



# **IMPACT** **REPORT** 2025-26

**Oxford SU**

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# SU PRESIDENTS'

## Foreword

"This academic year, the SU came out of Transformation with an all-new officer structure: four sabbatical officers, ten part-time officers, a new democracy model and governance, and a new staffing structure. It has been a turning point for the SU, enabling us to start a new chapter and lay the foundations for students to make positive changes to their University experience through our representative structures.

We have been building an SU that is student-led, ambitious, and rooted in the needs of its communities. We have also made significant strides in our stakeholder relationships in Oxford. As a sabbatical team, we have met and worked closely with a wide variety of colleagues; not just in the University, but in the local community and nationally. We have continued to act in accordance with the University and SU relationship agreement and have established a strong foundation of trust for future sabbatical teams to continue. This has been done primarily through discussions and dialogue in committees, working hand in hand with the University to make great impact for students.

As students face an ever-changing landscape of AI, student finance, freedom of speech, and the cost of living, the SU remains resolute in its commitment to a culture of inclusion, co-creation, and resilience. The future is certainly bright and there are always continuous improvements to make. We want future sabbatical officer teams to inherit an SU that is collaborative, resilient, and unafraid to challenge barriers facing you, our student members, and we have worked hard to achieve this as our legacy.

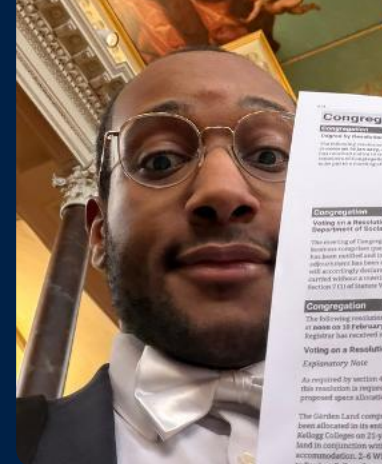
**Thank you to students who voted for us, who shaped our work and who continue to make Oxford an incredible place to be – we are proud to have represented you all this year."**



Oxford SU

# ACADEMIC REPRESENTATION

across the collegiate University



Oxford SU Presidents attended

# 215

## University Committee Meetings

### Full committee list:

- AI Governance Group
- Bodleian Libraries Disability Committee
- Clubs Committee
- Conference of Colleges
- Council
- Curators of University Libraries
- Curators of University Parks
- Domestic Bursars Committee
- E6 Condition Steering Group
- Education Committee
- Education Portfolio Committee (EdPC)
- Environmental Sustainability Sub-Committee (ESSC)
- Equality and Diversity Panel (EDP)
- Estates Bursars Committee
- Ethical Investment Representations Review Sub-Committee (EIRRS)
- General Purposes Committee (GPC)
- Graduate Access Sub-Committee
- Graduate Admissions Committee



# ACADEMIC REPRESENTATION

across the collegiate University

- Graduate Committee
- Harassment and Sexual Misconduct Training Working Group
- Joint AI Working Group
- Joint Committee on EDI (JCEDI)
- Joint Fees & Student Support Advisory Group (JFSSAG)
- Joint Student Mental Health Sub-Committee
- Permanent Private Halls Supervisory Committee (PPHSC)
- Planning & Resources Allocation Committee (PRAC)
- Prevent Steering Group
- Proctors Steering Group
- Quality Assurance Sub-Committee
- Quality Assurance Working Group (QAWG)
- Research Degrees Panel (RDP)
- Schwarzman Centre Cultural Programme Steering Group
- Security Sub-Committee
- Senior Tutor's Committee
- Sports Strategic Sub-Committee
- Student Life Sub-Committee
- Summer Reconsideration and Offer Ratio Working Group
- Taught Degrees & Awards Panel (TDAP)
- The Information & Digital Sub-Committee
- UG Scholarship Selection Panel
- UNIQ Management Working Group
- University of Sanctuary

# Policy and Guidance on Student Engagement and Academic Representation

We worked with the University's Education Policy Support team to review and update the Policy and Guidance on Student Engagement and Academic Representation. This is the University policy that sets out how students are represented and consulted at departmental, divisional and University level. Version 3.0 takes effect in Michaelmas term 2026. It is the first to reflect the reformed Oxford SU academic representation model introduced in Michaelmas term 2025.

We updated the representative structure into a single pathway: the student body, course representatives, divisional representatives, the Part-time and then Sabbatical Officers. The revised policy now sets out how feedback moves up these levels, so that issues raised by a course representative reach Divisional Representatives and, through the Academic Representation Working Group, University decision-making. It also recognises Oxford SU's student voice channels in formal policy: the Conference of Common Rooms, Representative Committees, and the UG, PGT, PGR Committees.

SU Presidents

Part-time Officers

Divisional Representatives

Course Representatives

University of Oxford Student Body

# 14

## Divisional Representatives

# 450 +

## Course Representatives

**Divisional Representatives** were appointed, trained and supported to champion academic interests across the University. Hundreds of **Course Representatives** were trained to advocate for enhancements in teaching, assessment and student experience.

“Being a Divisional Representative has been one of the most interesting aspects of my time at Oxford. It’s been truly fascinating to get a glimpse into the inner workings of Oxford’s academic governance system. As a Divisional Representative, I sit on several high-level committees within the social sciences, in which decisions are made about everything from IT to grading thresholds. On their face, University committees might seem purely bureaucratic, but they have a wide impact that touches all aspects of Oxford student life.”

**Lillian Williamson, Divisional Representative for Social Sciences Taught Graduate Programs**

# Divisional Representatives' impact

Oxford SU supports the University's academic representation network. Divisional Representatives, whose recruitment and support is organised by Oxford SU, sit on divisional and University committees. Course Representatives work at programme level, collecting feedback from their cohorts and raising it at departmental committees, their work is used to inform our representative work as a Students' Union. Together, these reps cover every division and more than fifty programmes in the 2025-26 academic year.

## **Divisional Representatives reported a number of specific results over the year:**

- Prevented the introduction of a minimum word count for doctoral students at a faculty quality assurance committee.
- Helped to draft AI assessment guidance for postgraduate research students.
- Organised roundtables on gender awarding gaps.
- Completed an international student financial hardship form and promoting a divisional food bank.
- Pressed for senior leadership attendance at divisional committees, including early steps towards a visit from the Vice-Chancellor.

# Course Representatives' impact

Course Representatives submitted termly reports covering Michaelmas term 2025 and Hilary term 2026, drawn from more than fifty programmes across divisions. The returns were collated and analysed in an overarching report. Sentiment on the experience of the role was strongly positive. Course Representatives wrote about building community within their cohorts and about taking student views into academic discussion, and most found their committee and board meetings useful.

Three quarters of reps attended the meetings they were invited to, almost two thirds found those meetings useful, and **overall sentiment was 83 per cent positive.**



**No course representative reported a poor experience of support from Oxford SU or their division.**



"I'm really happy that my classmates feel like their voice is heard through me."

The reports record a good deal of practical work. The achievements reps were proudest of were the legacy-based; changes that would exist after their role tenure ends and created frameworks for success for future cohorts. One cohort drafted and ratified the first constitution for student representation in their department. Others rewrote an out-of-date course handbook, set up anonymous feedback surveys, and won a dedicated study space for part-time doctoral students.

Reps also took up specific concerns, including supervision quality, course fees and library provision. One secured a co-rep to share the workload. Social events, formals, quizzes and cultural nights were the most cited highlight, and reps treated them as the work that held their cohorts together and built community.



"We successfully drafted, compiled, and ratified the first-ever Constitution for student representation in our department. This new process is exciting as it will allow us to make representation more transparent, effective, and lasting."

# New Representative Committees

This year the SU set up three new internal committees to give Divisional Representatives a standing forum to inform SU representative work through engagement with the SU Presidents.

Undergraduate Committee

Postgraduate Taught Committee

Postgraduate Research Committee

Each committee is chaired by the relevant Sabbatical Officer. Membership is made up of the Divisional Representatives at that level from each of the four divisions, together with college common room representatives. The Undergraduate Committee also includes the two Oxford Lifelong Learning representatives.

The committees serve three purposes. First, they let reps work across divisions rather than only within their own. Second, they give reps a route to escalate matters that cannot be settled at divisional level, so the Sabbatical Officers raise them at university level. These spaces also give the Sabbatical Officers a forum to consult reps before they take positions on the University committees they sit on.

# Academic Representation Working Group

The Academic Representation Working Group (ARWG) brings together divisional representatives, SU Presidents, divisional administrators and SU staff.

Divisional Representatives

SU staff

SU Presidents

Divisional Administrators

The ARWG provides the primary institutional forum for staff and student representatives to address systemic issues in academic representation at Oxford. Concerns raised by course reps at programme level and by divisional representatives at divisional level are reviewed here in one place.



# Harassment & Sexual Misconduct Training

This year the University has worked to create new, bespoke **training on Harassment and Sexual Misconduct** within the Oxford context. The President for Welfare, Equity and Inclusion sat on this working group, contributing to the development and design of training to ensure it was reflective of student needs, relevant and engaging.



## AI in Education

Our student policy associates' work on the **roll-out of ChatGPT EDU** gathered and analysed the experience of using AI in your studies. Your feedback shaped our representation in University committees on AI, including the Education Committee, the AI Governance Group, the Student Life Sub-Committee, the Taught Degrees Awarding Panel, and the Academic Representation Working Group, shaping discussions on how this tool should support teaching and learning across divisions.





# Students' experience of exams

We spoke to 158 students as part of our **Exams Survey** and then analysed the results.



| Education Committee                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reference: XXX-EDC-YY-MM-DD-P                                                                                                                                                                                                                                                                                                                                                                                          | Classification: Choose an item <sup>1</sup>                                                                                                                                                                                                                                                                                                            |
| Title                                                                                                                                                                                                                                                                                                                                                                                                                  | Exams and Assessment Survey 2026                                                                                                                                                                                                                                                                                                                       |
| Owner                                                                                                                                                                                                                                                                                                                                                                                                                  | Oxford University Students' Union                                                                                                                                                                                                                                                                                                                      |
| Author(s)                                                                                                                                                                                                                                                                                                                                                                                                              | Olunaseun Sowunmi, SU President for Undergraduates                                                                                                                                                                                                                                                                                                     |
| Action(s) required                                                                                                                                                                                                                                                                                                                                                                                                     | The Education Committee is invited to:<br>(a) consider the findings of the Oxford SU Exams and Assessment Survey 2026, and<br>(b) note the twelve recommendations made in the report, with particular regard to typed examinations, a Second Assessment Sitting window, the Mitigating Circumstances process, and the Examination Schools environment. |
| Purpose of Report                                                                                                                                                                                                                                                                                                                                                                                                      | Indicate all that apply <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                                            |
| To consider approval <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                          | To canvass opinion to steer any further work <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                       |
| To provide assurance <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                          | To highlight an emerging risk or issue <input type="checkbox"/>                                                                                                                                                                                                                                                                                        |
| External regulatory requirement <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                               | Internal regulatory requirement <input type="checkbox"/>                                                                                                                                                                                                                                                                                               |
| University Strategic Plan                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                        |
| Education <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                          | Research <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                      |
| Planning and Resources <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                             | People and Partnership <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                                             |
| In another strategy <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                           | Not relevant to Strategic Plan or another strategy <input type="checkbox"/>                                                                                                                                                                                                                                                                            |
| Equality and Diversity                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                        |
| Are there any equality and diversity implications that affect the University's obligations under the Public Sector Equality Duty (PSED) to have due regard to the need to eliminate discrimination, advance equality of opportunity fostering good relations between people that should be discussed? <input checked="" type="checkbox"/>                                                                              |                                                                                                                                                                                                                                                                                                                                                        |
| (a) Summary                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                        |
| This paper presents the findings of the Oxford University Students' Union Exams and Assessment Survey 2026, completed by 158 students across all four academic divisions (88% undergraduate, 12% PGT). The survey was designed to surface evidence-based insights on the student experience of examinations, assessment practices, and related support systems, to inform the University's ongoing work on assessment. |                                                                                                                                                                                                                                                                                                                                                        |
| The Committee is invited to consider the report and steer further work on the twelve recommendations it contains. Key issues raised by students for the Committee's attention include:                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                        |



This project resulted in a report with 12 recommendations being made to Education Committee, where we worked with the University to help shape meaningful improvements to your academic experience and which future sabbatical officers can use to track progress in this area.

# Water safety

We were part of lots of discussions around student safety this year, including safety around Oxford's waterways. Delivering on a **CCR mandate to address safety hazards near Oxford's waterways** and by partnering with central University communications, we created a water safety campaign that sought to promote student safety around Oxford's waterways.

We co-created core messaging, supported material distribution, and produced a high-impact campaign video ahead of Trinity term celebrations, generating over 20,000 digital views. To scale the campaign, we engaged local city and county councils alongside the the City Council and Domestic Bursars Committee to install permanent physical warning signage at key locations and secure buy-in for college waterfronts.

The next step is finalising the signage rollout, expanding physical coverage to college-owned sites, and preparing for the Michaelmas rollout.

**Think TWICE**  
near open water

- T Temperature** Water remains dangerously cold all year
- W Water level** Depth can change suddenly
- I Injury** Submerged hazards can cause serious injury
- C Control** Never swim under the influence or alone
- E Emergency** Float on your back and call 999 for help

The University of Oxford logo and Oxford SU logo are displayed at the bottom left. Contact information for the University's Security Services is provided at the bottom right, including a 24-hour support line and email address.

The University's Security Services are here to support you 24 hours a day, 7 days a week. You can reach them on 01865 2 72944 or [security.control@admin.ox.ac.uk](mailto:security.control@admin.ox.ac.uk).  
In an emergency always dial 999

# Student Mental Health Strategy

We have also been working with Student Welfare and Support Services as they have been developing their new **Student Mental Health strategy**, which will be launched next year. The President for Welfare, Equity and Inclusion and President for

Communities and Common Rooms were also part of the recruitment panel for the Student Interns who have been working with Student Welfare and Support Services on the development of the strategy.

In addition, as members of the Joint Student Mental Health Committee, we have continued to contribute to its development, to ensure it meets evolving student need. We collaborated with Student Welfare and Support Services (SWSS) to allow Conference of Common Rooms to give their feedback on the proposed strategy at the beginning of Trinity term.





# Heads of Houses

We engaged with virtually all college **Heads of House**, focusing on the distinct operational challenges faced by individual colleges and building collaborative partnerships across the collegiate landscape.



In these meetings, the SU President for Communities and Common Rooms, discussed how common rooms can best represent their members when engaging with college authorities, directly informing the strategic advice and structural support the SU provides to common room leaders.

He also used these meetings to brief senior leadership on SU initiatives, successfully positioning ourselves as active partners in student welfare and establishing a stronger baseline for collaborative governance.





# Welfare Leads

Throughout the year, SU President for Welfare, Equity and Inclusion met with **Welfare Leads** to better understand the collegiate university welfare landscape. These conversations showed the importance of local relationships, college based student facing staff, and the work of JCR and MCR welfare reps. in strong welfare provision. They also highlighted variation between colleges, including differences in welfare budgets, events, role handover, rep confidence, signposting and access to support.

This work informed planning for an SU Welfare Forum for JCR and MCR welfare representatives. The forum served to thank reps for their work, welcome new reps, share good practice, identify

common challenges and create stronger links between college welfare work, the SU and University services. It also acknowledges the role of student welfare representatives in fostering peer support and the importance of ensuring they have access to appropriate training and ongoing support.





# Freshers Fair



12,000 + Students were welcomed to Oxford at our **Freshers Fair**

We made big improvements to the accessibility of Freshers this year, collaborating with student leaders from the Disability Campaign to develop student-led solutions.





# DEMOCRACY

centering student voice

We held our annual **SU Leadership Elections** for our Presidents and Part-time Officers positions to lead on student representation throughout the year, and to elect student Trustees.

95 %

**Increase in turnout**

24

**Candidates**

2862

**Voters**

14199

**Votes**







## New Part-Time Officers

We held our first elections for 9 new Community and Equity Part-Time Officers (PTOs) in October 2025, then again in February 2026 for the 2026-27 academic year. These roles represent specific student concerns and historically under-represented student groups.



### The roles are:

- Black & Ethnic Minorities Students' Officer
- Class Officer
- Disabled Students Officer
- Environmental Officer
- International Students Officer
- LGBTQ+ Officer
- RAG Officer
- Societies Officer
- Sports Officer [appointed via the sports council]
- Suspended Students' Officer
- Women\*s Officer



# Part-Time Officers' Projects & Initiatives

Our PTOs have been representing you and supporting student engagement; activities have included PTO drop-in sessions, shortlisting community fund applications, engaging with the Access and Participation Plan review, supporting a University Sustainability Strategy workshop, speaking at a Student Racial and Religious Inclusion forum.



They also attended a liberation conference to network with sector volunteers, hosted a Transgender Day of Remembrance (TDoR) vigil, developed an accessibility in sport event, attended the annual Race Equality Tea, and organised fundraising for student-elected charities through RAG services.







# Conference of Common Rooms

The Conference of Common Rooms (CCR) is the SU's democratic forum which brings together student leaders across colleges to set SU policy which guides our advocacy and campaigning work on behalf of students. This year, CCR passed **16 new mandates and policies** deemed representative of the student body.





# Updates on current Mandates & Policies

## **College Information Tool**

An online comparison platform for college specific data has been created with input from student representatives in a CCR sub-committee.

## **Common Room Election Platform Improvements**

Common Room Returning Officers can now count votes, rather than having to go through the SU Student Engagement Team. The SU is looking at how we can further improve the service.

## **Dark Skies (passed Trinity term 2025)**

Successfully lobbied the County Council to oppose any reduction in street lighting. Introduced an updated CCR policy committing the SU to continued campaigning in this area.



### **EIRRS Expansion**

Supported plans for a student-facing webinar on EIRRS, with the Students' Union coordinating promotion and student engagement.

### **Fair Student Finance and Maintenance Reform**

Promoted student engagement with national maintenance reform discussions while representing postgraduate concerns over rising accommodation costs and affordability pressures in senior University decision-making spaces.

### **Fee Model Consideration**

Advocated for postgraduate affordability by highlighting the widening gap between graduate rents and stipend growth, arguing that future fee and rent models must prioritise student access and financial sustainability.

### **National Hardship and Travel Support**

Began exploring mechanisms to gather student feedback on travel patterns in Oxford to inform hardship and travel support advocacy.



### **Opposition to the International Student Levy**

Challenged the proposed International Student Levy by emphasising the cumulative financial pressures faced by international postgraduate students and the need to protect access and wellbeing.

### **Opposition to Unethical Uses of AI**

This motion passed at a Conference of Common Rooms in Trinity 2026 and is awaiting policy development.

### **Oxford Overseas Fee Increases (passed Trinity term 2025)**

Advocated for international postgraduate students by highlighting the combined impact of overseas fees and living costs, while securing mitigation measures to prevent additional levy-related financial burdens.

### **Oxford Water Safety**

Campaign to raise awareness of water safety, alongside meetings with the University and City Council to identify practical steps to save lives.





### **Referendum to disaffiliate from NUS UK**

A referendum will be held in the 2026-27 academic year.

### **The Future of Undergraduate Admissions Testing (passed in Trinity 2025)**

Raised concerns about financial barriers and fairness in the new undergraduate admissions testing system, particularly for international students and in relation to interviews and AI's impact on admissions.

### **Trans, Non-Binary, Gender Diverse & Intersex (TNBI+) Inclusion**

A £1,000 gender expression fund has been made available to TNBI+ students, alongside a commitment to campaign for TNBI+ inclusion and gender-neutral spaces.

### **Transforming University Sports Facilities to Meet Student Needs**

Contributed to discussions on improving inclusivity and accessibility in University sports provision through public engagement and advocacy work.



### **University Email Preservation**

Continued engagement with University stakeholders to advance proposals for preserving alumni email access and submitted follow-up feedback to relevant committees.

### **University Providing Guarantor Service for International Students**

Discussions will be taking place on this over the long vacation.

### **University-Wide Term Card**

Work will begin on campaigning for this in the new academic year.

### **Wider Student Access to University Committees**

Expanded opportunities for broader student representation in University committees, including a JCR and MCR rep to sit in Student Life Subcommittee.



# 21

## Representative Committees

Underrepresented students across all colleges, departments and divisions meet termly at RepComs to address shared issues and shape Oxford SU policy. RepComs feed up into the Conference of Common Rooms, ensuring these voices are able to influence the SU's main policy decisions.

The SU's RepComs are:

- Disabled Students' RepCom
- Women\*s RepCom
- Black and Ethnic Minorities Students' Repcom
- International Students' RepCom
- Suspended Students' RepCom
- Class RepCom





Respectively, we hosted and attended

6

**MCR PresComs**

9

**JCR PresComs**

which bring together leaders of Undergraduate and Graduate Common Rooms to inform our representative work.

We also supported

140 +

**Common Room Elections**

In total, these common room elections tallied

4814

**Voters**

33,136

**Votes**



# **ADVICE SERVICE**

200 +

**Students were supported by our professional caseworkers on issues such as:**

- Complaints
- Fitness to study
- Academic appeals
- Misconduct procedures

**“To be honest, I do not think I would have managed to navigate the situation this far without the support of the SU advice service”**

**“My caseworker was incredible. They were able to foresee areas where I would need additional care, presence, and advocacy, and made me feel as though I wasn't alone throughout this whole process. They empowered me with the information and the options available to me to get the best outcome for myself. Their support has been critical to my continuity in the university.”**

# SABB PROJECTS & INITIATIVES

## Bike Theft Support Scheme



We launched our new Bike Theft Support Scheme, which helped students stay mobile by providing loan bikes after theft incidents.

We expanded the scheme by partnering with OxBykes, a refurbished bicycle rental and sales service offering affordable, sustainable transport to students and residents.

After the scheme expansion, the service saw an increase in approved applicants, allowing more students to get back on their bikes after experiencing incidents of theft.





Oxford SU's Community Fund has supported

50 Student-led Events

To support grassroots student societies and underrepresented communities, we launched an event-assistance programme. In its inaugural year, the fund received hundreds of applications and allocated around £6,000 via micro-grants to nearly 50 societies, enabling over 1,000 individual student experiences.



## Full list of Community Fund events includes:

### MT25 – 16 total

- Nightline Freshers and Refreshers Packs
- Queer Feminism in Practice - Zoe Cui visit
- Nightline Welfare Event
- Roots, Rhythms & Recipes - BAME students' Exeter JCR
- Oxford University Tea Appreciation Society event x 8
- Breaking into Politics and Policy - 93% Club
- St Aldates FC Launch Party
- Oxford Climate Soc event
- TGC's Amateur Drag Showdown

### HT26 – 9 total

- Sapphic Saturdays with the LGBTQ+ Society x 3
- Oxford Ocean Cafe's launch evening with the Deep Blue Society
- World Culture Fair with the Islamic Society
- Fat Thursday with the Polish Society
- Boba Social with the Women of Colour Society
- Pitch event, Oxford Women's Founders
- Hatha Yoga & Herbal Tea event, Existential Mind Society

### TT26 – 25 total

- Sapphic Saturdays with the LGBTQ+ Society x 4
- Kpop Dance ShoKayse, Oxford oKay Kpop Society
- Teas, Cultures & Community, OU Tea Appreciation Society x 8
- Hot Mess Social, Hot Mess Project x 8
- Symposium of Mexican Students, OU Mexican Society
- Reflections & Writings, ACS
- Community Picnic, OU Neurodiversity Society
- Hygge Pottery Night, OU Pottery Society

# Postgraduate Storytelling Series

4

Speaker Events were hosted by Oxford SU



A series of University-wide events hosted at the Schwarzman Centre, this initiative created opportunities for postgraduate students to share lived experiences, leadership journeys, and reflections on representation. The series positioned lived experience as a legitimate form of intellectual contribution and institutional engagement while strengthening cross divisional dialogue, postgraduate visibility, and belonging across Oxford.







# Oxford Student Voice Podcast



**11** Episodes of the **Oxford Student Voice Podcast** were released

The Oxford Student Voice podcast is a University-wide platform designed to bridge the gap between students and senior University leadership through accessible, student centred conversations.



# All I Want for Oxmas

5

“All I want for Oxmas” stalls ran across the Bodleian libraries, gathering insight from students’ Oxmas wishes while handing out mince pies and hot chocolate.

We used this insight to inform SU Presidents day-to-day committee work, representation and our new strategic priorities.



# College Information Tool

To address inequalities in living, academic, and financial conditions across colleges, we created the College Information Tool, a digital comparison resource. The initiative involved comprehensive data collection, drawing key metric insights from the common-room-led College Disparities Working Group before collaborating directly with our digital partner for delivery. As an outcome, the platform successfully democratised access to complex data,

giving Common Rooms a statistical baseline to identify under provision of resources and lobby their colleges, with the next step being expanding measured metrics and ensuring annual data updates.

The screenshot displays the 'College Information Tool' interface. At the top, there are three filter buttons: 'Filter by College', 'Filter by College (PG only)', and 'Filter by Metric'. Below these, the 'Filter by College' section is active, showing a dropdown menu with the text 'Select your college: Balliol C... (1)'. The main content area is titled 'Undergraduate Accommodation & Dining' and features five data points in a grid:

| Metric                                      | Value               |
|---------------------------------------------|---------------------|
| Accommodation Guarantee (Years)             | All years of degree |
| Vacation Storage for International Students | Yes                 |
| Standard Contract Length (Days)             | 199                 |
| Standard Daily Rent (£)                     | £45.81              |
| Estimated Daily Food Cost (3 Meals £)       | £13.01              |



# Sheldonian Series



## Sheldonian Speaker Series Event

SU President for Communities and Common Rooms spoke as a panellist at the Sheldonian Series: a termly event convened by the Vice-Chancellor aimed to promote discussions about the big issues of the day, informed by the University's commitment to free and inclusive speech, diversity of thought and the vibrant exchange of ideas. The topic was the power of activism and the discussion centred around what role it should play in our society.



# VC Colloquium on AI, Climate and the Future of Education



SU President for Postgraduates spoke as a panellist at the **Vice-Chancellor's Colloquium on AI, Climate, and the Future of Education** in the Sheldonian Theatre. The Vice-Chancellor's Colloquium is a unique, interdisciplinary, extra-curricular offering for all undergraduates at the University of Oxford. The programme brings together leading Oxford academics and interdisciplinary student teams to respond to big questions about complex challenges like climate change and AI through keynote lectures, group discussions and interdisciplinary projects.

# ACCESS & PARTICIPATION

promoting equity of opportunity

The **Access & Participation Plan (APP)** is a document that is sent to the Office for Students (OfS) by all Higher Education (HE) providers. It is a 3-year strategic plan, written by universities that sets out the different ways they will improve the equality of opportunity for students from identified risk groups.

The role of the Students' Union is to collaborate with, and constructively challenge, the University to support and review how students are engaged in decision-making and institutional processes.

Oxford SU has been integral in supporting the first year of the APP cycle. The SU contributed student evidence, challenged gaps, and advocated for students in the APP priority groups, especially Black students, disabled students and students from lower socioeconomic backgrounds.





Oxford SU also conducted a **reflective APP review** to evaluate how the SU has been supporting the identified risk groups from underrepresented and marginalised backgrounds. The review found that the SU is making a positive contribution through welfare support, student representation, accessibility improvements, community-building initiatives and national advocacy work.

This year, Oxford SU has delivered on its Access and Participation commitments in a range of ways, including expanding accessibility at Freshers' Fair, promoting diverse student-led events through the Community Fund and continuing support for the Class Act sub fusc scheme.



Importantly, we have focussed on enabling Presidents and Part-time Officers to contribute meaningfully to discussions on equitable practice.

**These contributions have shaped work on:**

**Education**

**Race Equality**

**Transport**

**Religious Inclusion**

**Financial Hardship**

# Accessibility at Freshers Fair



**Introduction of Accessibility Stewards who were trained students that provided a friendly guide throughout this important event**



**Acted on feedback to increase our quiet hour provision**



**Increased accessibility guidance to stallholders**



**Purchased sunflower lanyards to support students with non-visible disabilities**



**Purchased an additional hearing loop system to support hearing impaired students**



# SUPPORTING WELFARE, EQUITY & INCLUSION

## TNBI+ Inclusion

We continued to support students in accessing gender-affirming products [Gender Expression Fund](#).

Eleven students have received funding through this scheme and student representatives have voted to expand the SU Gender Expression fund to £1,000 per academic year.

### Community initiatives by the SU's LGBTQ+ Officer include:

- Ordering transgender flags for college rowing clubs across the University.
- OULGBTQ+ Society Trans & Non-Binary Teas, creating spaces for connection and community. To find out more about these events, please visit the [OULGBTQ+ Society Instagram](#).
- Facilitating the Transgender Day of Remembrance (TDoR) Vigil with members of the Oxford University community.



# TNBI+ Inclusion

Following the expansion of the Conference of Common Rooms (CCR) motion titled “Trans, Non-Binary, Gender Diverse & Intersex Inclusion”, the SU has been working hard to ensure TNBI+ voices are heard in University spaces.

TNBI+ inclusion has been raised in Sports Strategic Subcommittee and in Joint Committee for Equality, Diversity and Inclusion, affirming our commitment to our TNBI+ community.

Sports Strategic Subcommittee

Joint Committee for Equality, Diversity and Inclusion

We have also been working to ensure student voices are represented both within the University and at a national level regarding the draft EHRC Code of Practice. As part of this, we have written to the MP for Oxford West and Abingdon and the MP for Oxford East calling for TNBI+ solidarity. She has since responded, thanking Oxford Students' Union for their lobbying efforts, and outlining all the advocacy work she is doing in Parliament to promote TNBI+ solidarity.

# SU Partnerships with the University on Equality, Diversity & Inclusion



We supported and attended the Student Racial and Religious Inclusion Forum, giving students an opportunity to share perspectives and experiences to inform work on racial and religious inclusion across the University. We would like to thank our Black and Ethnic Minorities' Part-Time Officer for their contributions.

We have attended each EDI roundtable of this academic year, featuring nuanced discussions around a given EDI topic such as socioeconomic status, class and free speech. These forums have been a valuable space for the SU to learn more about EDI practices in the University and an important stakeholder networking space.





# Black History Month

In Michaelmas 2025, the SU hosted series of events to celebrate Black History Month. The SU's Black History Month Roundtable discussion on Standing Firm in Power and Pride was the first event, and the SU President for Undergraduates chaired a discussion with four panellists made up of current Oxford students and alumni about their experiences at Oxford.







The “SU x Bodleian Archive: Show and Tell” saw artifacts of Black contributions to history such as sheet music, letters from Ellen Craft, and jigsaw puzzles. They revealed the richness and joy found more broadly in Black history.



We also supported a Black History Month Formal at University college, in which we hosted students from across the collegiate university giving them the space to build community and connections.



# Common Room Welfare Orders

Oxford SU supported 25 **Common Rooms with welfare supplies** to support the health and wellbeing of students across the collegiate University.



**BALLIOL**



**EXETER**



**HERTFORD**



**JESUS**



**KEBLE**



**MERTON**



**ORIEL**



**PEMBROKE**



**REGENT'S  
PARK**



**ST. CATZ**



**LINCOLN**



**MAGDALEN**



**MANSFIELD**



**WADHAM**



**LMH**



**ST. HILDA'S**

**45,291**

individual items sold



**LINACRE**



**WORCESTER**



**WOLFSON**

**65**

orders placed by common rooms

**total**

# Oxford SU and the University Careers Service

We worked closely with the University Careers Service this year, collaborating directly with leadership to address barriers faced particularly by international students navigating complex visa and labour market systems. Work included improving postgraduate visibility through the digital term card, supporting

the Finance and Management Consultancy Fair, and hosting Careers Service Director Jonathan Black on the podcast for an open discussion on equity in career access and the landscape of graduate recruitment.





# INFLUENCING UNIVERSITY, LOCAL & NATIONAL POLICY

## UK Government's Proposed Budget

Before the Autumn Budget in 2025, Oxford SU sent HM Treasury a written submission on behalf of more than 27,000 students. It set out seven recommendations for student finance, from maintenance loans to hardship funding and cheaper travel.

We ran two research projects, the Hidden Costs of Study at undergraduate and postgraduate level, led by two student Policy Associates, and combined our Attendance Costs Dataset with the University's own Living Costs data to accurately detail how much studying in Oxford costs.

We tested our findings against national data from HEPI, the IFS, the ONS, Universities UK and others, and took the reports to University committees, including the Student Fees and Funding Group, where it was accepted as important policy and data insight for future modelling.

# Student loan reform

We went to the Houses of Parliament for a National Lobby Day to secure a **fairer deal on student loans**. In response to national lobbying efforts, a parliamentary inquiry into student loans was won. As a result of this, we created a detailed student experience-informed submission to the Treasury Committee, which will be reviewing the student loans system and its fairness and feasibility for graduates.



# Open letter to the UK Government

Oxford SU Presidents signed an open letter to put pressure on the UK government to ensure Gazan students who have been offered places or scholarships at UK institutions were able to take up these places.

This request came after the Gaza Visa Application Centre was forced to close in October 2023, which created a significant administrative hurdle due to lack of biometric data processing.



“We are writing to you with regards to over 70 students who have offers and scholarships to study at UK universities - including Cambridge, Oxford, Edinburgh, St Andrews, and Warwick - and are currently trapped in Gaza. These students are unable to travel to the UK due to the visa requirement of biometric data, which they have no way of obtaining due to the closure of the visa office in Gaza. Without government intervention, it will be impossible for these students to travel to the UK to commence their studies and uphold their scholarships.”



# MP Surgery with Anneliese Dodds



We met MP for Oxford East, Anneliese Dodds, to represent your views to local and national decision-makers.

## **Supreme Court Ruling and LGBTQ+ Inclusion:**

We discussed concerns about the politicisation of trans+ rights. Anneliese reaffirmed her support for the LGBTQ+ community.

## **International Student Levy**

We highlighted uncertainty surrounding the proposed levy. Anneliese acknowledged the contribution of international students and committed to ongoing engagement with the Conference of Common Rooms as representative of Oxford students.

## **Water Safety: building on the Think TWICE Campaign**

Anneliese supported closer collaboration between the SU, University, and local councils, and recognised concerns that some students are moving into quieter, less safe areas for celebrations.

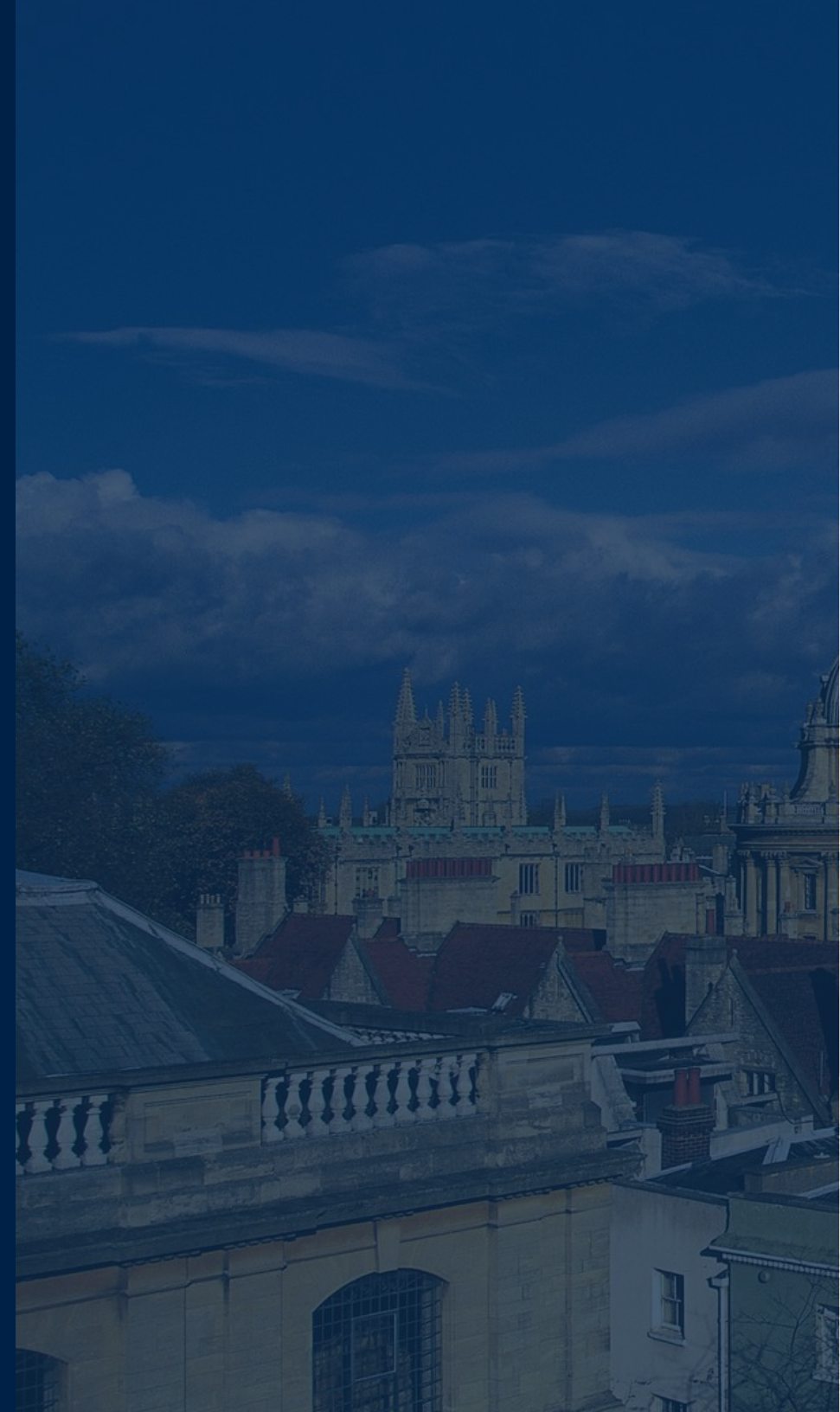
# CHAMPIONING SUSTAINABILITY

across the collegiate University

We have received our Responsible Futures accreditation, awarded to institutions that pass the score threshold in their student-led audit. This marks a demonstrable commitment to embedding sustainability across all aspects of student learning and our ongoing partnership with the University.

The SU President for Postgraduates sat on a panel as part of the Vice-Chancellor's Colloquium 2026: Oxford Interdisciplinary Showcase on to discuss student perspectives on AI and the climate.

The SU also facilitated a University Environmental Sustainability Workshop to ensure student voice was reflected in institutional planning.







# DIGITAL TRANSFORMATION

at Oxford SU

Phase one of our website redesign is now complete, with more improvements on the way to ensure your user experience is the best it can be.

## Redesign of site map

- Overhaul of website navigation structure, and removal of old outdated content.

## Accessibility focused redesign

- Full redesign of website templates including a new navigation, search function, colour scheme and a focus on high quality imagery.

## Advice self-service improvements

- Redesign of Advice pages, including content structure to make it easier for students to find the support they require.



## Strategic plan

- Dedicated page designed to showcase our development and what this means for the organisation in the future.

## Elections hub

- Improvements to user experience during Officer elections through the new Elections Hub.

## Impact reporting

- Created live data dashboard showcasing cumulative impact of the SU across all different metrics.

## College Information Tool

- New digital directory allowing students to compare key information about Oxford's colleges.

