



University of Oxford

Equality Report, 2014/15

Section C: Student equality data

This is **Section C** of the University of Oxford's Equality Report for 2014/15 and covers **student equality data**. It is produced by the University's Equality and Diversity Unit (EDU).

Please refer to the EDU website for:

Section A: Overview of equality and diversity at Oxford, 2014/15

Section B: Staff equality data

You can view the report online or download it at:

www.admin.ox.ac.uk/eop/policy/data/report

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DATA	SOURCE	NOTES	CONTACT DETAILS
On-course students	Student snapshot 1 December 2014	Annual data snapshot for HESA reporting purposes http://www.admin.ox.ac.uk/aad/sdma/statistics/student	Student Data Management and Analysis Contact: Richard Dunnaway richard.dunnaway@admin.ox.ac.uk
Undergraduate admissions	UCAS data submitted to the University	Applicants for entry in 2014 or deferred entry in 2015 http://public.tableau.com/views/UoO_UG_Admissions2/AcceptanceRate?%3AshowVizHome=no#2	Student Data Management and Analysis Contact: Ben Clark ben.clark@admin.ox.ac.uk
Postgraduate admissions	OSS admissions data	Applicants for entry in 2014	Graduate Admissions and Funding Contact: Mike Eeley mike.eeley@admin.ox.ac.uk
Destinations of Leavers	DLHE survey	Careers Service website: <i>What alumni have done</i> http://public.tableau.com/views/DLHE_stu/SectorsandRoles?%3AshowVizHome=no#1 Tableau: https://bits.uas.ox.ac.uk/workbooks/DLHESurvey?	Student Data Management and Analysis Contact: Gosia Turner gosia.turner@admin.ox.ac.uk
Student Barometer	Student Barometer survey, MT 2014	Tableau: https://bits.uas.ox.ac.uk/workbooks/StudentBarometer?	Student Data Management and Analysis Contact: Richard Dunnaway richard.dunnaway@admin.ox.ac.uk
UK higher education, 2013/14	Equality Challenge Unit (2014), Equality in higher education: statistical report 2014. Part 2: students	www.ecu.ac.uk/guidance-resources/using-data-and-evidence/statistics-report	
Russell Group, 2013/14	HESA data, accessed via the online Higher Education Information Database for Institutions (Heidi)	All HESA data is subject to HESA's coding and data protection policies. Students are reported as full-person equivalents and JACS codes cannot be mapped directly to Oxford's degree subjects. All numbers are rounded to the nearest 5.	Equality and Diversity Unit Contact: Sara Smith sara.smith@admin.ox.ac.uk Contact heidi@admin.ox.ac.uk in order to obtain a Heidi account
Athena SWAN	Athena SWAN institutional submission, November 2013	The University successfully renewed its Bronze Athena SWAN institutional award in 2014. EDU Athena SWAN website: www.admin.ox.ac.uk/eop/gender/athenaswan/applications	Equality and Diversity Unit Contact: Adrienne Hopkins adrienne.hopkins@admin.ox.ac.uk

Introduction

1. This is **Section C** of the University of Oxford's equality report for the academic year 2014/15 covering selected **student data**.

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

2. The entire report is available to view online or download from the EDU website at: www.admin.ox.ac.uk/eop/policy/data/report.
3. **Section A** of the report highlights key data and summarises the University's main equality activities during the year, while **Section B** covers selected staff data.

Comparative national data have been provided where available, together with benchmarking data from Russell Group universities. Analysis has also been undertaken of the Student Barometer survey 2014, comparing student satisfaction levels by gender, disability, ethnicity and fee status.

Student Barometer, 2014

4. The 2014 Student Barometer achieved a 47% response rate overall, one of the highest in the comparator group of participating UK and international universities. Responses have been analysed by the demographic factors of sex, ethnicity, disability and fee status, as well as by level of study. Please see the separate entries under Gender, Ethnicity and Disability for full details.
5. Overall satisfaction levels were very high, with 93.3% of respondents reporting that they were 'very satisfied' or 'satisfied' with all aspects of their University experience. Undergraduate students were most likely to be satisfied (95.4%), followed by postgraduate taught (92.6%). Postgraduate research students had slightly lower levels of satisfaction at 90.9% overall. There were some differences by sub-category of question: while a similarly high proportion of students at each level of study reported satisfaction with their experience of University support services (92.4% overall), graduate students were less satisfied than undergraduates with their learning and living experience at Oxford, although the range of difference did not exceed 2.4 percentage points.

Table 1 Student Barometer, 2014: satisfaction levels by level of study

	UG	PGT	PGR	All
All aspects	95.4%	92.6%	90.9%	93.3%
Learning experience	91.1%	89.6%	88.8%	90.0%
Living experience	91.2%	89.7%	88.8%	90.1%
Arrival experience	94.7%	91.7%	91.8%	93.0%
Support services	93.0%	91.6%	92.3%	92.4%
Max sample ('all aspects')	3864	2350	2667	8881

Oxford

- On 1 December 2014, there were 10,148 women studying at the University, out of a total of 22,348. They comprised 45% of all students: 46% of UG, 46% of PGT and 42% of PGR.¹
- This represented a one percentage point increase in the proportion at PGT but no change overall.

Division and level of study

- Women comprised 29% of students in MPLS, 47% in Social Sciences, 53% in Medical Sciences, 54% in Humanities and 53% in Continuing Education, in line with the previous year.
- There was some variation by division and level of study. Women formed a significant majority of undergraduates in the Humanities division (57%) but just under half of students at postgraduate level. In MSD they comprised nearly two-thirds of PGT students but just over half of UG and PGR. Women formed a higher proportion of PGR students (51%) in the Social Sciences division than they did of either UG or PGT (45% and 47%).

Undergraduate admissions

- In the UG admissions cycle for entry in 2014 (or deferred entry in 2015), women formed 49% of applicants and 46% of acceptances, reversing the slight improvement of the previous year.²
- There was a two percentage point difference between male and female offer and success rates; women were also less likely to convert their offer into a firm acceptance with a 'conversion rate'³ of 87% compared with 90% for men.
- Women's success rates were lower than men's in each of the four divisions, though the discrepancy was least in Social Sciences. Women's offer rate in Medical Sciences remained almost as high as in the previous year, building on an increase reported in last year's report.

Postgraduate admissions

- There were 21,753 applicants for postgraduate study, of whom 10,099 (46%) were female. Overall success rates were equal for both sexes and women comprised 46% of all those who accepted a place at Oxford.
- Women comprised 49% of applicants for PGT study, 48% of offers and 48% of final acceptances; success rates were virtually equal at 25% and 26%, in contrast to the previous year where there was a four percentage point gap (23% and 27%).

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

² All students who took up a place at Oxford.

³ Rate of acceptances to applications.

- 42% of applicants for PGR study were female; their success rates were equal with men's and they comprised 42% of both offers and acceptances.
- Comparison of admissions figures for the four-year period 2011/12 to 2014/15 shows consistency in PGR applications, offers and acceptances, with similar success rates for both sexes. However, women have continually had lower offer and success rates in PGT admissions, despite forming around half the applicant population. By contrast, success rates were virtually equal in the 2014/15 cycle, and current figures for the 2015-16 cycle indicate 50:50 parity.

Undergraduate attainment

- In 2014, women were more likely than men to obtain a 'good degree' with 95% achieving either a first or an upper second compared with 90% of men, a larger difference than in the previous year (91% to 90%). This is partly attributable to the distribution of the sexes by division: 38% of male undergraduates are in MPLS compared with only 20% of female, while 42% of female undergraduates study Humanities subjects, compared with only 28% of male. 19% of MPLS finalists were awarded a lower second or lower degree compared with only 2% in the Humanities. A similar percentage of male and female MPLS students were awarded a 2.2 or lower in 2014: 19% of female and 18% of male.
- There was an 8% difference in the proportion of first class degrees awarded to men and women, the same as in the previous year. 27% of women and 35% of men achieved a first class degree, a one percentage point increase for both sexes.
- The gender gap at FHS has stood at or around 8% for several years, driven by large disparities in the MPLS and Humanities divisions. There was a 12% gender gap in MPLS, though the gap was much smaller when three and four year degrees were considered separately. There was also an 8% gap in the Humanities division.
- There are usually no statistically significant differences in undergraduate attainment in the Medical Sciences or Social Sciences divisions. In 2014, 30% of women obtained a first in MSD, compared with 26% of men, but this did not attain statistical significance.

UK

- In 2013/14, women comprised 56% of all higher education students: 55% of first degree UG, 58% of PGT and 47% of PGR.⁴ These percentages were identical to the previous year's.
- Women comprised 50% of students in SET (science, engineering and technology, including medicine and allied subjects) and 56% in non-SET subjects. There was a very slight fall in SET, of just under one percentage point.
- At undergraduate level, 23.7% of women and 23.8% of men achieved a first class degree, further narrowing the small attainment gap seen in previous years. In non-SET subjects, 18.1% of women and 17.0% of men obtained a first.
- There were no substantive gender gaps in favour of men in any subject area, apart from Social Studies subjects where 18.3% of men and 16.1% of women achieved a first class degree. There were gender gaps in favour of women of 2% or more in a

⁴ All national data are taken from the Equality Challenge Unit publication 'Equality in higher education: statistical report 2015. Part 2: students' unless otherwise stated.

number of subject areas, including Biological Sciences, Engineering and Technology, Mathematical Sciences and Business and Administrative Studies.

Russell Group

- In 2013/14, women comprised 53% of first degree UG, 56% of PGT and 46% of PGR students in Russell Group institutions.⁵ These percentages were virtually identical to those of the preceding year.
- The percentage of undergraduates ranged from 34% at Imperial College, through 46% at Cambridge and Oxford, and 47% at Warwick, to 60% at Leeds and 62% at King's College London.
- Among undergraduate students, women comprised 48% of SET and 59% of non-SET students, as in the previous year.
- In 2013/14, 24% of women and 26% of men obtained a first class degree (excluding unclassified degrees), an increase of two percentage points in both cases. Warwick had the largest gender gap⁶ in favour of men (11%), followed by Oxford (8%), Imperial College (7%) and Southampton, Bristol and LSE at 6%.
- Female students at Oxford obtained the fourth highest percentage of first class degrees (27%) joint with King's College London. Only Cambridge (28%), UCL (31%) and Imperial College (36%) exceeded this.

Student Barometer, 2014

- In the 2014 Student Barometer survey⁷, there were virtually no differences in overall satisfaction levels by sex:
 - At UG there were no high level differences greater than 1% in either direction.
 - PGT women reported lower satisfaction than men with their learning and living experiences, by 3.6% and 2.5% respectively.
 - PGR women's satisfaction with their learning experience was 1.4% lower than men's; women were also a little less satisfied with their experience of university support services (by 1.1%).

⁵ Russell Group data have been extracted from the HESA Student Record, 2013/14, accessed via the Higher Education Database for Institutions (Heidi).

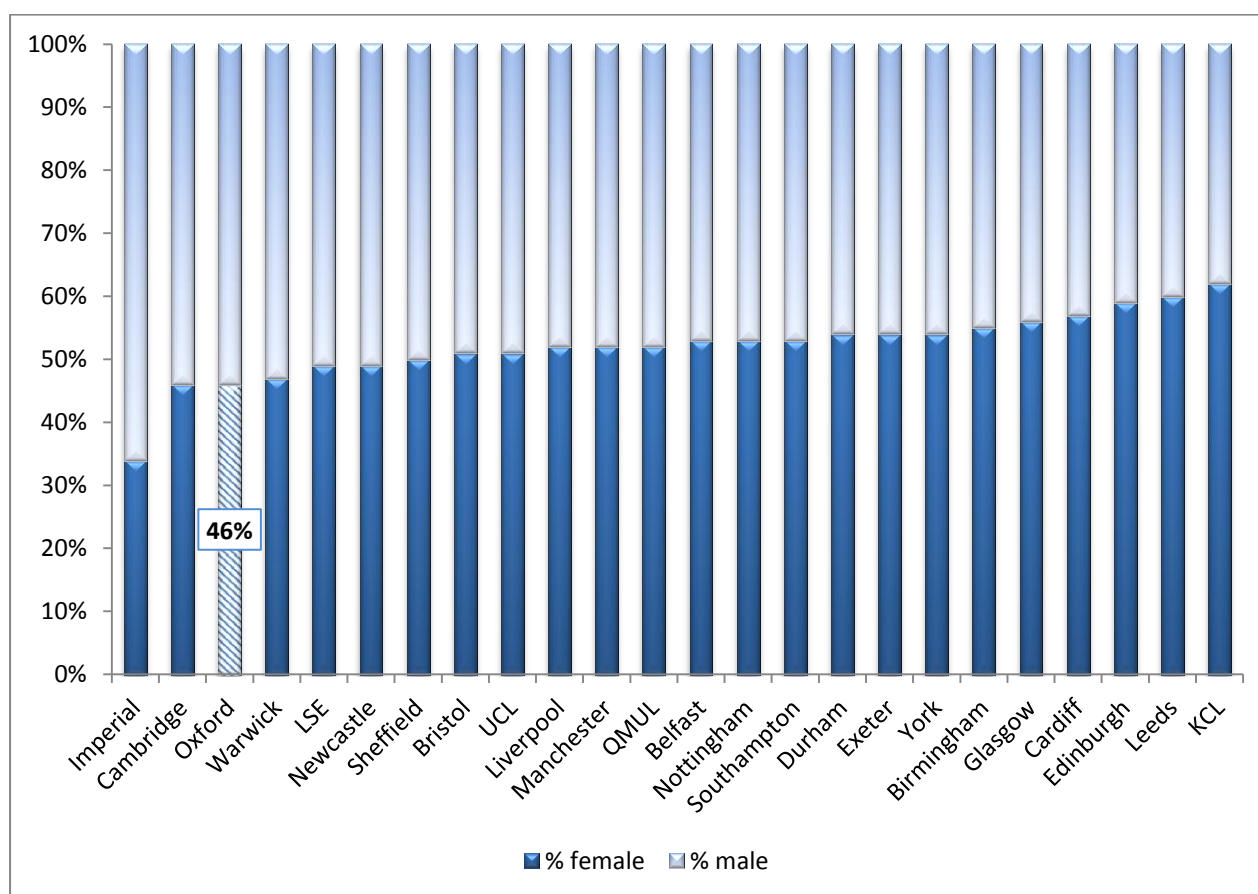
⁶ The difference between the proportions of firsts earned by men and women.

⁷ The Student Barometer results are publicly available at:

<http://public.tableau.com/views/OxfordUniversityStudentBarometer/SatisfactionOverview?%3AshowVizHome=no#1>

Comparison with the Russell Group: student numbers (2013/14)

Figure 1 First degree undergraduates by sex: Russell Group, 2013/14 (FPE)



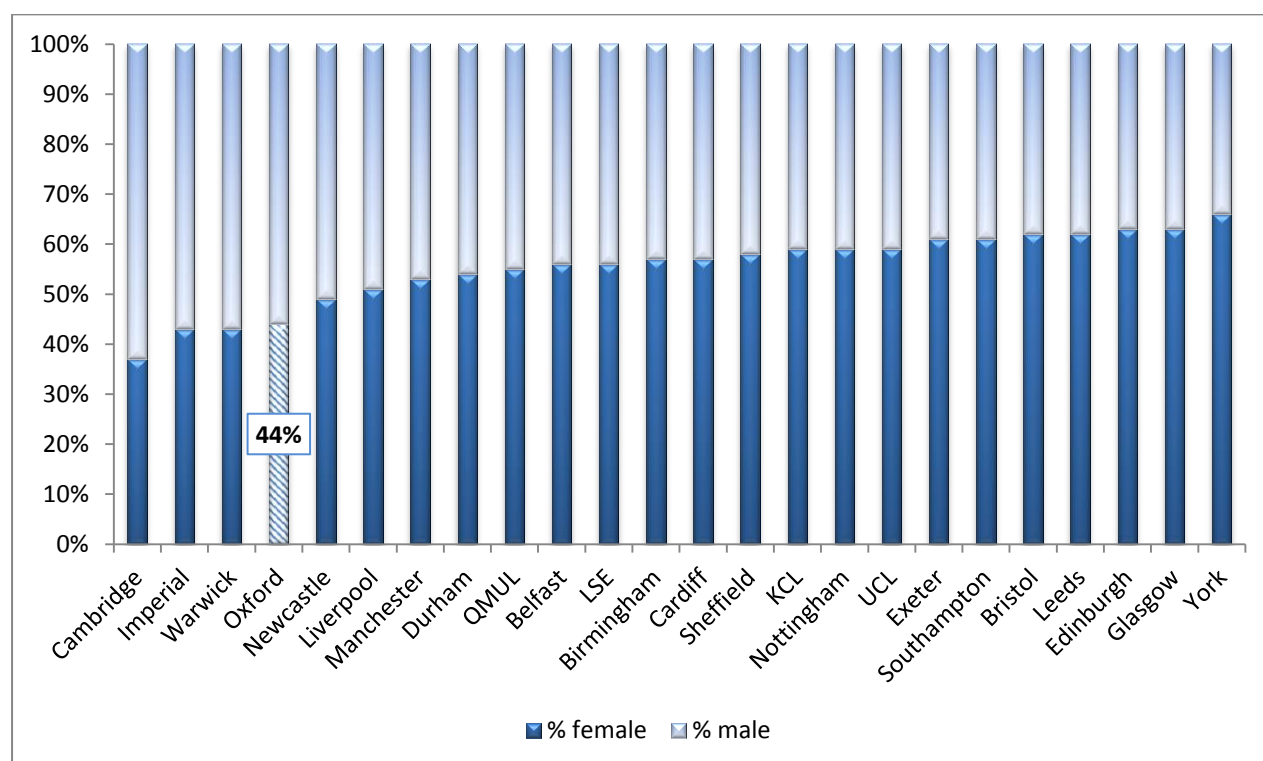
Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford.

Figure 1 shows the percentage of female undergraduates at Russell Group universities in 2013/14, arranged from least to most, left to right. The average proportion was 53%: six institutions had under 50% women while two had 60% or more.

Figure 2 shows the percentage of female postgraduate taught students arranged from least to most. Although the average was 56% there was wide variation by institution: Cambridge had the fewest at 37%, closely followed by Imperial, Warwick and Oxford. Seven institutions exceeded 60% female, including Exeter, Bristol, Leeds and York.

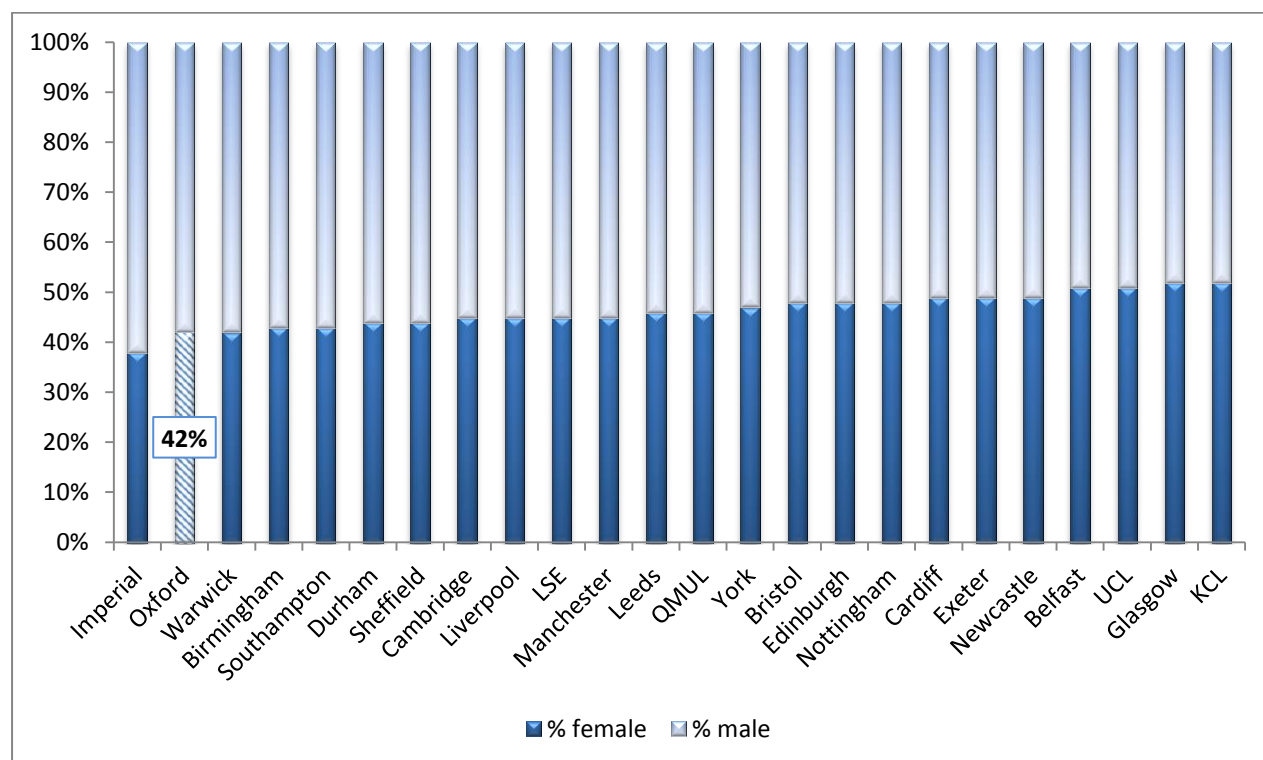
Figure 3 provides the same data for postgraduate research students, where the average was 46% and the highest proportion was 52%. Oxford had the second lowest percentage at 42%, matching Warwick. Cambridge stood at 45%. The institutions with the highest proportions were Queen's Belfast, UCL, Glasgow and KCL.

Figure 2 PGT students by sex: Russell Group, 2013/14 (FPE)



Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford.

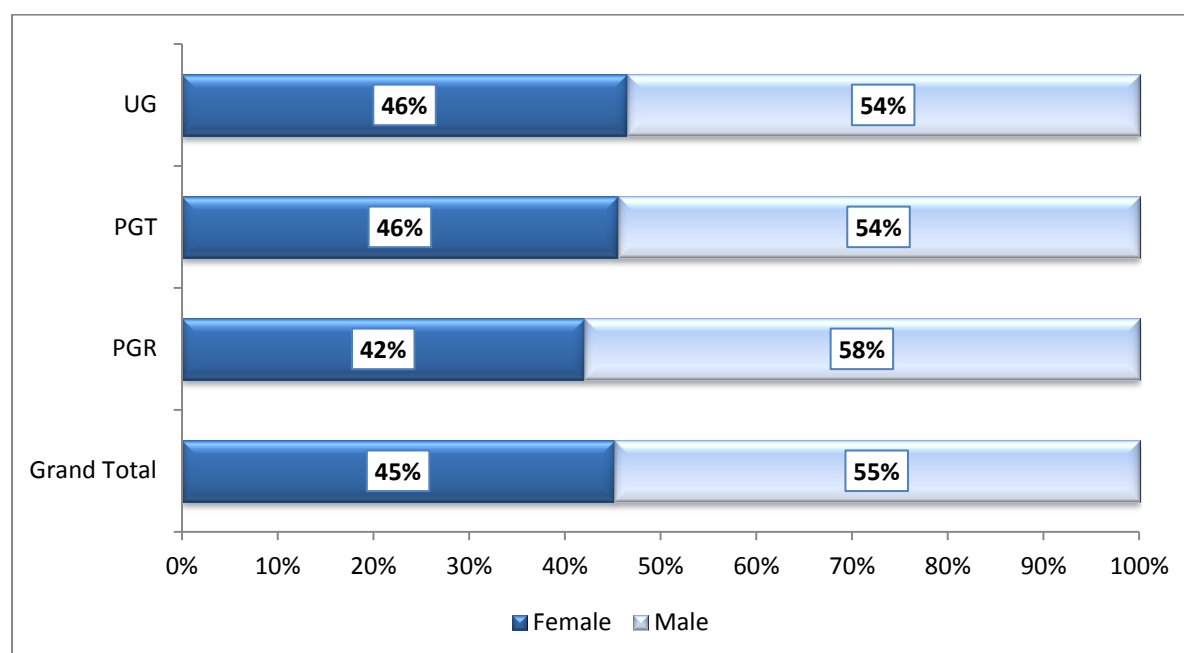
Figure 3 PGR students by sex: Russell Group, 2013/14 (FPE)



Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford.

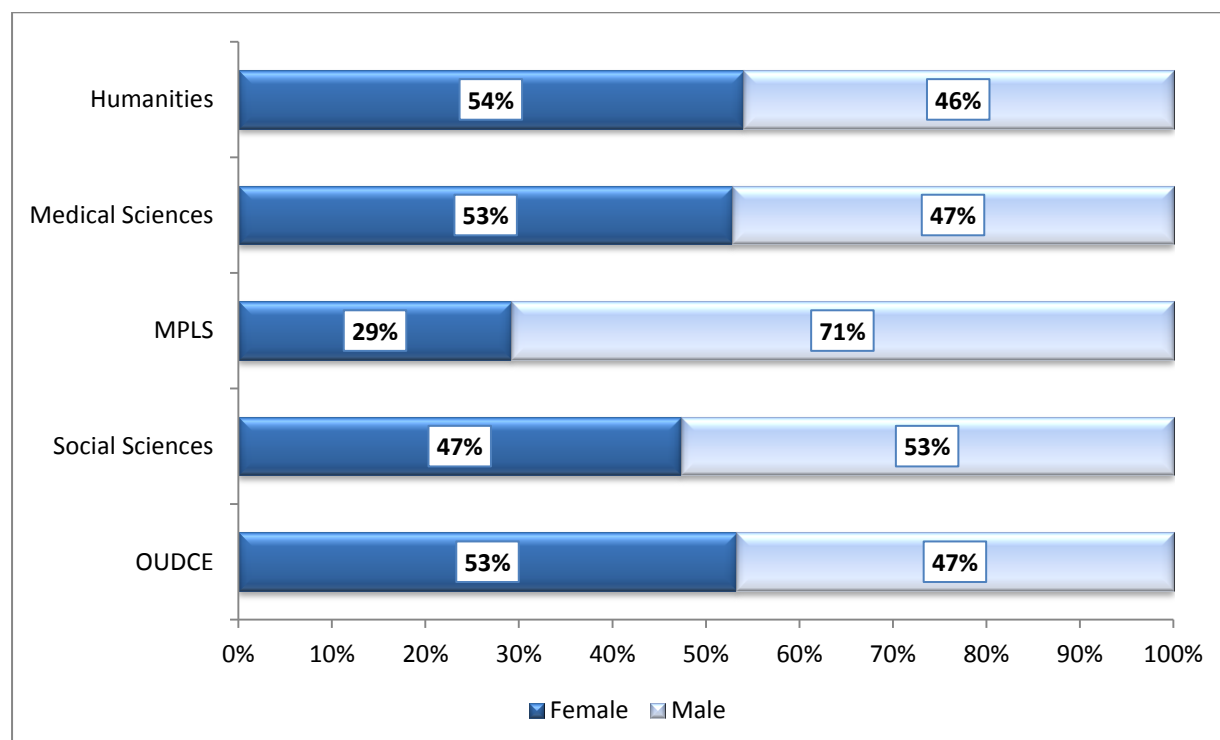
On-course students (2014)

Figure 4 On-course students by sex and level of study, 2014



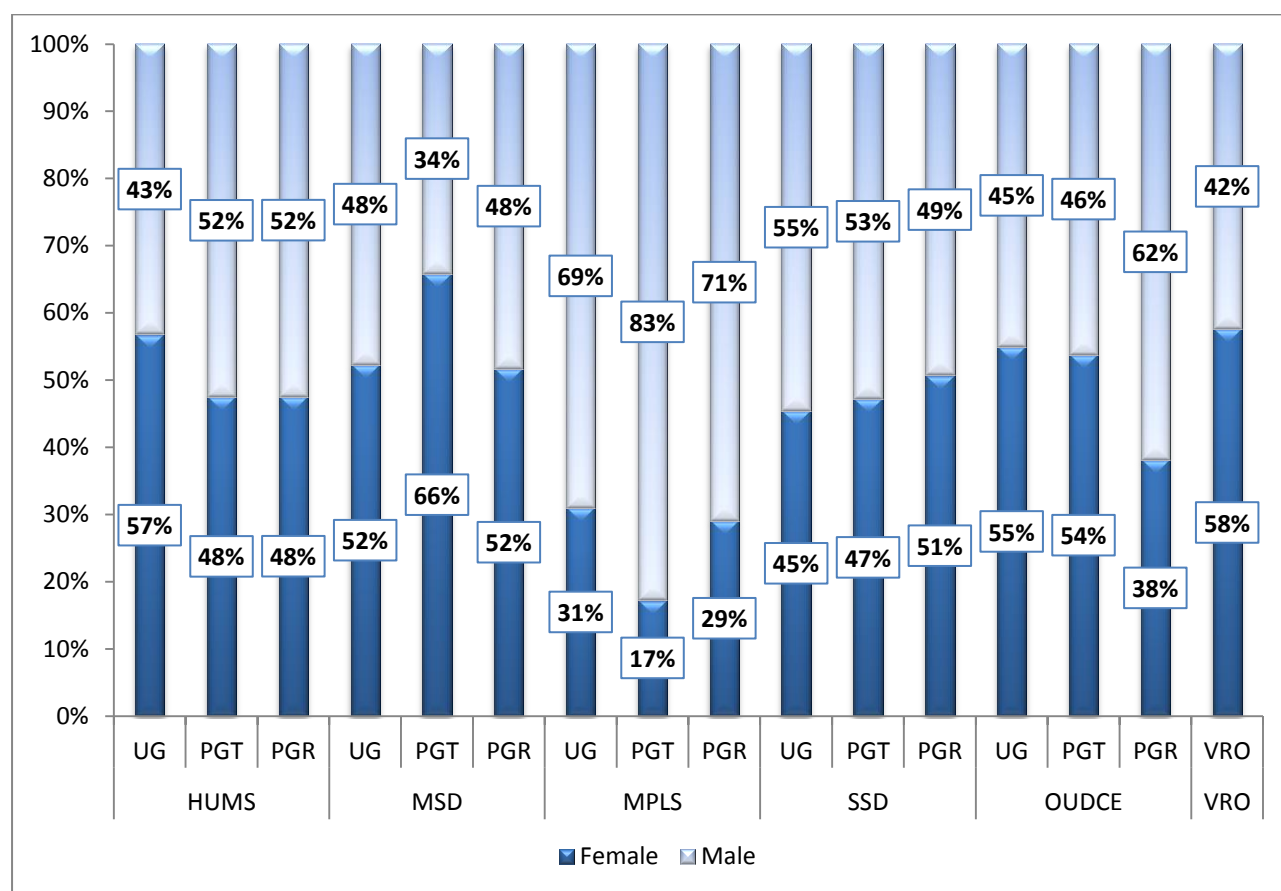
Source: Student Statistics, 2014

Figure 5 On-course students by sex and division, 2014



Source: Student Statistics, 2014

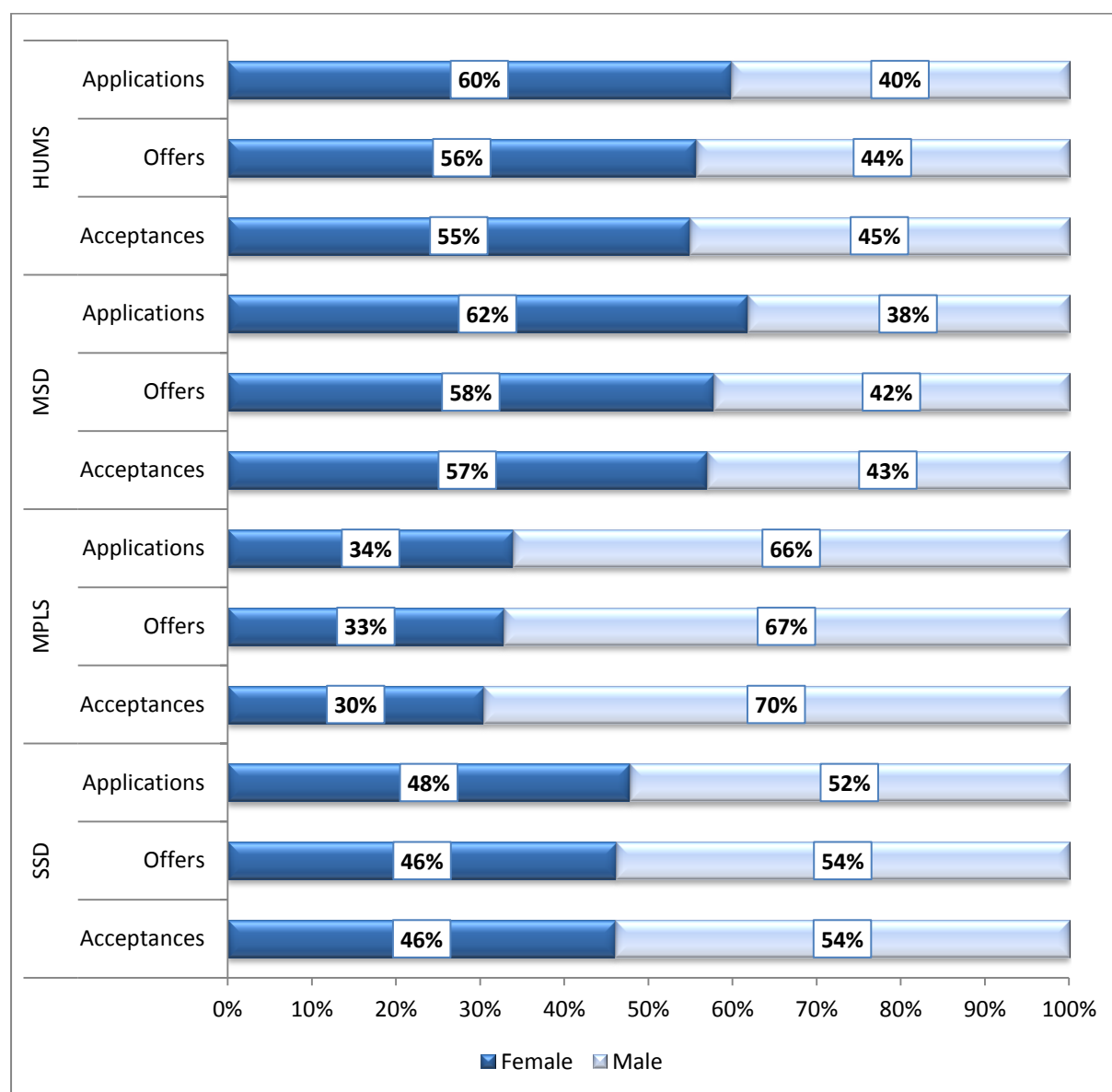
Figure 6 Students by sex, division and level of study, 2014



Source: Student Statistics, 2014

Undergraduate admissions (for entry in 2014)

Figure 7 UG admissions by sex and division (2014 entry)

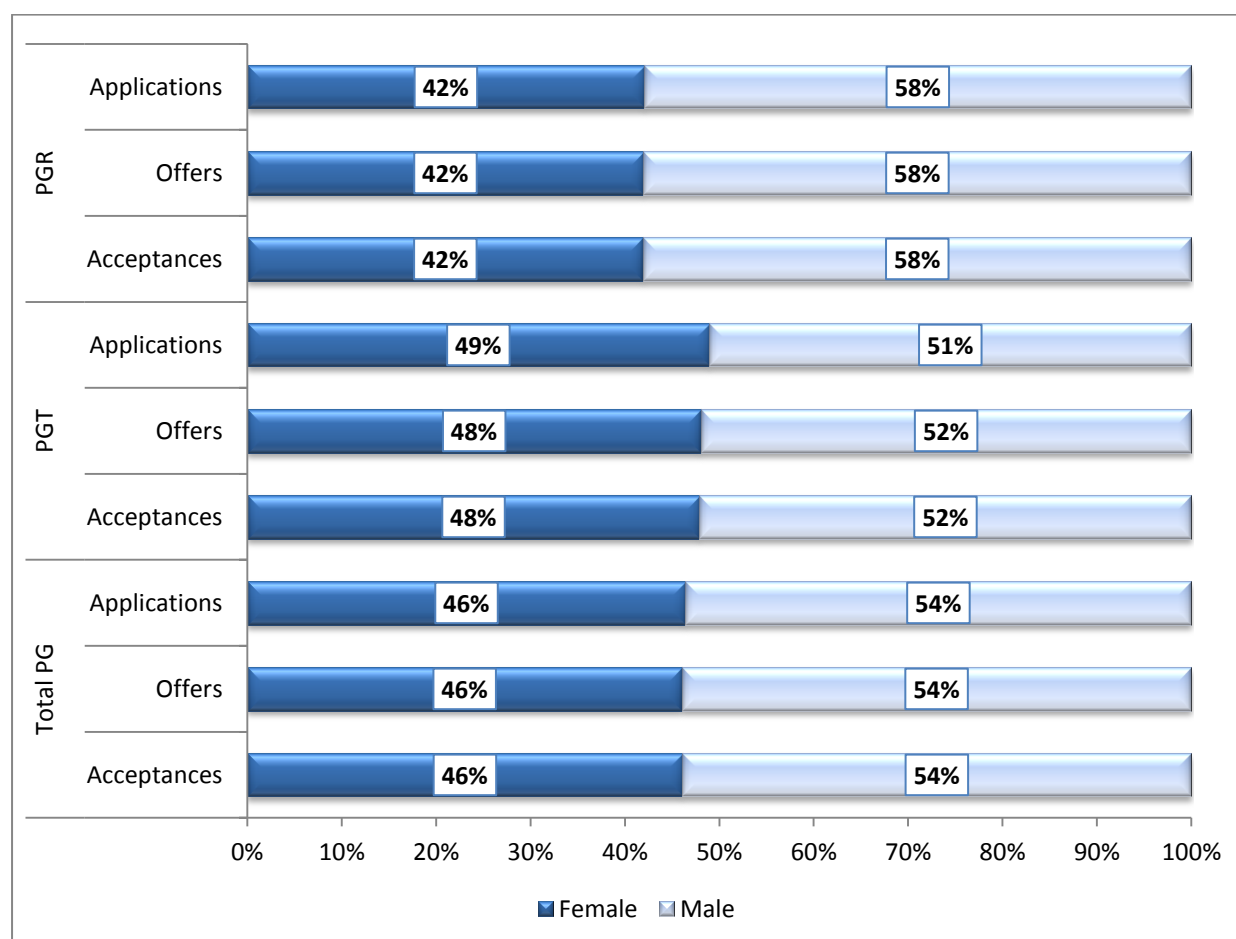


Source: SDMA

Applicant status	Female	Male	Total
Applications	8573	8911	17484
Offers	1667	1898	3565
Acceptances	1448	1713	3161
Offer rate	19%	21%	20%
Success rate	17%	19%	18%
Conversion rate	87%	90%	89%

Postgraduate admissions (for entry in 2014)

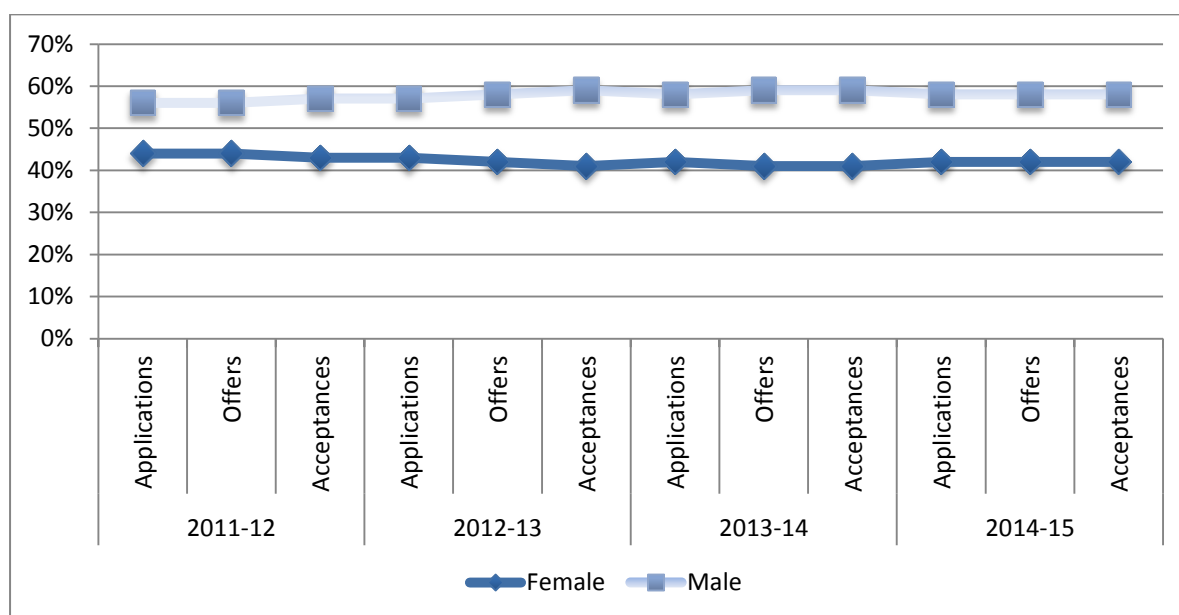
Figure 8 PG admissions by sex and level of study (2014 entry)



Source: GAF

Level of study	Applicant status	Female	Male	Total
PGR	Applications	3,336	4,597	7,933
	Offers	1,113	1,539	2,652
	Acceptances	640	886	1,526
PGT	Applications	6,763	7,057	13,820
	Offers	2,567	2,775	5,342
	Acceptances	1,663	1,808	3,471
Total PG	Applications	10,099	11,654	21,753
	Offers	3,680	4,314	7,994
	Acceptances	2,303	2,694	4,997

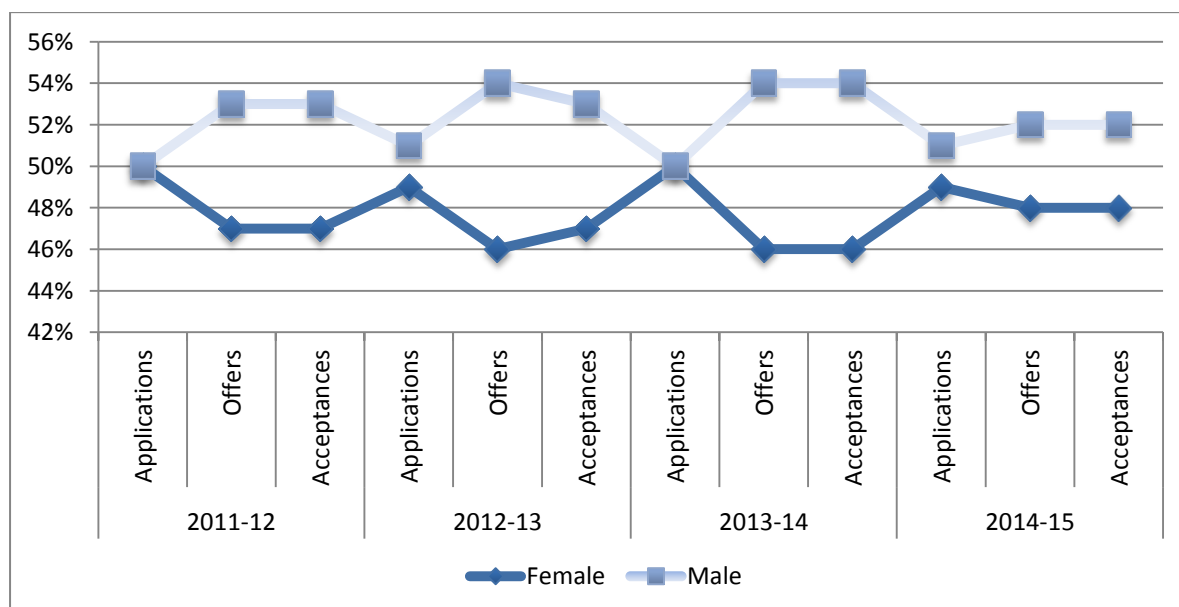
Figure 9 PGR admissions by sex over time, 2011/12 to 2014/15



Source: GAF

Figure 9 shows the percentages of male and female applicants for PGR study over the last four years, indicating that offer and success rates are very similar for both sexes. The proportion of female applicants has declined from 44% to 42% over the period.

Figure 10 PGT admissions by sex over time, 2011/12 to 2014/15

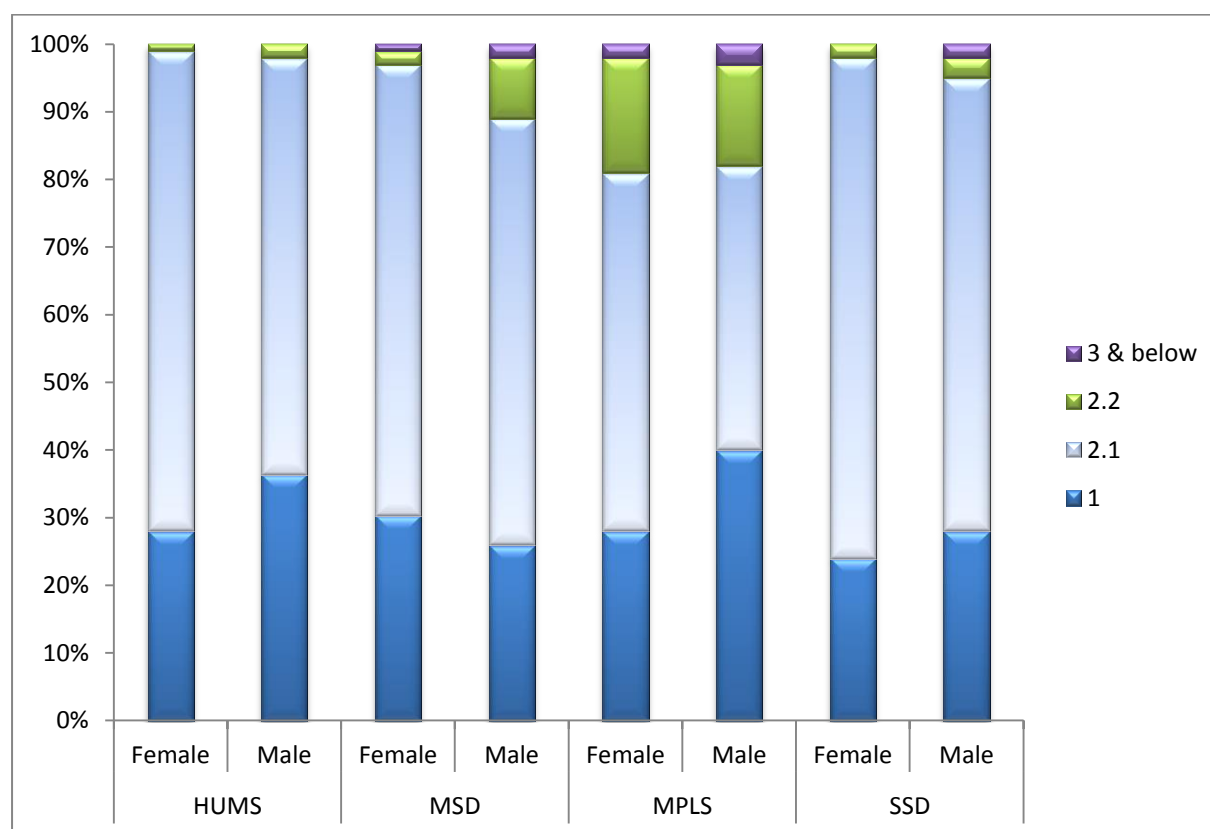


Source: GAF

Figure 10 shows a different picture for PGT admissions: although nearly half of all applicants were female, their offer rates were lower than men's, causing the two lines to diverge. However, the pattern reversed in the most recent cycle as offer and acceptance rates were nearly identical.

Undergraduate attainment (2013/14)

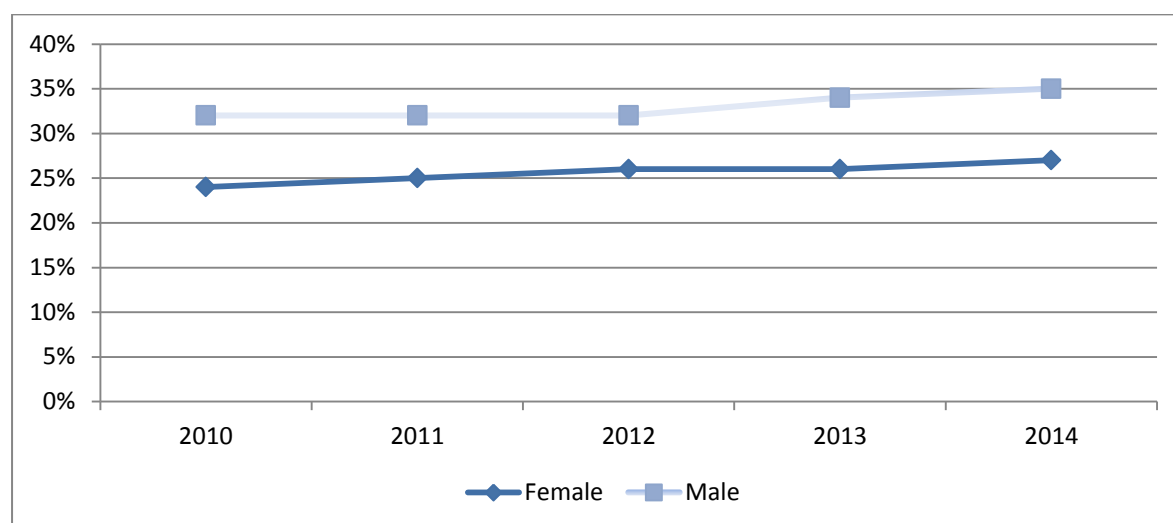
Figure 11 Final Honour School attainment by sex and division, 2013/14



Source: SDMA

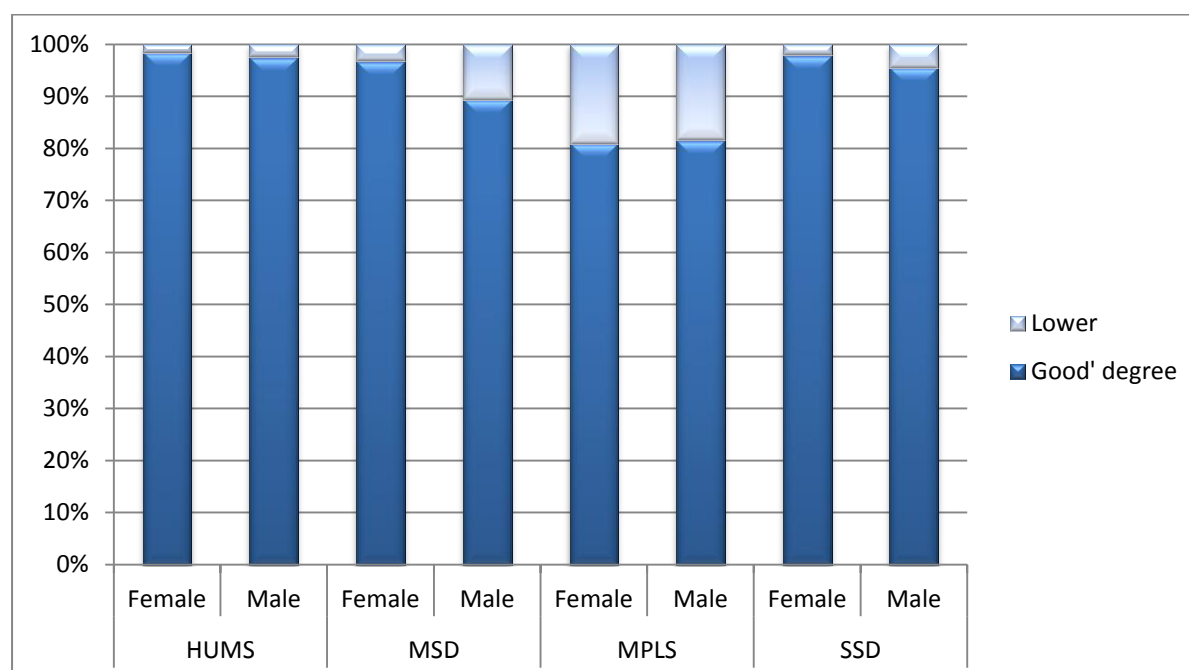
Division	Sex	1	2.1	2.2	3 & below	Total
HUMS	Female	173	441	8	2	624
	Male	190	324	13		527
MSD	Female	56	123	4	2	185
	Male	42	101	15	2	160
MPLS	Female	82	152	48	7	289
	Male	245	260	93	21	619
SSD	Female	79	245	6	1	331
	Male	102	240	12	4	358

Figure 12 Gender gap in Final Honour School results over time, 2010 to 2014



Source: SDMA

Figure 13 'Good degrees' by sex and division, 2014

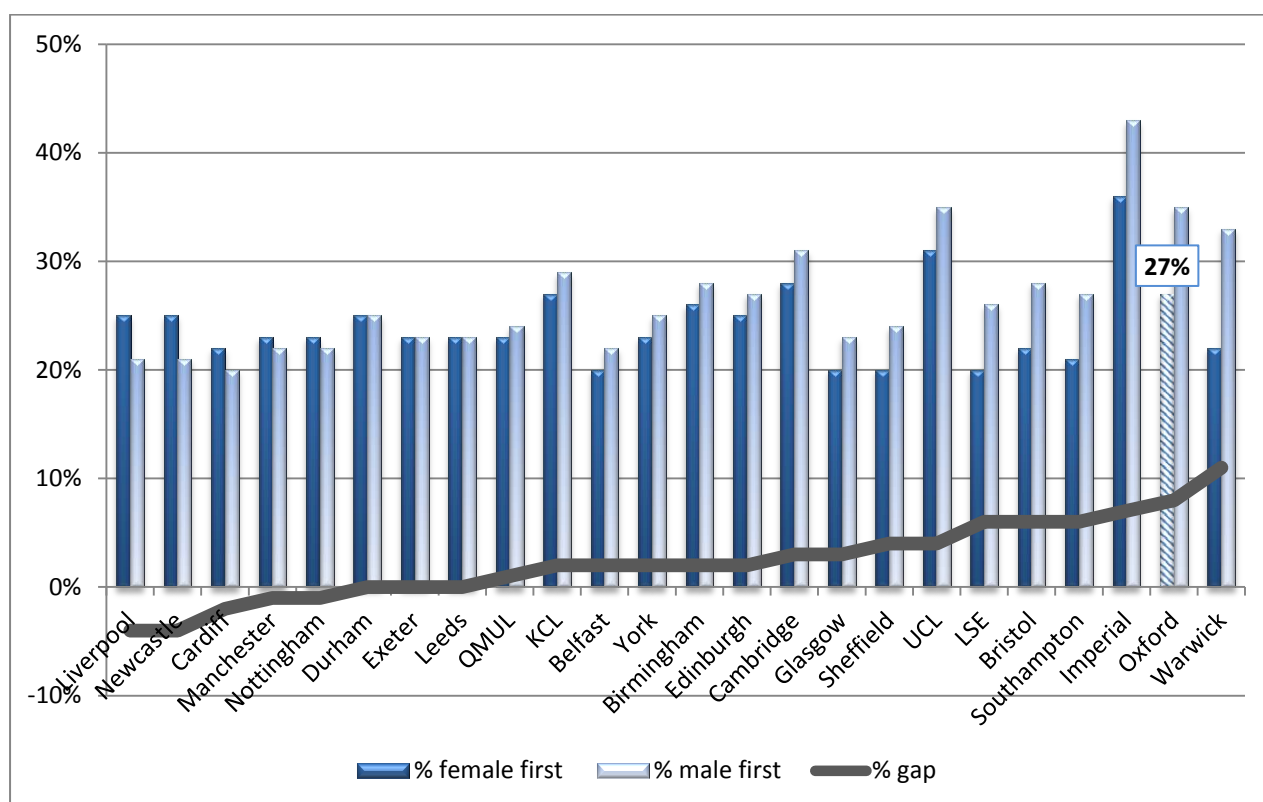


Source: SDMA

Division	Sex	Good degree	Lower
HUMS	Female	98%	2%
	Male	98%	2%
MSD	Female	97%	3%
	Male	89%	11%
MPLS	Female	81%	19%
	Male	82%	18%
SSD	Female	98%	2%
	Male	96%	4%

Comparison with the Russell Group: undergraduate attainment (2013/14)

Figure 14 First degree undergraduate attainment by sex: Russell Group, 2013/14 (FPE)



Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford. The line graph indicates the 'gender gap' in attainment between the sexes: where the line lies beneath the axis it means that female students obtained a higher proportion of first class degrees than male.

In 2013/14, 24% of women and 26% of men obtained a first class degree (excluding unclassified degrees), an increase of two percentage points in both cases. Warwick had the largest gender gap⁸ in favour of men (11%), followed by Oxford (8%), Imperial College (7%) and Southampton, Bristol and LSE at 6%.

Female students at Oxford obtained the fourth highest percentage of first class degrees (27%) joint with King's College London. Only Cambridge (28%), UCL (31%) and Imperial College (36%) exceeded this.

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

Student Barometer, 2014

Women comprised 47% of the maximum respondent group in the 2014 Student Barometer, a little higher than their overall representation in the student population of 45%. Responses were well distributed by level of study: undergraduate and PGT women were slightly over-represented while at doctoral level they formed a much higher proportion of the respondent group: 46% compared with 42% of the student population.

These data relate to students of all domiciles.

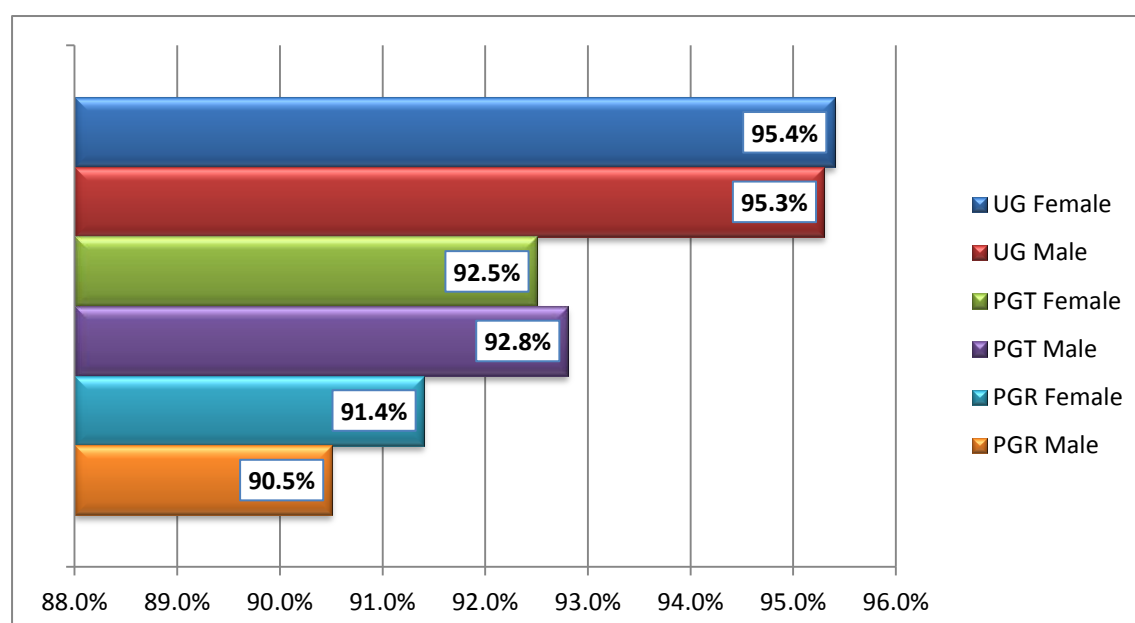
Table 2 Student Barometer, 2014: characteristics of respondent group by sex

% female	UG	PGT	PGR
All students	46%	46%	42%
Student Barometer	48%	47%	46%

Overall satisfaction levels were almost identical among undergraduates and PGT students; at PGR, women were slightly more satisfied than men, though by a margin of just under one percentage point.

There were no differences greater than 1% in either direction at undergraduate level. At PGT, women reported lower satisfaction with their learning and living experiences, by 3.6% and 2.5% respectively. At PGR, there was a difference of 1.4% in satisfaction with their learning experience; women were also a little less satisfied with their experience of university support services (by 1.1%).

Figure 15 Student Barometer, 2014: satisfaction with 'all aspects' of University experience by sex and level of study



Source: SDMA

Table 3 Student Barometer, 2014: satisfaction levels by sex and level of study

	UG		PGT		PGR	
	Female	Male	Female	Male	Female	Male
All aspects	95.4%	95.3%	92.5%	92.8%	91.4%	90.5%
Learning experience	91.1%	91.1%	87.7%	91.3%	88.0%	89.4%
Living experience	91.5%	91.0%	88.4%	90.9%	89.1%	88.6%
Arrival experience	95.5%	94.1%	90.9%	92.4%	89.7%	93.6%
Support services	92.6%	93.5%	91.3%	91.9%	91.7%	92.8%
Max sample ('all aspects')	1845	2020	1099	1250	1228	1440

Ethnicity

Oxford

- On 1 December 2014, there were 5328 black and minority ethnic (BME) students out of a total of 22,348 students (all nationalities and levels of study), equating to 24% (4% unknown ethnicity). As in the previous year, the number of BME students rose at a much greater rate than the overall number of students – by 5% compared with 1%.

Domicile

- UK-domiciled BME students comprised 14% of the total UK student population (1922 out of 13,848 students, all levels of study, 4% unknown), a one percentage point increase since the previous year. The number of BME UK-domiciled students has increased by 8% in one year compared with overall growth of 3%.
- 40% of non-UK students were BME (5% unknown), an increase of one percentage point (and a decrease in the percentage unknown).

Division and level of study

- Among all students: 18% of undergraduate, 32% of PGT and 28% of PGR were BME. There were increases at UG and PGR level compared with 2013/14.
- Among UK students: 13% of undergraduate, 19% of PGT and 15% of PGR were BME, representing increases of one percentage point among undergraduates and two percentage points among postgraduate research students since the previous year.
- Social Sciences continued to have the highest proportion of BME students at 30% (1% up from last year). The proportion in MPLS increased by two percentage points to 27% while the proportions remained static in MSD and Humanities at 26% and 13% respectively.
- There were considerable differences by level of study, with the proportion of BME undergraduates being much lower than that of postgraduates in each division. This largely reflects the preponderance of UK-domiciled undergraduates (83%). Over 30% of PGR students were BME in three of the four divisions (excluding Humanities).
- The percentage of UK-domiciled BME students was much lower than their total representation at under 20% in each case (Humanities: 11%, MSD: 19%, MPLS: 13%, SSD: 17%).
- Comparison of the Oxford student population with 2011 Census data for the 18-34 age group indicated that the representation of Asian, Arab and other ethnicity students at Oxford was broadly in line with the population of England and Wales, while Black students were under-represented and Chinese and mixed ethnicity over-represented.

Gender

- There was no substantive difference in the breakdown by sex and level of study: equal proportions of BME and white students were female (46%). However, there were some variations by ethnicity strand: UG and PGT students of mixed ethnicity

were more likely to be female while Asian UG and PGT were considerably less likely. There were no differences at PGR.

Undergraduate admissions

- In the undergraduate admissions cycle for 2014 entry (or deferred entry in 2015), BME applicants comprised 2872 out of 11,412 UK-domiciled applicants (19%), a one percentage point increase since the previous year despite a 1% decrease in UK applicant numbers overall. BME applicants received 14% of offers and took up 13% of places. Their overall success rate was 16% compared with 26% for white applicants, though there was substantial variation by ethnic group.
- Ethnicity data are not available for non-UK applicants as they are not asked to disclose their ethnicity when applying via UCAS.

Postgraduate admissions

- There were 21,753 applicants for postgraduate study, of whom 9,786 (45%) were BME. Applications from BME candidates rose by 7% compared with an overall increase of 6%.
- BME applicants comprised 45% of applicants for PG study, 34% of offers and 32% of firm acceptances. Their offer rates were substantially lower than those for white applicants (27% to 44%) and BME offer-holders were also slightly less likely to take up their place (60% to 64%).
- BME applicants comprised 47% of applicants for PGT study, 35% of offers and 34% of acceptances. These represented increases since the previous year of their share of applicants (from 45%) and of offers and acceptances (from 34% and 33% respectively). They formed 42% of applicants for PGR study, 31% of offers and 29% of acceptances, almost identical to the year before.
- As noted in last year's report, offer and success rates varied across ethnic groups, particularly at PGR. In addition, most ethnic minority groups were less likely than white applicants to convert their offer into a firm acceptance at PGR, though this was not the case in PGT admissions.

Undergraduate attainment

- In 2014, 88% of BME students obtained a 'good degree' (a first or upper second) compared with 94% of white students. Some of this disparity is attributable to the high concentration of BME students in MPLS subjects where 19% of finalists obtain a 2.2 or less (36% of all BME undergraduates compared with 28% of white students).
- There was a small ethnicity gap in the proportion of first class degrees awarded to BME and white candidates of 3%, five percentage points lower than the year before. 29% of BME finalists gained a first class degree compared with 32% of white. White students' performance matched that of the previous year, while the percentage of BME students obtaining a first increased from 24% to 29%.

UK

- In 2013/14, 20%⁹ of UK-domiciled¹⁰ students were BME, ranging from 23% in England to 2.5% in Northern Ireland. The non-disclosure rate was under 2%.
- 46% of students studying in London were BME; when London is excluded, the overall percentage of UK-domiciled students in England was 18%.
- 21% of UK-domiciled first degree undergraduate, 19% of PGT and 16% of PGR students were BME; these percentages had not changed since the previous year.
- 14% of UK-domiciled black and minority ethnic first degree undergraduates obtained a first class degree compared with 22% of white students, both increasing by two percentage points.
- 60% of UK-domiciled BME undergraduates achieved a 'good degree' (first or upper second) compared with 76% of white students, an increase of three percentage points in each case.

Russell Group

- In 2013/14, the average percentage of UK-domiciled first degree undergraduate BME students (of known ethnicity) at Russell Group universities was 18%, ranging from 2% at Queen's Belfast to 58% at Queen Mary, University of London. This represented a one percentage point increase since the previous year.
- The percentage at Oxford was 13%, similar to the overall average for non-London institutions of 14%.
- Just under a third (32%) of first degree BME students were studying at institutions in London, where they comprised on average 46% of the student population.
- On average, 19% of UK-domiciled postgraduate students (of known ethnicity) were BME, ranging from 5% at Queen's Belfast to 40% at Queen Mary, University of London. Although the overall rate of unknown ethnicity was only 3%, significantly higher non-disclosure rates at a handful of institutions may have slightly enhanced the apparent representation of BME students (e.g. Liverpool, Imperial, KCL).
- 20% of UK-domiciled PGT students (of known ethnicity) were BME and 16% of PGR. Oxford was above average at 25% and 18% respectively (by HESA's measure).¹¹
- 35% of UK-domiciled BME postgraduate students (of known ethnicity) studied at institutions in London, where they averaged 30% of students, twice the proportion outside London (15%). Oxford was above average at 21% and exceeded only by Warwick (23%) among non-London universities.
- Excluding unclassified degrees, 26% of UK-domiciled white and 20% of BME students obtained a first class degree, a similar but slightly larger gap than in the previous year (24% and 19%).
- Non-UK students (of all ethnicities) attained highly, with 23% achieving a first class degree in 2013/14. However, there were wide variations by institution: in half the Russell Group there was no substantive difference between UK white and non-UK students while in the other half there was an attainment gap of between 5% and

⁹ Of those whose ethnicity was known.

¹⁰ Reliable data are not available for non-UK students who are not asked to disclose their ethnicity during the application process.

¹¹ HESA calculates on the basis of 'full person equivalent' which does not exactly match the University's headcount, producing a difference of several percentage points between the University's student statistics and HESA data.

14%. There was no difference at Oxford where 33% of non-UK students obtained a first class degree compared with 31% of UK-domiciled white qualifiers.

- There was an even larger ethnicity gap between the proportions of students obtaining a 'good degree', with 86% of white and 77% of BME students being awarded a first or upper second (excluding unclassified degrees). Attainment was lower among non-UK students, of whom 71% obtained a first or upper second class degree.

Student Barometer, 2014

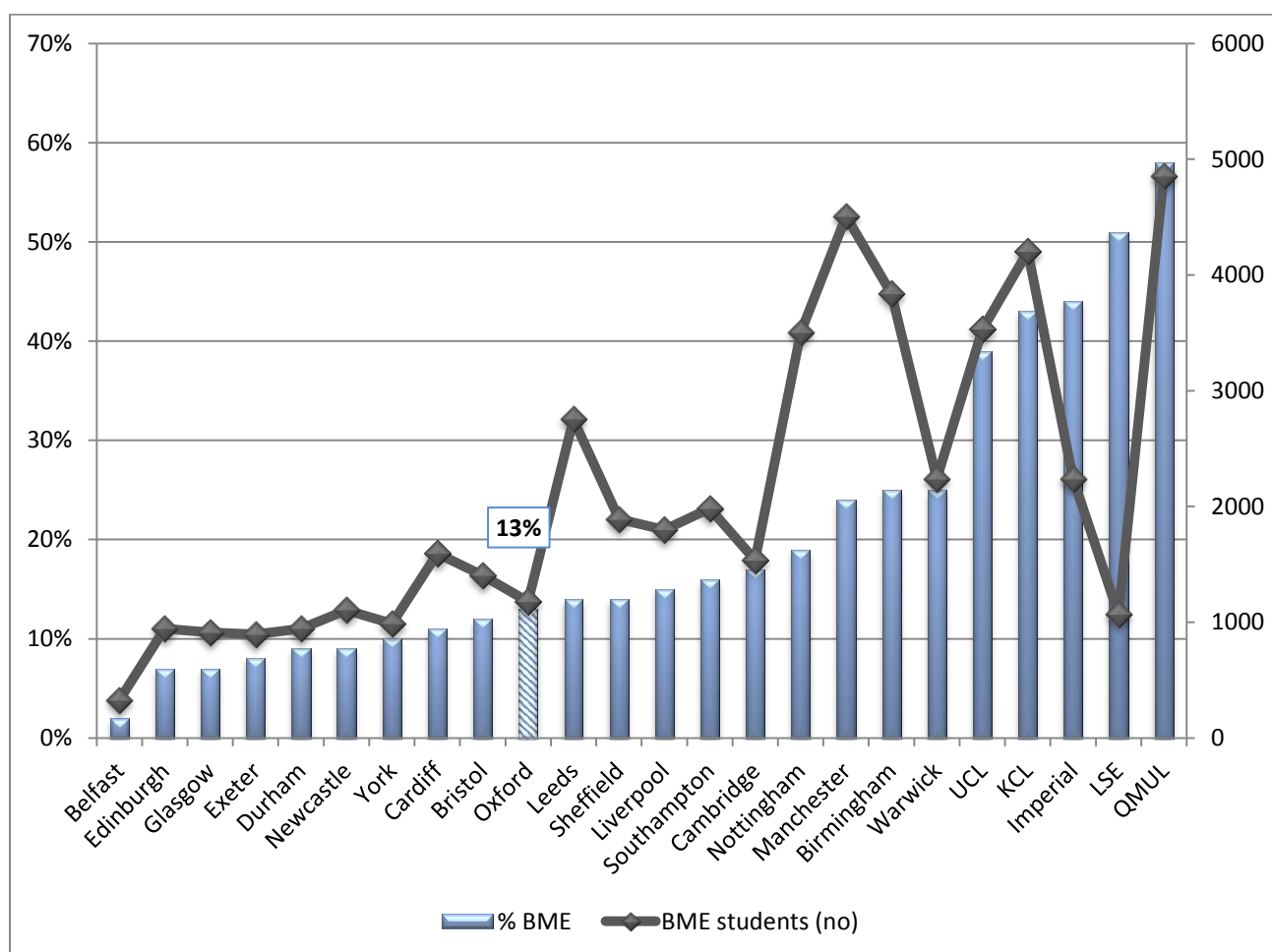
- In the 2014 Student Barometer survey¹², 37% of respondents were BME, much higher than their overall representation within the student body (24%). This was mainly due to the high proportion of non-UK and PGT respondents, among whom BME students are well-represented.
 - There were differences of less than 1% between white and BME students' overall satisfaction levels at UG and PGT (percent 'very satisfied' or 'satisfied') though this increased slightly at PGR, to 1.3%.
 - BME undergraduates reported slightly lower satisfaction with their overall learning and living experiences than white students (2.1% and 1.7% less respectively).
 - BME PGT students reported 3.1% lower satisfaction with their living experience, while their satisfaction with their learning experience was 1.4% lower.
 - BME PGR students were also less satisfied with their learning and living experiences, by 2.2 and 2.7 percentage points respectively.

¹²

<http://public.tableau.com/views/OxfordUniversityStudentBarometer/SatisfactionOverview?%3AshowVizHome=no#1>

Comparison with the Russell Group: student numbers (2013/14)

Figure 16 UK-domiciled BME first degree undergraduate students: Russell Group, 2013/14 (FPE)



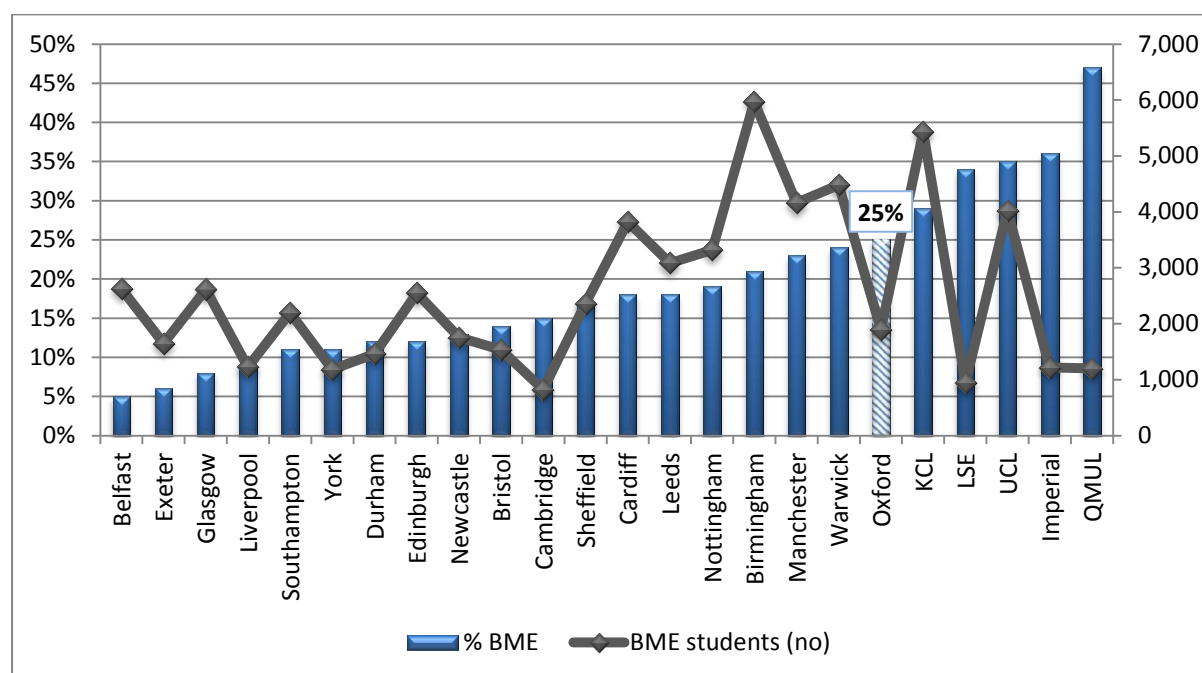
Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford. The line graph indicates the number of BME students at each institution (right hand axis).

Figure 16 shows the percentage of UK-domiciled¹³ first degree undergraduate students of black and minority ethnicity at Russell Group institutions, arranged from least to most, together with the number of BME students at each university. The average was 18% though with huge disparities between London and non-London institutions: on average 46% of students at Russell Group universities in London were BME compared with only 14% outside London. The percentage at Oxford was 13%.

Figure 17 and Figure 18 provide equivalent data for UK-domiciled postgraduate students where the averages were 20% at PGT and 16% at PGR. However, the proportion of UK-domiciled BME postgraduate students at London universities – 30% – was double that outside London – 15%. Oxford was above average at 21% overall, and exceeded only by Warwick (23%) among institutions outside London.

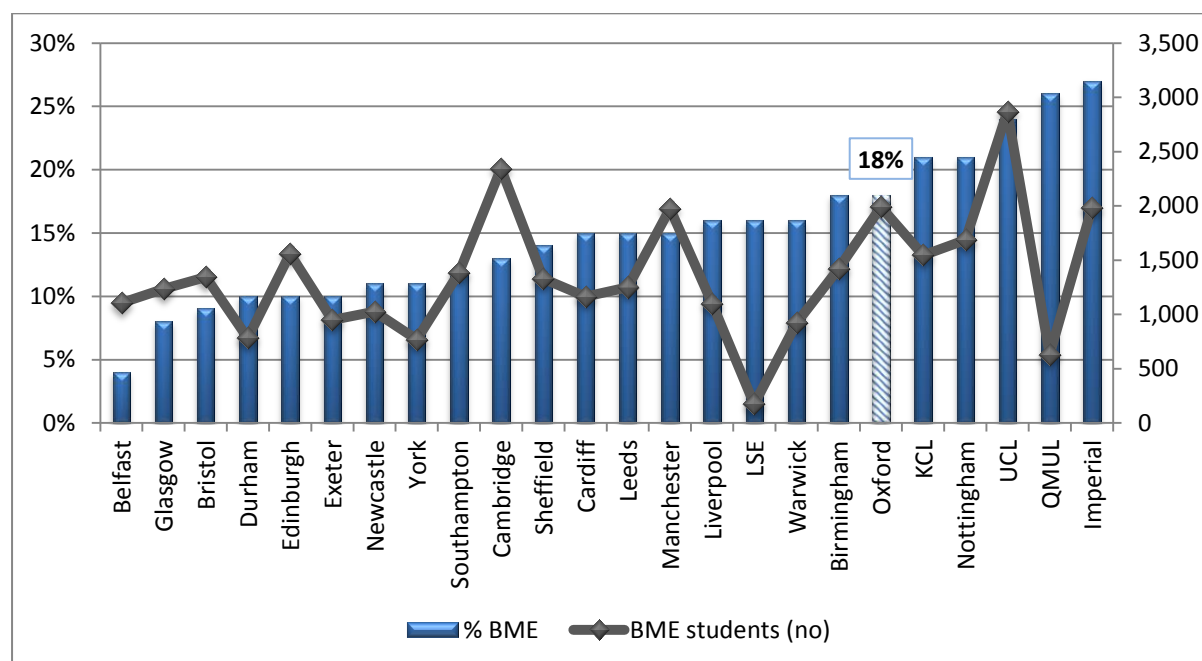
¹³ Ethnicity data are only available for UK-domiciled students due to the incompleteness of information about non-UK students.

Figure 17 UK-domiciled BME PGT students: Russell Group, 2013/14 (FPE)



Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford. The line graph indicates the number of BME students at each institution (right hand axis).

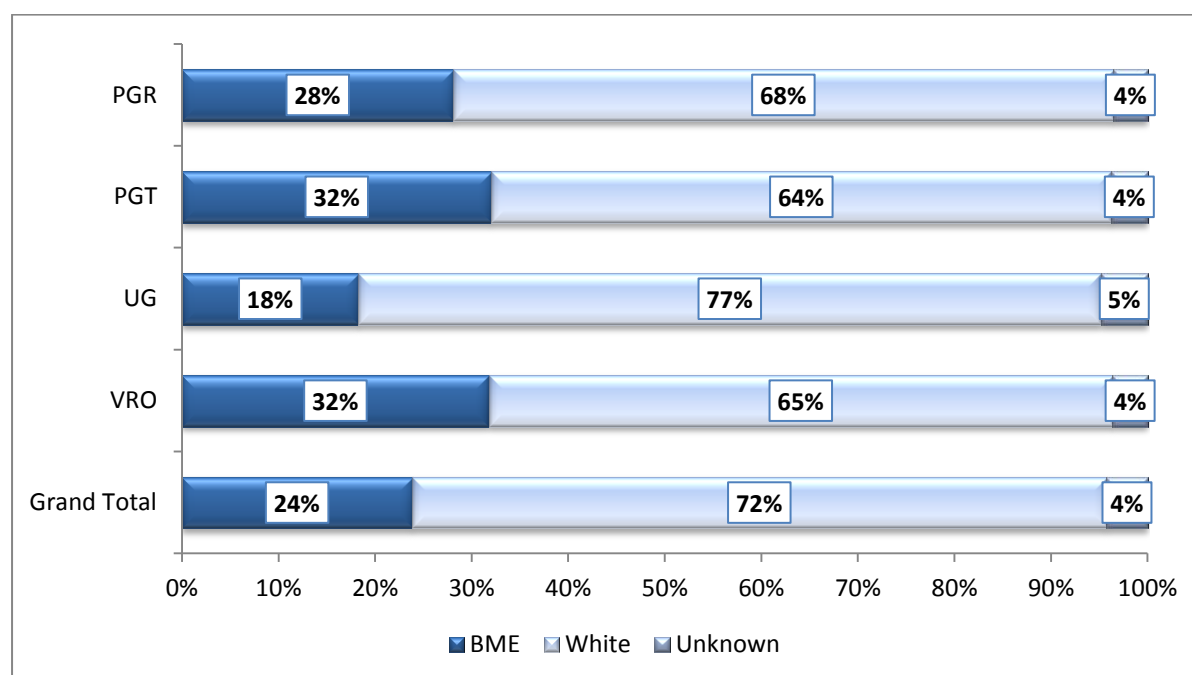
Figure 18 UK-domiciled BME PGR students: Russell Group, 2013/14 (FPE)



Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford. The line graph indicates the number of BME students at each institution (right hand axis).

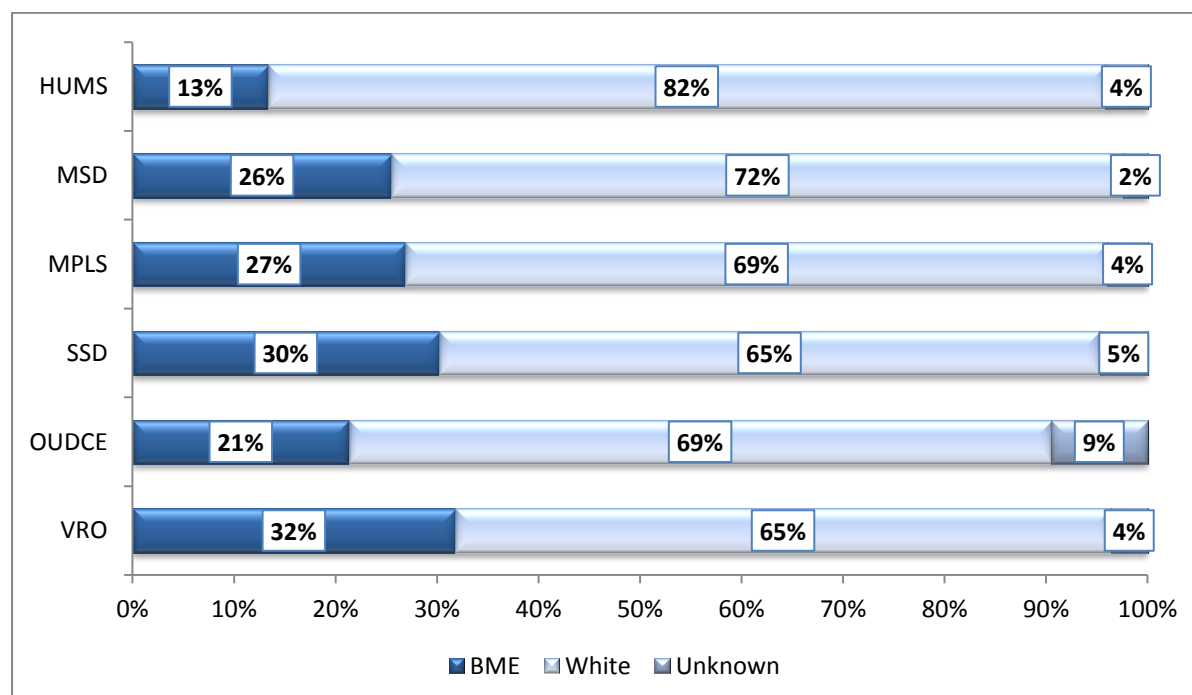
On-course students (2014)

Figure 19 Students by ethnicity and level of study (all domiciles), 2014



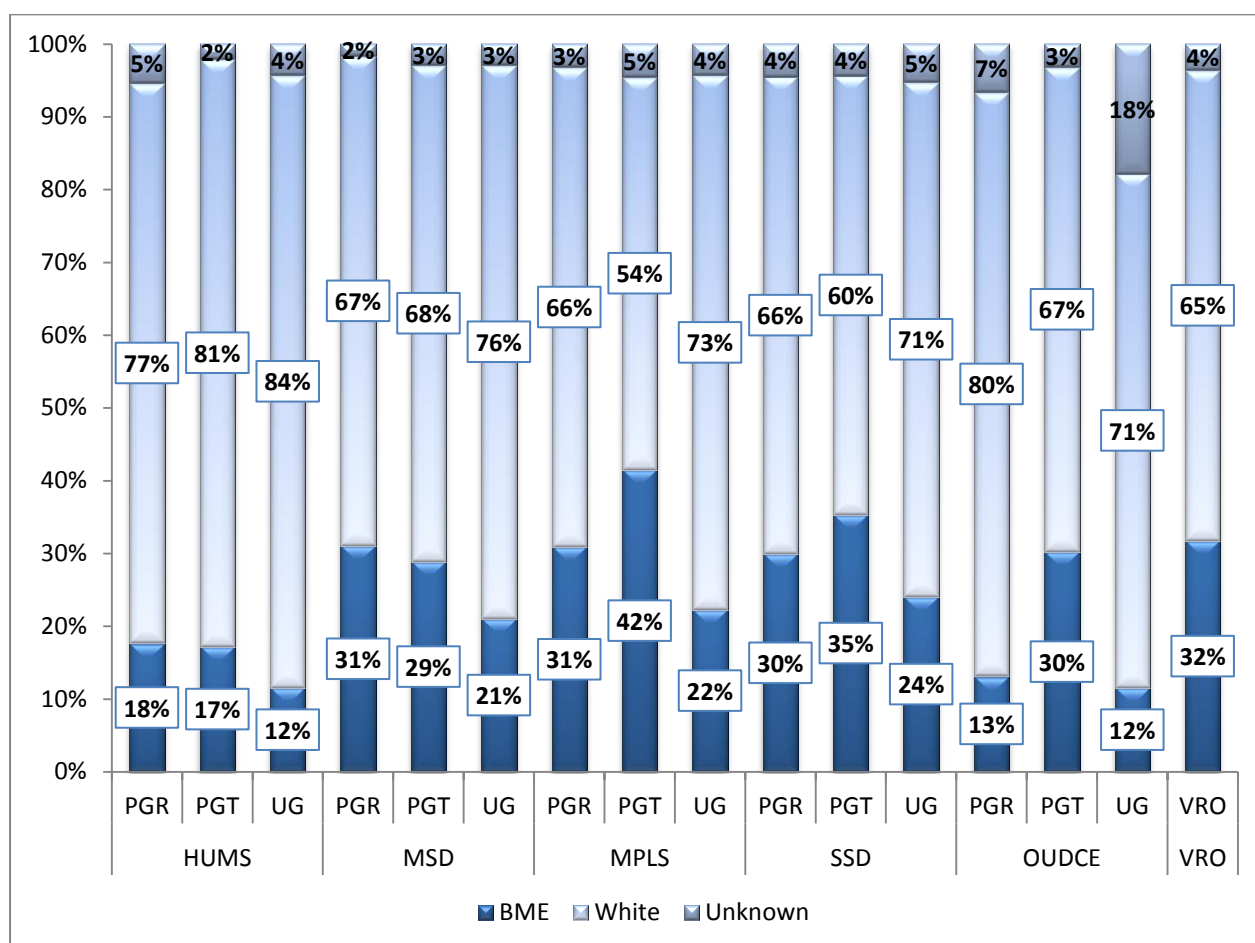
Source: Student Statistics, 2014

Figure 20 Students by ethnicity and division (all domiciles), 2014



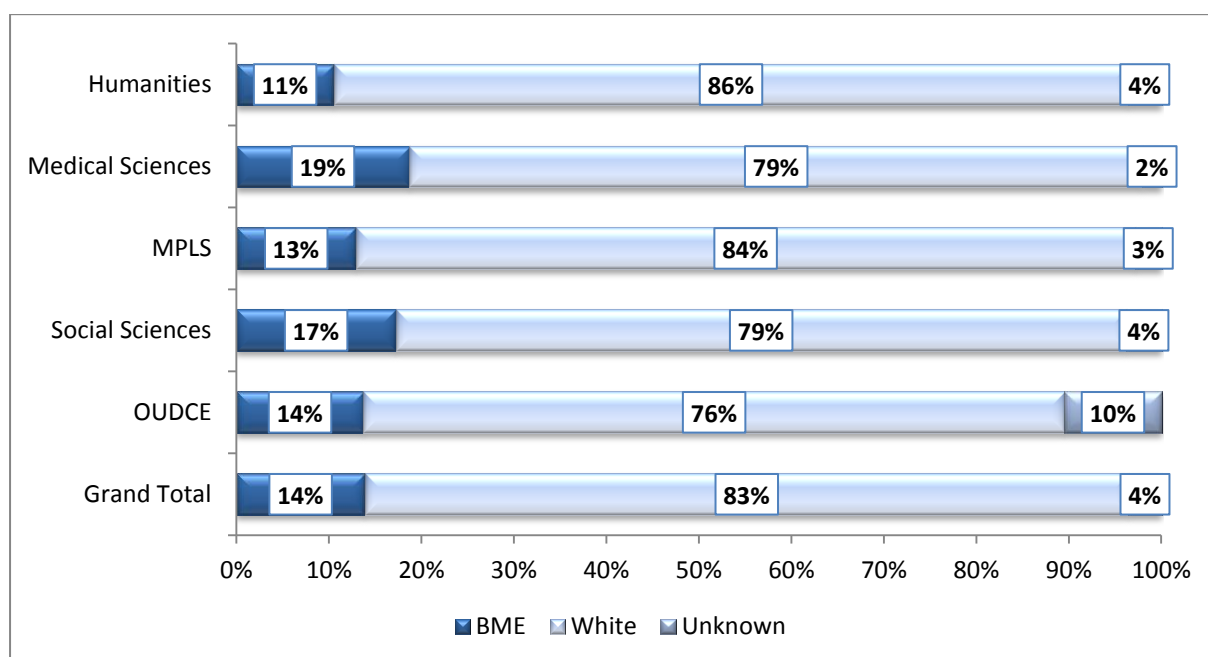
Source: Student Statistics, 2014. 'VRO' stands for Visiting, Recognised and Other students, see Glossary.

Figure 21 Students by ethnicity, division and level of study (all domiciles), 2014



Source: Student Statistics, 2014

Figure 22 UK-domiciled students by ethnicity and division, 2014



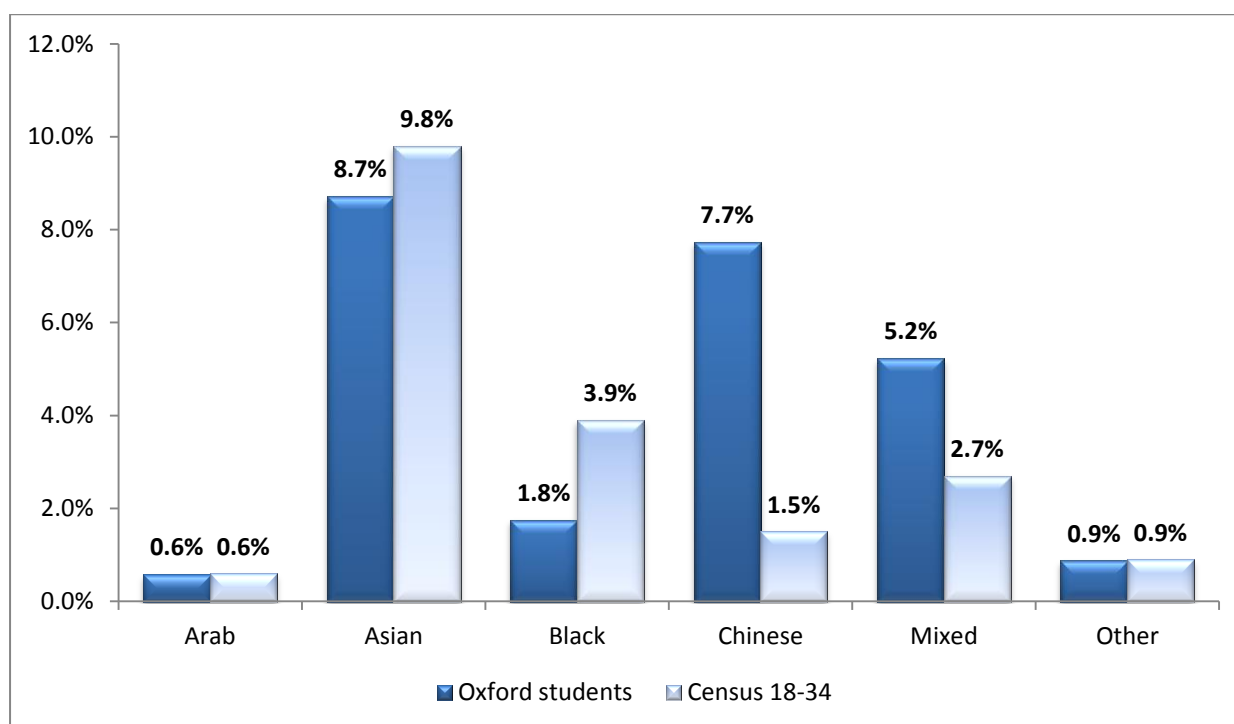
Source: Student Statistics, 2014. Excludes one UK-domiciled VRO student.

Table 4 Students by ethnic group and level of study (all domiciles), 2014

	UG	PGT	PGR	VRO	Grand Total
Arab	18	49	56	2	125
Asian	653	594	577	41	1865
Black	119	165	87	4	375
Chinese	740	313	526	76	1655
Mixed	573	262	267	18	1120
Other	36	71	72	9	188
White	9001	2911	3852	305	16069
Unknown / Refused	563	171	200	17	951
Grand Total	11703	4536	5637	472	22348

Source: Student Statistics, 2014

Figure 23 Comparison of Oxford students (of known ethnicity) with Census data for the 18-34 age group

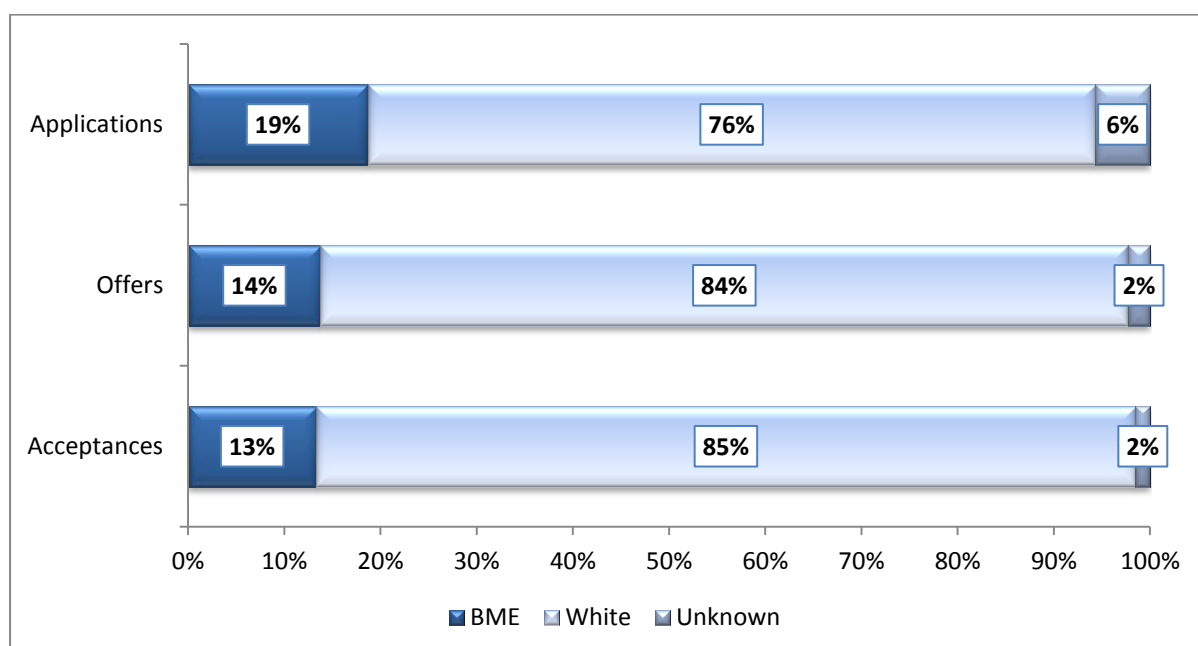


Source: Student Statistics, 2014; Census 2011 (England and Wales). These data exclude the 4% of students whose ethnicity was unknown in order to compare with Census figures, which exclude non-respondents. White students accounted for 75.1% of students of known ethnicity of 4% and 80.5% of the England and Wales population.

Figure 23 compares the representation of BME students (of known ethnicity) at Oxford with data for the 18-34 age group in the 2011 Census (England and Wales only). This age group was selected in order to provide a rough comparator group with our student population, although clearly a large number of Oxford students do not habitually reside in England and Wales (though many may have been included in the Census count itself). The data indicate a higher proportion of BME students than in the comparator age group (25% to 20%) and that the representation of Asian, Arab and other ethnicity students at Oxford is broadly in line with the population of England and Wales, while Black students are under-represented. Conversely, Chinese and mixed ethnicity students are likely to be over-represented.

Undergraduate admissions (for entry in 2014)

Figure 24 UG admissions by ethnicity, for entry in 2014 (UK domicile)



Source: SDMA

BME applicants comprised 19% of the total, an increase of one percentage point since the previous application year. They received the same proportion of offers – 14% – and made up 13% of final acceptances. Just under 6% of UK-domiciled applicants declined to state their ethnicity. Table 5 provides detailed data by ethnic group and for BME applicants overall.

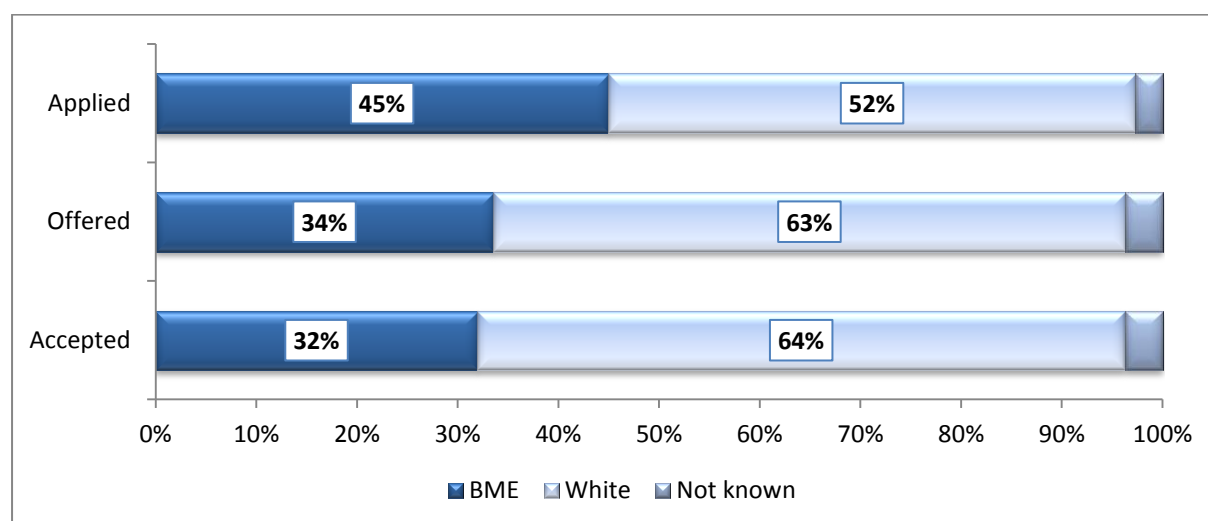
Table 5 UG admissions by ethnic group, for entry in 2014 (UK domicile)

Ethnic group	Applications	Offers	Accepts	Offer rate	Success rate	Conversion rate
Arab	48	6	4	12.5%	8.3%	66.7%
Asian	907	128	118	14.1%	13.0%	92.2%
Black	260	44	27	16.9%	10.4%	61.4%
Chinese	224	38	35	17.0%	15.6%	92.1%
Mixed	605	163	145	26.9%	24.0%	89.0%
Other	86	16	16	18.6%	18.6%	100.0%
White	8,631	2,412	2201	27.9%	25.5%	91.3%
Unknown / Refused	651	65	39	10.0%	6.0%	60.0%
Total	11,412	2,872	2585	25.2%	22.7%	90.0%
BME total	2,130	395	345	18.5%	16.2%	87.3%

Source: SDMA. 'Conversion rate' refers to the percentage of offers converted to firm acceptances.

Postgraduate admissions (for entry in 2014)

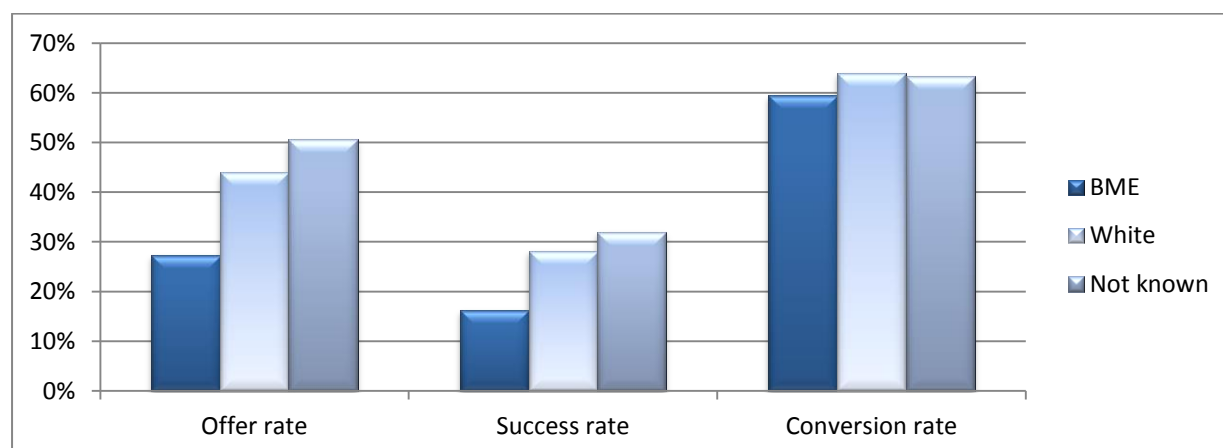
Figure 25 PG admissions by ethnicity (2014 entry)



Source: GAF

Applicant status	BME	White	Not known	Total
Applied	9,786	11,386	581	21,753
Offered	2,682	5,018	294	7,994
Accepted	1,597	3,214	186	4,997

Figure 26 PG admissions: comparison of offer and success rates by ethnicity (2014 entry)



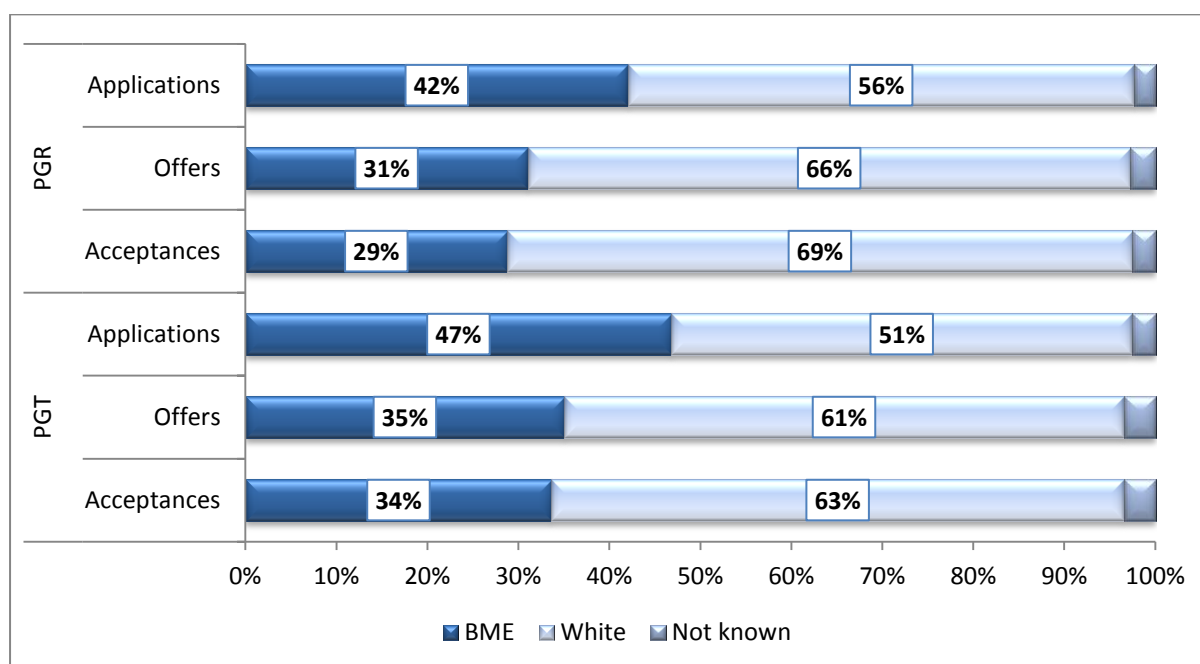
Source: GAF

Applications	BME	White	Not known
Offer rate	27%	44%	51%
Success ¹⁴ rate	16%	28%	32%
Conversion ¹⁵ rate	60%	64%	63%

¹⁴ 'Success rate' refers to the percentage of successful applications.

¹⁵ 'Conversion rate' refers to the percentage of offers converted to firm acceptances.

Figure 27 PG admissions by ethnicity and level of study (2014 entry)



Source: GAF

Level of study	Applicant status	BME	White	Not known	Total
PGR	Applications	3,337	4,412	184	7,933
	Offers	823	1,757	72	2,652
	Acceptances	439	1,049	38	1,526
PGT	Applications	6,449	6,974	352	13,775
	Offers	1,859	3,261	184	5,304
	Acceptances	1,158	2,165	119	3,442

Level of study	Applications	BME	White	Not known
PGR	Offer rate	25%	40%	39%
	Success rate ¹⁶	13%	24%	21%
	Conversion ¹⁷ rate	53%	60%	53%
PGT	Offer rate	29%	47%	52%
	Success rate	18%	31%	34%
	Conversion rate	62%	66%	65%

Applicant numbers increased by 15% for PGR and 2% for PGT study overall. The number of BME applicants for PGT study was 5% higher than in the previous year (the number of white applicants remained static) while the number of BME applicants for PGR grew by 13% (16% for white). Offers for PGR study grew by 8% overall, 7% for BME applicants and 9% for white. Offers for PGT study remained static with all groups registering year on year differences of less than one percentage point.

¹⁶ See footnote 14

¹⁷ See footnote 15

Table 6 PG admissions by ethnic group and level of study (2014 entry): data

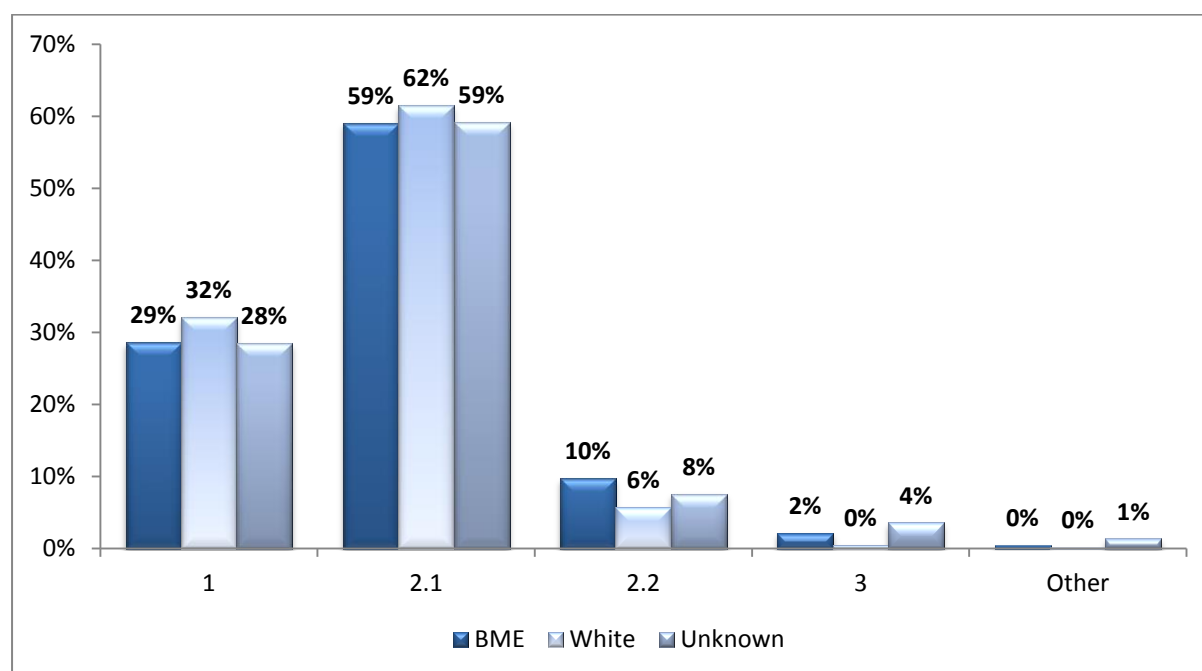
Level of study	Applicant status	Arab	Asian	Black	Mixed	Other ethnic group	Info refused	Not known	White	Total
PGR	Applications	215	2,236	373	369	144	184	0	4,412	7933
	Offers	35	578	47	127	36	72	0	1,757	2652
	Acceptances	20	297	28	73	21	38	0	1,049	1526
PGT	Applications	205	4,509	749	731	255	352	45	6,974	13820
	Offers	60	1,212	188	307	92	184	38	3,261	5342
	Acceptances	30	737	135	201	55	119	29	2,165	3471

Level of study	Applicant status	Arab	Asian	Black	Mixed	Other ethnic group	Info refused	Not known	White
PGR	Applications	3%	28%	5%	5%	2%	2%	0%	56%
	Offers	1%	22%	2%	5%	1%	3%	0%	66%
	Acceptances	1%	19%	2%	5%	1%	2%	0%	69%
PGT	Applications	1%	33%	5%	5%	2%	3%	0%	50%
	Offers	1%	23%	4%	6%	2%	3%	1%	61%
	Acceptances	1%	21%	4%	6%	2%	3%	1%	62%

Source: GAF

Undergraduate attainment (2013/14)

Figure 28 Final Honour School results by ethnicity, 2013/14



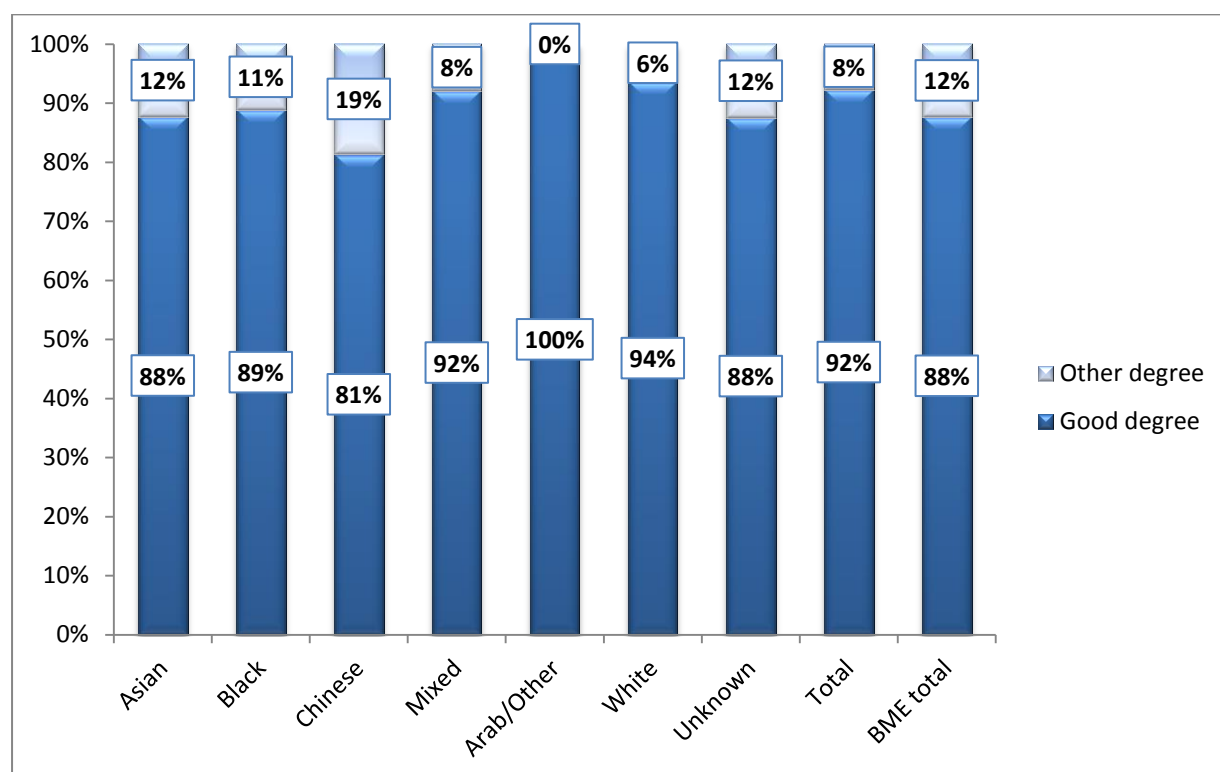
Source: SDMA

Table 7 Final Honour School by ethnic group, 2013/14

2013-4	1	2.1	2.2	3	Other	Total
Asian	41	88	16	1	1	147
Black	5	27	4			36
Chinese	43	62	15	8	1	129
Mixed	40	89	10	1		140
Arab/Other	3	7				10
White	773	1480	137	12	4	2406
Unknown	64	133	17	8	3	225
Total	969	1886	199	30	9	3093
BME total	132	273	45	10	2	462

2013-4	1	2.1	2.2	3	Other	Total
Asian	28%	60%	11%	1%	1%	100%
Black	14%	75%	11%	0%	0%	100%
Chinese	33%	48%	12%	6%	1%	100%
Mixed	29%	64%	7%	1%	0%	100%
Arab/Other	30%	70%	0%	0%	0%	100%
White	32%	62%	6%	0%	0%	100%
Unknown	28%	59%	8%	4%	1%	100%
Total	31%	61%	6%	1%	0%	100%
BME total	29%	59%	10%	2%	0%	100%

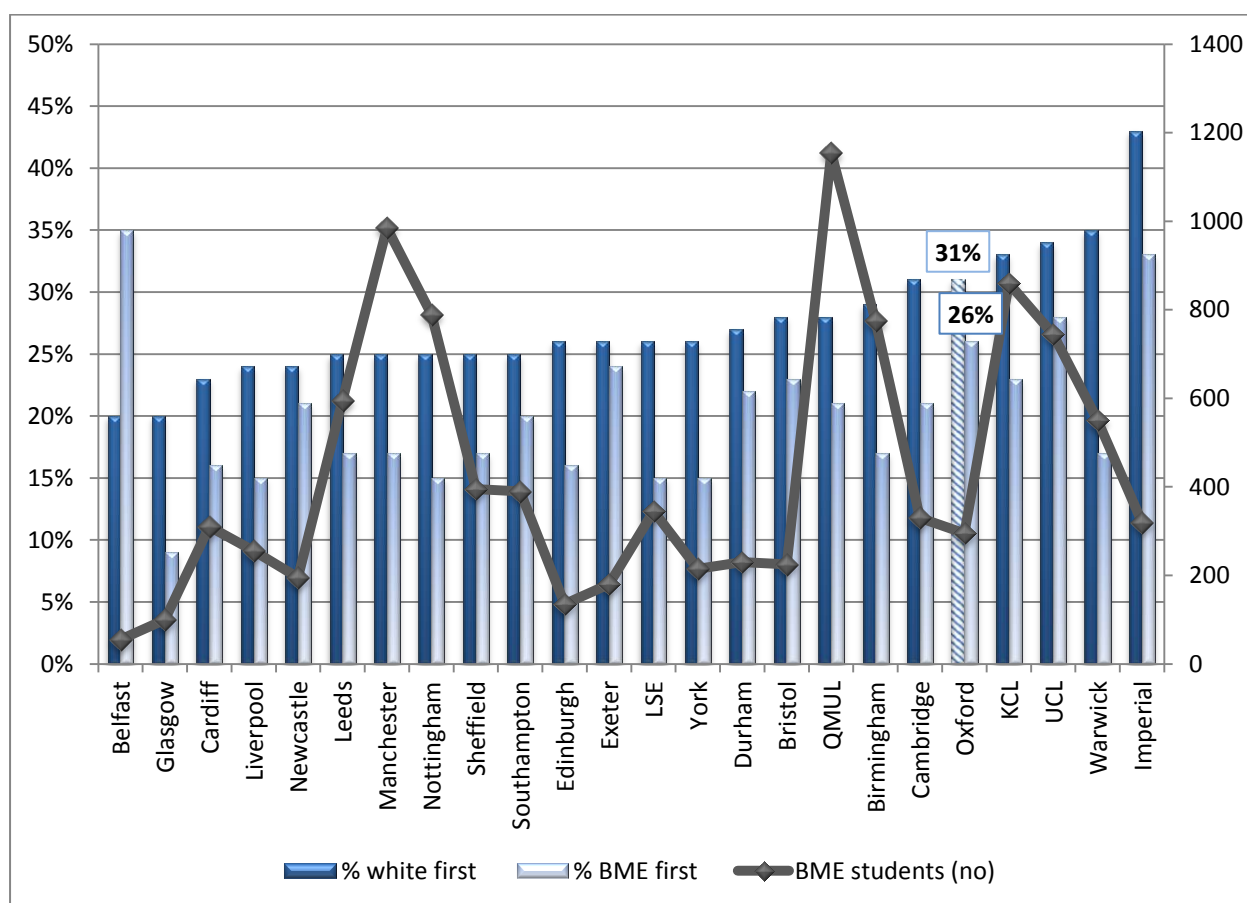
Figure 29 Percentage of each ethnic group obtaining a 'good degree', 2013/14



Source: SDMA . A 'good degree' is considered by HESA to be either a first or upper second class qualification.

Comparison with the Russell Group: undergraduate attainment (2013/14)

Figure 30 UK-domiciled undergraduate attainment by ethnicity: Russell Group, 2013/14 (FPE)

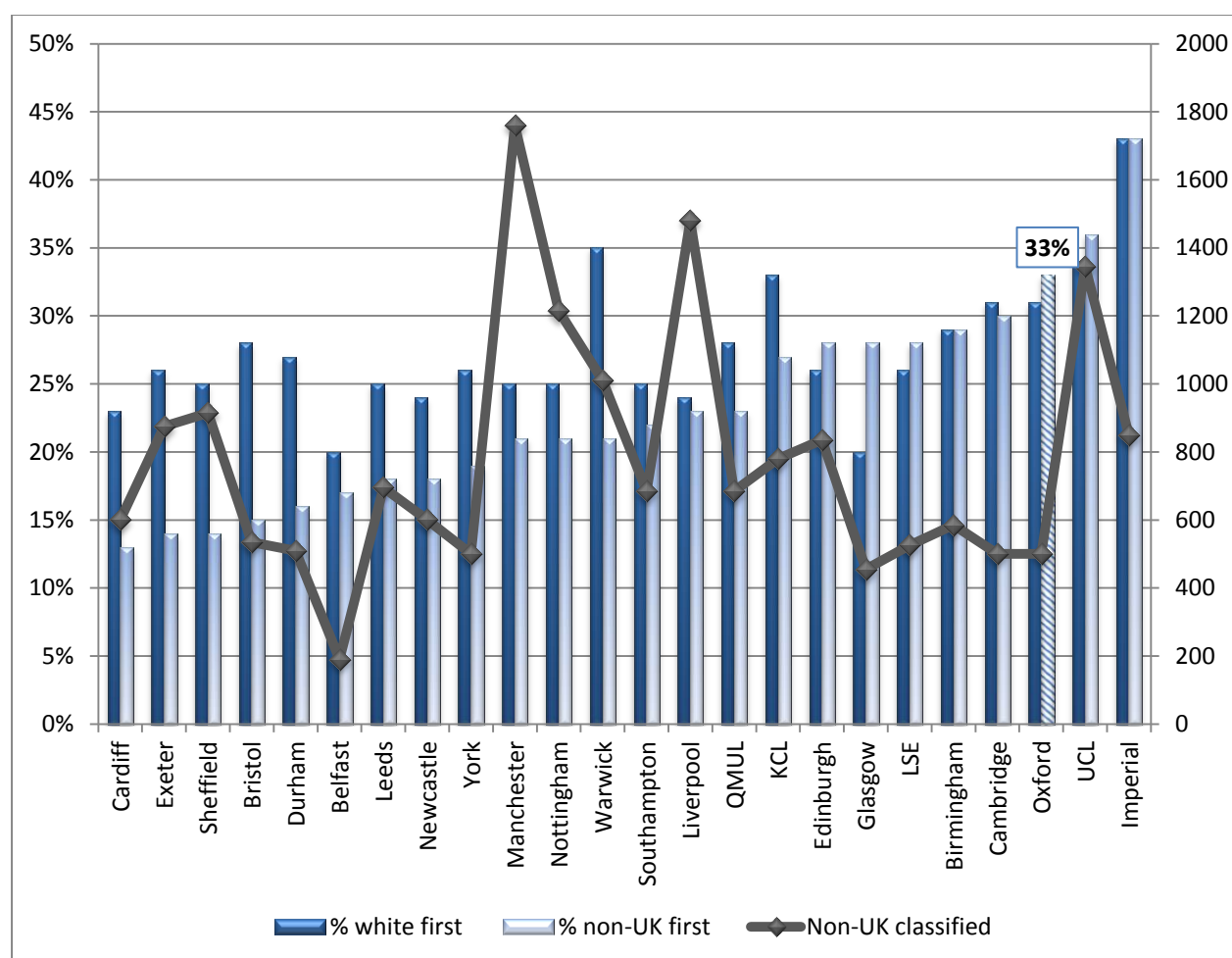


Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford. The line graph indicates the number of BME students at each institution (right hand axis).

Figure 30 compares the attainment of first class degrees by white and BME students, arranged from left to right by the percentage of firsts obtained by white students (least to most). The lighter column indicates the percentage of firsts obtained by BME students and the line graph shows the number of BME students in each institution who obtained a classified degree. Unclassified degrees have been excluded from this analysis as they skew the overall results. BME students are disproportionately likely to graduate with unclassified degrees (e.g. medicine): they comprise 23% of unclassified students but only 12% of those with classifications. Overall, there was a 6% attainment gap in classified degrees with 26% of white students and 20% of BME obtaining a first class degree.

The chart in Figure 30 does not provide a complete picture for another reason: the high proportion of non-UK students (many of whom are also BME) who study at Russell Group universities, accounting for 21% of the total (classified) population, significantly higher than UK-domiciled BME students who account for 13%. In nearly every institution overseas students greatly outnumbered the Home BME student population, with a handful of exceptions. Non-UK students attained highly overall with 23% of those taking classifications gaining a first in 2013/14. Figure 31 provides more detail by institution.

Figure 31 Comparison of UK white and non-UK (all ethnicities) undergraduate attainment: Russell Group, 2013/14 (FPE)



Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford. The line graph indicates the number of non-UK students at each institution (right hand axis).

Figure 31 compares the attainment of UK-domiciled white students with that of non-UK students (classified degrees only), arranged from left to right by the percentage of non-UK qualifiers who gained a first class degree. The line graph indicates the number of non-UK students at each institution. The institutions on the left show the largest attainment gaps between Home white and overseas students while those on the right show very little difference, including Oxford where 33% of non-UK students obtained a first compared with 31% of Home white qualifiers.

Student Barometer, 2014

Ethnicity

BME students comprised 37% of the maximum respondent group in the 2014 Student Barometer, much higher than their overall representation within the student population of 24%. Responses were well distributed by level of study, with over-sampling among undergraduate and PGT students. This provides welcome indication that BME students were equally or more likely than white students to participate in the survey and provide their views. Non-UK students were disproportionately likely to respond to the survey, at least partly accounting for the high percentage of BME respondents (c.f. **Error! Reference source not found.** below).

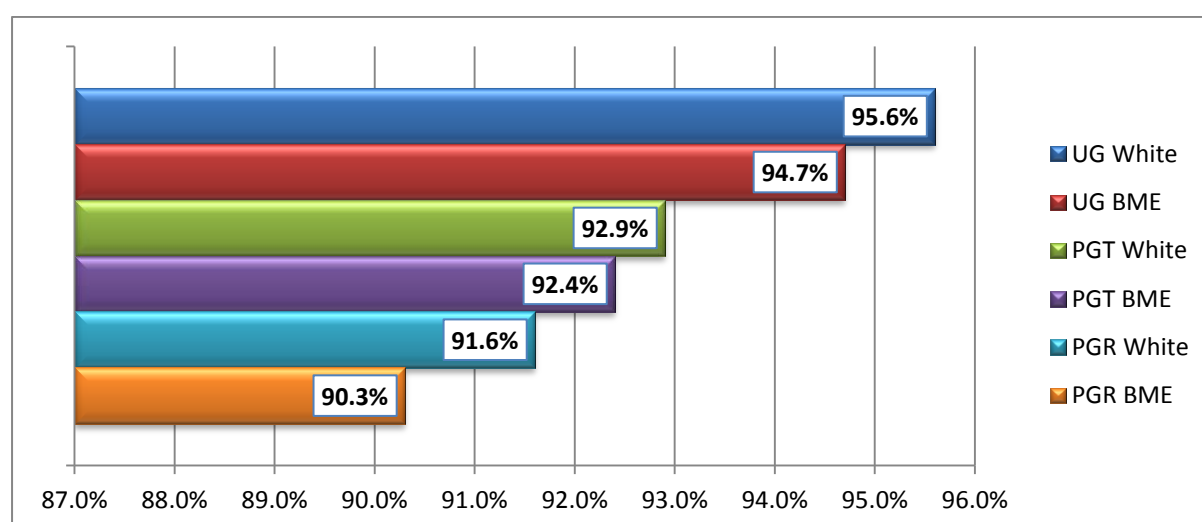
These data relate to students of all domiciles and all comparisons are between BME and white students.

Table 8 Student Barometer, 2014: characteristics of respondent group by ethnicity

% BME	UG	PGT	PGR
All students	18%	32%	28%
Student Barometer	20%	36%	28%

There were differences of less than 1% between white and BME students' overall satisfaction levels at UG and PGT (percent 'very satisfied' or 'satisfied') though this increased slightly at PGR, to 1.3%. At undergraduate level, BME students reported slightly lower satisfaction with their overall learning and living experiences than white students (2.1% and 1.7% less respectively). At postgraduate taught level, BME students reported 3.1% lower satisfaction with their living experience, while their satisfaction with their learning experience was 1.4% lower. Among doctoral students, BME students were also a little less satisfied with their learning and living experiences, by 2.2 and 2.7 percentage points respectively.

Figure 32 Student Barometer, 2014: satisfaction with 'all aspects' of University experience by ethnicity and level of study



Source: SDMA

Table 9 Student Barometer, 2014: satisfaction levels by ethnicity and level of study

	UG		PGT		PGR	
	White	BME	White	BME	White	BME
All aspects	95.6%	94.7%	92.9%	92.4%	91.6%	90.3%
Learning experience	91.7%	89.6%	90.2%	88.8%	89.5%	87.3%
Living experience	91.6%	89.9%	91.0%	87.9%	89.6%	86.9%
Arrival experience	95.3%	93.5%	91.6%	91.8%	91.4%	93.1%
Support services	93.3%	92.0%	91.6%	92.1%	93.0%	90.7%
Max sample ('all aspects')	2980	759	1449	825	1849	729

Fee status

The high level breakdown by fee status shows that Home students were under-represented among respondents to the Student Barometer 2014, comprising 55% of the sample compared with 63% of the student population. EU and Overseas students were both over-represented among respondents, by 3 and 5 percentage points respectively.

At a more detailed level of analysis, the largest under-representation was among Home PGT students, although Home undergraduates were also under-represented by 5%. EU and overseas students were more likely to respond at each level of study, with overseas PGT students particularly highly represented. This suggests that non-UK students are more interested than UK students in providing feedback, which could be an indicator of lower satisfaction levels. However, the skewedness of the sample might also have over-emphasised apparent differences between these groups.

Table 10 Student Barometer, 2014: characteristics of respondent group by fee status

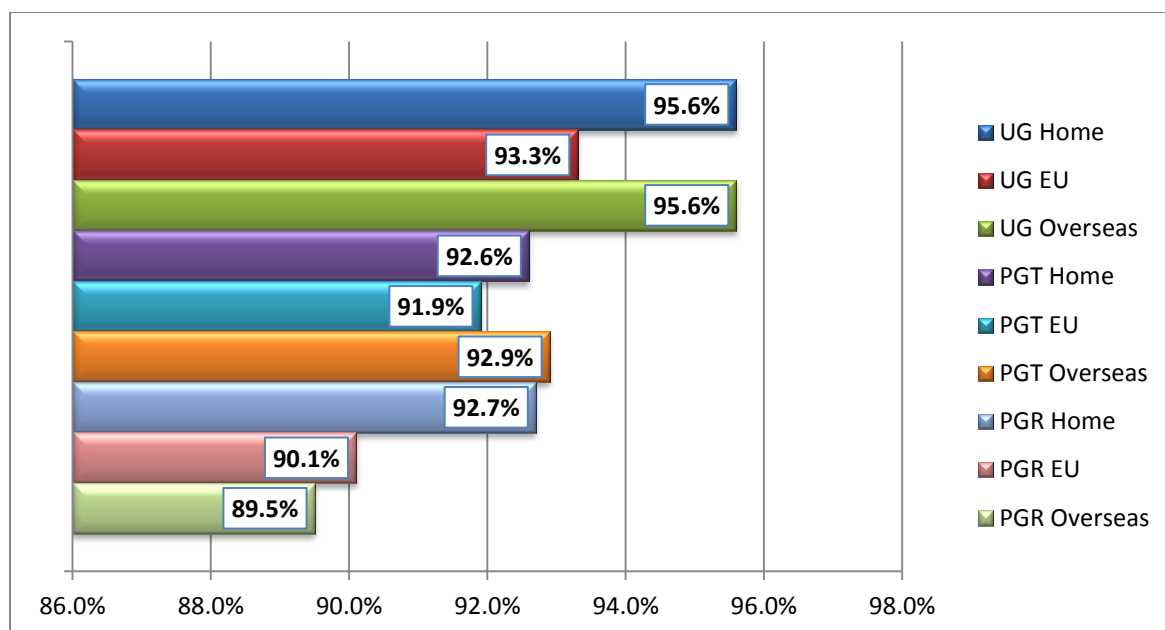
% fee status	Home	EU	Overseas
All students	63%	12%	25%
Student Barometer	55%	15%	30%

Table 11 Student Barometer, 2014: detailed characteristics of respondent group by fee status

	UG			PGT			PGR		
	Home	EU	Overseas	Home	EU	Overseas	Home	EU	Overseas
All students	83%	6%	11%	39%	16%	44%	42%	20%	37%
Student Barometer	78%	9%	13%	33%	17%	49%	40%	22%	38%

Overall there was no difference between the satisfaction levels of Home and Overseas undergraduates, though EU undergraduate students were less satisfied (by 2.3%). At PGT there were no substantive differences overall but at PGR both EU and Overseas students were less satisfied, by 2.6% and 3.2% respectively.

Figure 33 Student Barometer, 2014: satisfaction with 'all aspects' of University experience by fee status and level of study



Source: SDMA

Table 12 provides the detailed satisfaction scores in each category of questions of students with Home (H), EU and Overseas (OS) fee status. Comparison by question group shows that undergraduates were equally satisfied with their learning experience, but non-UK students were less content with their living experience. At PGT, there was a difference of several percentage points between UK and non-UK students' satisfaction with their learning and living experiences. There was a similar picture at PGR. Overseas students also reported lower satisfaction with university support services, though this was least at undergraduate level. EU students reported higher levels of satisfaction than Home students in this area.

Table 12 Student Barometer, 2014: satisfaction levels by fee status and level of study

	UG			PGT			PGR		
	H	EU	OS	H	EU	OS	H	EU	OS
All aspects	95.6%	93.3%	95.6%	92.6%	91.9%	92.9%	92.7%	90.1%	89.5%
Learning experience	91.2%	91.8%	90.3%	91.8%	89.0%	88.3%	91.1%	88.2%	86.7%
Living experience	91.6%	89.4%	90.1%	92.9%	89.2%	87.9%	90.9%	88.6%	86.9%
Arrival experience	95.3%	93.5%	92.3%	91.8%	94.3%	90.7%	91.7%	94.4%	90.4%
Support services	92.9%	96.3%	91.3%	92.5%	94.7%	90.0%	92.8%	94.0%	90.7%
Max sample ('all aspects')	3023	341	499	787	407	1156	1063	595	1010

Selected survey questions

Analysis of selected questions from the 'Living Satisfaction' section of the Student Barometer 2014 has been undertaken to compare satisfaction rates by ethnicity and fee status (separately).

Table 13 Student Barometer, 2014: selected questions by ethnicity and fee status

Living Satisfaction	White	BME	Home	EU	Overseas
Feeling safe and secure	97.4%	96.1%	97.3%	97.1%	96.5%
Good contacts	88.7%	85.8%	87.3%	88.3%	88.0%
Good place to be	98.4%	96.8%	98.3%	97.8%	97.2%
Host culture	92.5%	88.1%	95.8%	91.3%	89.4%
Making friends from my home country (Int'l)	88.8%	89.4%	84.1%	87.4%	90.3%
Making friends from other countries (Int'l)	93.7%	92.4%	92.1%	96.2%	94.0%
Making friends from this country (Int'l)	88.9%	81.5%	91.7%	87.6%	83.6%
Social activities in college	89.5%	88.2%	90.2%	90.7%	89.5%
Worship facilities	94.8%	89.2%	93.4%	92.6%	92.2%

Ethnicity

Nearly all the questions showed differences of greater than 1% between white and BME students (all domiciles). The largest differences were in satisfaction with the 'host culture' (4.4%), worship facilities (5.6%) and making friends from the UK (asked of international students only) where only 81.5% of BME overseas students reported that they were 'very satisfied' or 'satisfied' compared with 88.9% of white students (7.4%). There were only small differences by ethnicity in the percentages of students who felt 'safe and secure' at Oxford (1.3%), that it was a 'good place to be' (1.6%), and in satisfaction with college social activities (1.3%).

Fee status

The differences in students' satisfaction levels by fee status were much smaller, mostly not exceeding 1%. The only substantial difference (within the selected questions) was in respect of non-UK students' satisfaction with the 'host culture': 95.8% of Home students reported they were 'very satisfied' or 'satisfied' compared with 91.3% of EU students and 89.4% of Overseas. However, between 97% and 98% of all respondents agreed that Oxford was a 'good place to be' and around 97% of each group felt 'safe and secure' here.

Overseas students were slightly less satisfied than Home students with University worship facilities (1.2%), though this represents a huge decrease in the satisfaction gap since the first Student Barometer in 2010, when it was 11.5%. Satisfaction rates have improved dramatically since the Muslim Prayer Room was opened in October 2012. The gap fell to 3.5% in the 2013 survey and again reduced by two-thirds (to 1.2%) in 2014.

Disability

Oxford

- On 1 December 2014, 1776 out of 22,348 students had disclosed a disability (7.9%)¹⁸: 3.4% had a specific learning difficulty and 4.5% had another disability. This represented an increase of one percentage point overall since the previous year.
- The most commonly reported type of disability was SpLD¹⁹ at 43%. The next largest groups were mental health problems (18.5%) and long-standing illness or health condition (10%). Physical and sensory disabilities accounted for 7% of reported disability and nearly 6% of disabled students had two or more disabilities. The percentage disclosing an autism spectrum disorder stood at 3%, or just over 50 students.

Domicile

- Students with Home fee status were twice as likely to disclose a disability as Overseas students (10.1% to 4.6%). Among those with a disability, Overseas students were also nearly half as likely to have declared a specific learning difficulty as were Home students.

Division and level of study

- In 2014, 9.0% of undergraduate, 6.5% of PGT and 7.3% of PGR students disclosed a disability, an increase at all three levels of study.
- The Humanities division had the highest level of disclosed disability at 10%, an increase of 1.5 percentage points since the previous year. Around 7% of students in each of the other three divisions disclosed a disability.

Undergraduate admissions

- In the UG admissions cycle for 2014 entry (or deferred entry in 2015), 911 out of 17,484 applicants disclosed a disability (5.2%). The proportion of applicants disclosing a disability had increased by 4.5% compared with the previous year, despite an overall increase in applicant numbers of only 1.4%.
- Applicants with a disclosed disability comprised 5.2% of applications and 5.2% of acceptances, and both groups' overall success rates were equal at 18%. Applicants with SpLD were slightly more successful than those with other disability, though the difference did not attain statistical significance.

¹⁸ Disability is defined in the Equality Act 2010 as a 'physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day to day activities'. 'A substantial adverse effect' of an impairment is one which is more than minor or trivial, and the effect is 'long-term' if it has lasted 12 months, is likely to last at least 12 months, or is likely to last for the rest of the person's life. If an impairment has had a substantial adverse effect on a person's ability to carry out normal day to day activities but that effect ceases, it is treated as continuing if it is 'likely' to recur. Conditions with fluctuating effects can still qualify as 'long-term' impairments if they are likely to recur. A condition will be seen as likely to recur if this 'could well happen' rather than the higher threshold of 'more probably than not'.

¹⁹ Specific learning difficulty

- Specific learning difficulties were reported by 2.3% of applicants, lower than the percentage among on-course UG students (4.3%). Some of the discrepancy is due to students often having only become fully aware of their learning difficulties once they commence study at Oxford.

Postgraduate admissions

- In the PG admissions cycle for entry in 2014, 1110 (5.1%) out of 21,753 applicants disclosed a disability. They had a higher offer rate than applicants who did not disclose a disability, and were more successful in converting their offer into a firm place. Disabled applicants comprised 6.0% of offers and 6.7% of acceptances, both increases on the previous year.
- 4.9% of PGT applicants disclosed a disability, slightly higher than the year before (4.6%). They were more likely to receive an offer than applicants without a disability and their overall success rate was also higher, so that they comprised 5.7% of offers and 6.2% of acceptances.
- 5.5% of PGR applicants disclosed a disability, over half a percentage point higher than the previous year (4.8%) and a full percentage point higher than the 2012 cycle. They had a high success rate, comprising 6.5% of offers and 7.7% of acceptances.
- Between 4% and 5% of applicants disclosed a disability in MPLS, Medical Sciences and Social Sciences, but nearly 8% in Humanities. Disabled applicants had a higher success rate than average in each division, with the percentage accepting a place at Oxford exceeding the percentage applying in each case.
- Analysis by disability type suggests that applicants with all types of disability generally had higher than average offer and success rates.

Undergraduate attainment

- Of the 3,093 undergraduates who took Final Honour Schools in 2014/15, 302 had disclosed a disability (9.8%). Over half of these had disclosed a specific learning difficulty.
- 25% of students with a disability achieved a first class degree compared with 32% of those with no known disability. There was a smaller difference in the proportions obtaining a 'good degree' (first or upper second): 90% compared with 93%.

UK

- In 2013/14, 12.7% of UK-domiciled first degree undergraduates, 8.7% of PGT and 9.6% of PGR students disclosed a disability. The overall total was 11.6%, an increase of two percentage points since the preceding year.
- The percentages of other EU and non-EU students who disclosed a disability were much lower at between 40% and 20% of the percentages of UK-domiciled students.²⁰
- Nearly half of all disabled students (48.0%) disclosed a specific learning difficulty, 12.8% a mental health condition, 10.3% a long-standing illness or health condition while 7.3% reported physical or sensory disabilities. 10.3% had other disability and 8.6% two or more impairments.

²⁰ See ECU (2015) *Equality in higher education: statistical report 2015, Part 2: students* (p.78) for full details.

- Compared with 2012/13, the proportion of disabled first degree qualifiers who received a 'good degree' increased from 66.0% to 68.7% compared with 70.4% of those with no known disability. Disabled students who had been in receipt of Disabled Students' Allowance (DSA) were significantly more likely to obtain a 'good degree' overall at 69.6% compared with 68.1%²¹.

Russell Group

All students

- In 2013/14, 8%²² of all higher education students had disclosed a disability: 9% of first degree undergraduates, 5% of PGT and 6% of PGR students.
- Nearly half of disabled students disclosed specific learning difficulties (47%), 15% mental health conditions, 11% long-standing illness or disability and 11% another disability. 7% of students disclosed physical or sensory disabilities while 6% reported two or more disabilities. Just under 3% disclosed an autistic spectrum disorder, as at Oxford.
- Comparison between Oxford and the rest of the Russell Group showed very similar proportions of students in each category of disability. The main exception was SpLD, which was disclosed by a lower proportion of disabled students at Oxford than in the Russell Group overall (41% to 47%). However, the percentage of students with multiple disabilities was higher than average at Oxford, and we know that several students have both specific learning difficulties and another disability so the actual percentages of SpLD may be more similar than they appear.

Level of study

- Among undergraduate students, the percentage disclosing disability ranged from 6% at Belfast, Imperial College and UCL to 12% at Exeter. Oxford was slightly below average at 8%.
- Among PGT students, the percentages ranged from 2% at Newcastle to 9% at Queen's Belfast. Oxford was second highest at 7%.
- Among PGR students, the percentages varied from 3% at Newcastle to 9% at York. Oxford equalled the average of 6%.

Undergraduate attainment

- The proportion of all disabled first degree qualifiers who obtained a first class degree was 22%, compared with 25% of those with no known disability. The 'disability gap'²³ averaged 3%, but ranged from -3% (in favour of disabled students) at Queen Mary, University of London to 9% at Imperial College. Oxford and Cambridge both stood at 7%, followed by LSE, York and Edinburgh at 6%.
- There was only a small difference in the proportions of students obtaining a 'good degree' overall: 80% of disabled students and 82% of students with no known disability achieved a first or upper second class degree. However, this masked wide variation both in the size of the disability gap and in the percentages of students

²¹ Pearson's Chi-squared test; 95% significance level

²² All data obtained from Heidi are provided as whole numbers only.

²³ Difference between the proportions of first class degrees obtained by those declaring a disability and those with no known disability.

obtaining a first or upper second. The latter figure ranged (for students with no known disability) from 76% at Queen's Belfast to 93% at Oxford. Disabled students' attainment ranged similarly widely. The disability gap varied from -6% in favour of disabled students at Queen Mary, University of London to 6% at Bristol and Cardiff. Oxford's gap stood at 3%.

UK-domiciled²⁴ students

Level of study

- Among UK-domiciled students only, 11% of first degree undergraduates, 9% of PGT and 9% of PGR students disclosed a disability.
- Among UK-domiciled undergraduates, the percentage of students disclosing ranged from 6% at Queen's Belfast to 14% at Exeter. Oxford was close to the average at 10%.
- Among UK-domiciled PGT students, rates of disclosure ranged from 5% at Liverpool to 13% at York (Oxford was above average at 10%). Among UK-domiciled PGR students, rates varied from 5% at Newcastle to 14% at York; Oxford was just below average at 8%.

Undergraduate attainment

- The proportion of UK-domiciled disabled first degree qualifiers who obtained a first class degree was 23%, compared with 26% of those with no known disability. The 'disability gap' averaged 3% but ranged from -3% at Queen Mary, University of London to 7% at Edinburgh, Imperial, York and Bristol. It was 6% at Oxford, along with Cambridge, LSE, Sheffield and Exeter.
- On average, 81% of disabled students and 85% of those without a disability obtained a 'good degree' (first or upper second). However, the gap ranged widely from -5% at Queen Mary, University of London to 9% at Bristol. Oxford had a below-average gap of 3%, reflecting the very high attainment levels of all students, where 90% of disabled and 93% of non-disabled students were awarded a first or upper second class degree.

Student Barometer, 2014

- In the 2014 Student Barometer survey²⁵, 7.8% of respondents disclosed a disability, equal with their representation in the total student population (7.9%). Disabled students at each level of study reported lower satisfaction overall:
 - UG students were less satisfied than those with no known disability by 2.3%;
 - PGT students were less satisfied by 4.8%; and
 - PGR students were less satisfied by 7.3%. Only 84.1% of disabled PGR students reported that they were 'very satisfied' or 'satisfied' compared with 91.4% of students with no known disability.

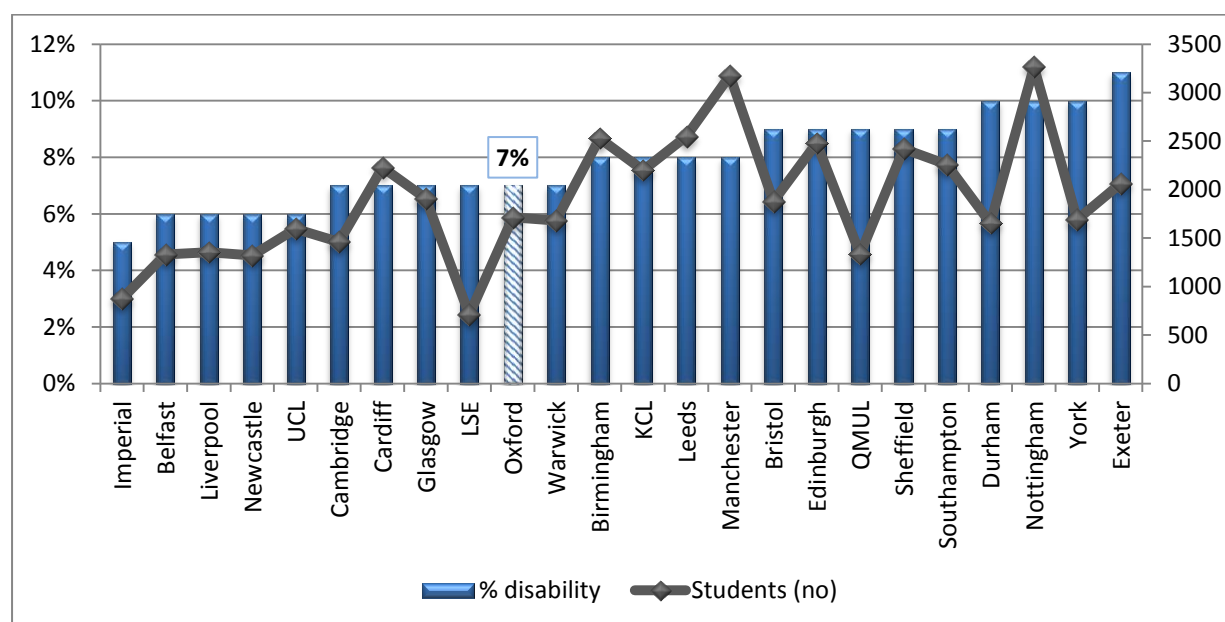
²⁴ UK-domiciled and non-UK students have been analysed separately due to the very different disclosure rates among these two groups.

²⁵

<http://public.tableau.com/views/OxfordUniversityStudentBarometer/SatisfactionOverview?%3AshowVizHome=no#1>

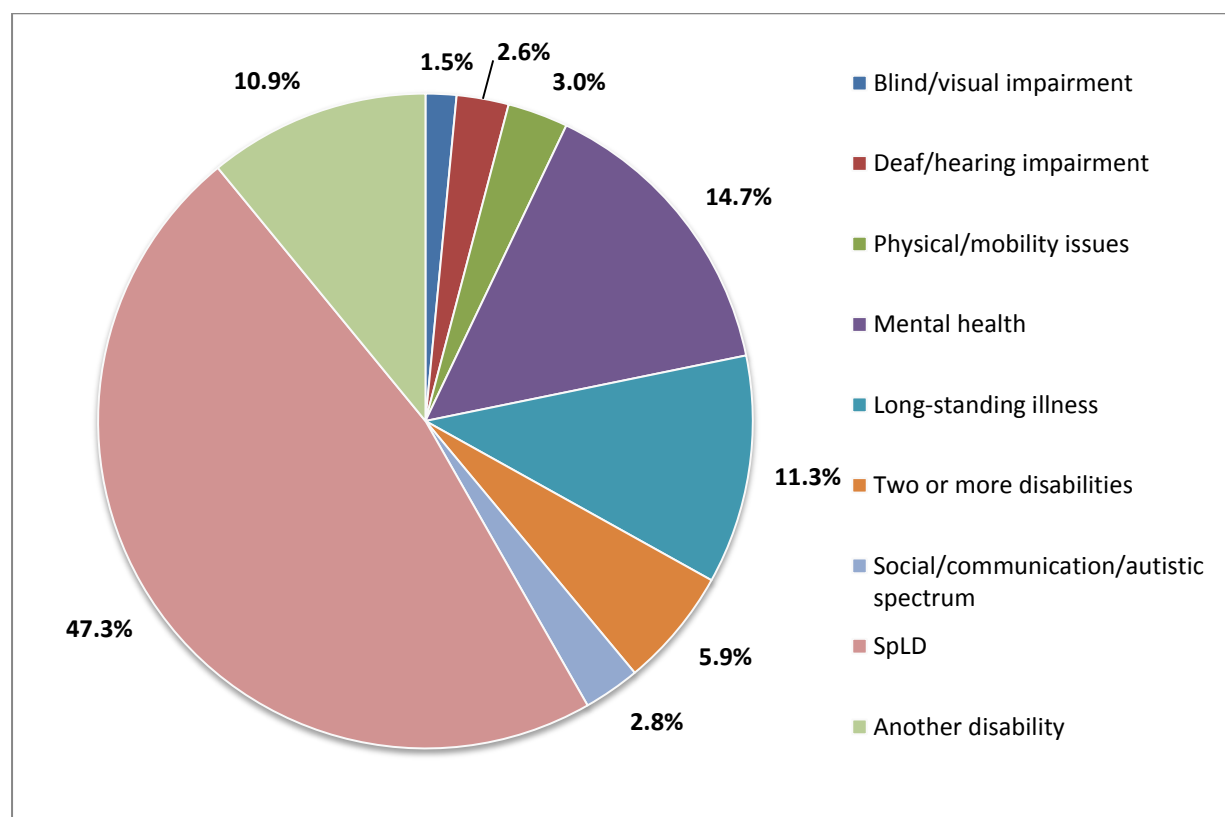
Comparison with the Russell Group: student numbers (2013/14)

Figure 34 Disabled HE students (all domiciles): Russell Group, 2013/14 (FPE)



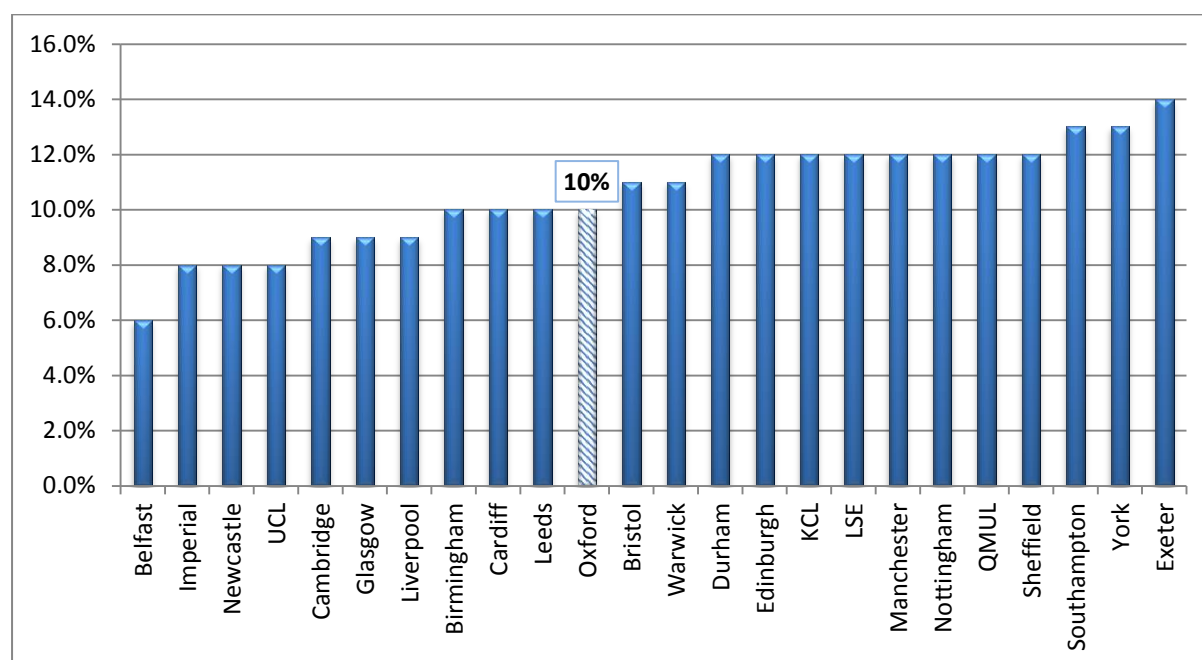
Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford.

Figure 35 Disabled HE students (all domiciles) by disability type: Russell Group, 2013/14 (FPE)



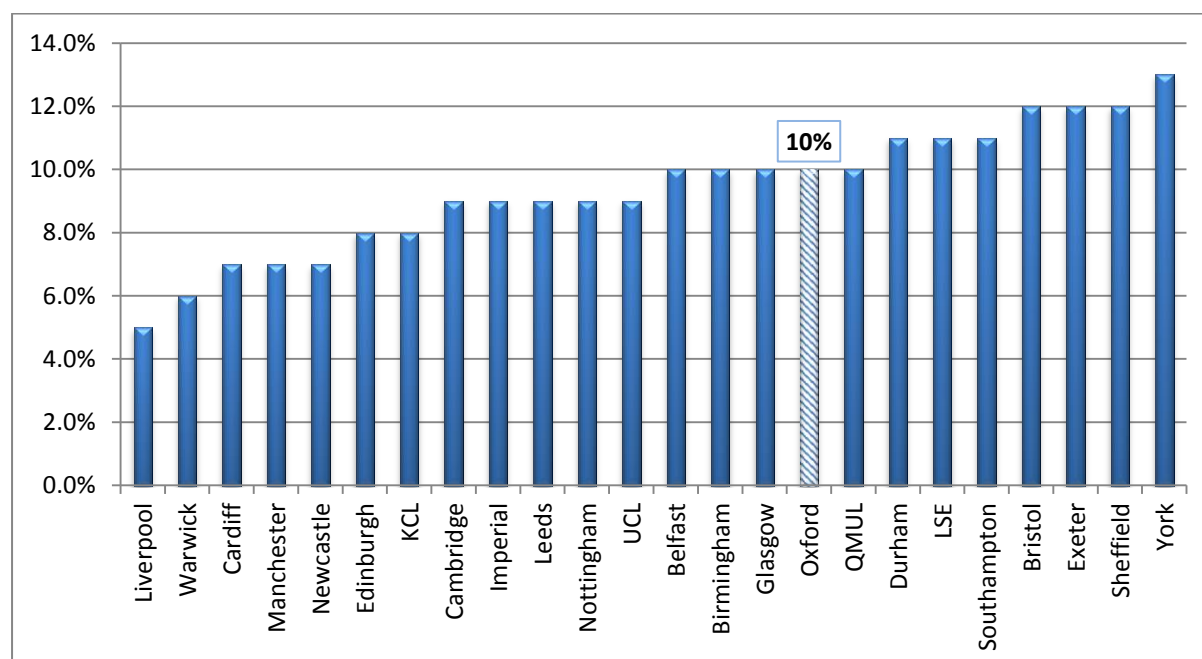
Source: HESA Student Record 2013/14 (Heidi).

Figure 36 Disabled UK-domiciled²⁶ first degree undergraduates: Russell Group, 2013/14 (FPE)



Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford.

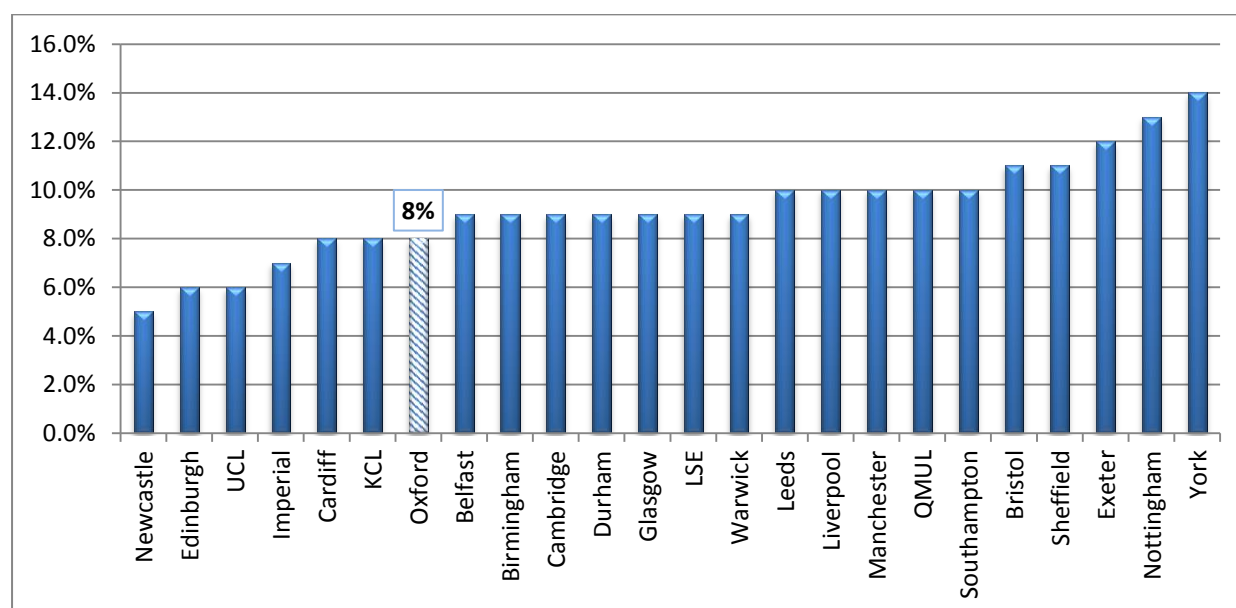
Figure 37 Disabled UK-domiciled PGT students: Russell Group, 2013/14 (FPE)



Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford.

²⁶ Data have been disaggregated by domicile to take account of the very disparate disclosure rates by UK and non-UK students.

Figure 38 Disabled UK-domiciled PGR students: Russell Group, 2013/14 (FPE)

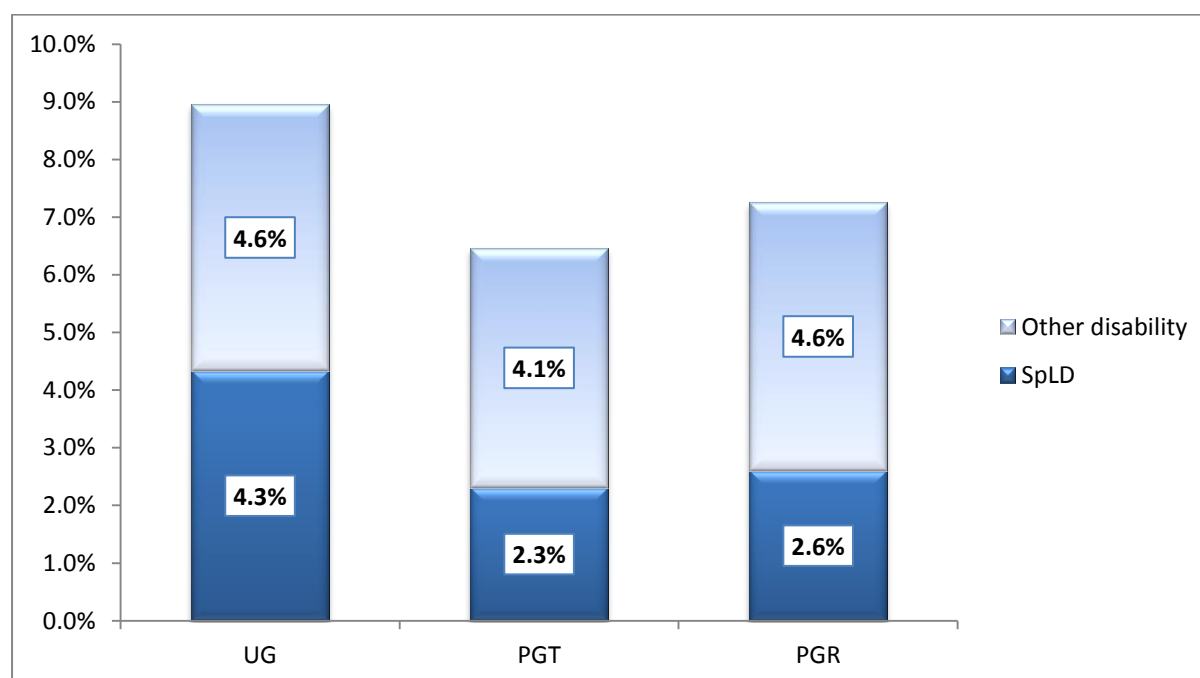


Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford.

The universities with the highest rates of disclosed disability among UK-domiciled students at all three levels of study were: York; Exeter; Sheffield; Southampton; and Queen Mary, University of London. Oxford was near the average in all cases.

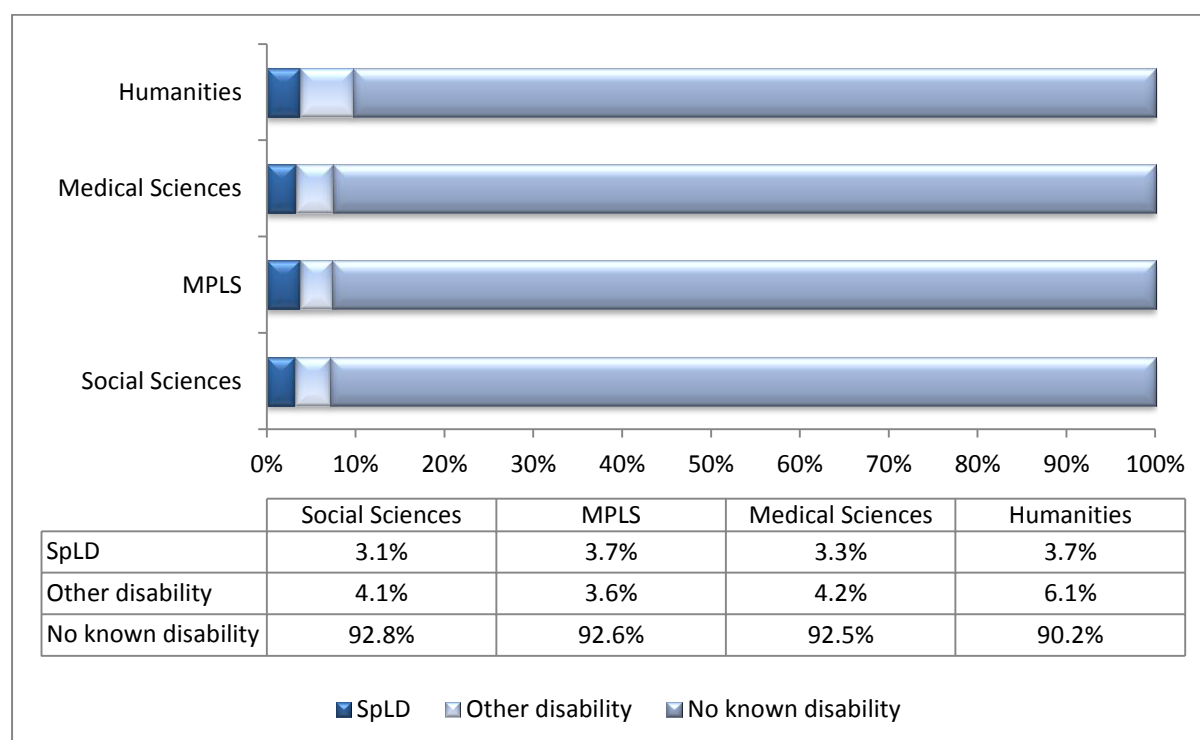
On-course students (2014)

Figure 39 Disabled students by level of study, 2014



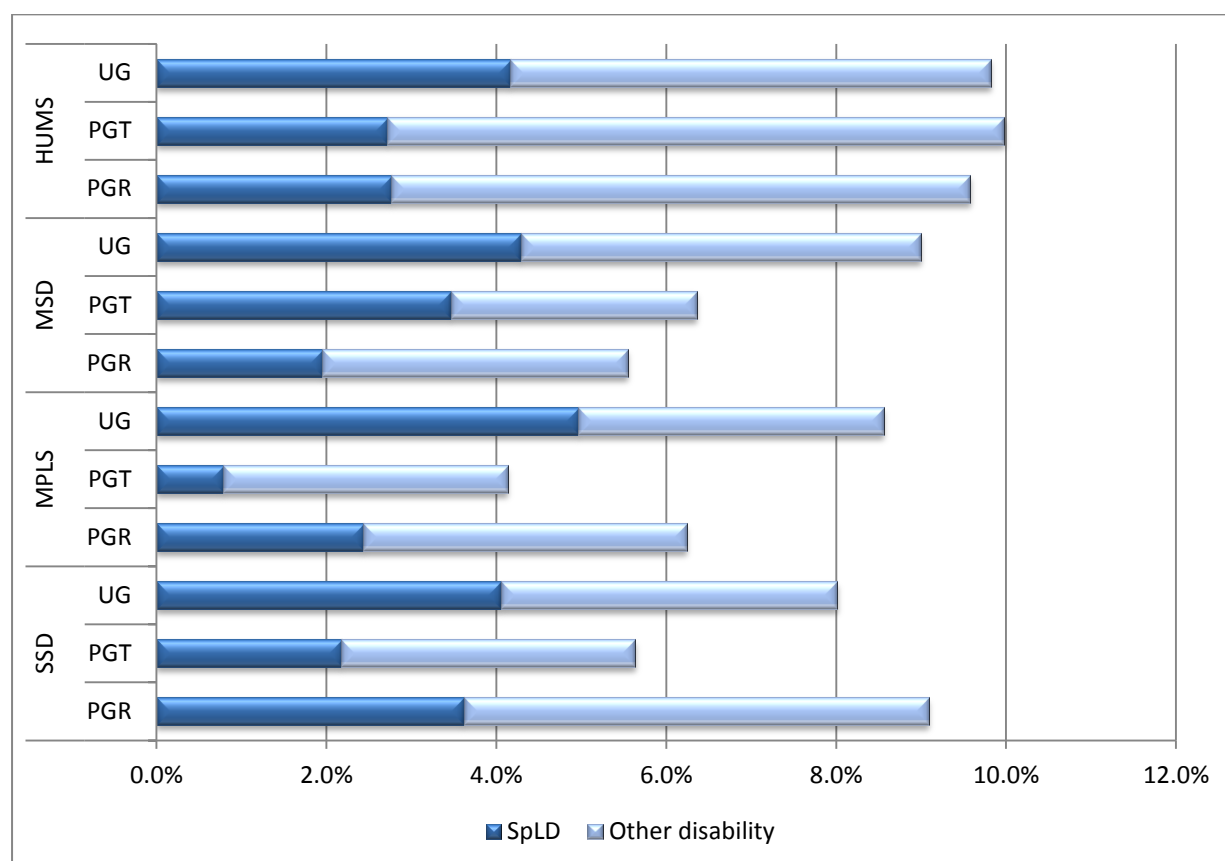
Source: Student Statistics, 2014

Figure 40 Disabled students by division, 2014



Source: Student Statistics, 2014

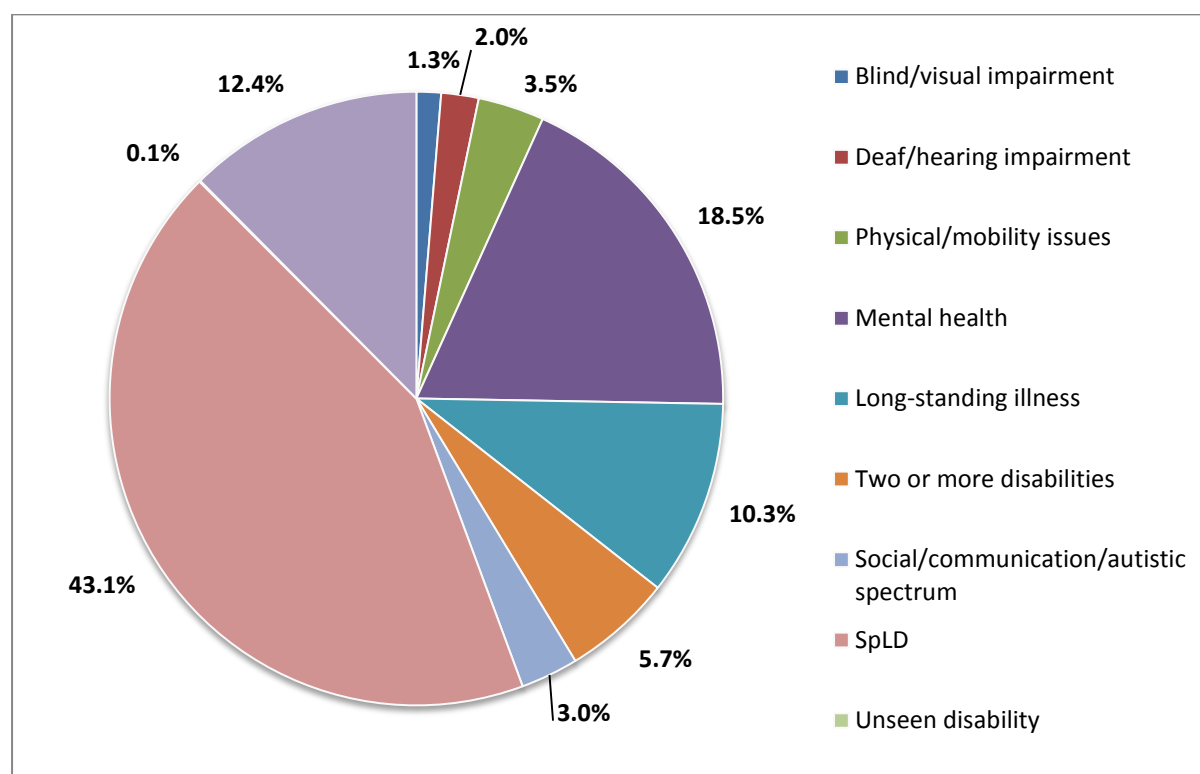
Figure 41 Disabled students by division and level of study, 2014



Source: Student Statistics, 2014

Division	Level of study	SpLD	Other disability
HUMS	UG	4.2%	5.6%
	PGT	2.7%	7.3%
	PGR	2.8%	6.8%
MSD	UG	4.3%	4.7%
	PGT	3.5%	2.9%
	PGR	2.0%	3.6%
MPLS	UG	5.0%	3.6%
	PGT	0.8%	3.3%
	PGR	2.4%	3.8%
SSD	UG	4.1%	4.0%
	PGT	2.2%	3.5%
	PGR	3.6%	5.5%

Figure 42 Disability type: all students, 2014

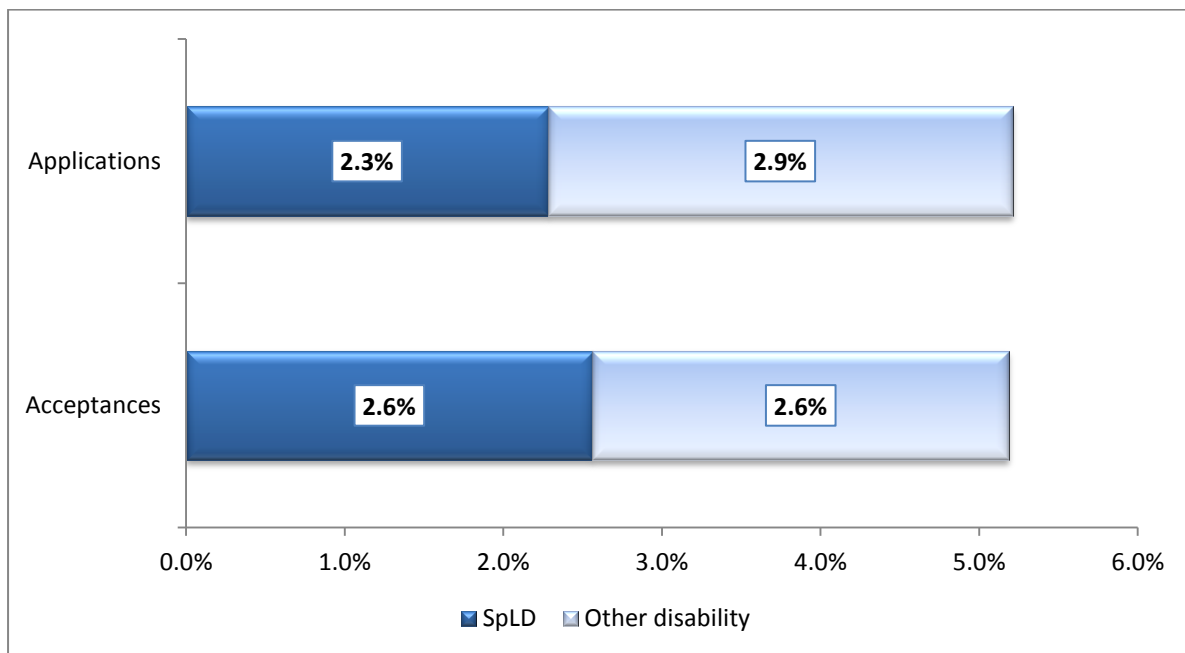


Source: Student Statistics, 2014

Disability type	% of disabled students
Blind/visual impairment	1.3%
Deaf/hearing impairment	2.0%
Physical/mobility issues	3.5%
Mental health	18.5%
Long-standing illness	10.3%
Two or more disabilities	5.7%
Social/communication/autistic spectrum	3.0%
SpLD	43.1%
Unseen disability	0.1%
Another disability	12.4%

Undergraduate admissions (for entry in 2014)

Figure 43 UG admissions for entry in 2014 by disability

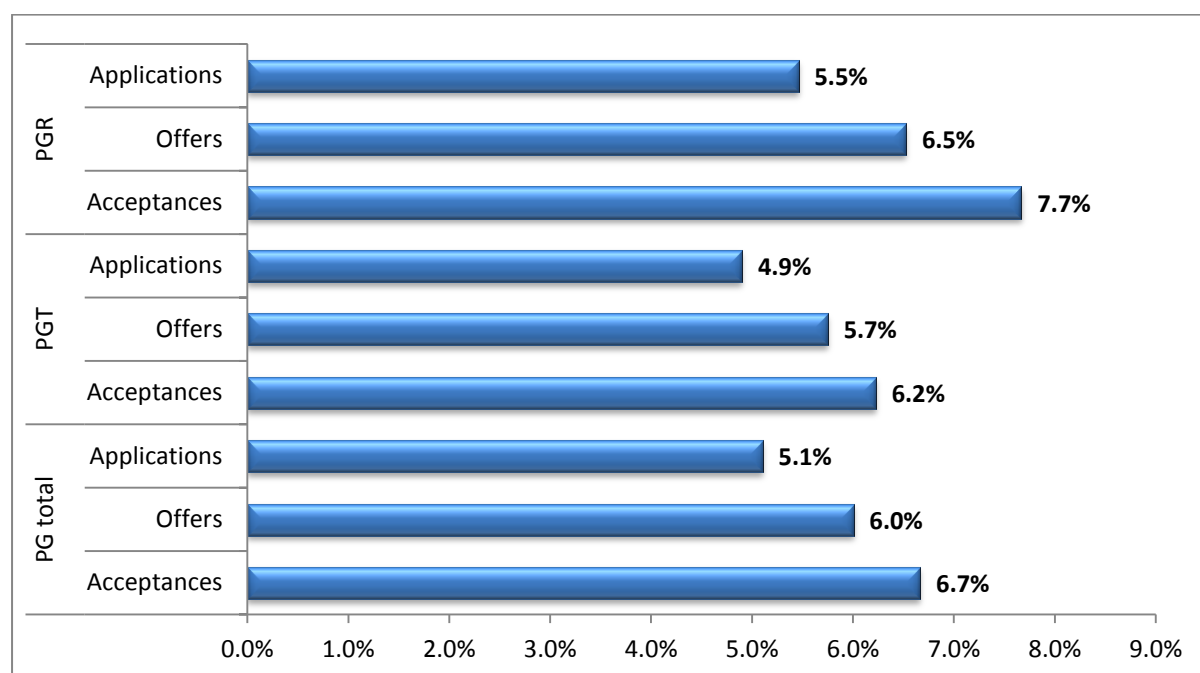


Source: SDMA

Applicant status	SpLD	Other disability	No disability	Total
Applications	399	512	16573	17484
Acceptances	81	83	2997	3161

Postgraduate admissions (for entry in 2014)

Figure 44 PG admissions for entry in 2014 by disability

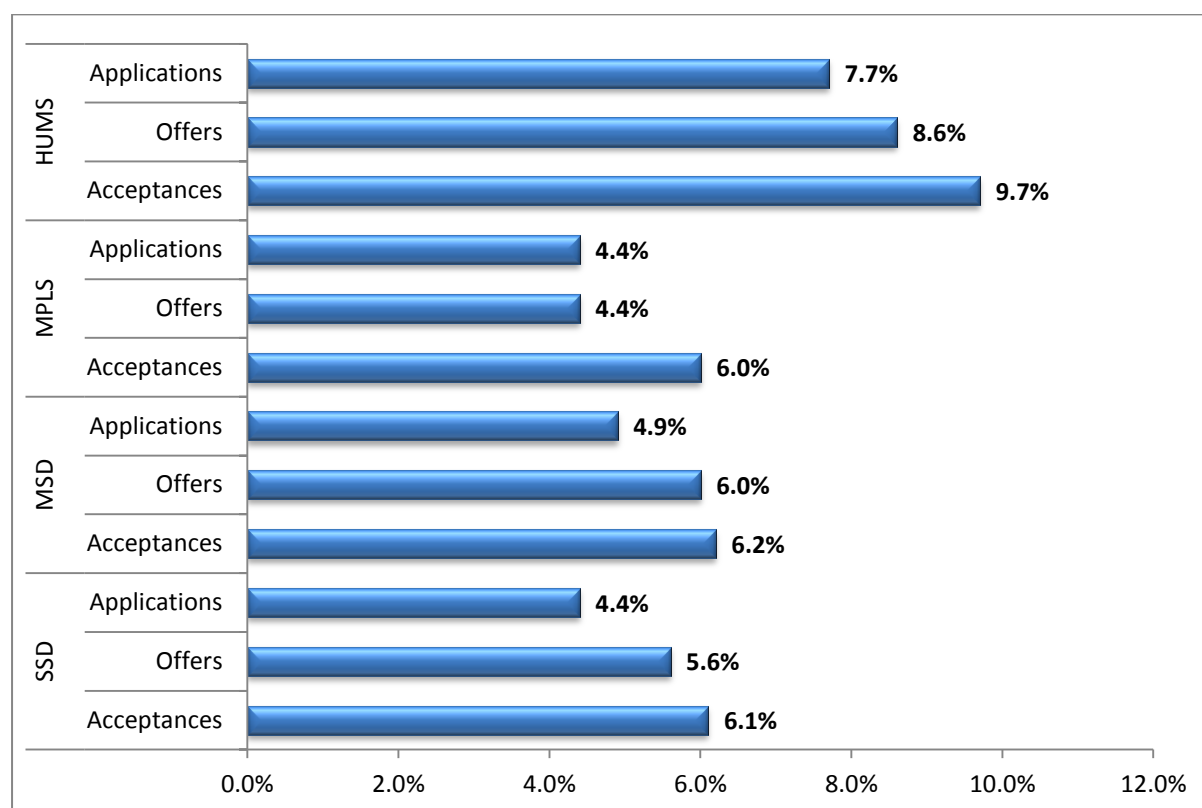


Source: GAF

Level of study	Applicant status	Disability	No disability	Total
PGR	Applications	433	7500	7933
	Offers	173	2479	2652
	Acceptances	117	1409	1526
	Offer rate	40%	33%	33%
	Success rate	27%	19%	19%
	Conversion ²⁷ rate	68%	57%	58%
PGT	Applications	677	13143	13820
	Offers	307	5035	5342
	Acceptances	216	3255	3471
	Offer rate	45%	38%	39%
	Success rate	32%	25%	25%
	Conversion rate	70%	65%	65%
PG total	Applications	1,110	20,643	21,753
	Offers	480	7,514	7,994
	Acceptances	333	4,664	4,997
	Offer rate	43%	36%	37%
	Success rate	30%	23%	23%
	Conversion rate	69%	62%	63%

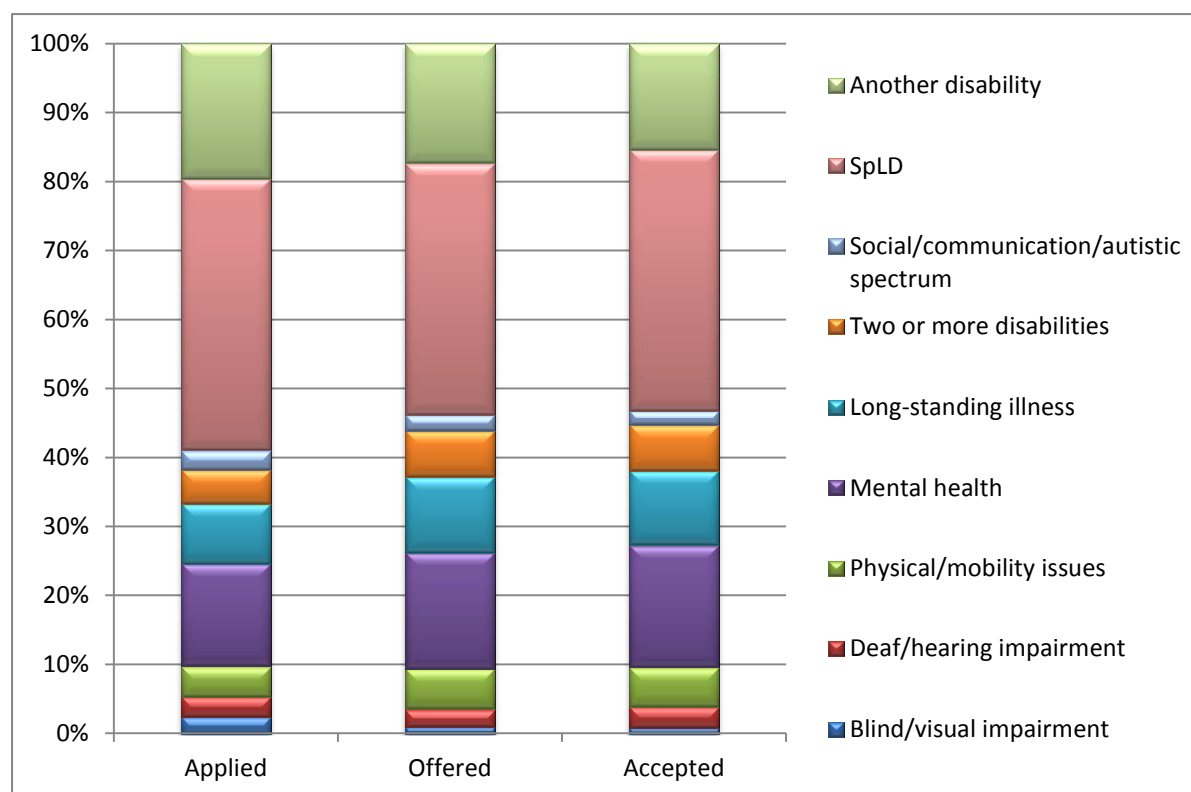
²⁷ See footnote 15

Figure 45 PG admissions for entry in 2014 by division and disability



Source: GAF

Figure 46 PG admissions for entry in 2014 by disability type



Source: GAF

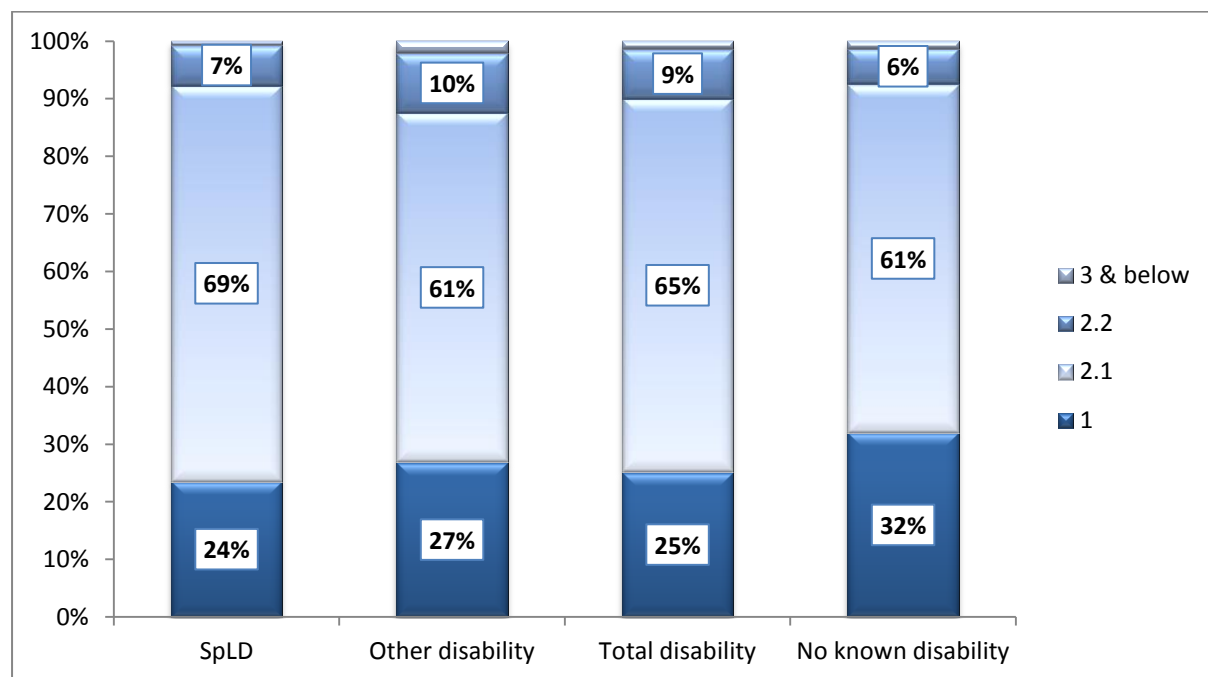
Table 14 PG admissions for entry in 2014 by disability type: data

Disability type	Applied	Offered	Accepted
Blind/visual impairment	27	5	3
Deaf/hearing impairment	33	12	10
Physical/mobility issues	49	28	19
Mental health	164	81	59
Long-standing illness	97	53	36
Two or more disabilities	55	32	22
Social/communication/autistic spectrum	31	11	7
SpLD	437	175	126
Another disability	217	83	51
Grand Total	1110	480	333

Source: GAF

Undergraduate attainment (2013/14)

Figure 47 Final Honour School results by disability, 2013/14

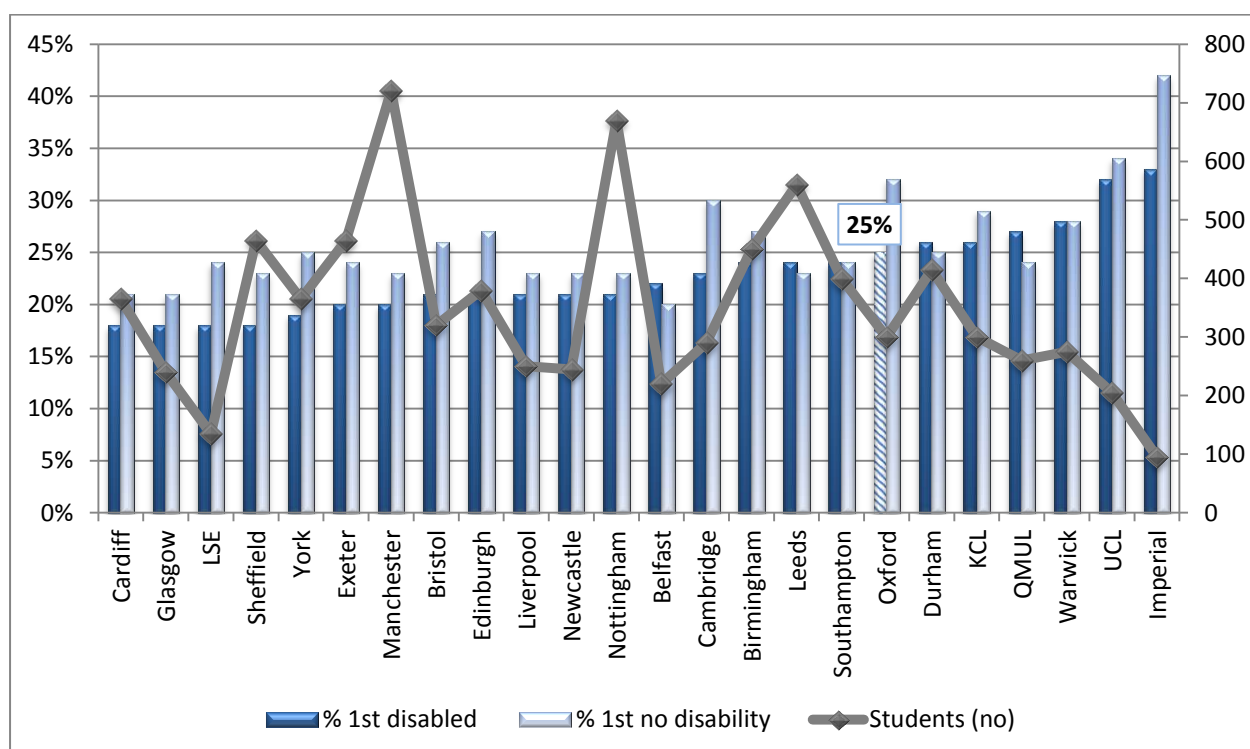


Source: SDMA

Disability status	1	2.1	2.2	3 & below	Total
SpLD	37	108	11	1	157
Other disability	39	88	15	3	145
<i>Total disability</i>	<i>76</i>	<i>196</i>	<i>26</i>	<i>4</i>	<i>302</i>
No known disability	893	1,690	173	35	2791

Comparison with the Russell Group: undergraduate attainment (2013/14)

Figure 48 First degree qualifiers (all domiciles) by disability status: Russell Group, 2013/14 (FPE)



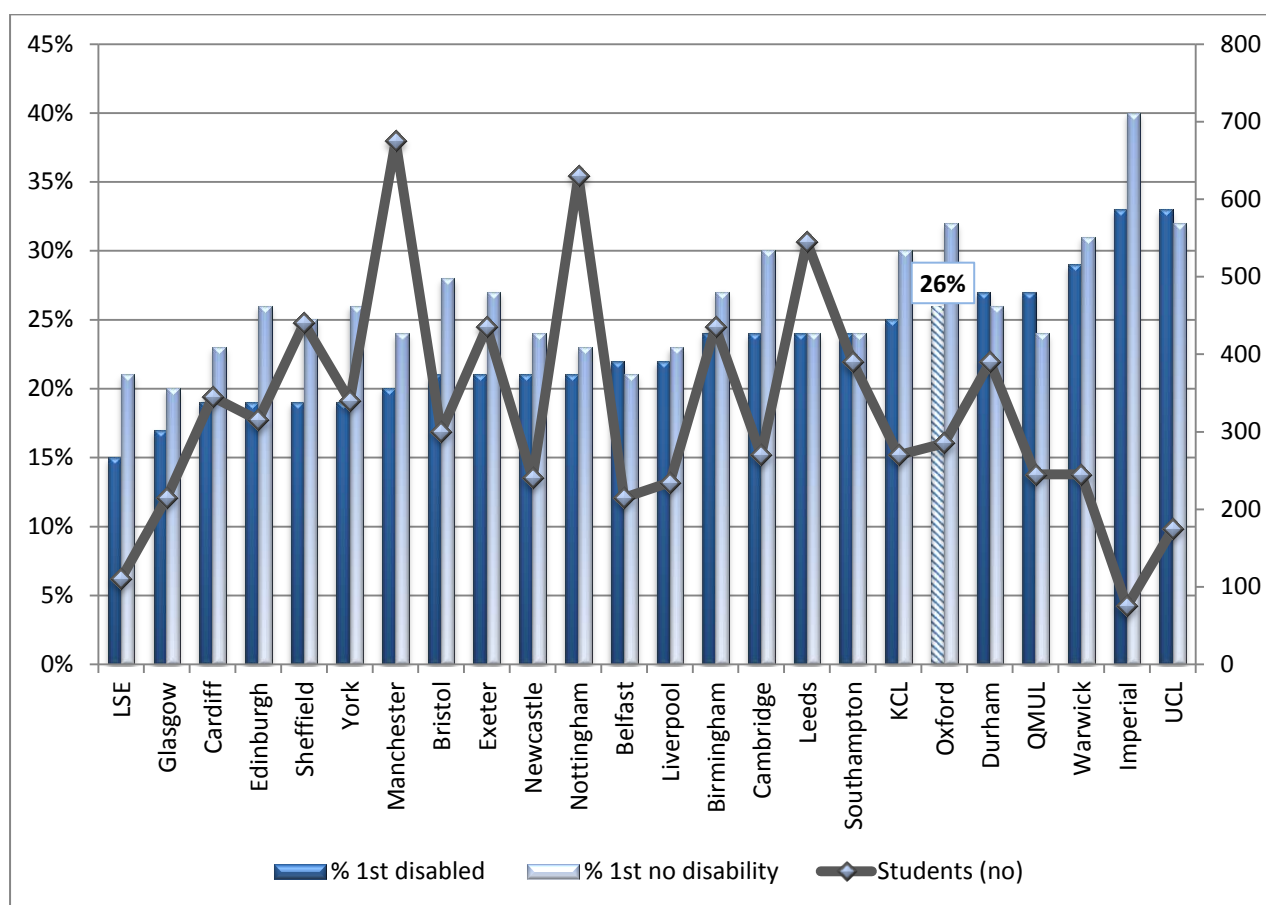
Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford. The line graph indicates the number of disabled students at each institution (right hand axis). The chart shows classified outcomes only.

Figure 48 compares the proportions of undergraduate students (all domiciles) obtaining a classified first class degree in 2013/14 by disability status. Unclassified degrees (e.g. medical) have been excluded from these data. The chart is arranged in order of the percentage of disabled students obtaining a first, from lowest to highest left to right. The line graph shows the number of disabled qualifiers at each institution (right hand axis).

The proportion of all disabled first degree qualifiers who obtained a first class degree was 22%, compared with 25% of those with no known disability. The 'disability gap'²⁸ averaged 3%, and ranged from -3% (in favour of disabled students) at Queen Mary, University of London to 9% at Imperial College. Oxford and Cambridge both stood at 7%, followed by LSE, York and Edinburgh at 6%.

²⁸ Difference between the proportions of first class degrees obtained by those declaring a disability and those with no known disability.

Figure 49 UK-domiciled first degree qualifiers by disability status: Russell Group, 2013/14 (FPE)

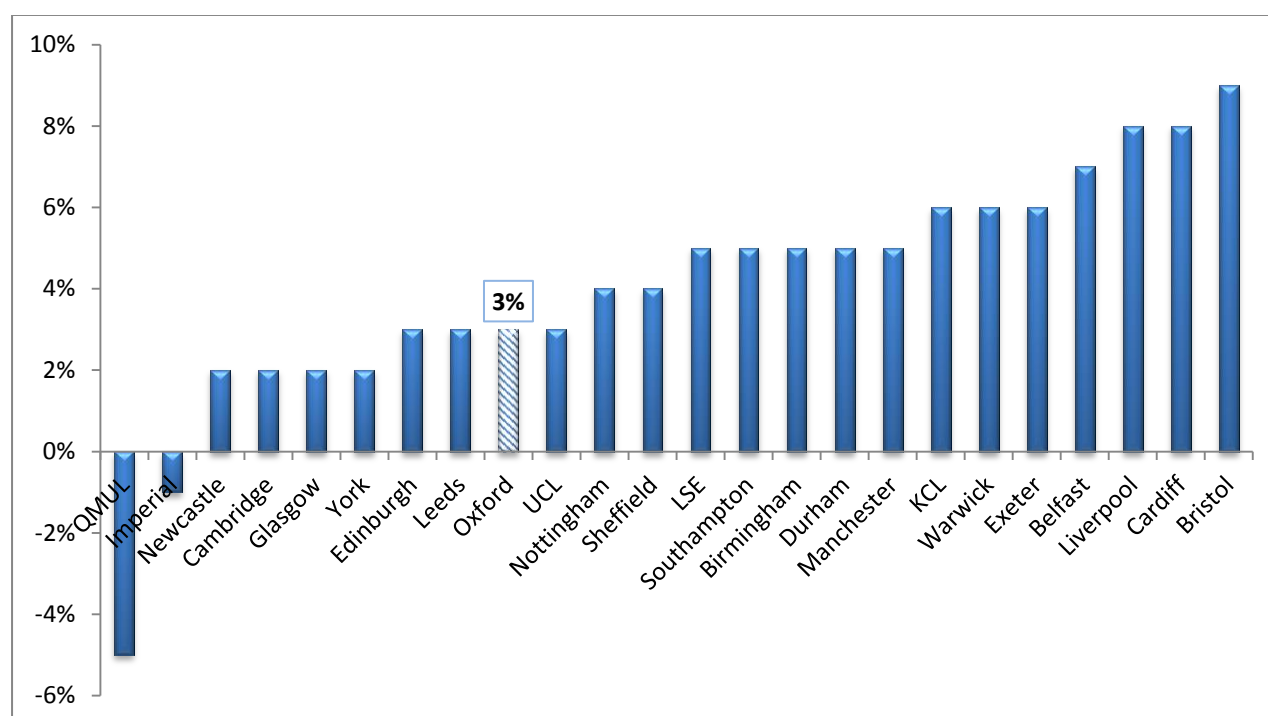


Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford. The line graph indicates the number of disabled students at each institution (right hand axis). The chart shows classified outcomes only.

Figure 49 compares the proportions of UK-domiciled undergraduate students obtaining a classified first class degree in 2013/14 by disability status. Unclassified degrees (e.g. medical) have been excluded from these data. The chart is arranged in order of the percentage of disabled students obtaining a first, from lowest to highest left to right. The line graph shows the number of disabled qualifiers at each institution (right hand axis).

The overall proportion of disabled students within the UK-domiciled qualifying population was 11% though this ranged widely from 6% at Queen's Belfast to 16% at York. Oxford was above-average at 13%. On average, 23% of disabled students and 26% of students without a known disability achieved a first class degree. The attainment gap ranged from -3% at Queen Mary, University of London to 7% at Edinburgh, Imperial, York and Bristol. It was 6% at Oxford, along with Cambridge, LSE, Sheffield and Exeter.

Figure 50 Gap in 'good degrees' awarded to UK-domiciled disabled students: Russell Group, 2013/14 (FPE)



Source: HESA Student Record 2013/14 (Heidi). The patterned column denotes the University of Oxford.

Figure 50 indicates the size of the gap between the percentages of UK-domiciled disabled and non-disabled students who obtained a first or upper second class degree in 2013/14. A negative figure indicates that disabled students achieved more highly than those with no known disability. The 'disability gap' varied widely from -5% at Queen Mary, University of London to 9% at Bristol. On average, 81% of disabled students and 85% of those without a disability obtained a 'good degree'. However, the gap ranged widely from -5% at Queen Mary, University of London to 9% at Bristol. Oxford had a below-average gap of 3%, reflecting the very high attainment levels of all students, where 90% of disabled and 93% of non-disabled students were awarded a first or upper second class degree.

Student Barometer, 2014

Disability

Students with a disability comprised 7.8% of the maximum respondent group in the 2014 Student Barometer, almost identical to their representation within the student population of 7.9%. They were equally well represented at each level of study, with a slight over-sampling at PGT. The split by disability type was also very similar to that in the overall student population, though students with SpLD were slightly under-represented while those with 'other' disability were conversely a little over-represented. Nevertheless, the number of disabled respondents was in many cases too small for reliable comparison and the percentages in Table 16 **Error! Reference source not found.** should be treated with some caution.

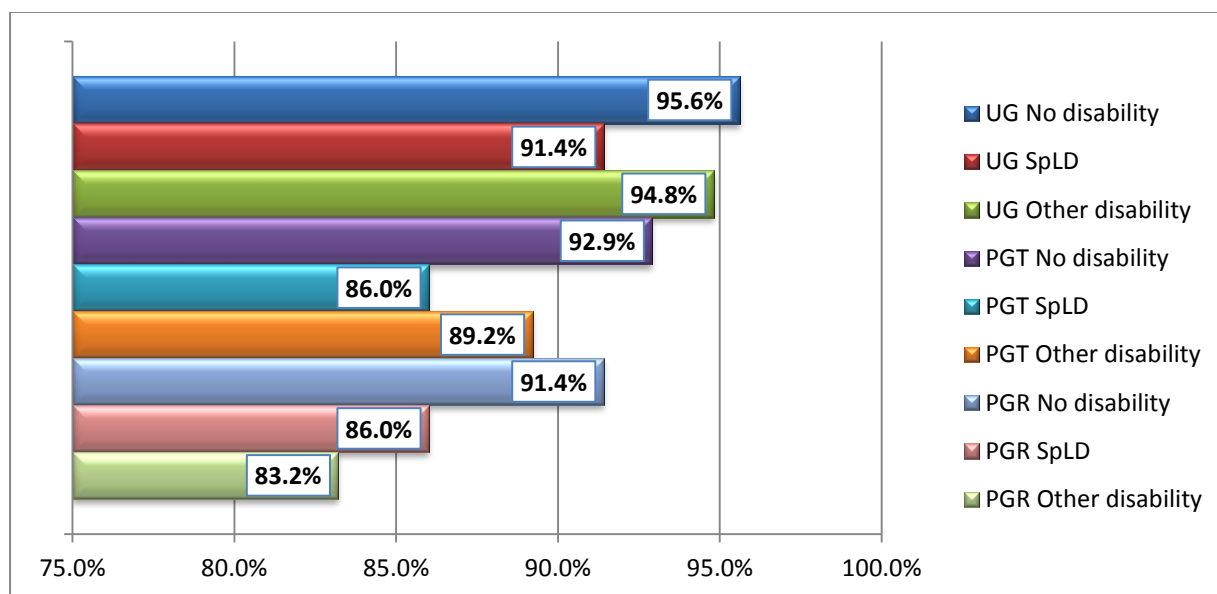
These data relate to students of all domiciles.

Table 15 Student Barometer, 2014: characteristics of respondent group by disability

% disability	Type	UG	PGT	PGR	Total
All students	SpLD	4.3%	2.3%	2.6%	3.4%
	Other	4.6%	4.1%	4.6%	4.5%
	Total	8.9%	6.4%	7.2%	7.9%
Student Barometer	SpLD	3.9%	2.3%	2.3%	3.0%
	Other	4.9%	4.7%	4.8%	4.8%
	Total	8.8%	6.9%	7.1%	7.8%

There were differences of several percentage points between the satisfaction scores of students with disabilities and those with no known disability at each level of study, particularly at postgraduate. Students with SpLD were the least satisfied at UG and PGT, while those with 'other' disability had the lowest overall score at PGR (83.2%). Undergraduate students with 'other' disability were overall almost equally as satisfied as those with no known disability.

Figure 51 Student Barometer, 2014: satisfaction with 'all aspects' of University experience by disability and level of study



Source: SDMA

Table 16 shows the detailed satisfaction scores of students with no known disability, with SpLD and with 'other' disability in each question category. Sample sizes were very small in some disability groups so these figures must be considered indicative only. Disabled students reported lower satisfaction levels at each level of study, especially at PGR. The differences were smaller at UG, though students with SpLD reported lower levels of satisfaction with their learning and living experiences. However, there was little difference between those with 'other' disability and those with none at either UG or PGT. On the other hand, doctoral students with 'other' disability were substantially less satisfied with their learning and living experiences than those with none. There was also a discrepancy for students with SpLD though the small sample size should be borne in mind (maximum of 50 students, not all of whom answered every question).

Table 16 Student Barometer, 2014: satisfaction levels by disability and level of study

	UG			PGT			PGR		
	None	SpLD	Other	None	SpLD	Other	None	SpLD	Other
All aspects	95.6%	91.4%	94.8%	92.9%	86.0%	89.2%	91.4%	86.0%	83.2%
Learning experience	91.4%	87.0%	89.7%	89.8%	86.4%	87.8%	89.3%	83.9%	79.3%
Living experience	91.4%	87.8%	89.9%	89.9%	80.0%	91.1%	89.2%	84.6%	83.5%
Arrival experience	94.8%	92.0%	96.6%	91.8%	80.0%	94.6%	92.1%	83.3%	100.0%
Support services	93.5%	91.1%	85.5%	92.1%	75.8%	87.5%	92.5%	91.5%	87.8%
Max sample ('all aspects')	3549	139	174	2194	50	102	2491	57	119

In Table 17 the responses of all disabled students have been combined to create a larger sample for comparison. Disabled students reported lower levels of satisfaction with 'all aspects of their University experience' at each level of study. There was a 2.3% difference among undergraduates, a 4.8% difference at PGT and a 7.3% difference at PGR, where

only 84.1% of disabled students reported that they were ‘very satisfied’ or ‘satisfied’ compared with 91.4% of students with no known disability.

Table 17 Student Barometer, 2014: overall satisfaction levels by disability and level of study

	UG		PGT		PGR	
	No disability	Disability	No disability	Disability	No disability	Disability
‘All aspects’	95.6%	93.3%	92.9%	88.1%	91.4%	84.1%
Sample size	3549	313	2194	152	2491	176

Department for Continuing Education

Over 15,000 students enrol on courses at the Department for Continuing Education²⁹ each year. The data presented below relate to all on-course students enrolled on award-bearing courses and to applicants for postgraduate study, both matriculated and non-matriculated. Analysis of undergraduate admissions data is not currently available. However, from 2015-16 these data will be held in the University's main student record system, enabling detailed analyses to be produced.

On-course students

- On the 1 December 2014 snapshot date there were 1158 students on-course: 42% undergraduate, 52% PGT and 7% PGR.
- 53% of students were female: 55% of undergraduates, 54% of PGT and 38% of PGR (29/76).
- Overall 21% of students were BME, 69% white and 9% of unknown ethnicity.
- The level of unknown ethnicity was higher than for the main student population; and was twice as high among undergraduate students, for whom the figures must be interpreted with caution.
- The data we do have indicate that 12% of UG students were BME and 71% were white but the remaining 18% was unknown.
- 30% of PGT students were BME and 67% white. This figure is very reliable as only 3% of the 598 students had not disclosed their ethnicity.
- 13% of the small number of PGR students had identified as BME while monitoring data was lacking for 7% of students (5/76).
- Overall, 8% of students had disclosed a disability (88/1158), identical to the main student population. Just under 3% of students disclosed a specific learning difficulty and just under 5% another disability, similar to the main student population.

Postgraduate admissions

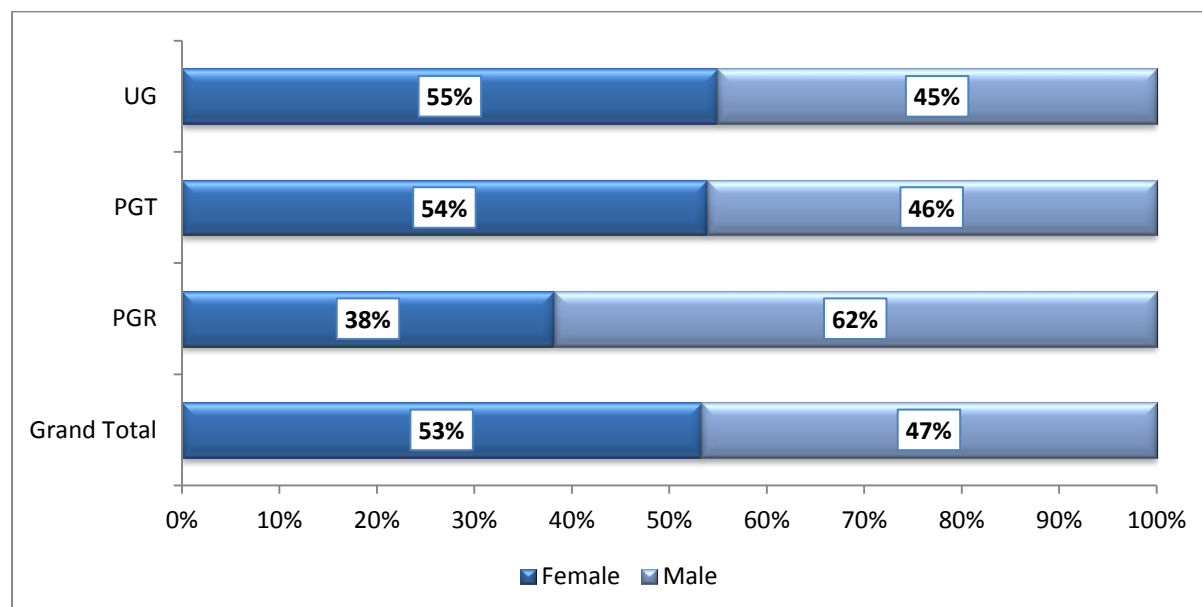
- In the postgraduate admissions cycle for entry in 2014, there were 876 applicants for study, of whom 48% received an offer and 41% took up a place at Oxford. These offer and success rates are higher than the averages for the University as a whole (37% and 23% respectively).
- Women comprised 58% of applicants, 53% of offers and 53% of acceptances. Over the last four years, offer rates have steadily reduced for both sexes but those for women have been up to ten percentage points lower than those for men.
- BME applicants comprised 38% of applications, 31% of offers and 30% of acceptances. Over the last four years, the proportion of BME applicants has risen from 32% to 38% and the proportion of those taking up a place at Oxford has risen from 22% to 30%. (The proportion of those of unknown ethnicity has remained stable at around 3% throughout.)
- While applicant numbers fell by 8% between 2013/14 and 2014/15, the number of BME applicants held steady so that they comprised a higher proportion of the total number than they had before.

²⁹ www.conted.ox.ac.uk

- Applicants with a disclosed disability comprised 5.7% of applications (50 individuals), 5.0% of offers and 5.6% of acceptances. Although numbers are small, there appears to have been some improvement in disabled applicants' offer rate over the last four years, although there may also have been a decrease in the proportion of applicants disclosing a disability at this stage.

On-course students (2014)

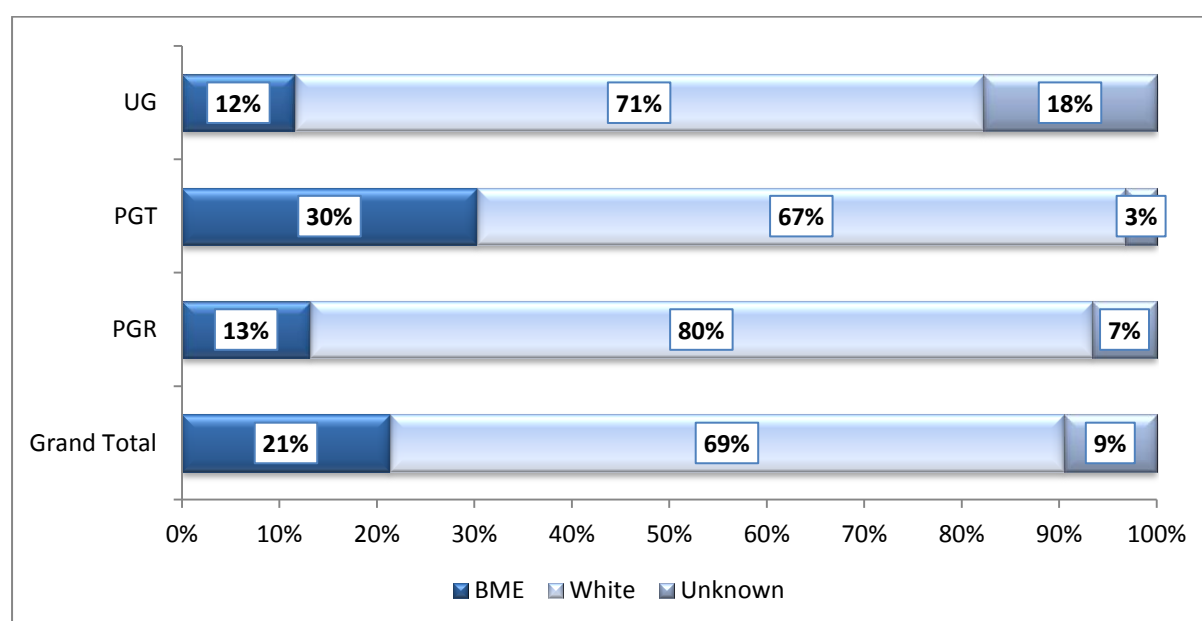
Figure 52 On-course students by sex: Continuing Education, 2014



Source: Student Statistics, 2014

Level of study	Female	Male	Grand Total
UG	266	218	484
PGT	322	276	598
PGR	29	47	76
Grand Total	617	541	1158

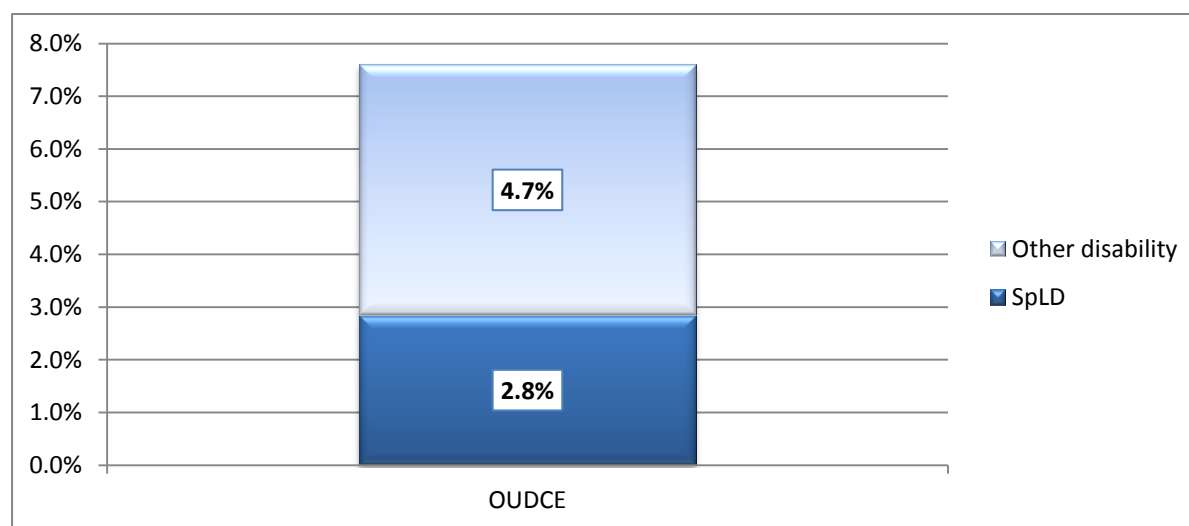
Figure 53 On-course students by ethnicity: Continuing Education, 2014



Source: Student Statistics, 2014

Level of study	BME	White	Unknown	Grand Total
UG	56	342	86	484
PGT	181	398	19	598
PGR	10	61	5	76
Grand Total	247	801	110	1158

Figure 54 On-course students by disability: Continuing Education, 2014

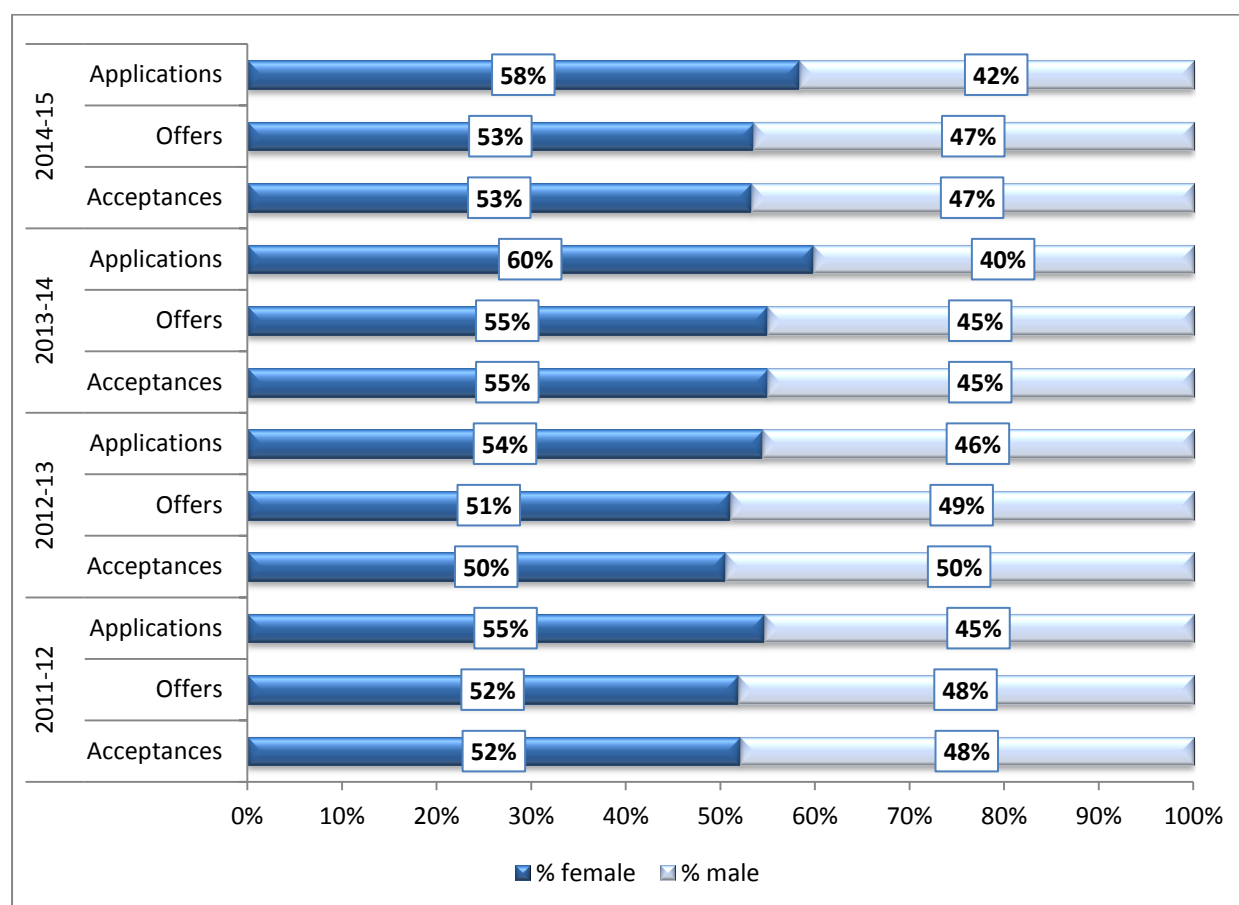


Source: Student Statistics, 2014

OUDCE	SpLD	Other disability	No known disability	Grand Total
All students	33	55	1070	1158

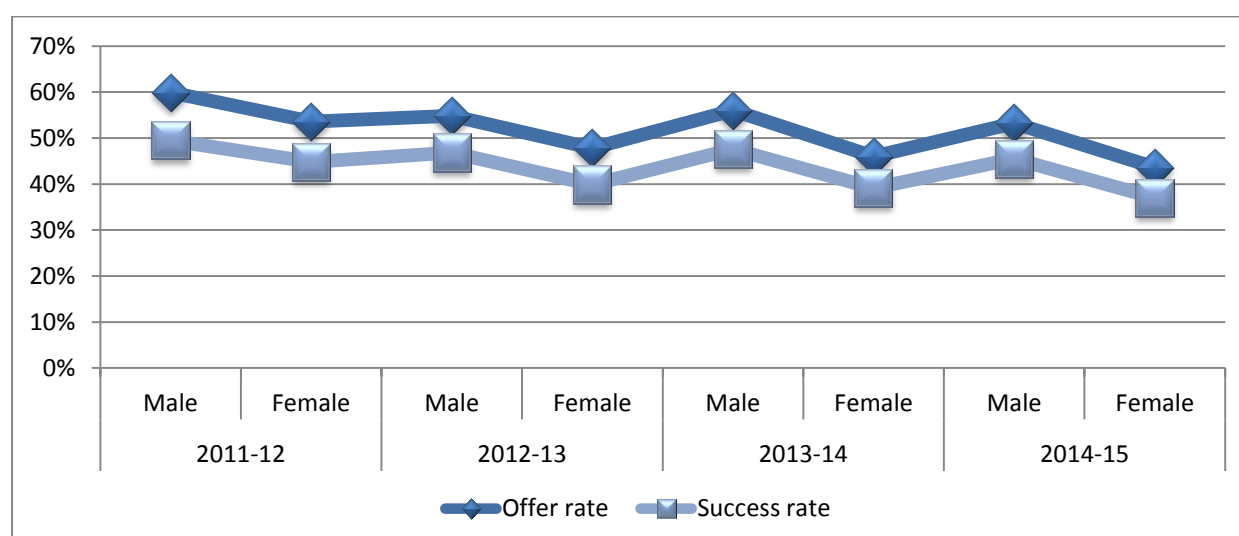
Postgraduate admissions (for entry in 2014)

Figure 55 PG admissions by sex over time, 2011/12 to 2014/15: Continuing Education



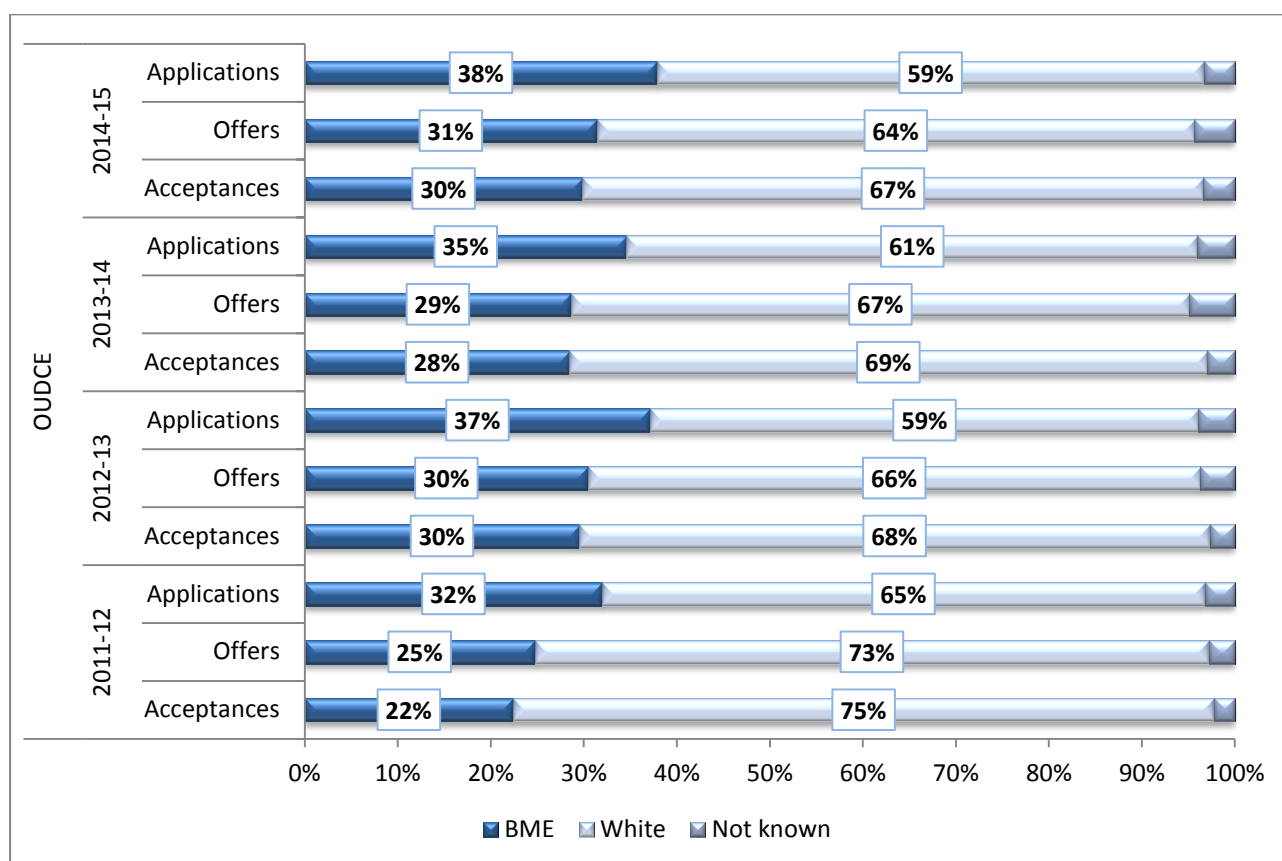
Source: GAF

Figure 56 PG offer and success rates by sex over time, 2011/12 to 2014/15: Continuing Education



Source: GAF

Figure 57 PG admissions by ethnicity over time, 2011/12 to 2014/15: Continuing Education



Source: GAF

Year of entry	Applicant status	BME	White	Not known	Total
2014/15	Applications	332	515	29	876
	Offers	131	268	18	417
	Acceptances	106	237	12	355
2013/14	Applications	329	583	38	950
	Offers	136	316	23	475
	Acceptances	115	277	12	404
2012/13	Applications	354	562	37	953
	Offers	148	320	18	486
	Acceptances	121	278	11	410
2011/12	Applications	307	622	31	960
	Offers	134	393	15	542
	Acceptances	101	340	10	451

Figure 58 PG admissions by disability status over time, 2011/12 to 2014/15: Continuing Education

Applicant status	2011/12	2012/13	2013/14	2014/15
Applications	6.4%	6.1%	6.2%	5.7%
Offers	7.4%	5.1%	7.6%	5.0%
Acceptances	7.5%	4.6%	8.4%	5.6%

Source: GAF

Glossary

Athena SWAN	Charter originally created to recognise institutions' efforts to advance women's careers in STEMM (<i>q.v.</i>) employment in academia. The Charter was expanded in 2015 to encompass gender equality in academia more broadly. See www.ecu.ac.uk/equality-charters/athena-swan for more details.
Associate professor	The main academic grade at Oxford, roughly equivalent to associate professor in the USA
BBSRC	Biotechnology and Biological Sciences Research Council
BIS	Department for Business, Innovation and Skills
BME	Black and minority ethnic. In this report we use 'BME' to denote all ethnicities other than white, excluding minority white ethnic groups such as Gypsy or traveller and non-British whites. We recognise the difficulties associated with aggregating multiple ethnic groups and identities into a single category.
CoreHR	The University's HR system
CRAE	Campaign for Racial Awareness and Equality (student campaign affiliated to OUSU)
CROS	Careers in Research Online Survey
DAG	Disability Advisory Group (advises the EDU)
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
DSWSS	Director of Student Welfare and Support Services
ECU	Equality Challenge Unit – provides equality advice to the HE sector
EDP	Equality and Diversity Panel (advises the University's Education and Personnel Committees)
EDU	The University's Equality and Diversity Unit
EJRA	Employer-Justified Retirement Age for academic and academic-related staff (currently 67)
EPSRC	Engineering and Physical Sciences Research Council
EU	European Union
FPE	Full Person Equivalent (measure used by HESA)
FTE	Full-time equivalent
GAF	The University's Graduate Admissions and Funding Office

HE	Higher Education
HEFCE	Higher Education Funding Council for England
HEI	Higher Education institution
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
IARU	International Alliance of Research Universities
JCR	Junior Common Room (undergraduate students)
LERU	League of European Research Universities
LGBT	Lesbian, Gay, Bisexual and Transgender
LGBTQ	Lesbian, Gay, Bisexual, Transgender and Queer (Oxford student society)
Matriculation	Matriculation confers membership of the University on those students who are enrolled at the University of Oxford and following a degree-level course.
MBA	Master of Business Administration
MCR	Middle Common Room (postgraduate students)
Michaelmas	Winter academic term, running from October to December
MPLS	Mathematics, Physical and Life Sciences division, University of Oxford
MRC	Medical Research Council
MSD	Medical Sciences division, University of Oxford
NNCO	National Network for Collaborative Outreach (funded by BIS)
NSS	National Student Survey of undergraduate finalists
OLI	Oxford Learning Institute – provides professional and educational development courses for university and college staff and researchers
ONS	Office for National Statistics
OUAC	Oxford University Assessment Centre – provides assessments of students' disability-related study needs to inform an application for DSA
ODCE	Oxford University Department for Continuing Education
OxFEST	Oxford Females in Engineering, Science and Technology (Oxford student society)
OUISoc	Oxford University Islamic Society (student society)

PDA	Professorial Distinction Award
PDR	Personal development review
PG	Postgraduate (degree or student)
PGT	Postgraduate taught (degree or student)
PGR	Postgraduate research (degree or student)
PIRLS	Principal Investigators and Research Leaders Survey
Protected characteristic	Term used in equality legislation to denote a group of people sharing a particular characteristic who are protected by anti-discrimination law.
PSS	HEFCE Postgraduate Support Scheme
REF	Research Excellence Framework 2014
REWG	Race Equality Working Group (advises the EDP)
RG	Russell Group of 24 large, selective, research-intensive universities
RoD	Oxford Recognition of Distinction exercise 2015 (for award of professorial title)
RRBAG	Race, Religion and Belief Advisory Group (advised the EDU, now disbanded)
RSWG	Research Staff Working Group
SDMA	The University's Student Data Management and Analysis section
SAT	Self-Assessment Team
SET	Science, Engineering and Technology. HESA uses this term as an equivalent to STEMM and it therefore includes medicine and allied subjects.
SpLD	Specific Learning Difficulties
SSD	Social Sciences division, University of Oxford
SSO	Single sign-on access to the University's online resources
Statutory professor	The senior academic grade at Oxford, equivalent to full professor in the USA
STEM	Science, Technology, Engineering and Mathematics (sometimes used interchangeably with STEMM, but at others used to denote the physical sciences only)
STEMM	Science, Technology, Engineering, Mathematics and Medicine
Student Barometer	Annual survey of Oxford students (excluding finalists who complete the NSS)
SWSS	Student Welfare and Support Services
Titular professor	Associate Professor (or equivalent) who has been awarded the title of full professor as a mark of academic distinction. See also RoD (Recognition of

Distinction exercise)

Trinity	Summer academic term, running from April to June
UAO	The University's Undergraduate Admissions and Outreach Office
UAS	University Administration and Services
UCEA	Universities and Colleges Employers Association
UG	Undergraduate (degree or student)
UKVI	UK Visas and Immigration – formerly the UK Border Agency (UKBA)
UNIQ	University of Oxford summer school programme
VRO	Visiting, Recognised or Other students – full-time students spending up to a year studying in Oxford without being awarded a degree or other qualification. Visiting students are admitted through colleges and taught by colleges, while Recognised students are admitted through faculties and departments and have no college association.

Equality and Diversity Unit
29 January 2016