



# SEXUAL CONSENT WORKSHOP

Undergraduate Facilitator

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Undergraduate Facilitator

Oxford SU VP for Women

vpwomen@oxfordsu.ox.ac.uk

## 1. Introduction - names, pronouns [5 minutes]

- Introduce yourself, name, pronouns, etc.
- Go around the room, ask attendees to introduce themselves to group- ask for pronouns but emphasise it is not mandatory
- Introduce the workshop and the context e.g. 'In these workshops we will be discussing the various nuances of sexual consent and how that relates to sexual violence, we want this session to be an open and free discussion where ideas and opinions are challenged rather than the person.'
- Emphasise the space is confidential for example: if someone asks a question they shouldn't be outed post the workshop for asking it

## Housekeeping (tell the group)

- Ask person who booked the workshop to point out nearest toilets/water facilities
- Talking about sexual violence can be difficult, so participants are free to leave the training at any point. If you have to leave before the training ends, get in touch with vpwomen@oxfordsu.ox.ac.uk to discuss your options for facilitating a training session in future.
- Mention that you will be around for a few minutes at the end of the workshop to answer any questions privately.

## 2. Expectations and Ground Rules [5-10 minutes]

Encourage participants to think of their own ground rules – more likely to follow them if decided upon collectively, but ensure the following rules are in place before continuing the workshop:

- Respect: participants understand that the workshop is a non-judgmental space, that each participant has the right to speak uninterrupted, etc.
- Confidentiality: what participants say during the workshop is not to be shared outside the workshop. Further conversations about consent beyond the workshop are encouraged, but what a participant specifically said in the workshop is not.
- Normalise Leaving: participants are adults, so do not have to ask permission to leave the workshop for toilet breaks etc. Should participants feel uncomfortable with the content of the workshop, they are free to take a break/leave.
- No Personal Stories: Facilitators are not trained to respond to disclosures of sexual violence. For facilitators and other participants wellbeing, and also in the interest of time, no personal experiences are to be shared in the workshop.

## 3 . STATISTICS [5 minutes]

Q1 is from Focus on Violent Crime and Sexual Offences (Office for National Statistics, 2016). Q2-Q4 are from An Overview of Sexual Offending in England and Wales (Office for National Statistics, 2010). Q5 is from Mankind UK. Q6-Q8 are from Hidden Marks (NUS, 2013).

**Q1** Roughly **19%** of women in the UK and of **4%** men have experienced sexual assault (including attempts) since they were 16...

- a. 15% / 3%      b. 2% / 0.8%      **c. 19% / 4%**

**Q2** Around **400,000** women are sexually assaulted and **80,000** women are raped each year in the UK...

- a. 100,000 / 7,000      **b. 400,000 / 80,000**      c. 75,000 / 18,000

**Q3** **90%** percent of rapes are perpetrated by someone the survivor already knows...

- a. 70%      **b. 90%**      c. 50%

**Q4** **57%** of survivors of rape and sexual assault identify their partner as the perpetrator...

- a. 30%      **b. 57%**      c. 45%

**Q5** 3 in **20** of the UK male population have been affected at some point in their lives by sexual violence...

- a. 10      **b. 20**      c. 30

**Q6** 1 in **7** university-age women experience serious sexual or physical assault during their time as a student...

- a. 7**      b. 16      c. 24

**Q7** **12%** of university-age women experience stalking...

- a. 5%      b. 10%      **c. 12%**

**Q8** **68%** of women attending university have experienced harassment in and around their institution...

- a. 28%      b. 52%      **c. 68%**

**Q9** Marital rape was ruled to be against English law in **1991**...

- a. 1963      b. 1899      **c. 1991**

Some clarifications on the statistics and on UK law are available on the myth-busting sheet.

Remember not to spend too long on these; the point of the workshop is not to discuss statistical methodology or the law, but to facilitate personal discussion about consent.

## 4 . Exploration [30-40 minutes]

- The majority of the workshop time should be spent on scenarios
- There are 4 scenarios in the workshop total: if interesting and related discussions are arising out of the scenarios, do not feel you have to rush on participants. So long as the workshop covers at least 3 scenarios, that's fine.

**As well as the discussion guide provided at the bottom of each scenario, facilitators should also remember the following:**

- The purpose of scenarios is to facilitate discussion about ideas about consent, not for participants to attempt to 'solve' each scenario
- Scenarios 1 and 3 are gendered, 2 is only gendered on one half, 4 is gender neutral: are participants assuming gender of people in scenarios? What does this say about societies beliefs about sexual violence and consent?
- Responsibility lies with the person looking for consent, not with the person they are seeking it from
- The thoughts and feelings of survivors is the priority in all scenarios

**Each scenario follows the same format:**

- Encourage participant to read out the scenario (you will likely have to read the first one yourself!)
- Thank participant for reading
- Facilitator asks where consent was given, if anywhere, in this scenario
- Facilitator asks where consent was not given/ taken away
- Explore myths/misconceptions raised in the scenario
- Explore other issues scenario raises

## SCENARIO 1

I've been with my partner for about two years. We met in a bar that was popular with the LGBTQ community in our uni town. We've shared a lot: They were my first in a lot of respects. First gay relationship. First sexual experience.

About a year after we started dating, they asked me out on a date, like when we first started dating and planned a whole date night for us. They had put a lot of work into it. It was really romantic.

Around 11pm we headed back to my room. We had had sex before at this point, just oral sex and hand jobs. We had talked about it, agreed to it – all that stuff. But as our kissing and touching progressed to undressing and more touching, they asked about anal sex. I kissed their forehead, squirmed away, and began getting ready for bed. A few minutes later, they began kissing me again. I gave them that “not tonight” look, but they continued. I sighed, and thought that they wouldn't stop unless we did have sex.

It was weird afterwards though. I really didn't want to have sex, but I didn't say anything either. When we talked it over, I explained that. They understood, and it hasn't happened again. But it was weird, to feel pressured like that. We're still together now, I shouldn't still feel like this.

### Where and how was consent communicated?

- Oral sex, hand jobs 'We'd talked about it, agreed'
- Physical withdrawal
- Lack of verbal agreement
- Lack of enthusiasm

### Myths:

- Only women are survivors
- Sexual violence can't / doesn't happen in long term relationships
- Lack of resistance is consent
- Silence is consent

### Talking points:

- Non verbal communication - relate this to something non sexual
- Communicating in intimate personal relationships
- Differences for men / LGBTQ+ people - men don't get assaulted and LGBTQ+ folk are over sexualised

Why might someone stay in a relationship like this? Avoid the suggestion that maybe it 'wasn't so bad' or that the boyfriend in this situation 'didn't mind that much'.

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## SCENARIO 2

I was on a night out, we had a been on a bar crawl beforehand so everyone was pretty drunk, including myself. Me and my friends were on the cheese floor in Parkend and we were dancing with the rowers we had met up with.

One guy was really hot, we kept making eye contact, he asked me if he could dance with me and I said yes. We danced really close and he kept checking that I was ok with everything. I asked him if we could sit down to chat, we went upstairs near the bar and we chatted for a while. We kept getting a bit closer to each other and I could tell from his body language he wanted to kiss me, so I did, it was really nice and afterwards I checked he was ok and asked if he wanted to kiss again.

We left Parkend together and we headed back to my accommodation, things went a bit fuzzy after that and I don't remember much else. I woke up the next morning still in my clothes with my shoes by my bed and a note on them. It was from the guy and he had written that he put me to bed because I seemed really drunk and that if I wanted to meet with him again I could add him on Facebook.

### Where and how was consent communicated in this scenario?

- Asking if they could dance, used physical cue of eye contact
- Checking everything was ok whilst they danced
- Mutually moving closer to each other when sitting
- Reading body language before kissing
- Checking in that kissing was ok – consent checking from both parties
- Not initiating any intimacy when the narrator was drunk

### Myths that we can bust:

- Body language does not communicate effectively
- Taking someone back to your accommodation/house means you want / are going to have sex
- Checking in ruins intimacy
- You can't be intimate with another person when you've had something to drink
- The onus is always on the male to check consent

### Talking Points:

- How has drinking influenced how people act in this scenario? – acted with caution
  - Body language as a form of communication
  - Why is constant checking in important?
-

## SCENARIO 3

One night in Fresher's week we had a crew date organised by the 2nd year boys, people kept saying it was a 'sharking' crew date. Everyone was getting pretty drunk, sconcing each other and so on, it felt nice to be a part of the older years banter.

As the meal drew on someone declared a game of 'ABC', which was when one person (A) would tell another person (B) to do something to another person (C). Two of the loudest boys immediately claimed to be A and C and they pointed at my friend and said she would be B. Everyone was laughing and joking, I didn't think anything serious would happen. Then the guy who had claimed the role of A told my friend that as B she had to put her hand down C's pants. Everyone cheered and the guy (A) pushed my friend on to the guy [C].

My friend was trying to laugh along and said that it must be joke etc but the 2nd year boys laughed even harder and said of course it wasn't and that was why they had chosen this group of girls to go out with. My friend looked really uncomfortable as she preceded to do what she had been told. The rest of the night she just looked at her phone and left early. Since then she hasn't really come out on nights out with any of us.

Crew Date – a social event where (typically) a group of boys with go out with a group of girls for a boozy meal

Sharking – the act of older years actively seeking out freshers to be sexual with

Sconcing – the Oxford version of 'never have I ever' where a person will 'sconce' another with something funny and the person 'sconced' will stand up and drink e.g. 'I sconce anyone who threw up in a tutorial'

### Where and how was consent communicated in this scenario?

- It wasn't
- It was assumed
- No verbal
- Physical no "My friend looked really uncomfortable"

### Myths:

- Coercion is consent
- This sort of behaviour is ok in drinking / crew date environments
- Just because it is expected means it is ok

### Talking points:

- The power dynamic of older boys taking out a specific group of girls for a reason
  - Peer pressure
  - Lad culture
  - Lack of bystander intervention
  - Sharking culture in Oxford
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## SCENARIO 4

I love going out and partying, drinking and getting with people, it's my kinda fun!

One night a group of people from my college were at a friend's house. They were living out as a second year. I think we had plans to go out, but we began drinking and kept drinking at my friend's.

There was someone there that I knew sort of well, we were talking and flirting. We decided to move to a quieter part of the house and they asked if they could kiss me, I was so excited, I had liked them for a while, they were so kind and funny! We started kissing and mutually exploring each other's bodies a bit, it felt really good, I was really enjoying myself.

We sat for a while just drinking afterwards and I remember being quite tired, but I can't really remember much after that. I do remember waking up hours later to a dark, quiet house without my skirt or underwear on. I was alone, but I was in a bed. We had sex, I'm sure of it, but it wasn't something I agreed to. Or did I?

My mum said it is what I deserve for the life I lead, and the police said it was sex regret. I'm not sure what to think. My work has suffered, and my supervisor has commented on it, though he doesn't know what's wrong. Maybe I should pull myself together, but I can't stop thinking about it.

### Where and how was consent communicated?

- Mutually deciding to move to a quieter part of the house
- Asking to kiss
- Mutually exploring bodies - using body language
- Lack of continued consent

### Myths:

- Consenting to one sexual act / type of intimacy means that everything else is ok
- A certain lifestyle means you deserve it
- Drinking environments mean that consent is not as important
- 'Nice people' would never hurt someone

### Talking points:

- Drinking
  - Drink spiking?
  - Sexual expectations
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# 5.

## Non Sexual Consent

[5 minutes]

**Consent is defined by section 74 Sexual Offences Act 2003.**

**Ask:** Where do you think consent applies?

**Answer:** To nearly all things we do

### **Development**

- It is important to remember that consent is not just about sexual intimacy or touching but about all things especially actions that physically involve you touching another person.
- This isn't about being too PC but about respecting people's personal boundaries, and everyone has different boundaries
- This is especially important to remember as many people have disabilities that involve sensory sensitivity
- Also people may find touch to be traumatising if they have experienced physical/sexual abuse

### **What are some examples of things that need consent**

- Hugs
- Touching / moving a disabled person's mobility aid
- Sitting on someone's bed
- To touch someone comfortingly (hand on shoulder)
- Handling people's belongings

### **What are things you should think about**

- Maintaining personal space boundaries
  - Don't stand too close
  - Don't lean over people
-

# 6.

## How would you describe sexual consent?

[5 minutes]

Read out and discuss the legal definition of consent

**Consent is defined by section 74 Sexual Offences Act 2003.**

Someone consents only if they agree by choice to an activity and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

**More information from the Sexual Offences Act 2003 is available online**

Explain that the legal definitions are limited and exclude trans people and many LGBTQ+ sexual scenarios, how does this maybe stop people coming forward if they don't see themselves reflected in the law?

Ask for words or phrases to describe consent: mutual, informed, given, communicated, retractable, free

Also note that consent is not: forced, involving threats, intimidation, coercion, or pressure, assumed (even for long term partners), silence, people being drunk or high, a lack of resistance and it is not muddled communication.

### How can you check consent?

- Have the group suggest ways to give consent and ways to check in.
- This is a great time to really reinforce that consent is not a contract, it is not a signed document, but something that hinges on communication and respecting the other individual.
- Suggestions: 'is this okay', 'do you want to try \_\_\_', 'do you want to carry on', 'do you like it when \_\_\_', body language

# 7.

## Tools and Skills for Facilitators

[5 minutes]

Difficult Situations and how to deal with them

### Silence

- Ask the group broadly for answers (don't pick on people)
- Identify why there is silence: "I understand this may be difficult to talk about"
- Tease out voices: begin with questions that have 'yes' or 'no' responses
- Devil's Advocate: use the myth-busting section to pose questions to the group
- Use your facilitator partner to create conversation (if you have a partner)

### **'Why are we here?'**

- Let facts speak for themselves, use statistics and myth busting section
- Empathise: understand this may be patronising, what does this say about our society that we have these workshops only now?
- Emphasise: Students now belong to a university committed to challenging society and making it better
- Offer the question to the group

### **Difficult Participant**

- Call out their behavior: e.g. "can you please stop interrupting other participants when they speak?"
- **IMPORTANT:** do not seek out the reason why a participant is acting up, some may be doing so because they are uncomfortable due to traumatic experiences relating to sexual violence, so it is best not to seek out the reason why they are acting out
- Prioritise your wellbeing: you are within your right to ask someone to leave/take a break
- Checking on students who seem upset: use your facilitator partner to check on them quietly, or take a break for the whole session to provide them with an 'out'
- Should you need to ask a participant to leave, encourage them to go to a break out space and discuss their reasons for disrupting further with a peer supporter (manned break out spaces should be available when consent workshops are taking place – your consent workshop coordinator in your common room will get information from the SU shortly about what preparations they need to make in order to hold consent workshops, which will include information on break out spaces)

### **IMPORTANT:**

- Participants who purposely say triggering things and refuse to be challenged on them, whilst rare, are the people who need these workshops the most, and so removing them can seem counter-intuitive. Remember you only have limited time to run the workshop and other participants present hoping to benefit from the workshop. If you have serious concerns about a difficult student, take their name and share that with your welfare dean/chaplain/ other suitable staff member in college to chase with the student confidentially.

### **Curveball questions**

- take time to think: if you don't know the answer, don't make it up!
- Ask if the group have thoughts
- Come to a conclusion through discussion
- Suggest resources at back of booklet
- Offer to follow up at a later date
- Ensure questions do not derail the workshop
- If in doubt get them to email [vpwomen@oxfordsu.ox.ac.uk](mailto:vpwomen@oxfordsu.ox.ac.uk)

## RESOURCES

### Oxford University Student Union Student Advice Service

01865 288466  
advice@ousu.ox.ac.uk

### Oxford University Student Union It Happens Here Campaign

vpwomen@oxfordsu.ox.ac.uk

### Equality and Diversity Unit Harassment Advisor Network

01865 270760  
harassment.line@admin.ox.ac.uk

### Oxford University Counselling Service

01865 270300  
www.ox.ac.uk/students/shw/counselling/

### Sexual Violence: Response & Prevention at Oxford University

<https://www.ox.ac.uk/students/welfare/sexual-violence>

### Oxford Sexual Abuse & Rape Crisis Centre For self-identifying women

01865 726 295 / 0800 783 6294  
Sun: 6.00pm-9.00pm  
Mon & Thurs: 6.30pm – 9.00pm  
Fri: 11.30am – 2.00pm  
www.oxfordrapecrisis.net/

### 'Bletchley Sexual Assault Referral Centre (SARC)

Police House, Queens Ave, Bicester, OX26 2NR  
0300 130 3036  
www.solacesarc.org.uk

### SurvivorsUK

For male survivors of sexual abuse  
0845 122 1201  
Mon & Tues: 7.00pm – 9.30pm  
Thurs: 12.00pm – 2.30pm  
www.survivorsuk.org

### Survivors' Network

For self-identifying women  
01273 720110  
Wednesday  
7pm – 9pm  
help@survivorsnetwork.org.uk

### Survivors' Network

For trans and non-binary people  
01273 204050  
Sunday  
1pm – 5pm

### Galop

For LGBTQ+ people  
020 7704 2040  
Monday, Tuesday, Wednesday & Friday  
10am - 4pm  
referrals@galop.org.uk

### Respect

Support for perpetrators and abusers  
0845 122 8609  
Mon – Fri: 9.00am – 5.00pm  
www.respect.uk.net

## OTHER WORKSHOPS & TRAINING SESSIONS

If you would like to know more about sexual consent and sexual violence, you might be interested in the following link:

[www.consentiseverything.com/](http://www.consentiseverything.com/)

Or in attending these other workshops and training sessions:

### Queer Consent Workshops

### First Respondent Training

All of these are running at different points in the year. For more information, or to suggest new training you think would be helpful, get in touch with Oxford SU VP for Women at [vpwomen@oxfordsu.ox.ac.uk](mailto:vpwomen@oxfordsu.ox.ac.uk).

## LEGAL DEFINITIONS

The Sexual Offences Act 2003 defines many sexual offences. It includes but is not limited to:

1. Rape: non-consensual penetration of mouth, anus or vagina with a penis.
2. Sexual assault by penetration: non-consensual penetration of anus or vagina with an object or body part other than a penis.
3. Sexual assault: intentional, non-consensual, sexual touching.
4. Causing a person to engage in sexual activity without consent. This can include masturbation or viewing sexual images. This also covers forcing someone to perform sexual penetration.

Other offences are detailed in the Sexual Offences Act 2003 have to do with children and the effect of age on consent and/or the legal severity of an offence.

Section 74 of the Sexual Offences Act 2003 defines consent. Someone consents only if they agree by choice to an activity and have the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex; it can also be subject to conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs.

It is important to note that while these definitions are important, they may not be how a survivor chooses to think of their experiences. There is a difference between legal definition and emotional impact. Many people also criticise the specific inclusion of penises in the definition of rape as cisnormative (failing to include or consider trans people).

The act is available to read here:

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

## MYTH BUSTING

This section is for your reference if you get a question or a comment that refers to any of these myths. You do not need to go through it with the group.

### **Explanations of statistics:**

The reason for the difference between the Mankind statistic regarding how many men have been affected by sexual violence is so high (2/30 is 15%, while the first statistic indicates that 4% of men over 16 have experienced sexual violence) is that it incorporates child sexual abuse, whereas the first does not.

It is incredibly difficult to get an accurate picture of sexual violence through statistics, which is why different studies with different methodologies and different demographic targets can produce a lot of different evidence. One thing remains clear: sexual violence is endemic.

### **Only men rape, and only women are victims of rape.**

In UK law, rape is defined as penetration with a penis. Penetration with objects, digits, and so forth is sexual assault and carries the same legal punishment as rape. However, many people criticise this law as being cis-normative (erasing trans people) and overly simplistic. Anyone of any gender can be a perpetrator or a survivor. However, men are overwhelmingly more likely to be perpetrators regardless of the gender of the survivor.

There is not much research on sexual violence against non-binary people, but trans people in general, especially trans women, experience sexual violence more frequently than cis (non-trans) people do.

### **If you do not say anything, that means you want it.**

Silence does not equal consent. Often people do not feel like they can say no due to power imbalances. People can also become unresponsive or not know what to say when they are in uncomfortable or frightening situations. Lack of verbal dissent is not the same as consent.

### **People make mistakes when they're drunk, that doesn't mean it was rape or sexual assault.**

Alcohol is the most common date rape drug. 'Spiking' is often not a matter of tipping drugs into a drink—if someone orders someone else a double when they've asked for a single with the intention of getting them drunk and making them vulnerable, that's still spiking. Being drunk, however, is no excuse for committing sexual violence. Alcohol consumption is well documented as a risk factor for many violent crimes, including murder. Being drunk does not alter the perpetrator's legal responsibility. The Institute for Alcohol Studies suggests that lowered inhibitions, impaired cognition and

increased aggression caused by alcohol consumption are all possible risk factors in sexual violence.

One practical way to change your actions around alcohol is to be conscious of your own consumption; as well as asking yourself 'is this person sober enough to consent', you need to ask, 'am I sober enough to recognise and be sure of their consent'.

### **Consent is generally not something you can communicate because of the nature of sex.**

If both parties are confident about engaging in sexual activity, they can communicate their consent to each other. Consent can be spoken, but it can also be expressed in action. If in doubt, ask. Quick check-ins are okay and reassuring. It does not kill the mood.

### **Agreeing to do something sexual means you have agreed to do everything else as well.**

Consent to do one thing does not automatically imply you want things to go further. Consent with protection does not imply consent without protection. Different people are comfortable with different things at certain points of their relationships (i.e. kissing, touching). Similarly, consenting to an act once does not mean that a person will consent to that act again.

### **People who rape or sexually assault are mentally ill.**

Mental illness does not indicate a predilection towards perpetrating sexual violence. However, disabled and mentally ill people are much more likely to experience sexual violence, with mentally ill women being up to five times more likely to be survivors.

### **'Normal' people don't perpetrate sexual violence; it's all strangers in alleys, not the people we know; the 'but they're so friendly/kind/nice/funny' excuse.**

Refer back to the statistics on partner rape and perpetrators who are known to survivors. As we see in high profile sexual violence cases—Jimmy Savile, the Stanford rapist, Rolf Harris—being popular and well-liked often works in favour of perpetrators, and makes it more difficult for survivors to come forwards.

It can be deeply uncomfortable to accept that people we like and admire can perpetrate sexual violence, and that we ourselves have a responsibility to seek explicit consent no matter how friendly or enlightened or good in bed we think we are. That's part of why we have these workshops—so that we as a community can work together to change how we think and act around consent.

### **Consent doesn't matter in long term relationships**

Refer back to Scenario 1. In 1991 marital rape was finally made illegal. Consent is always important whether you've been with a person for an hour or 10 years. Consent once does not infer consent again. Checking in is a good way of developing strong and fulfilling sexual relationships, it can enhance- rather than kill a mood.

### **What if both people are equally drunk, where does consent lie?**

Refer back to the alcohol statistics. Everyone has a responsibility not to commit sexual violence and this responsibility is not lifted if a person or two people are drunk. It is very rare that two people will be exactly the same amount drunk, it is important for people to check in on themselves about whether they can consent and if the other person can. If there is any area of doubt, don't engage sexually, the worst that happens is you don't get laid, the worst if you do when you're doubtful is you commit sexual violence. Also think about power imbalances- if a DPhil tutor and their student are both equally drunk the tutor still has a duty of care and responsibility over the student. Alcohol or drugs never justify sexual violence or harassment and this is noted in the University Harassment Policy.

### **That type of person is asking for it**

This is part of a rhetoric seen in society. This is completely untrue. Turn it round and imagine this scenario: 'A person is walking their dog in a secluded field late at night, the person is attacked then murdered'- would we ever say this person was asking to be attacked and murdered? No. Clothing, previous sexual experiences, stereotypes, 'reputations' etc, are never a justification for someone to be subject to sexual violence.

### **People play hard to get, no means try harder**

This is a dangerous rhetoric often used to justify coercion or force. If someone says no then take that as what it is- no means no. If a person seems uncomfortable or not enthusiastic, check in, don't force yourself. Blurred Lines don't exist, if you're unsure or get a negative reaction stop and/or check in.



# SEXUAL CONSENT WORKSHOP

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