

University of Oxford: Equality Report 2012/13

Overview of equality and diversity at Oxford, 2012/13

This report is produced by the University of Oxford's Equality and Diversity Unit. This section includes:

Section A: Overview of equality and diversity at Oxford, 2012/13

Please refer to the EDU website for:

Section B: Staff equality data, and

Section C: Student equality data

You can view the report online or download it at:

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

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Glossary

Athena SWAN	Charter recognising institutions' efforts to advance women's careers in STEMM (<i>q.v.</i>) employment in academia
BME	Black and minority ethnic. In this report we use 'BME' to denote all non-white ethnicities, excluding minority white ethnic groups such as Gypsy or traveller and non-British whites.
CoreHR	The University's HR system
DAS	The University's Disability Advisory Service
DLHE	Destinations of Leavers from Higher Education – national survey of recent graduates
DSA	Disabled Students' Allowance – government grant for UK students
ECU	Equality Challenge Unit – provides equality advice to the HE sector
EDU	The University's Equality and Diversity Unit
EJRA	Employer-Justified Retirement Age for academic and academic-related staff (currently 67)
EO	Equal opportunities monitoring
EPSRC	Engineering and Physical Sciences Research Council
EU	European Union
GAF	The University's Graduate Admissions and Funding Office
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HEIDI	Higher Education Information Database for Institutions (run by HESA)
HESA	Higher Education Statistics Agency
Hilary	Spring academic term, running from January to March
HR	Human Resources
HUMS	Humanities division, University of Oxford
LGBT	Lesbian, Gay, Bisexual and Transgender
LGBTQ	Lesbian, Gay, Bisexual, Transgender and Queer (Oxford student society)
Michaelmas	Winter academic term, running from October to December
MPLS	Mathematics, Physical and Life Sciences division, University of Oxford
MSD	Medical Sciences Division, University of Oxford

NSS	National Student Survey of undergraduate finalists
OLI	Oxford Learning Institute – provides professional and educational development courses for university and college staff and researchers
OUAC	Oxford University Assessment Centre – provides assessments of students' disability-related study needs to inform an application for DSA
OxFEST	Oxford Females in Engineering, Science and Technology (Oxford student society)
PGT	Postgraduate taught (degree or student)
PGR	Postgraduate research (degree or student)
REF	Research Excellence Framework 2014
RG	Russell Group of 24 large, selective, research-intensive universities
SDMA	The University's Student Data Management and Analysis section
SET	Science, Engineering and Technology. HESA uses this term as an equivalent to STEM.
SpLD	Specific Learning Difficulties
SSD	Social Sciences division, University of Oxford
STEMM	Science, Technology, Engineering, Mathematics and Medicine
Student Barometer	Annual survey of Oxford students (excluding finalists who complete the NSS)
Trinity	Summer academic term, running from April to June
UG	Undergraduate (degree or student)
UGAO	The University's Undergraduate Admissions and Outreach Office
UKVI	UK Visas and Immigration – formerly the UK Border Agency (UKBA)

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Introduction

1. This is the University of Oxford's equality report for the academic year 2012/13. The report is structured as follows:

Section A: overview of key equality data, activity and achievements;

Section B: selected staff data;

Section C: selected student data.

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). An 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 in support of the University's equality objectives. The EDU also provides information and advice on an informal basis 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 not¹; and
 - Foster good relations between people who share a protected characteristic and those who do not.
4. In this report, the available data have been analysed in respect of key staff and student activities. In some areas, full analysis has not been possible due to low rates of disclosure (for example on ethnicity and disability). Work will continue in 2013/14 (and beyond) to improve disclosure rates.
5. This section of the 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;

¹ The characteristics protected under the Act are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex and sexual orientation. Marriage and civil partnership is also protected in respect of employment only.

- Inform the setting of further targets and indicators for the existing equality objectives; and
 - Consider what additional objectives should be identified, in particular around ethnicity.
6. The entire report is available to view online or download from the EDU website at: www.admin.ox.ac.uk/eop/equalityreporting/annualreports.

Section A: Overview of equality and diversity at Oxford, 2012/13

University activity

7. The University strengthened its commitment to equality and diversity during the year:
- The University's new Strategic Plan: 2013-18² includes high level commitments to embed equality and diversity across all the University's activities, including work towards an increasingly diverse staffing profile, and to provide equality of opportunity for all students to achieve and demonstrate their full academic potential.
 - The Vice-Chancellor announced a £1million Diversity Fund³, to be focused in the first instance on addressing the under-representation of women in academic and research posts, while also supporting progression of minority ethnic staff.
 - The Senior Management Team participated in a workshop and briefing on the impact of unconscious bias in personal and institutional decision-making, particularly in relation to recruitment to the University's most senior academic positions.

Equality objectives

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

Staff

- Increase the proportion of women in senior roles
- Improve the recruitment and retention of Black and Minority Ethnic (BME) staff.

Students

- Achieve the objectives set out in the University's agreement with the Office for Fair Access⁴, 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.

² www.admin.ox.ac.uk/pras/planning

³ www.admin.ox.ac.uk/eop/thevice-chancellorsdiversityfund

⁴ Annual access agreements: www.offa.org.uk/access-agreements/searchresult/?prn=10007774;
Self-assessment reports: www.offa.org.uk/institutions-self-assessments-commentaries-results/?prn=10007774.

9. In relation to **staff**, we are meeting our objectives through:
- Piloting unconscious bias training for those involved in senior recruitment;
 - Introducing a new online course on unconscious bias for other staff involved in recruitment and other institutional decision-making;
 - Requiring all panel chairs to be trained in recruitment and selection, including equality and diversity;
 - Progressing with Oxford's colleges agreement on the variation of duties within academic posts to provide flexibility to support the development of individuals' careers;
 - Supporting our STEMM⁵ departments to apply for Athena SWAN awards and implement associated action plans; and participating in the trial of the Gender Charter Mark;
 - Supporting Athena departments in introducing new mentoring and PDR schemes, including cross-divisional mentoring schemes for research staff;
 - Piloting a BME mentoring scheme; introducing a BME staff network; and launching an initiative in the University's Administration and Services (UAS) to improve the recruitment, retention and progression of BME support and administrative staff.
10. The Equality and Diversity Panel has proposed a suite of detailed targets to support the University's work towards gender equality for staff, which will be published following consultation at divisional and university level during the early part of 2014⁶.
11. Additional targets for gender equality will be set following further scoping work, particularly in relation to research staff.
12. In relation to minority ethnic staff, improvements to equal opportunities monitoring have had a significant impact on our understanding of non-academic recruitment⁷. However, we are not able to translate this into reliable data on staff in post, pending further development of the University's new HR system. The outcomes of the UAS recruitment initiative will inform the setting of targets in relation to the recruitment and retention of BME staff.
13. During 2013/14, the University will build on existing work to:
- Further improve the quality of monitoring data for applicants and staff in post; and
 - Undertake a range of additional initiatives in support of the progression of women to senior posts.
14. In relation to **students**, the University is working towards achieving the challenging targets for 2016-17 set out in successive annual agreements with the Office for Fair Access⁸. The agreements provide a detailed description of the full range of activity and expenditure across the University to diversify access and widen participation at

⁵ Science, Technology, Engineering, Mathematics and Medicine

⁶ An updated version of this report will also be published.

⁷ 98% equal opportunities monitoring response rate in e-recruitment for research, administrative and support staff overall.

⁸ www.offa.org.uk

undergraduate level. Projecting from 2010-11 baseline figures, the University aims to increase levels of participation by the target groups set out in paragraph 8 as follows:

- To increase the proportion of accepted UK applicants from schools with a history of limited progression to Oxford to 25% of the total intake by 2016-17;
- To increase the proportion of accepted UK applicants from disadvantaged socio-economic backgrounds⁹ to 9%;
- To increase the proportion of accepted UK applicants from neighbourhoods of low participation in higher education¹⁰ to 13%;
- To continue to meet or exceed the HEFCE benchmark on participation of students with disabilities¹¹.

15. In 2012/13¹²:

- The University put in place the most generous undergraduate bursary and tuition fee reduction package in the UK, aiming to mitigate the impact of the increase in maximum fee levels to £9,000 per year:
 - The lowest income undergraduate students will receive support totalling £10k in their first year and over £6k in each subsequent year, adding up to more than £22k over a three year course;
- 32% of all accepted applicants for undergraduate entry came from one or more of our access target groups;
- Over 15% of UK undergraduates admitted in 2012 came from low income households (under £25k residual household income), while around 10% came from households with incomes of £16,000 or less;
- One in six undergraduates received a fee waiver and around one quarter received a bursary;
- The Moritz-Heyman Scholarship Programme was launched following a generous donation of £75m from Sir Michael Moritz and Ms Harriet Heyman;
- Oxford exceeded its HEFCE benchmark on participation by disabled students: 5.9% of full-time UK undergraduate students were in receipt of DSA compared with the 2011-12 HEFCE benchmark of 3.7%.

16. The University does not have a specific target in respect of black and minority ethnic (BME) students. In 2012/13 minority ethnic students comprised 21% of the total. The proportion of UK-domiciled students who were BME was 13%, matching the Russell Group average for institutions outside London.

17. In 2012/13, over £5.6m was spent on outreach across the collegiate University. Outreach activity at Oxford falls into two categories: widening access to Oxford and

⁹ ACORN categories 4 and 5: 'moderate means' and 'hard pressed'. See www.acorn.caci.co.uk.

¹⁰ HEFCE POLAR2 quintiles 1 and 2. See www.hefce.ac.uk/whatwedo/wp/ourresearch/polar for details. The University is assessing the impact of the updated version of this metric, POLAR3.

¹¹ The HEFCE performance indicator relates to the percentage of UK students in receipt of Disabled Students' Allowance rather than the overall number of students disclosing a disability. Not all disabled students claim DSA while non-UK students are ineligible.

¹² The University publishes detailed annual statistics on undergraduate admissions by school type, sex, ethnicity, disability, nationality and domicile, and access agreement category at www.ox.ac.uk/about_the_university/facts_and_figures/undergraduate_admissions_statistics/index.html

widening participation in higher education. Widening access activity aims to encourage and support high achieving students from under-represented groups in making successful applications to Oxford. Widening participation activity promotes progression to all further and higher education institutions, including other leading selective universities.

18. Widening access:

- In 2012/13, 850 state school sixth formers benefitted from the UNIQ summer school, a residential academic programme which aims to encourage students from under-represented groups to apply and help them make competitive applications.
 - UNIQ participants who go on to make an application to Oxford have an average success rate of 40.1%, double that of the average applicant.
- The University also focused on highly targeted work with teachers and guidance advisors in schools:
 - Seven one-day regional conferences are held each year, attracting over 500 teachers and guidance advisors. Delegates receive information on all aspects of the admissions process, along with guidance on how best to identify and support their most academically able students.

19. Widening participation:

- The University is also involved in local activities to increase awareness of higher education in general, particularly among pre-16 year-olds.
 - The three-year Oxford Young Ambassadors programme is designed to raise participants' attainment from B to A and A* grades at GCSE, the level of attainment typically used by many selective university courses when filtering applicants for admission. The first cohort completed their GCSEs in 2013, and their results are currently being analysed by an independent research consultant.
 - The University is also working with Oxfordshire County Council to compare the GCSE attainment of participants in the Compass: Young Carers programme against those of non-cohort Oxfordshire young carers, with promising initial results: 56% and 37% achieved five A*-C grades respectively.

20. Contextual information is used to select and target participants for our outreach activities, and is also incorporated into our selection process to shortlist undergraduate applicants for interview, though this is limited as the UCAS process does not collect or provide information on all protected characteristics at point of application. Examples of outreach schemes where this is embedded include the UNIQ summer school (year 12), Pathways to Law (years 12-13), the Oxford Young Ambassadors (years 9-11), and the COMPASS Programme (years 10-11).

21. During the academic year 2012/13, the University introduced a Common Framework for Access, to sit alongside the existing Common Framework for Undergraduate Admissions. This framework aims to encourage greater awareness of outreach activity across the colleges, departments, Undergraduate Admissions and Outreach

office, OUSU, museums and collections. It will stimulate discussion and research in the field, encourage good practice, and provide evidence on the range and effectiveness of access activity taking place across Oxford through an annual reporting exercise. It also provides a strategic direction for all outreach activity that is carried out by the collegiate University.

22. During 2013/14, the University will build on existing work to:

- Achieve parity of financial support for undergraduate students from low income households;
- Provide additional opportunities for student success through internships, including funded opportunities; and
- Introduce a number of projects as a result of the University's successful £3 million bid to HEFCE's Postgraduate Support Scheme.

23. This HEFCE scheme is aimed at stimulating access into taught postgraduate education by Home/EU students, particularly from under-represented groups and in areas that support the government's ambitions for economic growth. The University's projects are:

- An innovative matched funding scholarship programme which will take into account financial need and certain socio-economic factors as well as academic merit;
- Creation of a new post of Graduate Access Manager, to undertake research on graduate access at Oxford, deepen our understanding of the issues and propose steps to overcome any barriers to access identified;
- A career development programme comprising new funded internships for undergraduates to encourage progression to postgraduate degrees together with
- New funded internships for postgraduate taught students to encourage access to the professions and academia; and
- A new adaptation of the successful Springboard personal development programme for up to 100 female PGT students per year.

Collection of EO monitoring data

24. In relation to **staff**, the University has monitored recruitment by gender and ethnicity for a number of years. During 2012/13, we:

- Introduced monitoring of sexual orientation and religion and belief to online recruitment for non-academic posts, with a 77% response rate for those characteristics (Oct 12 to July 13);
- Developed paper-based monitoring of these characteristics for academic applicants; and
- Developed improvements to online monitoring for non-academic staff, clarifying questions and providing additional guidance, targeted in particular at overseas applicants.

25. Equal opportunities monitoring of academic recruitment is currently conducted via a paper-based form and response rates are poor (around 50% of applicants). An e-

recruitment exercise for academic staff is being piloted and should improve disclosure rates over time.

26. Following a series of planned upgrades to the HR Information System, staff in post will be invited from late 2014 to log into their staff record to confirm and update their personal details, including ethnicity, gender, sexual orientation and religion and belief.
27. The University monitors student applications, admissions, performance and progression by disability, ethnicity and gender both centrally and at departmental level. As our new student information system is implemented we will introduce voluntary monitoring at registration of sexual orientation and religion and belief; it is anticipated that this will not be routinely collected until Michaelmas term 2015.
28. The Undergraduate Panel of Education Committee reviews programme statistics and examination results by gender, ethnicity, disability, school type, fee status, access flag and division on an annual basis. The Panel also oversees the publication of Final Honour School degree results in the *University Gazette*.¹³ Graduate Panel similarly reviews examination results and research degree outcomes for postgraduate students. In 2012/13, major improvements to reporting by cohort were implemented for the benefit of staff across the collegiate University, ensuring that colleges and departments have access to timely, accurate data that they can download and manipulate for their own reporting purposes.
29. The University surveys the majority of students each year via the Student Barometer (SB), including part-time students for the first time in 2012. The Student Barometer enables us to benchmark student satisfaction against other UK, Russell Group and international institutions. In 2012 Oxford achieved a response rate of 47%, double the Russell Group average (8254 responses). The results are analysed by various demographics and the results made publicly available at: www.ox.ac.uk/students/living/surveys.
30. 91.9% of students reported that they were very satisfied or satisfied with all aspects of their university experience, and the satisfaction scores for college welfare support and the Disability Advisory Service were higher than the Russell Group averages. Additional demographic questions will be included in future surveys to enable us to monitor satisfaction rates among other minority groups; from November 2013 the survey has included a question on sexual orientation so that we can report on LGBTQ¹⁴ students.
31. The University made substantial improvements during the year to the quality and range of equal opportunities monitoring data made available to departments in support of their efforts to embed equality and diversity locally, including through Athena SWAN and equivalent initiatives.

¹³ www.ox.ac.uk/gazette/statisticalinformation

¹⁴ Lesbian, Gay, Bisexual, Transgender and Queer. Transgender is an identity rather than a sexual orientation but is customarily included within the LGB umbrella grouping.

Gender: key data¹⁵

32. In 2012, women comprised:

- 49% of all University staff:
 - 26% of academics (an increase of 1% since 2011)
 - 20% of Professors (an increase of 2% since 2011 and 4% since 2009)
 - 41% of academic and research staff, equivalent to the Russell Group average
 - 44% of researchers
 - 59% of administrative and support staff.
- One third of those on major university decision-making bodies, including:
 - 40% of Council members
 - between 28% and 41% of members of the five major committees.
- 14% of heads of department, an increase of 2% since 2009 – but the proportion has fallen from 9% to zero in STEMM¹⁶ departments: action is being taken within the divisions to address this under Athena SWAN.
- 73% of part-time staff; the proportions of male and female staff working part-time have increased by only 1% each since 2009. In 2012, 20% of all staff worked part-time, including 29% of female (1596) and 11% of male (584) staff.

33. On 1 December 2012, women comprised:

- 45% of all students:
 - 46% of undergraduate (UG), against 55% nationally and 53% at Russell Group institutions
 - 45% of postgraduate taught (PGT), against 56% nationally. There was a slight fall in both the number and the percentage of female PGT students, despite increases for PGT men and for both sexes at UG and PGR¹⁷.
 - 42% of postgraduate research (PGR), against 47% nationally.
- 30% of students in MPLS, 47% in Social Sciences, 52% in Medical Sciences, 52% in Humanities and 51% in Continuing Education.
- 40% of students in SET subjects (as defined by HESA) compared with 62% in non-SET subjects.
- 49% of applicants and 46% of acceptances in the UG admissions cycle for entry in 2012 (or deferred entry in 2013). Women had both a lower offer rate (19% to 22%) and lower overall success rate (18% to 20%) as compared to men, a decline from the previous cycle where both sexes had an offer rate of 24% and a success rate of 22%. Action will be considered via Athena SWAN and other initiatives to address this.
- 26% of those obtaining a First compared with 32% of men. The difference was statistically significant in both the Humanities and MPLS. Across the Russell

¹⁵ This section of the report contains a selection of the available data for each protected characteristic. For more detailed staff and student statistics, please refer to Sections B and C at www.admin.ox.ac.uk/eop/equalityreporting/annualreports.

¹⁶ Science, Technology, Engineering, Mathematics and Medicine (MPLS and MSD divisions).

¹⁷ The University has recruited a new Graduate Access Manager who will start work on identifying barriers to access to postgraduate study, and possible solutions, in 2014.

Group, 19% of women and 21% of men were awarded a first class degree in 2011/12.

- 49% of applications for PGT study and 47% of acceptances.
- 43% of applications for PGR study and 41% of acceptances.

Gender: activity

34. The University was a founder member of the Athena SWAN Charter for women in science, which recognises commitment to advancing women's careers in STEMM employment within academia¹⁸, and has held an institutional award since 2006. Thirteen departments obtained an award in 2012/13, bringing Oxford's total to 15 Bronze and 5 Silver awards. Six further departments applied for awards in November 2013 and by April 2014, all departments will have applied. The University applied to renew its institutional Bronze award in November 2013 and the result is expected by May 2014.
35. The University is participating in the trial of a new Gender Equality Charter mark¹⁹ which will provide a stimulus for all higher education institutions and departments to develop further strategies to tackle gender inequality and to apply for an award in recognition of all their gender work, including in relation to men, to administrative and support staff and to trans staff and students. The Faculty of Philosophy is participating in the pilot exercise and other Humanities and Social Sciences departments are beginning to scrutinise their data and identify possible actions.
36. The University's pilot Ad Feminam²⁰ mentoring programme for women academics and administrative staff interested in exploring their potential for leadership ran for a second year with 47 mentoring pairs. The scheme will be launched across the whole University in 2014 and its remit extended to research and academic leadership. The Oxford Learning Institute (OLI) has produced guidance and provided practical support for those setting up other mentoring schemes, including in response to Athena SWAN.
37. Women comprised 64% of those participating in training delivered by OLI, a decrease of 4 percentage points. Overall uptake increased: 23% of female and 13% of male staff participated in OLI provision, an increase from 17% and 8% respectively.
38. The University introduced a new policy on job re-grading²¹ following wide consultation, in part to address women's lesser inclination to put themselves forward for promotion. The generic job descriptions will allow staff to benchmark their work more easily against published job descriptions. It is hoped that this will encourage more applications for re-grading from women and BME staff.
39. The University is currently undertaking its triennial equal pay audit and the outcomes will be published in 2014.

¹⁸ See www.athenaswan.org.uk/content/charter for details of the Charter. The University's Athena SWAN webpage is located at: www.admin.ox.ac.uk/eop/gender/athenaswan

¹⁹ www.ecu.ac.uk/our-projects/gender-equality-charter-mark/gender-equality-charter-mark-consultation-and-development

²⁰ www.learning.ox.ac.uk/support/women/adfeminam

²¹ www.admin.ox.ac.uk/personnel/reward/jobeval/existing

40. The OLI continued its successful Springboard²² women's personal development programme for staff, postdoctoral researchers and research students, with 94 participants. Over 1,000 women have participated in the programme since it was first introduced and the University hosts a network of Springboard graduates and a dedicated Facebook page.
41. In addition to the University's longstanding Springboard programme for staff, the Careers Service ran its newer bespoke Springboard for Undergraduates²³ programme with two cohorts of 50 women for the second successive year. The course, which is free of charge to individual students, is designed to equip women for their career after graduation while providing them with tools to enhance their personal development in all areas of their life. The Careers Service has championed this unique programme, obtaining full external sponsorship and rolling out the course concept and training materials to other universities on a franchise basis.
42. A new bespoke Springboard programme for master's students is being introduced in 2013/14 to foster women's career development and aid progression into academia and the professions. The Careers Service identified this as an area of need, championed the programme's development and raised funding from major recruiting organisations. The University is supporting this scheme as a strand of activity under the HEFCE-sponsored Postgraduate Support Scheme²⁴. The new Springboard programme will provide opportunities for up to 100 postgraduate taught students to participate each year, complementing existing provision for undergraduate and postgraduate research students.
43. One of the University's commitments under its former Gender Equality Scheme was to 'continue research into the causes of the gender gap in public examination results in certain subjects'. A dedicated Gender Panel, reporting to Education Committee, was set up to pursue research and develop policy in relation to this aim, and met termly between December 2007 and December 2011. The Panel's role was to audit the gender gap and determine what practical initiatives or additional research it could sponsor. Its primary focus was on scrutiny, consciousness-raising and encouragement of local initiatives.
44. During this period, the Panel considered a wide range of research and data on the gender gap at Finals; undertook extensive quantitative and qualitative analysis; produced a comprehensive digest of published research on academic attainment and gender; and produced a wide-ranging suite of resources on gender for tutors, hosted on the Education Committee website²⁵. These resources also played a role in disseminating to a wider audience relevant results from the Oxford Admissions Study, a major five year project led by Professor Anthony Heath of the Department of Sociology. This extensive cohort study had shown that the gender gap was driven by disparities in a small number of disciplines; was inconsistent and unpredictable; was not associated with differences in attainment at entry; was not attributable to particular assessment styles; and was not linked to individuals' psychological

²² www.learning.ox.ac.uk/support/women/programmes

²³ www.careers.ox.ac.uk/our-services/events-just-for/female-students

²⁴ See paragraph 23 for details.

²⁵ www.admin.ox.ac.uk/edc/genderresources - only accessible to Oxford staff and students.

characteristics. It has therefore not been possible to identify clear reasons for disparities in degree attainment at either individual or cohort level, or generate evidence-based solutions, though the University continues to monitor results and consider possible approaches to this issue.

45. Early in 2012, the Gender Panel, the Gender Equality Scheme Steering Group and the Athena SWAN Advisory Group were merged to form a single body – the Advisory Group on Gender and Athena SWAN, reporting via the Equality and Diversity Panel to both Education and Personnel Committees. This will permit a more holistic view to be taken of disparities in recruitment, attainment and progression by gender among both students and staff across the entire university, and will enable measures to be embedded more firmly within the Athena SWAN and Gender Charter Mark agendas which are driving progress in this area. The Undergraduate Panel of Education Committee continues to bear primary responsibility for monitoring annual programme statistics and degree attainment.
46. Part of the undergraduate gender gap is driven by women's lower likelihood of progressing to the master's level fourth year of some degree courses (e.g. Maths and Physics) where around half of all finalists obtain a First. In response to this the University is focusing on measures to promote female retention in the sciences. Activity to encourage more women to consider careers in science is taking place under the Athena SWAN umbrella and involves a range of initiatives including collaboration with the student society OxFEST and the Careers Service; internships; Springboard programmes for students, and detailed consideration of potential barriers at every stage of the career pipeline. The Department of Physics has established a targeted scholarship, in partnership with Galactic Unite,²⁶ to encourage outstanding undergraduate students from under-represented groups to stay on for a fourth year of study. Measures to promote the retention of female students will be taken forward in Humanities and Social Sciences departments after 2013/14 under the Gender Equality Charter Mark.
47. Oxford Females in Engineering, Science and Technology (OxFEST) is a student-led society with 800 members that aims to provide a support network for all women in science at Oxford. Targeted outreach activities have increased the number of undergraduate members by 100 in the last year. Mentoring and networking opportunities are provided through:
 - Regular speaker events, socials and skills development sessions;
 - A mentoring scheme open to all members, launched in May 2012;
 - An annual Symposium; and
 - A Facebook page and website.
48. In response to a growing number of requests from transgender and gay students, the University developed new policies and procedures to make it possible for students to choose a preferred gender in official records and also to amend their name and title after they have completed their studies (where they have not transitioned to a new legal sex).

²⁶ www.campaign.ox.ac.uk/news/gillies_scholarship.html

49. In 2012/13, the proportion of men using the University's Student Counselling Service continued to be lower than their representation in the student body: 34% of users in each of the last two years, compared with 55% of the university overall. The Service has increased the number of male counsellors to three and regularly urges colleges to encourage all students in need to consider whether counselling might be useful to them.

Ethnicity: key data

50. Black and minority ethnic (BME) staff comprised 10% of University staff²⁷ (the same proportion as for UK higher education as a whole, and for the Russell Group excluding London):

- 6% of academics
- 16% of researchers
- 13% of academic and research staff combined - equalling the Russell Group average
- 7% of administrative staff
- 8% of support staff²⁸.

51. On 1 December 2012, BME students comprised 21% of the total (4699 students, all nationalities and levels of study)²⁹

- 15% of undergraduates (12% of UK undergraduates)
- 30% of postgraduate taught students (17% of UK PGT)
- 27% of postgraduate research students (13% of UK PGR)

52. The average percentage of UK-domiciled BME students at Russell Group universities is 16%, compared to 13% at Oxford (all levels of study). Outside London, the average percentage is 12%.

53. In 2012, 25% of BME students obtained a first class degree, compared with 31% of white. This reflects wider ethnicity gaps within UK higher education. Nationally, 11% of UK BME undergraduates and 19% of white obtained a first in 2011/12, while in the Russell group 14% of BME and 21% of white students were awarded a first³⁰.

54. The difference between the proportions of white and BME students obtaining a 'good degree' (a First or Upper Second) at FHS fell from 12% to 5% between 2011 and 2012.

Ethnicity: activity

55. The University appointed a new Equality Advisor for Race, Religion and Belief³¹ who has taken forward a range of initiatives, including:

²⁷ 13% have not disclosed their ethnicity

²⁸ By comparison, at the time of the 2011 Census, 9% of Oxfordshire's population was non-white (22% of Oxford city).

²⁹ The ethnicity of 7% of students is unknown

³⁰ See the student statistics in Section C for more detail.

³¹ Shakina Chinedu, email shakina.chinedu@admin.ox.ac.uk.

- Re-establishing and reinforcing the Race, Religion and Belief Advisory Group, which advises the Equality and Diversity Panel on issues affecting both staff and students.
- Setting up a new BME staff support network to provide mutual support and act as a critical friend to the University.
- Working with the student-led Campaign for Racial Awareness and Equality to plan a Race Equality Summit on the BME student experience for 2014.
- Developing a BME recruitment initiative with the University Administration and Services (UAS) to inform target-setting in relation to the recruitment and retention of professional and support staff.
- Evaluating the 12-month BME staff peer mentoring pilot, prior to its launch across the University.
- Undertaking focus group research with international students on their experiences of Oxford.

56. Researchers comprise the largest staff group in the University, 34% of the total. 49% of research staff come from countries outside the UK, and of these nearly a fifth (18%) are BME. The University has put in place a range of initiatives to improve support for research staff, including:

- Obtaining the European Commission HR Excellence in Research Badge to promote implementation of the Concordat to Support the Career Development of Research Staff;
- Improved communications, e.g. the Oxford Researchers Twitter feed (#ResStaffOxford) and Research Support pages on the University website³²;
- The first Oxford Research Staff Conference – Research Connections – which was held in July 2012 with 180 participants;
- The re-launch of the Oxford Research Staff Society (www.oxrss.ox.ac.uk/);
- Termly researcher welcome events, supported by online induction materials;
- Careers Service events and targeted skills training for researchers;
- IT, data handling, statistics and media training opportunities;
- A tailored version of the Springboard women's development programme.

57. The University subscribed to a dedicated website for international academic and research staff coming to the UK from overseas – www.internationalstaff.ac.uk – hosted by the University of Leeds. The site provides both generic and Oxford-specific information on, for example, bringing your family to the UK, finding childcare and schools, the healthcare system, and renting accommodation.

58. The Undergraduate Admissions and Outreach office (UGAO) has increased its targeted access and outreach work to engage students from home BME communities and to support them in making a competitive application to Oxford. We are in the second year of collaboration with 'Target Oxbridge'³³, an access programme established by Rare Recruitment³⁴ to encourage and support BME students in

³² www.ox.ac.uk/research/support_for_researchers

³³ www.targetoxbridge.co.uk

³⁴ www.rarerecruitment.co.uk

making applications to Oxford. Students are identified by the Target Oxbridge team in Year 11, and are then supported through Years 12 and 13 with a series of interventions, including mentoring. All the students in the small pilot cohort who applied to Oxford received an offer. The University is also working with 'Generating Genius'³⁵ to support their work in recruiting STEMM students, and has been working with 'Powerful Media'³⁶ to develop the scope of their 'Future Leaders'³⁷ work.

59. In recent years the University has worked to improve practical arrangements for welcoming international students. This is reflected in rising survey satisfaction scores, particularly in the areas of: arrival, orientation, opening a bank account, visa advice and the Student Information and Advisory Service³⁸, though non-UK students report lower levels of satisfaction with the cost of living and accommodation, and the availability and quantity of financial support offered by their college.
60. Following a trial workshop for international students, the University Counselling Service is establishing an International Student Support Group for students who have been referred to counselling for support for difficulties relating to transition and 'culture shock'.

Disability: key data

61. In 2012, 4% of university staff had disclosed a disability, compared with 3% across UK higher education as a whole (2010/11)³⁹:
- 3% of academic staff, compared with below 3% across UK higher education as a whole and 2% for the Russell Group. However, 16% of academics have not provided any information on their disability status.
 - 3% of research staff (10% unknown disability status)
 - 5% of academic-related and 6.5% of support staff (13% unknown disability status), compared to 4% for the sector.
62. Among student applicants:
- 5% of undergraduate applicants disclosed a disability: they were equally as likely to receive an offer as applicants without a disability, and to take up their place.
 - 4% of postgraduate applicants declared a disability: they had a higher offer rate⁴⁰ than non-disabled applicants and were more likely to convert their offer into a final acceptance, forming 5% of admitted postgraduate students.
63. By the end of the 2012/13 academic year, 8% of students had declared a disability, similar to the proportions for the sector and the Russell Group:
- 10% of undergraduate students
 - 5.5% of postgraduate taught students

³⁵ www.generatinggenius.org.uk

³⁶ www.powerful-media.com

³⁷ www.future-leaders.org.uk

³⁸ See www.ox.ac.uk/students/living/surveys for more detail.

³⁹ The status of 12% of staff is unknown.

⁴⁰ The difference – 42% compared with 37% - attained statistical significance (Pearson's Chi-squared test, 95% significance level).

- 6% of postgraduate research students.
64. Compared with UK and Russell Group institutions, a higher than average proportion of Oxford students disclosed mental health conditions, sensory and physical impairments and autistic spectrum disorder. A lower than average proportion disclosed a specific learning difficulty (SpLD)⁴¹.
 65. In 2012, 26% of disabled and 30% of non-disabled students obtained a first class degree, compared with 17% and 20% across the Russell Group as a whole.
 66. The Student Barometer survey showed a 16 percentage point increase, to 95%, in students' satisfaction with disability support between 2010 and 2012. This may be a reflection of substantial recent investment in additional staff and resources for the University's Disability Advisory Service (DAS). Over the period 2010 to 2012, the DAS team was expanded to include specialists in sensory impairment, mental health, accessible technology and SpLD. This was complemented by new processes for diagnostic and needs assessments, the opening of an in-house study needs assessment centre and the development of a joint funding formula for overseas students' disability-related support.

Disability: activity

67. The University appointed a Staff Disability Advisor in April 2012, located within the EDU⁴². The University's Occupational Health Service (OHS) provides routine support for disabled staff, for example those who disclose a disability or long-term health condition in their pre-employment health questionnaires. The OHS may refer staff with more complex needs to the Staff Disability Advisor who works with individuals to apply for support from Access to Work, or to put other reasonable adjustments in place, including assisting those with possible dyslexia or dyspraxia to obtain a diagnostic assessment and consider workplace needs. During the year, Access to Work provided support for 28 individuals, including specialist mentoring, equipment and assistive software, and travel to work.
68. During 2012/13, the Advisor led the process for disclosure of complex circumstances under the REF and supported a number of academic and research staff to disclose a disability or long-term health condition (37 of 83 complex disclosures). Staff members were offered a confidential opportunity to discuss their needs and possible adjustments with the Advisor, whether or not they wished to disclose their disability to their department or college.
69. The Advisor also works to raise awareness of disability issues throughout the University and is developing resources and training for line managers and targeted training sessions. In 2012/13 she provided training to Harassment Advisors on supporting individuals with mental health conditions or Asperger's Syndrome.
70. 5.9% of full-time undergraduate students were in receipt of Disabled Students' Allowance (DSA), well in excess of the University's HEFCE benchmark of 3.7%. The

⁴¹ See the student statistics in Section C for more detail.

⁴² Caroline Moughton, email caroline.moughton@admin.ox.ac.uk.

University provided support comparable to DSA for matriculated non-UK students on a joint college-department basis, at a total cost of £206,000.

71. A working group to consider the provision of support for disabled students, with representation from the colleges, departments and central services, met throughout the year. This group's goal is to propose a common framework within which all elements of the University will work to promote inclusive disability practice and ensure consistent and appropriate reasonable adjustments are made in a timely manner. A draft statement outlining the guiding principles and procedures of the framework will be presented in 2014.
72. The Undergraduate Admissions and Outreach Office (UGAO):
- Created an information leaflet to encourage disabled applicants to disclose when they make their initial application;
 - Updated their online information to provide factual information for disabled applicants and video stories of students studying successfully at Oxford; and
 - Provided an information desk specifically for disabled students at each Open Day.
73. Graduate Admissions and Funding (GAF) continued to work with the Disability Advisory Service (DAS) to enhance provision of support for graduate applicants with disabilities, concentrating on encouraging disclosure and assessment of needs at an earlier stage in the admissions process. The aims were to identify suitable college accommodation and ensure that appropriate reasonable adjustments could be put in place for graduate offer-holders before their arrival in Oxford. Additional work is being undertaken with the colleges and the University Accommodation Office in 2013/14 to improve these processes further.
74. The University opened its own needs assessment centre (OUAC) in 2012, which improved turnaround times and application rates for DSA. 473 needs assessments were carried out, including 280 for Oxford students. The majority of current students' needs assessments are conducted in house with an average appointment waiting time of only 4.2 days.
75. Following a review of provision for students with specific learning difficulties, the University:
- Appointed an SpLD Specialist⁴³, who supports and advises students, as well as colleagues across the collegiate University, in matters relating to diagnostic assessment, teaching and learning adjustments, specialist study skills support and examination arrangements; and
 - Set out guidance with regard to the content of diagnostic reports and agreed to accept diagnostic assessments conducted by specialist teachers holding appropriate professional certification, as well as by educational psychologists.
76. During 2012/13 the SpLD Advisor introduced a structured reporting system for the network of freelance SpLD specialist tutors who support Oxford students. This will

⁴³ Anwen Jones, email anwen.jones@admin.ox.ac.uk.

improve communication between DAS and specialist tutors, and support early identification of any concerns. It aims to promote clear target setting and regular monitoring of student progress and will also allow the DAS more easily to monitor the quantity of support hours being provided. The data gathered in these termly reports might also usefully inform support provided by academic staff.

Sexual orientation: key data

77. The University does not hold data on the sexual orientation of staff in post, or on students, but plans to collect this data as new HR and student systems are developed. Monitoring of sexual orientation was introduced in e-recruitment for non-academic roles in August 2012. Over a nine-month period, at least 77% of applicants disclosed both their sexual orientation and their religion or belief.
78. 4.6% of applicants and 3.8% of appointees identified as non-heterosexual, higher than the estimated UK population of 2%⁴⁴. The proportions applying for support, professional and research posts were: 4.4%, 4.0%, and 5.1% respectively.
79. UCAS does not intend to include questions on sexual orientation, religion and belief or gender identity in its admissions form for at least the next few years, preventing the University from collecting data on undergraduate applicants. The University will keep under review the possibility of introducing additional monitoring questions for postgraduate applicants.

Sexual orientation: activity

80. The University submitted its first application to the Stonewall Workplace Equality Index⁴⁵ in September 2012 and was awarded 83 points out of a possible 200 against a sector average of 100 points. The University became a Stonewall Diversity Champion in February 2013, identified areas of weakness and actions to address these, and made a further application to the Workplace Index (result available in February 2014).
81. During the year:
- Award-winning crime writer Val McDermid gave the annual LGBT History Month Lecture⁴⁶ hosted by the Vice-Chancellor and attended by around 200 people from the University and local community. 96% of those providing feedback felt the lecture played a useful role in creating a more open atmosphere for LGBT staff and students.
 - A debate, 'Not there yet: Oxford LGBT life then and now', was held at the Natural History Museum for Oxford Pride.
 - Members of the LGBT staff network⁴⁷ held a stall at the Oxford Pride⁴⁸ information fair and participated in the parade for the first time.

⁴⁴ Statistical bulletin: Integrated Household Survey April 2011 to March 2012: Experimental Statistics (ONS, 2012). Available to download from www.ons.gov.uk/ons/rel/integrated-household-survey/integrated-household-survey/april-2011-to-march-2012/stb-integrated-household-survey-april-2011-to-march-2012.html

⁴⁵ www.stonewall.org.uk/at_work/stonewall_top_100_employers

⁴⁶ <https://www1.admin.ox.ac.uk/eop/sexualorientation/lgbthistorymonthlecture>

⁴⁷ See www.admin.ox.ac.uk/eop/sexualorientation/informationforstaff for more details.

⁴⁸ www.oxford-pride.org.uk

- The LGBT Advisory Group undertook a consultation on its representative structures which led the group to revise their terms of reference to include student representation, in line with the other Equality Advisory Groups.
- The LGBT Network runs a social event on the first Thursday of the month at the University Club.

82. The UGAO liaises with the student LGBTQ Society to promote Oxford to potential applicants. The Student Barometer survey was revised in 2013 to include an additional demographic question on sexual orientation to help provide greater understanding of the specific needs of LGBTQ students and data on the likely numbers of LGBTQ students across the university.

Religion and belief: key data

83. The University is not able (in a practicable or efficient way) to collect data on current staff and students' religion and belief, pending the development of new HR and student systems.
84. Monitoring of religion and belief in e-recruitment for non-academic roles was introduced in 2012 and we have data for 77% of applicants for the period October 2012 to July 2013. Of these the largest group – 31% – stated that they had no religion, closely followed by Christians (28%). Buddhist, Jewish, Muslim and Hindu applicants were over-represented among applicants for research posts, compared with UK Census figures, reflecting the international nature of recruitment.
85. UCAS does not collect this monitoring information so we will be unable to gather data on undergraduate applicants for at least the next few years. The University will keep under review the possibility of introducing additional monitoring questions for postgraduate applicants.
86. In the Barometer survey, students are asked about their satisfaction with worship facilities. The November 2012 survey showed a 4 percentage point increase in student satisfaction with worship facilities since 2011; this may have been related to the recent opening of the University's new Muslim prayer space.

Religion and belief: activity

87. 72% of Muslim respondents to the University's Religion and Belief Survey in 2010/11 said that their needs were not being met, primarily due to the lack of a dedicated space in departments, colleges or libraries for daily prayers. Other student surveys have shown lower levels of satisfaction with worship provision among overseas than UK students. In response, the University provided a dedicated Muslim prayer room in October 2012 in a central location and over 100 Muslim students and staff now regularly attend Friday prayers⁴⁹.
88. Work is in hand to meet the needs of students who will be taking exams while observing Ramadan over the next few years. The University's policy on 'Religious festivals and holidays coinciding with examinations'⁵⁰ has been amended to enable

⁴⁹ See www.facebook.com/ouisoc for more details.

⁵⁰ www.admin.ox.ac.uk/examregs/08-12_Part_12_Religious_Festivals_and_Holidays_Coinciding_with.shtml

students who are fasting for reasons of faith to apply for alternative arrangements such as altering the timing of a paper from the afternoon to the morning. Colleges have been asked to provide information on this during induction periods and in the terms before exams so that all students will be aware of the policy. Web-based guidance on fasting and examinations will be published during 2014.

Pregnancy and maternity: key data

89. In 2011/12, 200 members of University staff went on maternity leave, of whom 89% returned, in the line with the average rate of return from maternity leave over the last three years of 90%.
90. During the year, 39 students suspended their studies in order to take parental leave: 37 women and 2 men, including one UG, 12 PGT and 26 PGR students, equally split between UK and non-UK students (19 to 20). These records are incomplete as a number of international students prefer to take a short period of informal leave rather than suspend study and be obliged to return to their home country. Limited authorised absence is permissible under immigration rules and the University's immigration advice section has recently clarified with UK Visas and Immigration (UKVI) that students will continue to be allowed short periods of absence for health reasons.

Pregnancy and maternity: activity

91. Over the last five years, Oxford University's childcare provision has increased significantly from 214 full-time equivalent places in 2008 to 387 as of December 2013 (up by 81%). The University has the highest level of childcare provision in the HE sector, with 387 places across 15 sites (and 4 outsourced childcare providers), plus four independent college nurseries. The University's Childcare Steering Group is exploring options for expanding provision further. A new site has been identified in the hospitals area, and we anticipate a further 100+ nursery places being available by 2014-15.
92. The University offers a salary sacrifice scheme for payment of nursery fees and reinvests all savings made on national insurance contributions into nursery provision. It also offers a childcare voucher scheme for all eligible parents. The University works in partnership with a number of playscheme providers to support parents during the school holiday periods and has negotiated a 15% discount on fees.
93. The University agreed in 2012 that student parents should be included on the priority waiting list for nursery places. They can also apply for assistance with childcare costs in the event of unforeseen hardship.
94. The University plans to collect information on student parents and carers under the new student system. Students will be asked at annual registration whether they have any dependants under 18 for whom they have day-to-day caring responsibilities, and their ages. This will provide a better understanding of the profile and needs of our student carer population, and allow us to gauge the likely level of need for childcare. We will also be able to refer student carers to sources of support and advice and better take into account their needs at college and departmental level.

95. Over the last two years, EPSRC grants have been used to support academics returning from maternity leave (or leave for other caring responsibilities) to re-establish their research. Twenty-nine grants of up to £10,000 were made to staff working within the EPSRC remit. They were used for: teaching buyouts; research and administrative assistance; attendance at UK and overseas conferences; collaboration and learning visits to overseas research institutions; visits of research collaborators to Oxford; small equipment purchases; and training.

Age: key data

96. University staff⁵¹:

- 22% of academic staff were aged under 40, compared with 69% of research staff;
- 40% of academic staff were aged 50 to 64 and 5% were 65 or over;
- 43% of administrative and support staff were aged under 40;
- Oxford's staff age profile was very similar to that of the Russell Group overall.

97. On-course students⁵²:

- 74% of undergraduate students were aged 20 or under and only 2% were over 25, compared with the Russell Group average of 6%.
- More than half (56%) of PGT students were aged over 25, in line with the Russell Group.
- Nearly three-quarters (73%) of PGR students were aged under 30, higher than the Russell Group average of 65%.

98. Undergraduate admissions:

- Only 5% of applicants for undergraduate degrees commencing in 2012 were 'mature', i.e. they would be over 21 at the point of entry to the course. They were less likely to receive an offer than young applicants, forming only 2% of offer-holders and acceptances.
- Over half (51%) of mature applicants applied for Social Sciences courses, followed by MPLS (19%), Humanities (17%) and Medical Sciences (13%).

99. Postgraduate admissions:

- Half of all applicants for postgraduate study would have been aged between 22 and 25 at the point of entry to the course.
- PGT applicants in the 22 to 25 age group had a lower success rate than older groups, forming 50% of applications, 46% of offers and 44% of final acceptances.
- Although much less numerous, PGT applicants aged 36 and over were disproportionately successful, forming 8% of applications, 11% of offers and 15% of acceptances.
- Young applicants for PGR study (aged 22 to 25) were the most successful group, forming 52% of applications, 57% of offers and 56% of acceptances.

⁵¹ Age at 31 July 2012.

⁵² Age at 31 August 2012.

- Only 6% of PGR applicants were aged 36 and over. Although their offer rate was slightly lower than average, they were more likely to convert their offer into a place so formed 6% of acceptances.

Age: activity

100. In October 2011, the University introduced an employer-justified retirement age (EJRA) of 67 for all academic and academic-related staff⁵³. This policy, which was subject to a comprehensive equality impact assessment, is intended to provide a proportionate means of achieving a number of desirable outcomes, including:

- Promoting diversity within the academic, research and other professional workforce, noting that recent recruits are more diverse (in terms of gender, ethnicity and nationality) than the composition of the existing workforce, especially among older age groups and those who have recently retired;
- Promoting inter-generational fairness and maintaining opportunities for career progression;
- Facilitating succession planning by maintaining predictable retirement dates, especially given the very long lead times for making academic and other senior professional appointments in an international university;
- Avoiding the invidious necessity of implementing performance management and redundancy procedures at the end of a long career.

101. Concomitantly with the EJRA, the University introduced a formal procedure for the consideration of requests to continue working beyond the age of 67; these are considered by a panel of senior staff chaired by the Pro-Vice-Chancellor for Personnel and Equality. The Panel can agree to defer the member of staff's retirement date, setting out new terms of employment under a fixed-term contract.

102. The EJRA will operate for an initial period of ten years from 1 October 2011. The application and outcomes of the EJRA and its procedures will be reported annually to the Personnel Committee and will be subject to an interim review after five years.

Student withdrawals by protected characteristic

103. Between 2010 and 2012, only 1% of students withdrew from their course (433 individuals):

- 0.5% of undergraduates
- 2.0% of PGT
- 1.3% of PGR

104. Analysis by protected characteristic is hindered by the low numbers withdrawing, and the possible contribution of other factors unconnected with a protected characteristic, e.g. financial difficulty:

- There were no statistically significant differences by sex in the likelihood of males or females withdrawing at any level of study.

⁵³ www.admin.ox.ac.uk/personnel/end/retirement/acrelretire/ejra

- Disabled students were statistically significantly⁵⁴ more likely to withdraw from their course than those without a disability, particularly at undergraduate level. (Though only 41 disabled students at all levels of study withdrew over the two year period).
- Postgraduate BME students were slightly more likely to withdraw than white although this did not quite attain statistical significance (for all PG combined). (111 individuals) Further analysis will be conducted on a larger dataset next year.

Other activity in support of equality and diversity

105. During the year 2012/13:

Staff

- The Head of the Equality and Diversity Unit led a series of mandatory face-to-face briefing sessions with Unit of Assessment Coordinators for the REF 2014, embedding equality in the selection and submission of members of staff.
- The EDU advised on the development of the University's code of practice on the selection of staff for the REF and conducted two interim equality impact assessments of the process to monitor for bias at each stage.
- The University dealt with 588 disclosures of individual circumstances which had constrained academics and researchers' ability to produce at least four outputs during the assessment period, including 83 disclosures of complex circumstances which were considered by a high level panel. These provided an opportunity to engage with members of staff experiencing often severe personal difficulties including health conditions and caring responsibilities, and to provide them with support and adjustments to enable them to continue their academic work.
- The Oxford Learning Institute reviewed its provision in order more fully to integrate equality and diversity throughout its programmes.
- The University revised its guidance on the recruitment of academic staff to introduce greater transparency to the process: additional work in this area will be progressed during 2013/14.
- A new 'Reward and Recognition' scheme was introduced for non-academic staff with an emphasis on ensuring transparency in the criteria to enable staff in lower grades to see how they might qualify for an award.
- The University broadened its Apprenticeship scheme in order to promote diversity among lower grades, with an increase from 6 to 17 participants.

Students

- The MPLS bridging programme ran for the second year, to facilitate the transition of non-traditional students to Oxford, and included a session by the Counselling Service on transition and expectations, to help non-traditional students adapt more easily to life at Oxford.

⁵⁴ Pearson's Chi-squared test; 95% significance level.

- The University initiated a review of the terms of access to facilities for students who have suspended study. The aim is to agree a consistent policy that will enable the University to ensure equality of access and better support to equip students for their return to study.
- The University continued to revise the agreements and terms of reference for all scholarship and bursary schemes in order to bring them in line with the Equality Act 2010 wherever there had been geographical or religious restrictions.
- The University strengthened its Harassment Advisory Service, recruiting and training additional advisors, and providing specialist training on sexual assault and violence for a small number of Advisors, and planning skills sessions for front-line staff in colleges on how to support those reporting harassment and bullying including sexual harassment or racist or homophobic abuse.

Equality and Diversity Unit
January 2014