



Equality and Diversity Report 2018/2019

1. Introduction

This is Balliol College's Equality and Diversity Report for the academic year 2018/19. The report helps to fulfil the College's reporting requirements under the Public Sector Equality Duty (PSED). To fulfil the PSED, bodies exercising public functions must have due regard to the need to:

- 1) Eliminate unlawful discrimination, harassment, and victimization.
- 2) Advance equality of opportunity between those who do and do not share a protected characteristic.
- 3) Foster good relations between those who do and do not share a protected characteristic.

The characteristics protected under the Act and covered by the Duty are: age; disability; gender reassignment; pregnancy and maternity; ethnicity; religion and belief; sex (gender) and sexual orientation.

2. Progress on Equality Objectives in the academic year 2018/19

The Equality Report for 2017-18 listed a new set of equality objectives, for four years with effect from April 2018. These are:

- To reduce the gap between male and female students in successful admissions to Balliol.
- To increase the number of students from ethnic groups which are currently under-represented in the University.
- To improve the College's collection of academic and non-academic staff recruitment data.
- To improve the College's support for students, staff, and visitors with disabilities.

The 2017-18 Report noted that, from 2018-19 onwards, progress on the first two Equality Objectives would be benchmarked against data in the University of Oxford's [Annual Admissions Statistical Report](#). Below is the relevant data on gender and ethnicity from the 2019 report. This covers undergraduate students admitted to Balliol in 2016, 2017, and 2018. Future iterations of this report will assess how these figures change as the College seeks to further its equality objectives, drawing on future versions of the Annual Statistical Report. While we do not yet, at the time of writing, have the data from this report for students admitted in 2019, it is already clear that progress has been made in relation to the equality objective on gender, as more female undergraduates than male undergraduates were admitted to Balliol at the start of the academic year 2019-20.

Equality Objective 1: Gender

Table 5.3: UK applications to Oxford, offers made and students admitted by gender and college, three-year total 2016–2018

	FEMALE			MALE			FEMALE PROPORTION OF TOTAL UK STUDENTS ADMITTED
	APPLICATIONS	OFFERS	ADMITTED	APPLICATIONS	OFFERS	ADMITTED	
Balliol College	705	113	96	864	173	152	38.7%

Equality Objective 2: Ethnicity

Table 6.10: UK-domiciled BME students: applications to Oxford, offers made and students admitted by college, three-year total 2016–2018

	BME STUDENTS			WHITE STUDENTS			BME PROPORTION OF TOTAL UK STUDENTS ADMITTED ¹¹
	APPLICATIONS	OFFERS	ADMITTED	APPLICATIONS	OFFERS	ADMITTED	
Balliol College	348	59	48	1,118	215	190	20.2%

Table 6.11: UK-domiciled Asian students: applications to Oxford, offers made and students admitted by college, three-year total 2016–2018

	APPLICATIONS	OFFERS	ADMITTED	PROPORTION OF TOTAL UK STUDENTS ADMITTED ¹¹
Balliol College	184	26	21	8.8%

Table 6.12: UK-domiciled Black students: applications to Oxford, offers made and students admitted by college, three-year total 2016–2018

	APPLICATIONS	OFFERS	ADMITTED	PROPORTION OF TOTAL UK STUDENTS ADMITTED ¹¹
Balliol College	51	9	4	1.7%

Table 6.13: UK-domiciled Mixed Heritage students: applications to Oxford, offers made and students admitted by college, three-year total 2016–2018

	APPLICATIONS	OFFERS	ADMITTED	PROPORTION OF TOTAL UK STUDENTS ADMITTED ¹¹
Balliol College	93	20	19	8.0%

The 2017-18 Report noted the creation of a new Working Group on Equality and Access, charged with monitoring progress in relation to the College’s equality objectives and the PSED. The Working Group is made up of both staff and students, and is chaired by the Master. This body met regularly throughout 2018-19. Throughout the year, many members of staff and student were engaged in outreach work, aimed at increasing the number of successful applications to Oxford from under-represented groups. A summary of the activity undertaken by Pravahi Osman, the David Freeman Outreach officer, is attached to this report.

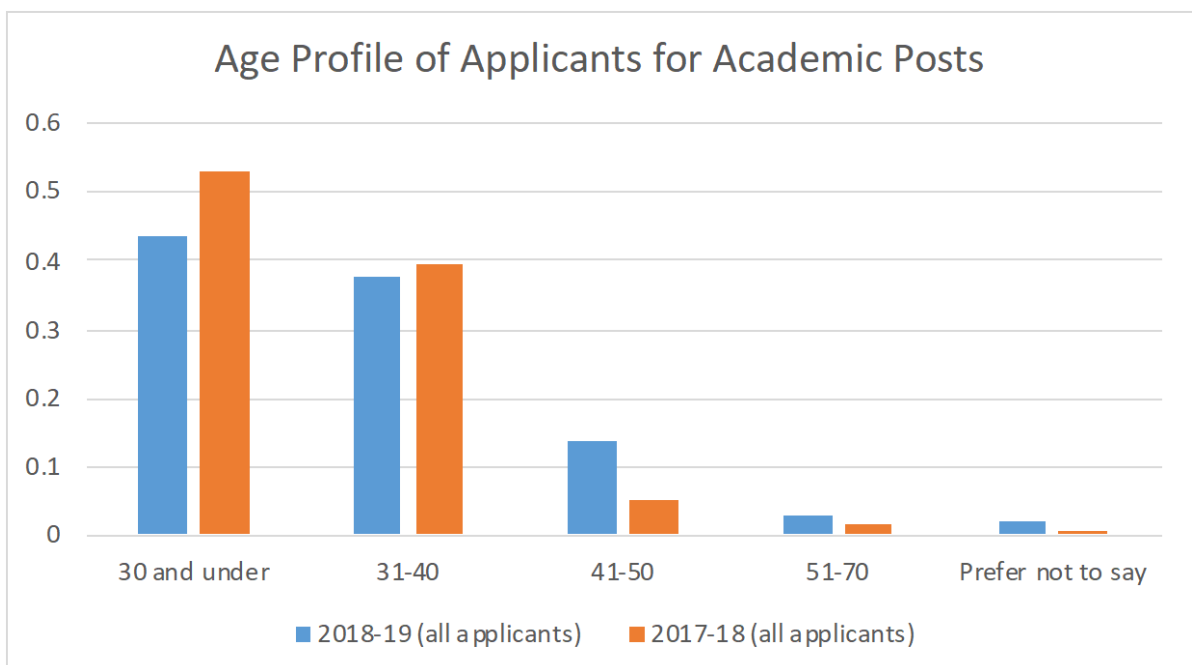
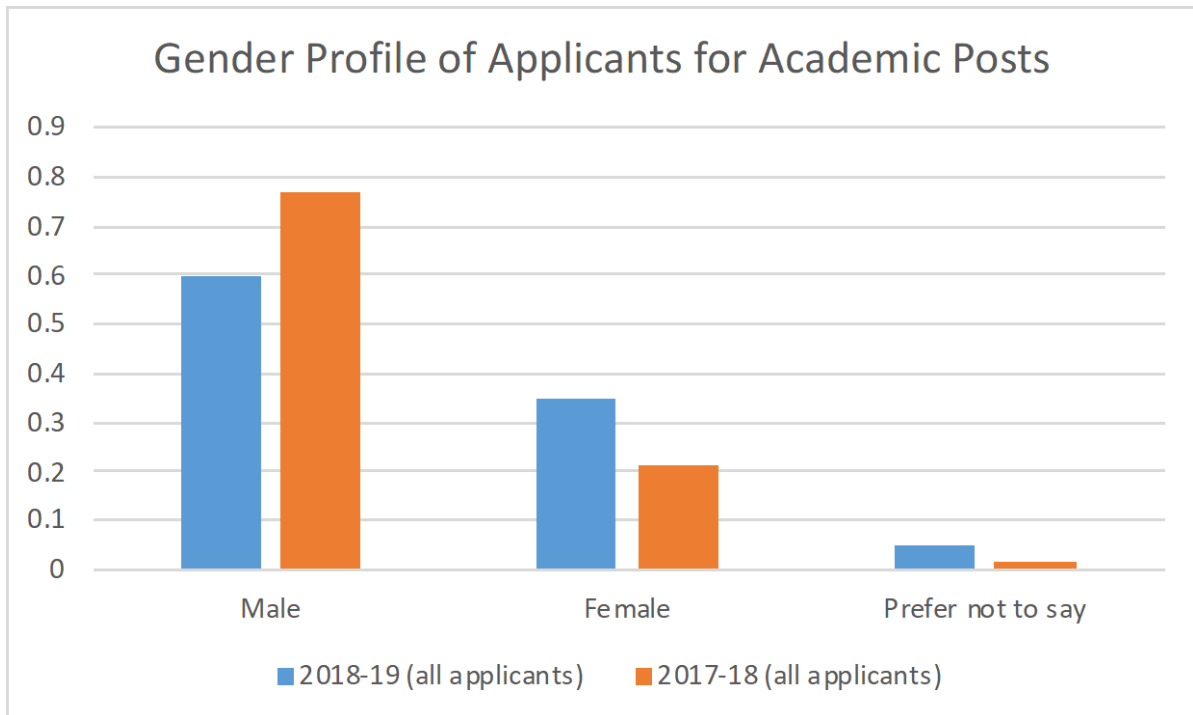
Of note under the fourth Equality Objective on improving the College’s support for students, staff, and visitors with disabilities are the plans were that were developed, and work that commenced, in 2018-2019 on the refurbishment of the Porters’ Lodge. These include provision for a new ramp into Front Quad which will facilitate wheelchair access.

Balliol regularly hosts a large number of academic and social events that advance the College’s duty to foster good relations between those who do and do not share a protected characteristic, organised by the junior and senior members. In particular, 2018-19 saw planning begin for a new College-led project on “Balliol and Empire”. This will launch in

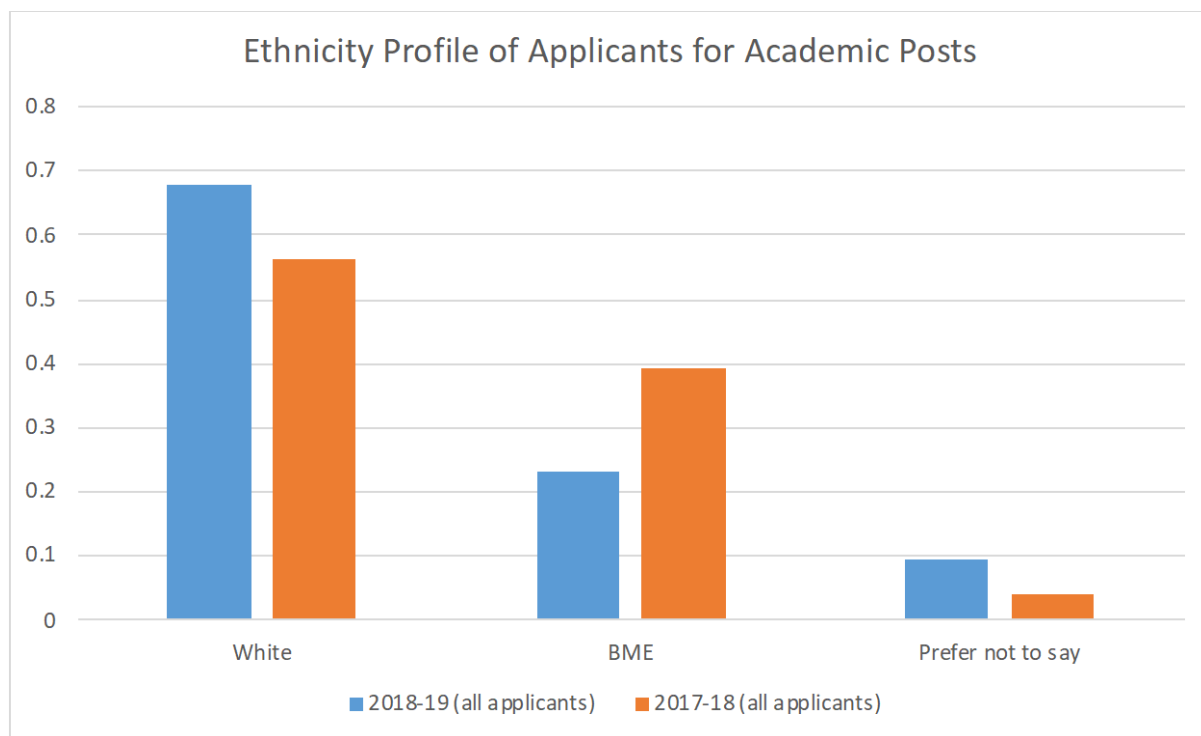
2019-20, and will include scholarly research and public events on the College's historic links to and research on colonialism.

3. Equality Monitoring Data 2018/19

Applications to Academic Posts



Disability	Yes	No	Prefer not to say
2018-19 (all applicants)	5.6%	90.1%	4.3%
2017-18 (all applicants)	1.7%	97.4%	0.9%



PSED Lead
21.05.20

Annual Outreach Report 2018-2019

Context

There have been a number of key changes over the last year which have impacted on outreach work at Balliol.

The University's Access and Participation Plan (2020-2025) contains three targets which are directly reflected in our outreach activity.

- **Target 1:** Reduce gap in participation rates for disadvantaged students from 4:1 to 3:1 by 2024-2025 (ACORN data)
- **Target 2:** Reduce the gap in participation rates for underrepresented students from 15:1 to 8:1 by 20204-2025 (POLAR4 data)
- **Target 6:** Collaborative target to help raise attainment in schools and encourage applications to selective universities

The University's response has been to

- Encourage and support applications to Oxford from students from underrepresented groups partly through the expansion of the UNIQ programme
- Ensure fair opportunities for admission (Opportunity Oxford and Foundation Oxford)
- Develop college consortia to support schools across different regions

Balliol's response has been to

- Continue to deliver existing activities which reflect these priorities
- Strengthen and further develop our work with teachers
- Identify and respond to other needs we have identified such as attempting to widen the pool of potential applicants by engaging with able students in the early years of secondary education
- Build partnerships with other colleges and departments to provide a range of high-quality events for prospective applicants and teachers

Many academic staff are engaged with outreach work either through their departments or as part of the university's access programmes. Currently this work is not captured by any single mechanism therefore this report focuses solely on Balliol's contribution to outreach through its own bespoke provision.

Summary of Key Activities 2018-2019

- Delivered a series of **subject taster days** for year 12 students prioritising applications from disadvantaged students, those from low participation areas and those coming from schools without histories of successful Oxford applications.
- Moved the **Floreat Humanities Programme** to operate in the ethnically diverse area of Watford and the disadvantaged area of Cheshunt while also changing the admission criteria to allow students in Enfield schools to take part.
- Changed the outreach delivery model using resources more effectively by running multi school events Hertfordshire such as Oxbridge talks and interview workshops

- Co-hosted a **UNIQ Near Miss Day** to encourage strong potential applicants who missed out on the UNIQ programme to apply to Oxford
- Developed provision for able students in years **7&8**
- Piloted a project working with **teachers** in state schools
- Hosted University led access events such as **Pathways & UNIQ**
- Supported Student led events such as the **OUSU** shadowing days
- Increased the numbers and professionalism of undergraduates engaging with access work by providing training and by paying them to work on Open Days
- Targeted schools which have not previously engaged with outreach work and increased the number of schools we worked with within our link region
- Provided financial support for Target Oxbridge

Outcomes of Year 12 Subject Taster Days

Chemistry Taster Day Outcomes

No. of Attendees	Total Applying to Oxford	Outcomes	Places Available
45	20 Chemistry - 10 received offers (50% Success rate) 1x Human Sciences- Deselected 1x Biology-Rejected 1x PPE- Rejected 51% of attendees applied for an Oxford course	2 Applications to Balliol (10% of Chemistry applicants) Both applicants were shortlisted, 1 was offered a place Out of the 18 applications to other colleges 9 were made offers (50%)	8

English Taster Day Outcomes

No. of Attendees	Total Applying to Oxford	Outcomes	Places Available
39	25 English- 15 received offers (60% success rate) 1x Chemistry- offer 1x History- offer 1x History & Spanish- rejected 72% attendees applied for an Oxford course	6 Applications to Balliol (20% of English applicants) 5 Applications for English (4 shortlisted, 1 was offered a place) 1 Application for History and English (rejected) Out of the 20 applications to other colleges 14 were made offer (70%)	English Language and Literature (9) English and Modern Languages (1-2) History and English (1-2)

History Taster Day

No. Attendees	Total Applying to Oxford	Outcomes	Places Available
35	17 History - 5 received offers (29% success rate) 2 x Music 1 x Offer, 1 Rejected 1x PPE- Offer 57% attendees applied for an Oxford	7 History Applications to Balliol (41% of History applications) 4 of the History applicants were shortlisted, 1 was offered a place Out of the 10 applications to other colleges 4 were made offers (40%)	History (12) History Ancient and & Modern (1-2) History and English (1-2) History and Economics (1-2) History and Modern Languages (1-2)

Women Only PPE Taster Day

No. of Attendees	Total Applying to Oxford	Outcomes	Places Available
36	16 PPE - 3 received offers (19% success rate) 4 x E&M all deselected 1x History- offer 1x History & Politics- rejected 1x English- offer 64% attendees applied for an Oxford course	4 PPE Applications to Balliol (25% of PPE applicants) 2 of the PPE applicants were shortlisted 1 was offered a place 1 E&M Applicant to Balliol (Deselected) 1 History & Politics Applicant to Balliol (rejected)	PPE (12-14) E&M (3) History and Politics (2)

Conclusion

The taster days are an effective way of delivering outreach to relatively large groups of potential applicants and are an effective use of tutors' time. Given that high percentages of attendees go on to make an application to Oxford, Balliol also makes a significant contribution to the pool of high-quality applicants.

The feedback from the taster days demonstrates that crucially, the experience gives the prospective applicants the confidence to make an application as well as the knowledge.

Taster days are open to students from any region to apply, not just the regions which Balliol has responsibility for.

It is noticeable that taster days delivered later in the year between May and June resulted in more applications to the college.

Recommended Action

- Increase the number of subjects offering Taster Days and plan delivery during May and June.

Year 12 Floreat Humanities Access Programme

Last year, the decision was made to run the programme in two areas of Hertfordshire which had much greater need; one of the host schools is situated in the ethnically diverse area of Watford and the other school is located within Cheshunt which borders on the London borough of Enfield. This area is characterised by low rates of participation in higher education and considerable socioeconomic disadvantage. The decision was made to open the programme up to Enfield students who were able to make the journey to the host school.

Participants prepare for a series of taught seminars by reading material accessed through the Balliol website and are taught by current graduate students. Participants also write an essay and take part in a tutorial as part of the residential element of the programme.

The 2019 cohort was smaller than that of the previous years due to the new centres having to establish themselves and the GCSE attainment of the cohort was also lower reflecting the attainment of local schools in the area.

Floreat Outcomes

The programme success criteria are that student make an application to a selective university.

	% applying to Russell Group Universities	% Applied to Oxbridge	Outcomes
2019	100 %	76% (19/25)	<p>4 of the 7 applicants to Oxford were shortlisted. 3 of the 7 applicants to Oxford received offers (43% success rate)</p> <p>Out of the 5 students who could apply to Balliol 3 did so (60%) 1 received an offer</p> <p>1x English (Exeter- offer) 1x E.P (Mansfield-deselected) 2x History (1 to Balliol- offer, 1 to Lincoln - offer) 1x History and English (Balliol-rejected) 1x Law (Balliol -deselected) 1x Philosophy & Theology (Magdalen- deselected)</p> <p>8 of the 12 applicants who applied to Cambridge received offers; 4 for HSPS, 1 Linguistics, 1 History and 1 English- 67% success rate)</p>

2018	100%	75% (30/40)	<p>8/20 Oxford applicants were offered places = 40% success rate</p> <p>3 applicants (15%) applied to Balliol. 1 student received an offer and is here studying Law</p> <p>4/10 Cambridge applicants offered places =40% success rate</p>
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Pilot Project Working with Teachers

The Sutton Trust Report found that 43% of teachers in state schools admitted they would not encourage students to apply to Oxbridge. This behaviour was motivated by the desire to protect students from the risk of failure and by misconceptions about what Oxbridge is really like. Working with teachers to change attitudes towards Oxford and enhance their subject knowledge impacts on generations of students therefore a pilot project based loosely on the model used by St Peter's College explored how this might work in reality.

This pilot project involved 3 teachers from state schools in Hertfordshire being paired with one of Balliol's tutors to develop an area of their teaching. The A Level Philosophy teacher explored a wider range of reading to provide a greater level of challenge to her A Level students. The tutor also supported her with the creation of a scheme of work to introduce Philosophical Thinking to Year 8 students for the first time.

The English teacher focused on bridging the gap between A Level and undergraduate study. The tutor provided recommendations on further reading which the teacher used to provide greater depth to the literature students experienced. The teacher also reported an increase in student engagement as a result of this and he shared what he did with colleagues through departmental meetings.

The Biology teacher was at an early stage in his career and was able to use the of the tutor's subject knowledge to help plan his teaching approach to A Level topics which he had not taught before.

Outcomes

It became clear, as a result of the project, that many state schools no longer have any member of staff with a responsibility for supporting able students to realise their academic potential and developing appropriate aspirations. This is a direct result of the reduction in funding to schools. It was also clear that even teachers who thought they had sound knowledge about Oxbridge were unaware of changes that had taken place in both admissions and support available to schools. Teachers who had several years teaching experience were better placed to identify specific areas of their practice which tutors could support.

As a result of this pilot project the new Gregson Teacher Scholarships were developed to provide schools with money to pay someone in the school to lead this work over a three-year period. The tutor support will continue and support for the development of a whole school programme for able students will be provided. Three schools have been identified to receive this funding and ongoing support over the next three years.

KS3 Multi School Learning Days

During 2019 Balliol ran 10 KS3 multi school learning days working with 538 able students in years 7&8 (age 11-13). These events were open to state schools anywhere in the country- schools came from as far as Newcastle, Sunderland, Cornwall and Wales. Each day had a maximum capacity of 60 students in total, with no more than 15 from a single school.

The programme consisted of:

- An introduction to Higher Education and Oxford,
- Explore workshop developing thinking and academic discussion skills
- Lunch and college tour
- Academic workshop (Maths or Modern Languages)
- Optional curator led museum session

Feedback

- 96 % of students said that the day improved their understanding of what university is like
- 92% said they are more likely to consider applying to university as a result of the day

Question: What did you enjoy about this event?

Answers

- “I enjoyed the lecture, it was really good!”
- “It was educational, I enjoyed doing maths”
- “I enjoyed the tour around the college and meeting the students”
- “I had never been to a university before I didn’t realise it was made up of lots of buildings, it was good to see behind the scenes
- “I liked coming up with my own big question and I like the jelly beans I got as a prize”

Feedback from Teacher

“Our visit to Balliol was a very inspiring and enriching experience. Not really knowing what to expect on the day, I would like to say how genuinely impressed I was, with the structure, design and impact of the experience: the students ended the day impressed but not overwhelmed or daunted. Quite a delicate line to establish at a university - and in a college - of such renown”.

Recommendation

- Increase the number of these events and introduce new subject workshops

Summary of Other Outreach Activity

Activity	No.	Further Information
School visits to Balliol	47	33 from Hertfordshire Schools the remainder from outside the region as a result of alumni connections or longstanding relationships
Visit to schools in	30	Most of these were multi-school events such as Oxbridge talks, interview workshops, Floreat
KS3 Multi School Learning day	10	Academic workshops provided in either Maths or Modern Foreign Languages
Subject Taster Days	4	Chemistry, English, History and PPE (Women only)
UCAS events Representing University	3	London Excel Centre and Birmingham NEC
Support for Faculty events	6	Range of Faculty/departmental open days or other events- involved providing lunch tours and sometimes talks
University Open Days	3	
Meetings with Prospective applicants	10	Various subjects
Hosting Multi School's Pathways Scheme Years 10/11	6	Hosted 6 widening participation days for year 10/11 students from state schools across the country 90-100 students present at each
UNIQ Near Miss	1	80 students who were strong potential applicants were invited to take part in tutorials and taught sessions to encourage them to apply despite not gaining a place on the UNIQ programme
Access Organisation's	3	Hosting Into University groups of students from Oxford and London
OUSU Events	3	Hosting target Schools shadowing Programme
Balliol Undergraduate events	3	2 Core Ambassador training sessions Hosting Kent Academy Network Schools events where some of the JCR volunteer

Priorities for the Coming Year

- Recruitment of additional member of outreach staff to reflect that Balliol has more than doubled its responsibilities and is now supporting 605 secondary and post 16 providers across Hertfordshire Norfolk and Suffolk up from 280 in Hertfordshire. There is a total of 1873 schools across these regions if primary schools are included in the figures.
- Begin to develop provision for schools in Norfolk and Suffolk.
- Continue to work with Consortium colleges to identify opportunities for shared events.
- Work with University to deliver KS4 provision for able students in Norfolk.
- Development of the Gregson Teacher Scholarships.
- Expansion of range of subject workshops offered as part of KS3 days to include sciences.

- Increase the number of subjects offering KS5 Taster days.
- Continue to increase JCR involvement in outreach events.
- Support fundraising efforts of Development office to fund Key projects.

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18 February 2020