



**ST PETER'S  
COLLEGE**  
UNIVERSITY OF OXFORD

## **Equality Policy 2025-2029 and Annual Action Plan 2025-2026 incorporating the Public Sector Equality Duty (PSED) annual report (March 2025)**

### **Introduction**

St Peter's College aims to be an inclusive and welcoming community, and values the benefits that diversity brings. It is important that our culture and systems ensure that policy making, service delivery and employment practice take due regard of equality issues. The College aims to respect the rights and dignity of all those who work and study here, and to ensure that the inclusive nature of our community is manifest. This needs to be reflected in our physical spaces, our teaching, our structures of governance, our record as an employer, and the events we support. These aims are both a good in themselves and help the College achieve all its other stated objectives.

This document is made up of the following parts:

- **Part 1:** This sets out the Equality Objectives for the period 2025-2029. The College is expected by the Equality Act 2010 to set at least one equality-related objective (for the legal context see Annexe A). It also includes a non-exhaustive list of ongoing ways the college meets these objectives.
- **Part 2:** This sets out the annual Action Plan which is updated in Hilary term each year. This plan provides more detail about the steps taken each year to ensure the College meets the objectives set out in Part 1 (for the context in which these actions are set see Annexe C).
- **Part 3:** Annexe A provides information on the legal context of this document; Annexe B outlines the remit and responsibilities of the College's EDI Forum and the Implementation of Equality Policy; Annexe C provides information on the College's current EDI provision as it relates to the Annual Action Plan for the coming year, and an EDI Review of actions completed in the previous year; Annexe D includes Staff and Student data published in compliance with the Public Sector Equality Duty (PSED).

## **Equality Objectives 2025-2029**

For the period 2025-2029, the College will continue to work towards the following objectives:

1. To ensure the College is providing adequate financial and personnel support for EDI initiatives and to regularly evaluate the effectiveness of the EDI Forum's budget.
2. To continue encouraging the evaluation of EDI efforts by students and staff, including by exploring various methods for obtaining feedback and measuring the success of the annual Action Plan.
3. To provide training opportunities for both students and key staff members responsible for the implementation of the Public Sector Equality Duty (PSED) and EDI more broadly.
4. To enhance the effectiveness of EDI initiatives across the College and the Forum through regular reflection on best practices, and through ongoing consideration of the Forum's remit beyond those protected characteristics stipulated in the Equality Act 2010.
5. To continue reminding staff and students of our commitment to the principles of EDI, including ensuring Trustees remain apprised of the College's PSED obligations and commitment to alignment across the Governing Body and Committees on the effective implementation of the above objectives.

### **Ways in which the College meets its Equality-related obligations**

The College currently meets its duties of eliminating discrimination, advancing equality of opportunity, and fostering good relations in a number of ways. A non-exhaustive list follows below:

- Running and supporting an Equality, Diversity, and Inclusivity Forum (see Annexe B).
- Publishing an Annual Action Plan detailing how we aim to implement our Equality objectives.
- Having welfare structures for support of students and staff throughout the College. This includes a member of staff responsible for the co-ordination of arrangements for disabled students, and a commitment to meet the needs of individuals from protected groups where these differ from the needs of others: e.g., some dietary requirements, gender neutral toilets, step-free access.
- Having an HR Manager to ensure transparent recruitment processes and appropriate support for staff with disabilities. Additionally, the College uses a rigorous and transparent selection procedures for the recruitment and admission of academically qualified student applicants who have the most potential to excel in their chosen course of study regardless of background;

and monitoring the composition of each cohort. And ensure all staff involved in student recruitment are trained in admissions procedures.

- The Head of Communications maintains the internal interfaith calendar for college staff, fellows, and on social media.
- College representatives sitting on all panels for joint appointments with the University for academic posts or sitting on panels for all senior administrative posts within the College seek to ensure that shortlists will be diverse.
- The Head of Communications and Dean for Welfare continue to maintain college website accessibility, including audits of all documents to ensure accessibility for screen-reader users and readers with disabilities such as dyslexia.

## Annual Action Plan 2025-2026

*For context regarding the College's current provision in relation to the action points below and further information on the activities of the EDI Forum in the last year, see Annexe C.*

To ensure the Equality Objectives for the period 2025-2029 set out in Part 1 are achieved we will do the following:

1. The EDI Lead will present a paper to the Forum outlining the current use of the EDI budget, with a view to discussing how it might be utilised most effectively.
2. The EDI Lead and Forum will consider how it might ensure adequate space for discussion of relevant initiatives related to academic, administrative, and support staff, alongside its commitment to students. The Forum will continue to reflect on its meeting calendar, and how it facilitates optimal governance and participation. This may include the possibility of expanding the number and/or form of meetings per term, with the goal of facilitating greater cross-college communication.
3. The Forum will discuss any gaps there may be in training provision for students and staff involved in EDI activities across the college. Further, the EDI Lead will continue to engage with the Conference of Colleges Equality and Diversity Forum to note cross college initiatives. The Forum will continue to refine its Fresher's week training as it works with the central university EDI hub and in liaison with JCR and MCR committees.
4. In line with equality objective four the EDI Forum will:
  - a. Discuss the inclusion of socio-economically disadvantaged, Care Experienced, Carers, and Estranged Students, into its general remit.
  - b. Implement a clearer process through which students and staff can propose events and/or other activities to the EDI Forum. This is likely to take the form of an accessible template to be accessed by college members prior to bringing forward a proposal at Forum. This will improve the accessibility and efficiency of the Forum as it aims to facilitate EDI-related events, and clarify responsibilities of Forum office holders and representatives in relation to events approved by Forum.
5. The EDI Forum will continue to work to embed equality-based thinking into the College committees where policy making takes place, with an explicit reminder communication being addressed to these committees at the start of each academic year. The EDI Lead will also ask Governing Body to consider reserving time for broader discussion and reflection on the Equality Policy and Action Plan prior to the start of Michaelmas Term 2025.

## Annexe A: The legal context

The Equality Act came into force in October 2010 and has two main purposes – to harmonise discrimination law and to strengthen the law to support progress on equality. Discrimination law protects people on the basis of the following nine protected characteristics (in alphabetical order):

- Age
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Gender reassignment
- Race including colour, nationality, ethnic, or national origin
- Religion or belief
- Sex
- Sexual orientation

St Peter's College is subject to the Equality Act 2010 as an education provider, employer, and provider of goods, facilities, and services. In its activities, the College must have due regard to the need to:

1. Eliminate discrimination, harassment, victimisation, and any other conduct which the Act prohibits.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not.
3. Foster good relations between people who share a relevant protected characteristic and people who do not.

Having “due regard” means consciously considering the three aims above as part of its decision-making processes and when it is reviewing or developing policies.

To address **point 1**, the College must have due regard to the need to:

- Expect all members of the College community to comply with the Equality Policy.
- Foster an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all members of the College community are respected.
- Ensure that all members of the College community create an environment free from harassment and provide a framework of support for all members of the College community who feel they have been subject to harassment.

To address **point 2**, the College must have due regard to the need to:

- Remove or minimize disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.

- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of the persons who do not share it.
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

To address **point 3**, requires the College to have due regard to the need to:

- Tackle prejudice.
- Promote understanding.

St Peter's College is part of the University of Oxford. This document should be read in conjunction with the University's approach to Equality and Diversity which is described at <http://www.admin.ox.ac.uk/eop/>.

For a more detailed overview of equality legislation and its impact, see

- Equality and Human Rights Commission: <http://www.equalityhumanrights.com>
- Government Equalities Office:  
[http://www.equalities.gov.uk/equalities\\_act\\_2010.aspx](http://www.equalities.gov.uk/equalities_act_2010.aspx)

## **Annexe B: The EDI Forum and Equality Policy Implementation**

### **The Equality, Diversity & Inclusion Forum**

The Forum includes students, members of staff and Fellows in its membership. It meets twice a term and has a modest budget to enable the implementation of various equality related initiatives. Minutes of the Forum are presented to the Governing Body for discussion. The Forum is chaired by the Equality, Diversity & Inclusion Lead (currently Dr Luke Young), who is an observer of the Governing Body.

The remit of the Forum is to consider issues of diversity and equality from two main perspectives. One of those is compliance with the regulations of Public Sector Equality Duty (PSED), and the other is development of initiatives within the College that promote equality, diversity, and inclusivity.

The PSED requires us to take a positive and proactive approach to promoting equality; to set at least one equality objective every 4 years; to publish information to demonstrate compliance by 31 March each year; and to consider equality impact when making decisions.

The Forum's role in relation to the PSED involves, amongst other things:

- Proposing equality objectives for approval by Governing Body.
- Reviewing College policies and in some cases updating for compliance.
- Reviewing and updating College handbooks for compliance.
- Reviewing and revising the College website to reflect the changing landscape of ED&I policy and legislation, thereby demonstrating both to the College community and the wider world the College's commitment to equality and diversity.
- Highlighting the availability of EDI training through the Oxford Learning Institute and the Equality & Diversity Unit.
- Keeping a formal record of all EDI meetings and discussions.
- Establishing mechanisms through which consideration of PSED issues will become a part of decision-making processes around the College.
- Establishing connections with the College Welfare Team to maintain crossover between pastoral and EDI issues.

### **Responsibilities for implementing and monitoring the Policy and Action Plan**

1. The Governing Body is responsible for compliance with the Public Sector Equality Duty. In addition, the Governing Body is also responsible for securing compliance with all legislation underlying this Policy.
2. The Master and the Equality, Diversity & Inclusion Lead are responsible for providing leadership in the promotion and implementation of all aspects of the College's equality policies.

3. The College's Equality, Diversity, & Inclusion Forum is responsible to the Governing Body for the development, implementation, monitoring, evaluation, prioritisation and review of the College's Equality Policy and Action Plan.
4. All College committees are responsible for ensuring that the College's Equality Policy is embedded in their duties and functions in relation both to students and staff.
5. All employees with managerial responsibility have a duty to act in accordance with the College's Equality Policy, in addition to general and specific duties under the Act.
6. All staff and students within the College have a duty to comply with its Equality Policy.
7. The Dean for Welfare is the College's 'Disability Lead' in accordance with the provisions of the University's *Common Framework for Supporting Disabled Students*. The College Registrar is the Disability Coordinator. The Bursar holds responsibility for facilitating the accessibility of the College's buildings for disabled users.
8. The Dean for Welfare is also the College's LGBTQIA+ Lead.

### **Publication of the Policy**

The Equality Policy will be published on the College website, with links from the Student Administrative Handbook, the Tutors' Handbook and other staff handbooks.

The College will ensure that equality topics are introduced to students during Freshers' week activities and incorporated into the induction activities for new members of staff. The College's Equality Policy is expected to influence:

- Partnership arrangements, where the College will make clear to any partner organisation its duties under the Equality Act 2010.
- Procurement, where processes take account of, and contractors/suppliers understand and comply with, the duties required of the College.
- Communications, which comply with the spirit of this Policy.
- Management and supervision, where managers or supervisors will be expected to be familiar with the provisions of the Policy and its implications.

## Annexe C: Action Plan Context and EDI Review of 2024-25

1. The College currently provides an annual EDI budget of £2,800.00, excluding the salary of the EDI Lead. The use of this fund is contingent on the approval of the EDI Lead and Forum.
2. The College runs an EDI Forum twice per term which includes elected student representatives and several staff as standing members. These meetings currently take place between 2-3pm on Wednesday of week 2 and week 6 each term.
3. The College provides an EDI induction for incoming undergraduates and postgraduates in association with the central university EDI hub.
4. The current remit of the EDI Forum is, implicitly, limited to those protected characteristics outlined in the Equality Act 2010. For some time the Forum has affirmed its desire to be committed to a broader definition as outlined in the Fairer Scotland Duty. In addition, although all proposals for events and initiatives are welcome, in practice it is ambiguous what support from the EDI Forum constitutes outside of financial backing.
5. The minutes from each EDI Forum are seen and approved by Governing Body. Forum currently includes four Fellows who are also members of Governing Body.

The following actions were undertaken – or are planned – during the academic year 2024-25 in support of the Colleges' equality objectives:

1. In line with our commitment to *“providing adequate financial and personnel support for EDI initiatives”* the Forum facilitated:
  - Dinners highlighting a variety of different communities: BAME Dinner in Michaelmas Term 2024, Queer Formal in Hilary Term 2025, and Disability Formal Dinner in Trinity Term 2025.
  - A Commemoration of International Holocaust Memorial Day with a space of quiet contemplation and reflective music.
  - A public talk and viewing of the Oxford Union debate of Malcom X on the anniversary of his invitation by St Peter's alumnus.
2. In line with our commitment to *“encouraging the evaluation of EDI efforts”* the Forum has:
  - Reviewed and revised the Equality Policy and Annual Action Plan document with a view to making it more accessible and clearly outlining the framework in which EDI operates throughout the college.
  - Proposed that the Junior and Middle Common Room's identify an EDI representative that might act in a 'legacy' capacity in Michaelmas term of each year in order to improve the institutional and procedural knowledge transfer to incoming representatives.

3. In line with our commitment to “*provide training opportunities*”:
  - The EDI Lead provided an EDI induction to all incoming undergraduate and graduate students in October 2024, as based on the central university EDI programme.
  - The Head of Communications completed three EDI-focussed communications training modules via CIPR (Chartered Institute of Public Relations).
  
4. In line with our commitment to “*enhance EDI initiatives across the College and the Forum*”:
  - The Access and Outreach Representative, Head of Communications, Dean for Welfare, and Student Finance Officer created a new webpage for Care Leaver, Care Experienced, Estranged and Young Carer Students  
<https://www.spc.ox.ac.uk/student-life/care-experienced-estranged-and-young-carers>.
  - The Access and Outreach Coordinator worked with link region schools to facilitate 15 visits to our College, prioritising students from underrepresented groups and in establishing new connections with organisations such as Parent Power. As a part of these visits, the Access and Outreach Coordinator also worked with College to facilitate a prayer space for visiting secondary school students.
  - The Forum continued discussions exploring the feasibility and requirements for qualifying as a ‘College of Sanctuary’. The student body has expressed their strong support for St Peter’s pursuing status as a College of Sanctuary.
  
5. In line with our objective to ensure we are regularly “*reminding staff and students of our commitment to the principles of EDI*”:
  - The Head of Communications launched the biweekly SCR and Staff Bulletin to improve staff inclusion and widen access to information and events (including EDI initiatives and events).

## Annexe D: Staff and Student Data

### STAFF DATA

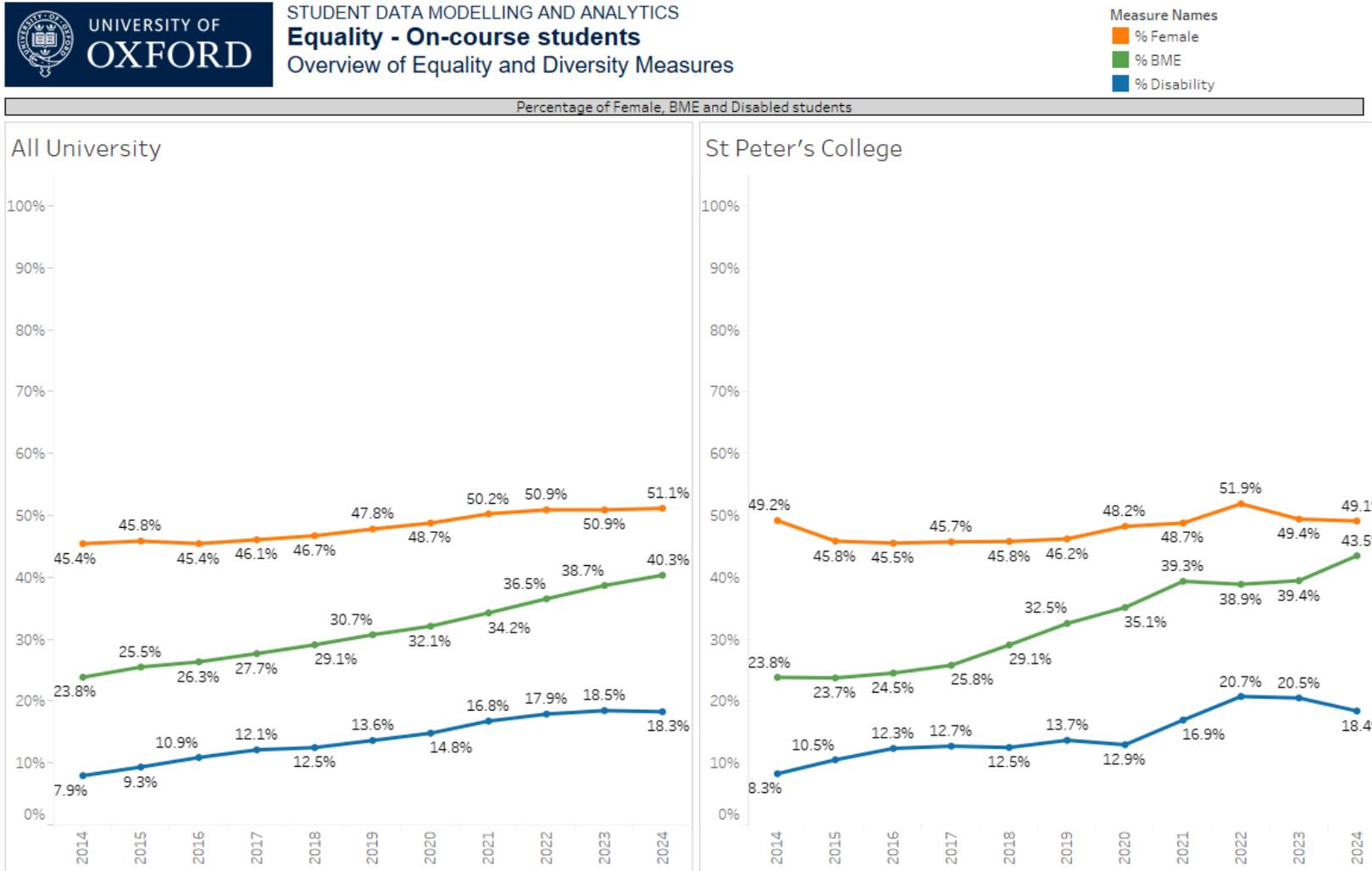
The College's snapshot was taken on 31 January 2025 and includes employees employed by the College on a permanent or fixed-term contract. It does not include casual workers.

<b>All College Staff</b>											
<b>Female</b>	<b>Male</b>	<b>Total</b>									
84	81	165									
51%	49%	100%									
<b>u18</b>	<b>18-25</b>	<b>26-30</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>51-55</b>	<b>56-60</b>	<b>61-65</b>	<b>66-70</b>	<b>Total</b>
1	10	16	18	25	16	17	20	20	16	6	165
1%	6%	10%	11%	15%	10%	10%	12%	12%	10%	4%	100%
<b>Non-Academic Staff</b>											
<b>Female</b>	<b>Male</b>	<b>Total</b>									
55	41	96									
57%	43%	57%									
<b>u18</b>	<b>18-25</b>	<b>26-30</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>51-55</b>	<b>56-60</b>	<b>61-65</b>	<b>66-70</b>	<b>Total</b>
1	7	5	11	16	8	9	10	13	12	4	96
1%	7%	5%	11%	17%	8%	9%	10%	14%	13%	4%	100%
<b>Academic Staff</b>											
<b>Female</b>	<b>Male</b>	<b>Total</b>									
29	40	69									
42%	58%	100%									
<b>U18</b>	<b>18-25</b>	<b>26-30</b>	<b>31-35</b>	<b>36-40</b>	<b>41-45</b>	<b>46-50</b>	<b>51-55</b>	<b>56-60</b>	<b>61-65</b>	<b>66-70</b>	<b>Total</b>
0	3	11	7	9	8	8	10	7	4	2	69
0%	4%	16%	10%	13%	12%	12%	14%	10%	6%	3%	100%

**Student data:**

The information which follows is sourced from reports provided by the University of Oxford to support each college in meeting its obligations under the PSED. The data reported below is the most recent data available from the University.

**Chart 1: On-course students: Overview of sex / ethnicity / disability proportions over time**



The charts show the changing percentage of Female, BME (Black and minority ethnic) and Disabled students over time.

Data is from the 01/12/2024 Student Statistics snapshot. Report prepared by: sdma@admin.ox.ac.uk

**Chart 2: On-course students: Sex by division and programme type**

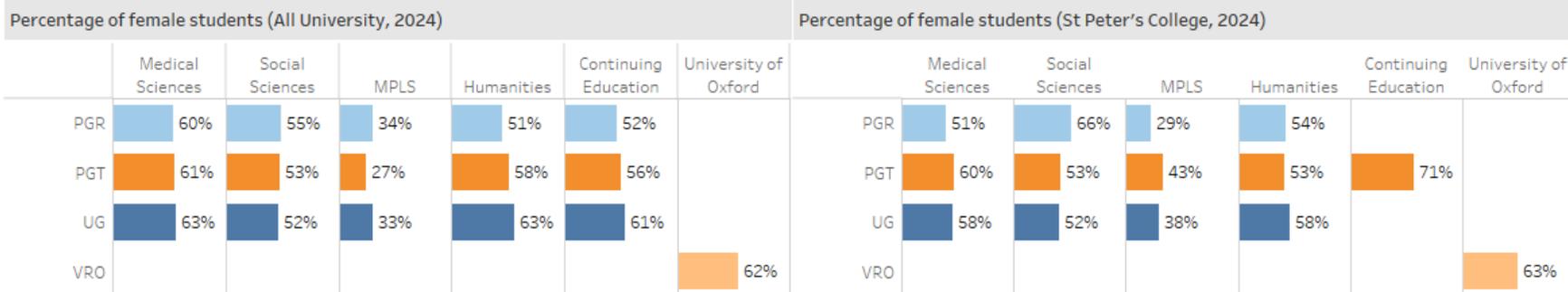


STUDENT DATA MODELLING AND ANALYTICS  
**Equality - On-course students**  
 Sex - Division & Programme Type Overview

Select Year  
2024

All University (2024)																	
Sex	Medical Sciences			Social Sciences			MPLS			Humanities			Continuing Education			Universi..	Grand Total
	PGR	PGT	UG	PGR	PGT	UG	PGR	PGT	UG	PGR	PGT	UG	PGR	PGT	UG	VRO	
Female	1,204	347	1,169	855	1,852	1,049	866	190	1,318	555	477	2,444	81	409	431	352	13,599
Male	806	222	690	689	1,634	950	1,674	511	2,620	542	344	1,419	73	314	281	218	12,987
Other				1	1	1				1			1	1		1	7
Unknown						1			2			1					4
<b>Total</b>	<b>2,010</b>	<b>569</b>	<b>1,859</b>	<b>1,545</b>	<b>3,487</b>	<b>2,001</b>	<b>2,540</b>	<b>701</b>	<b>3,940</b>	<b>1,098</b>	<b>821</b>	<b>3,864</b>	<b>155</b>	<b>724</b>	<b>712</b>	<b>571</b>	<b>26,597</b>
Female	59.9%	61.0%	62.9%	55.3%	53.1%	52.4%	34.1%	27.1%	33.5%	50.5%	58.1%	63.3%	52.3%	56.5%	60.5%	61.6%	51.1%
Male	40.1%	39.0%	37.1%	44.6%	46.9%	47.5%	65.9%	72.9%	66.5%	49.4%	41.9%	36.7%	47.1%	43.4%	39.5%	38.2%	48.8%
Other				0.1%	0.0%	0.0%				0.1%			0.6%	0.1%		0.2%	0.0%
Unknown						0.0%			0.1%			0.0%					0.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

St Peter's College (2024)																
Sex	Medical Sciences			Social Sciences			MPLS			Humanities			Continuing Education	University of Oxford	Grand Total	
	PGR	PGT	UG	PGR	PGT	UG	PGR	PGT	UG	PGR	PGT	UG	PGT	VRO		
Female	21	3	30	19	26	43	22	6	48	7	10	66	5	17	323	
Male	20	2	22	10	23	40	55	8	80	6	9	48	2	10	335	
<b>Total</b>	<b>41</b>	<b>5</b>	<b>52</b>	<b>29</b>	<b>49</b>	<b>83</b>	<b>77</b>	<b>14</b>	<b>128</b>	<b>13</b>	<b>19</b>	<b>114</b>	<b>7</b>	<b>27</b>	<b>658</b>	
Female	51.2%	60.0%	57.7%	65.5%	53.1%	51.8%	28.6%	42.9%	37.5%	53.8%	52.6%	57.9%	71.4%	63.0%	49.1%	
Male	48.8%	40.0%	42.3%	34.5%	46.9%	48.2%	71.4%	57.1%	62.5%	46.2%	47.4%	42.1%	28.6%	37.0%	50.9%	
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	



The bar charts show the % of female students by Division and programme type in the University (left chart) and individual college (right chart). The tables show more detail. The upper table shows the figures for the whole university, the lower table shows the information for an individual college. Data is from the 01/12/2024 Student Statistics snapshot. Report prepared by: sdma@admin.ox.ac.uk

**Award Programme Type Group**  
■ PGR  
■ PGT  
■ UG  
■ VRO

**Chart 3: On-course students: Ethnicity by programme type and region**

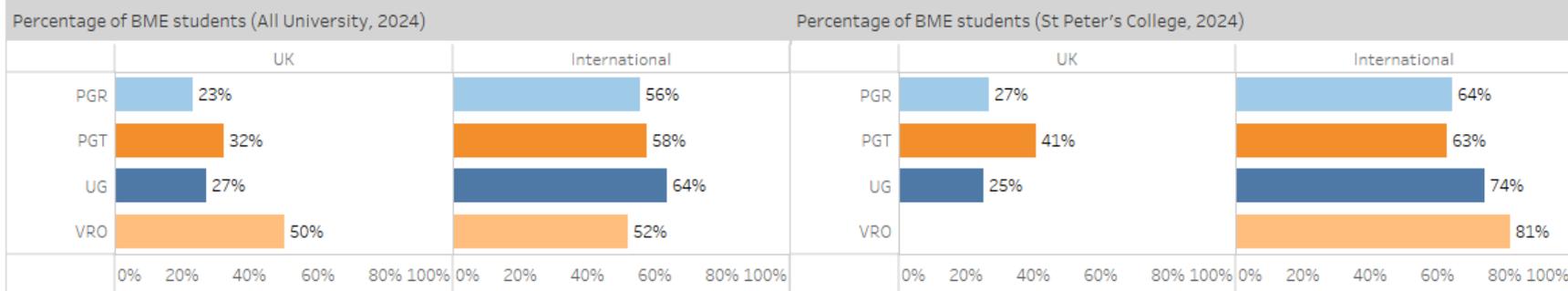


STUDENT DATA MODELLING AND ANALYTICS  
**Equality - On-course students**  
 Ethnicity - Programme Type and Region Overview

Select Year  
 2024

All University (2024)									
BME Group	UK				International				Grand Total
	PGR	PGT	UG	VRO	PGR	PGT	UG	VRO	
BME	705	751	2,667	5	2,381	2,290	1,636	291	10,726
White	2,228	1,491	6,973	5	1,669	1,556	770	248	14,940
Unknown	131	91	166		234	123	164	22	931
<b>Total</b>	<b>3,064</b>	<b>2,333</b>	<b>9,806</b>	<b>10</b>	<b>4,284</b>	<b>3,969</b>	<b>2,570</b>	<b>561</b>	<b>26,597</b>
BME	23.0%	32.2%	27.2%	50.0%	55.6%	57.7%	63.7%	51.9%	40.3%
White	72.7%	63.9%	71.1%	50.0%	39.0%	39.2%	30.0%	44.2%	56.2%
Unknown	4.3%	3.9%	1.7%		5.5%	3.1%	6.4%	3.9%	3.5%
<b>Total</b>	<b>100.0%</b>								

St Peter's College (2024)									
BME Group	UK			VRO	International			Grand Total	
	PGR	PGT	UG		PGR	PGT	UG		
BME	15	11	78	22	67	42	51	286	
White	40	16	223	4	34	25	13	355	
Unknown	1		7	1	3		5	17	
<b>Total</b>	<b>56</b>	<b>27</b>	<b>308</b>	<b>27</b>	<b>104</b>	<b>67</b>	<b>69</b>	<b>658</b>	
BME	26.8%	40.7%	25.3%	81.5%	64.4%	62.7%	73.9%	43.5%	
White	71.4%	59.3%	72.4%	14.8%	32.7%	37.3%	18.8%	54.0%	
Unknown	1.8%	2.3%	2.3%	3.7%	2.9%	2.9%	7.2%	2.6%	
<b>Total</b>	<b>100.0%</b>								



The bar charts show the % of BME students by Region and programme type in the University (left chart) and individual college (right chart). The tables show more detail. The upper table shows the figures for the whole university, the lower table shows the information for an individual college. The UK/International split is achieved using Student Domicile. Data is from the 01/12/2024 Student Statistics snapshot. Report prepared by: sdma@admin.ox.ac.uk

**Award Programme Type**  
 PGR  
 PGT  
 UG  
 VRO

**Chart 4: On-course students: Disability by programme type**

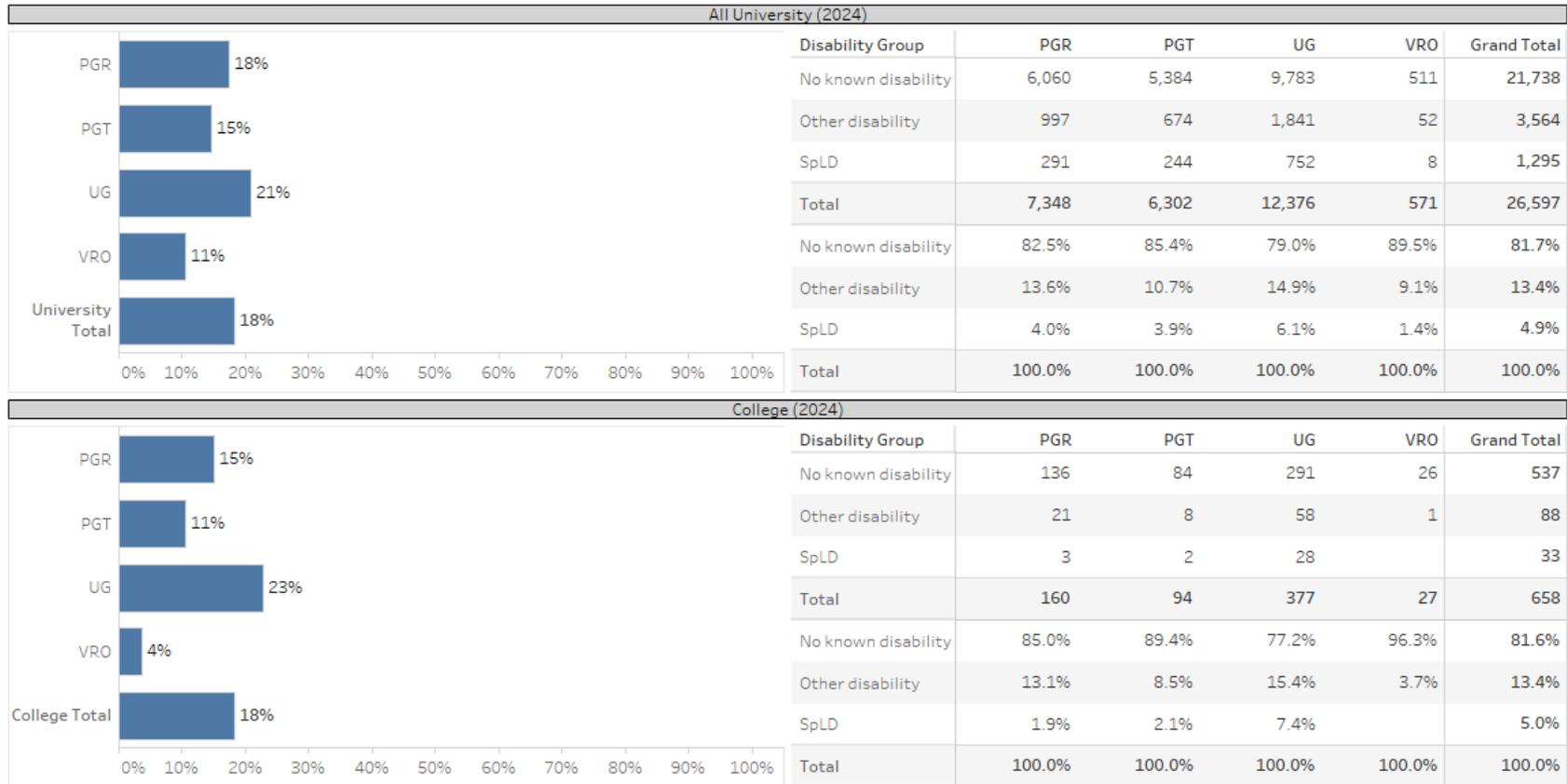


STUDENT DATA MODELLING AND ANALYTICS  
**Equality - On-course students**  
 Disability - Programme Type Overview

Select Year  
2024

**St Peter's College**

In 2024, 121 of the college's 658 students (18.4%) had a declared disability



The bar charts above show the % of BME of students with a declared disability by programme type in the University (top chart) and individual college (lower chart).  
 Data is from the 01/12/2024 Student Statistics snapshot. Report prepared by: sdma@admin.ox.ac.uk

SpLD = Specific learning disability (includes dyslexia, dyspraxia, ADHD, ADD)  
 Other disability = any other disability, and students with multiple disabilities  
 No disability = Not known, refused, or Information Not Sought

**Chart 5: Undergraduate admissions: acceptance rate gaps over time**



STUDENT DATA MANAGEMENT & ANALYSIS  
**Equality - Undergraduate Admissions**  
 Acceptance Rate Gap : College vs All University



Ucas Cycle 2018 to 2023  
 Domicile: UK / EU / Non-EU All

These charts show whether the Acceptance Rate for each demographic was higher or lower than its 'complementary' group (i.e. Female vs Male, BME vs White, Declared Disability vs No Known).

The vertical bars describe the gap for your College whilst the grey line tracks the same gap for the University as a whole.

A downwards, orange bar indicates that the monitored group (i.e. Female, BME, Declared Disability) had a lower success rate. An upwards, blue bar indicates that the group had a higher success rate. The grey 'All University' line is shown for reference, using the same percentage scale.

All charts provide more detail in pop-up tooltips when one hovers mouse over the bars/lines.

**NB** : UCAS do not ask EU and Non-EU applicants for their Ethnicity. Therefore, only UK applicants appear on the BME - White chart, even if the Domicile filter is set to include EU and Non-EU.

In contrast, all applicants (UK, EU and Non-EU domiciled) are asked to submit information about their Sex and any Disabilities, so including EU and/or Non-EU *will* change the relevant charts.

All data are taken from Undergraduate Admissions Definitive Data Snapshot of March 2024.

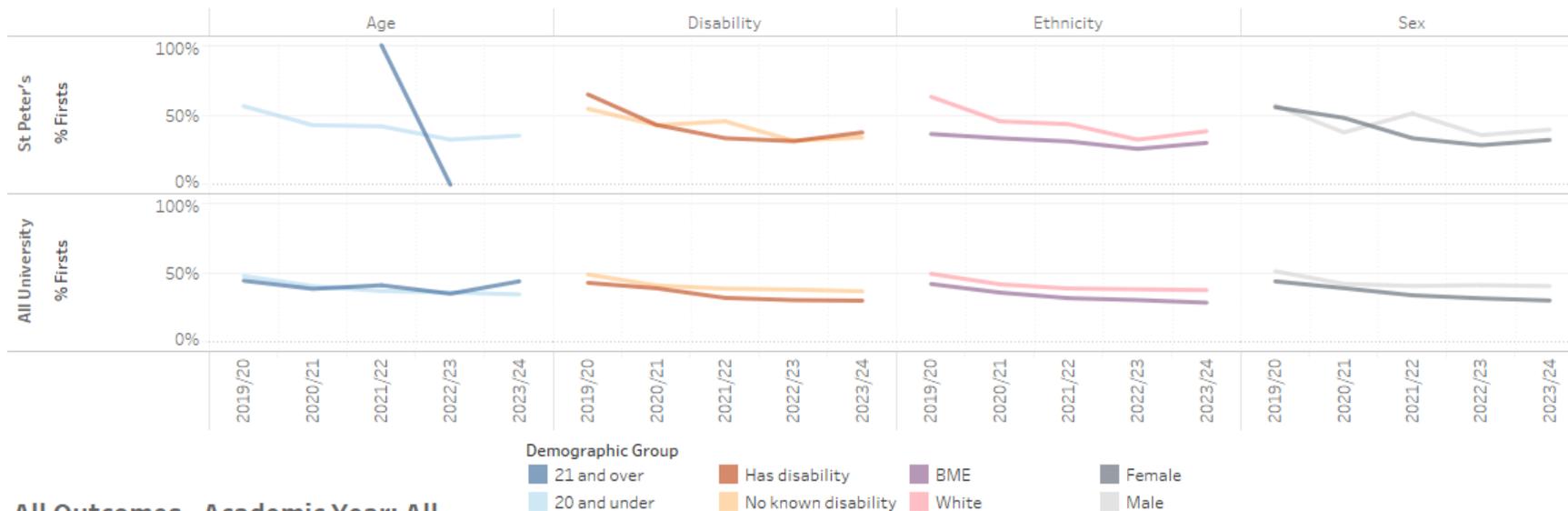
**Chart 6: Undergraduate award classifications**



STUDENT DATA MODELLING AND ANALYTICS  
**Equality - Undergraduate Award Classifications**  
 Overview

Data extracted from SITS student records system Sep 2024.  
 Academic Year based on Final Honour Schools Award record.  
 Sex value "Other" has been excluded.  
 BME Group "Unknown" has been excluded.  
 For further info contact [sdma@admin.ox.ac.uk](mailto:sdma@admin.ox.ac.uk).

**% Firsts by Demographics**



**All Outcomes - Academic Year: All**

