more likely than women to work in management consultancy, financial services, computer programming, architecture and engineering.
   - Men were more likely than women to have a permanent contract, to work as self-employed or freelance, and to go into the professional occupations.
   - Women were more likely than men to work part-time or volunteer and to be employed in non-graduate occupations and in the administrative and secretarial, personal services, sales and customer services sectors.

122. **Ethnicity.** Many of the statistical tests were unreliable due to small numbers, in addition to which there was a relatively high proportion of unknown ethnicity. The tests that could be carried out demonstrated that white and BME students were equally likely to be employed full-time or to be engaged in 'something else' and there were no significant differences in their unemployment rates or their likelihood of being employed part-time.

123. Although BME leavers earned on average £3,353 more than white students, ethnicity only explained 1.4% of the total variability of salary. When controlling for department, ethnicity was no longer a significant factor.

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[24] Three extreme values were removed: 290,000, 175,000 and 80,000.

124. **Disability.** The numbers of disabled students were too low for many reliable statistical analyses to be performed. However, those that could be conducted showed that:

- there was no statistically significant difference in the average salary of recent graduates with and without a disability;
- there were no differences in their likelihood of going into any of the five SOC(HE) graduate occupations sectors; and
- there were also no differences in their likelihood of being – or not being – in further study, or of studying at either full-time or part-time intensity.

Student surveys

125. The University surveys all full-time students each November, apart from final year undergraduates who are invited to complete the National Student Survey in Hilary[25] term. The Student Barometer is a key tool for gathering quantitative and qualitative feedback and enables the University to identity strengths and weaknesses and to implement changes to help improve the student experience. The survey covers the whole student experience including application, teaching and pastoral support, and contains questions specific to both colleges and departments. The survey outcomes are analysed centrally and reported to Education and Senior Tutors' Committee, and to OUSU, annually. The 2011-12 results were analysed and reported on by disability. Analysis will be undertaken in future by gender and ethnicity.

126. In 2011-12, it was noted that disabled students' satisfaction scores were lower in some instances.

- Students with SpLD were less satisfied with University support services than students with no disability (though this may reflect their greater propensity to make use of those services).
- Students with 'other disability' were less satisfied overall, and with their learning experience, University support services and their overall living experience than students with no disability.

127. The University has undertaken a range of activity to improve student support services, including:

- increased staffing levels at the Disability Advisory Service, a new in-house assessment centre and specialist support for students with specific learning difficulties;
- a working group to develop a new framework for the support of students with disabilities;
- a move to larger and better-equipped premises for the Counselling Service and the recruitment of additional counsellors; and
- the implementation of the recommendations of the working group on specific learning difficulties.

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[25] Spring term

128. Education Committee will continue to monitor survey findings and to feed back the results to colleges and student support services. In addition, the University makes all central internal survey results available to students and staff via a dedicated page on the Student Gateway (http://www.ox.ac.uk/students/living/surveys). This page also provides students with the details of actions taken by the University in response to student feedback.

Equality and Diversity Unit
January 2013