Equality Policy and Action Plan 2022-2025
incorporating the Public Sector Equality Duty (PSED) annual report (March 2022)

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 of up of the following parts:

- **An Equality Policy**, which sets out the Aims of the College in relation to the protected characteristics described in the Equality Act 2010, and Equality Objectives for the period 2022-2025. The College is expected by the Equality Act 2010 to set at least one equality-related objective.

- **An Action Plan**, updated in February 2022, providing more detail about the steps that will be taken to ensure the College meets the Objectives set out in the Policy.

- **Appendices:**
  Data and statistics published in compliance with the Public Sector Equality Duty (PSED).

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 eight protected characteristics (in alphabetical order):

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

It also applies to marriage and civil partnerships, but only in respect of the requirement to have due regard to the need to eliminate unlawful discrimination in employment.

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

The development of this Policy and Action Plan

This Policy and Action Plan was developed by the College's Equality and Diversity Forum. It was first approved by the College's Governing Body on 12 February 2020. This version was revised in February 2022. No changes to the Equality Objectives were made, but the Action Plan section was revised and updated. This document will be reviewed and updated annually.

The Equality, Diversity & Inclusion Forum
(known as the Equality & Diversity Forum until Michaelmas Term 2021)

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 Fellow for Equality, Diversity & Inclusion (currently Dr Marc Macias-Fauria) who is a member 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 Fellow for Equality, Diversity & Inclusion 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 GSO (Gender and Sexual Orientation) 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.

Equality Objectives

For the period 2022-2025, the College will continue to work and expand towards the following objectives:

1.   To ensure that Governing Body decisions take account of the equality impact by including regular reminders of Trustees' obligations in relation to the PSED within policy-making documentation and discussion. Trustees should also be regularly reminded of their obligation with respect to the PSED at committee level, where much policy making takes place, so that appropriate considerations are embedded in projects and process at all stages of their development.

2.   To pursue available opportunities for training where appropriate by key members of staff with welfare, decanal, administrative and equality and diversity roles. To establish and consolidate a yearly, rolling training framework to ensure that academic, administrative and support staff members are aware of their role with regard to PSED and are fully supported in delivering this. The recurring training would consist of race, gender, and disability (one training session per year, to be renewed every three years).

3.   To keep promoting a more diverse workforce by:

   a)   Seeking diverse shortlists, including in relation to gender. In the 2022 PSED annual report, we reported a 2:1 ratio (38:19) of M:F academic members of staff. While the College's M:F ratio is this imbalanced, our objective to ensure we have no all-male shortlists of candidates for joint appointments with the University or for senior administrative staff, including for the roles of Master and Bursar, remains.

   b)   Investigating what actions the College might pursue to ensure that appointment panels consider the full range of protected characteristics. To this end, training (including online training) can be sought through the E&D Unit for those involved in appointment panels. Available training includes implicit bias, race awareness, harassment and bullying, and cultural awareness.

4.   To introduce a new monitoring form – to be completed on appointment - to collect data on the protected characteristics of new entrants to the College's workforce.

5.   To explore the effects of going beyond the PSED (England) requirement to set out aims and objectives in relation to the protected characteristics described in the Equality Act 2010, by considering the "Fairer Scotland Duty: Guidance for Public Bodies" statutory guidance for public sector bodies subject to the Fairer Scotland Duty, with a focus on reducing inequalities of outcome caused by socio-economic disadvantage.

6.   To continue amplifying student voice and influence in relation to College outreach activity, following on and consolidating the successful initiatives developed during the period 2019-2022, through: a) the continued development of an Unofficial Prospectus written and designed with underrepresented groups in mind; and b) student-driven social media initiatives, including Instagram 'takeovers'.

7.   To expand the EDI training for students in undergraduate and graduate Freshers' week, with longer, more in-depth training offered as a required part of induction, replacing the lighter information and workshop sessions existing up to and including 2021. The resources being developed centrally through the Conference of Colleges provide an ideal starting point in the pursuit of this goal.

8.   To consolidate an EDI budget – currently approved by GB at £2500 – and establish a 'seed fund' to which interested members may apply to seek funding to develop their own EDI-related projects on behalf of the College.

9.   To establish agreed, flexible procedures on the membership of the EDI Forum and the representative members present in it, with the aim of facilitating its effectiveness and governance.

10.   To finalise the inter-faith calendar that has been under development in the academic year 2021-2022 and encourage its use in the planning of events in and by the College.

The College is an accredited Living Wage Foundation employer committed to paying the recommended national living wage as a minimum. The College is currently paying all salaried staff at a level above this minimum.

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:

- Having welfare structures for support of students and staff throughout the College.

- Having members of staff responsible for the co-ordination of arrangements for disabled students.

- Having an HR Manager to ensure transparent recruitment processes and appropriate support for staff with disabilities.

- Meeting 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.

- Using 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.

- Ensuring all staff involved in student recruitment are trained in admissions procedures.

- Seeking to attract staff of the highest quality and potential regardless of background and aiming to monitor the makeup of the staff population.

Action Plan

To ensure the Equality Objectives for the period 2022-2025 set out above are achieved, we will:

1.   Ensure that at least once a year Trustees' obligations in relation to the PSED within policy-making documentation and discussion continue to be explicitly raised at Governing Body (GB). The Fellow for Equality, Diversity & Inclusion will raise these questions at the first GB of each academic year. 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.

2.   The EDI Forum will identify and propose a rolling training framework aimed at academic, administrative and support staff along the lines identified under Point 2 in Equality Objectives. Further, the Fellow for Equality, Diversity & Inclusion will continue to identify opportunities for training that are advertised by the Conference of Colleges and other bodies that could be undertaken by key members of staff with welfare, decanal, administrative and equality and diversity roles; and will record these opportunities at EDI Forum meetings.

3.   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, will continue seeking to ensure that shortlists will be diverse.

4.   The HR Manager will monitor protected characteristics through the development of a form for new salaried staff to complete on their appointment. Once the system is in place for new salaried staff, existing members of staff should also be asked to complete the form.

5.   The EDI Forum will study the "Fairer Scotland Duty: Guidance for Public Bodies" statutory guidance ([here](#)) and explore what its effects would be to the College activities regarding EDI issues if College were to adopt this guidance.

6.   The Access & Outreach Coordinator will maintain the ongoing collaboration with the JCR and the MCR. This will include: 1) the publication in 2022 of the first Unofficial Prospectus written and designed with underrepresented groups in mind; and 2) supporting the Access & Outreach Rep in the management of the series 'Humans of St Peter's'. The College Communications Manager will continue to support student-driven social media initiatives.

7.   The EDI Forum will identify and enable the Freshers' week training referred to in Point 7 of Equality Objectives above. The aim is to start this activity in the academic year 2022-2023.

8.   The Fellow for Equality, Diversity & Inclusion will directly communicate with College Finance to secure the allocated EDI budget on a yearly basis. The EDI Forum will work towards articulating the terms for the seed fund referred to in Point 8 of Equality Objectives above, which will run annually from the academic year 2022-2023.

9.   A conversation will start within the EDI Forum to revise its current structure, with the aim of facilitating governance and participation within the Forum.

10. The EDI Forum will complete the inter-faith calendar in 2022, which will include an e-calendar. Starting in the academic year 2022-2023, the EDI Forum will make the inter-faith calendar available to College and encourage its use and consideration in the planning and organisation of all College events.

Appendix 1: Staff data

This appendix provides data on St Peter's College employees by sex and age. The data has also been split between academic and non-academic appointments. The College's snapshot was taken on 31 January 2022, and includes all employees employed by the College on a permanent or fixed-term contract. It does not include casual workers.

All

Male	Female	Total
74	65	139
53%	47%	100%

18-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-76	Total
5	7	27	16	17	18	20	15	13	1	0	139
4%	5%	19%	12%	12%	13%	14%	11%	9%	1%	0%	100%

Academics

Male	Female	Total
38	19	57
67%	33%	100%

18-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-76	Total
1	3	8	9	9	10	9	3	5	0	0	57
2%	5%	14%	16%	16%	18%	16%	5%	9%	0%	0%	100%

Non-Academics

Male	Female	Total
36	46	82
44%	56%	100%

18-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-76	Total
4	4	19	7	8	8	11	12	8	1	0	82
5%	5%	23%	9%	10%	10%	13%	15%	10%	1%	0%	100%

Appendix 2: 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
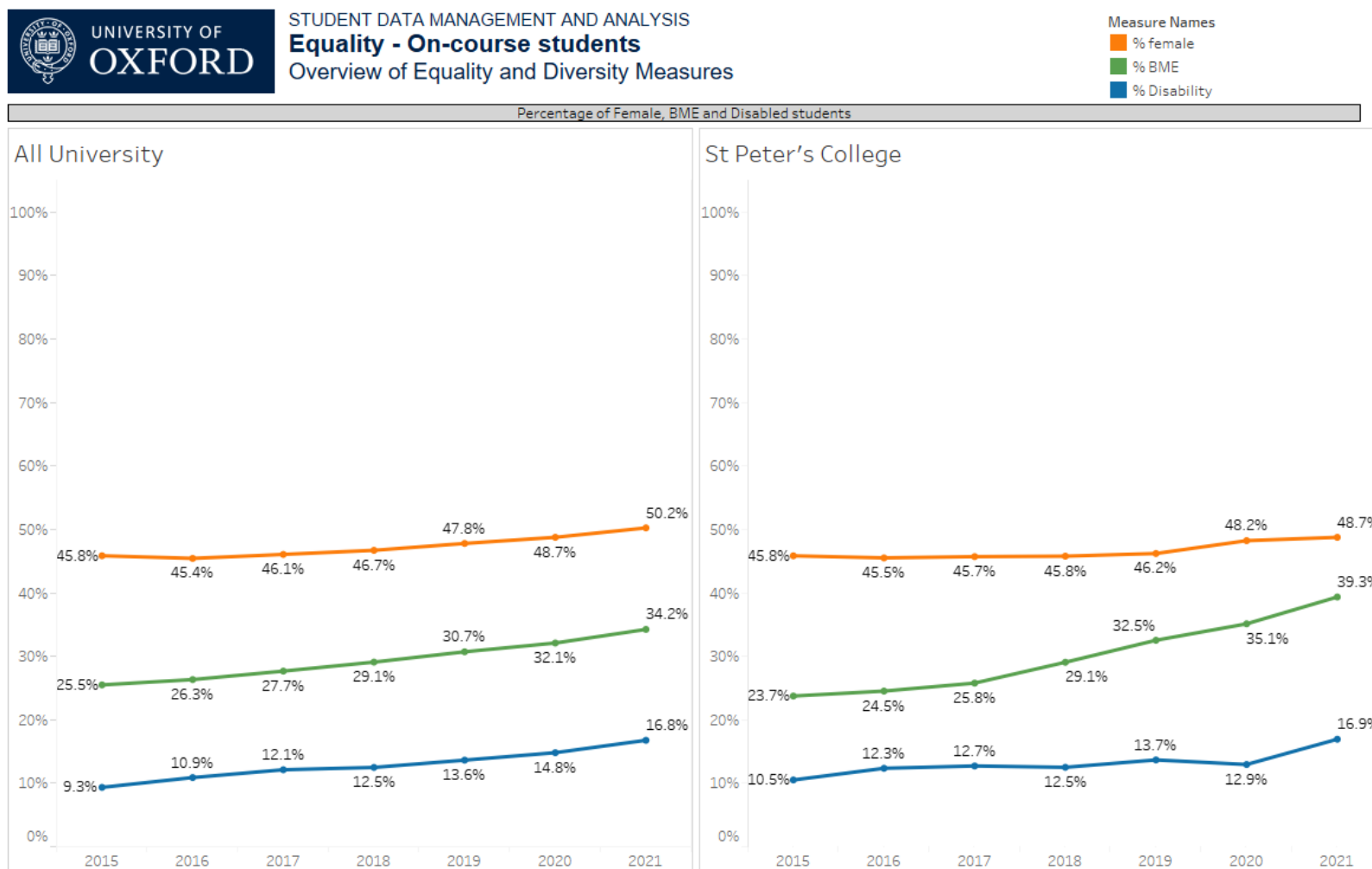
The charts show the changing percentage of Female, BME (Black and minority ethnic) and Disabled students over time.

Data is from the 01/12/2021 Student Statistics snapshot. Report prepared by: sdma@admin.ox.ac.uk

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

All University (2021)

Sex	Medical Sciences			Social Sciences			MPLS			Humanities			Continuing Education			University of Oxf..	Grand Total
	PGR	PGT	UG	PGR	PGT	UG	PGR	PGT	UG	PGR	PGT	UG	PGR	PGT	UG	VRO	
Female	927	308	1,132	755	1,774	1,118	816	150	1,355	579	459	2,631	71	574	378	262	13,289
Male	747	150	681	635	1,647	1,012	1,881	530	2,569	572	389	1,462	58	423	241	169	13,166
Total	1,674	458	1,813	1,390	3,421	2,130	2,697	680	3,924	1,151	848	4,093	129	997	619	431	26,455
Female	55.4%	67.2%	62.4%	54.3%	51.9%	52.5%	30.3%	22.1%	34.5%	50.3%	54.1%	64.3%	55.0%	57.6%	61.1%	60.8%	50.2%
Male	44.6%	32.8%	37.6%	45.7%	48.1%	47.5%	69.7%	77.9%	65.5%	49.7%	45.9%	35.7%	45.0%	42.4%	38.9%	39.2%	49.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

St Peter's College (2021)

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	PGR	PGT	VRO	
Female	20	5	29	13	26	42	27	5	43	5	6	79		5	6	311
Male	16	1	22	14	28	41	55	15	75	8	6	39	2	1	4	327
Total	36	6	51	27	54	83	82	20	118	13	12	118	2	6	10	638
Female	55.6%	83.3%	56.9%	48.1%	48.1%	50.6%	32.9%	25.0%	36.4%	38.5%	50.0%	66.9%		83.3%	60.0%	48.7%
Male	44.4%	16.7%	43.1%	51.9%	51.9%	49.4%	67.1%	75.0%	63.6%	61.5%	50.0%	33.1%	100.0%	16.7%	40.0%	51.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Percentage of female students (All University, 2021)

	Medical Sciences	Social Sciences	MPLS	Humanities	Continuing Education	University of Oxford
PGR	55%	54%	30%	50%	55%	
PGT	67%	52%	22%	54%	58%	
UG	62%	52%	35%	64%	61%	
VRO						61%

Percentage of female students (St Peter's College, 2021)

	Medical Sciences	Social Sciences	MPLS	Humanities	Continuing Education	University of Oxford
PGR	56%	48%	33%	38%	0%	
PGT	83%	48%	25%	50%	83%	
UG	57%	51%	36%	67%		
VRO						60%

Award Programme Type
PGR
PGT
UG
VRO
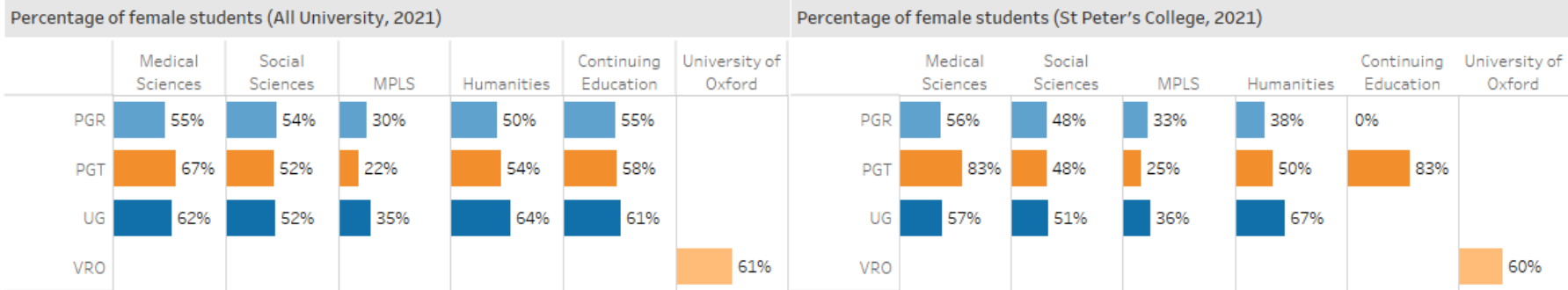
The bar charts show the % of female students by Division and programme type in the University (left chart) and individual college (right chart). The tables show more detail. The upper table shows the figures for the whole university, the lower table shows the information for an individual college.
Data is from the 01/12/2021 Student Statistics snapshot. Report prepared by: sdma@admin.ox.ac.uk

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

All University (2021)

BME Group	UK				International				Grand Total
	PGR	PGT	UG	VRO	PGR	PGT	UG	VRO	
BME	515	639	2,234		2,067	2,037	1,362	203	9,057
White	2,315	1,797	7,520	3	1,752	1,640	1,096	199	16,322
Unknown	159	116	228		233	175	139	26	1,076
Total	2,989	2,552	9,982	3	4,052	3,852	2,597	428	26,455
BME	17.2%	25.0%	22.4%		51.0%	52.9%	52.4%	47.4%	34.2%
White	77.5%	70.4%	75.3%	100.0%	43.2%	42.6%	42.2%	46.5%	61.7%
Unknown	5.3%	4.5%	2.3%		5.8%	4.5%	5.4%	6.1%	4.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

St Peter's College (2021)

BME Group	UK			International				Grand Total
	PGR	PGT	UG	PGR	PGT	UG	VRO	
BME	17	7	73	49	46	52	7	251
White	48	16	198	39	24	38	3	366
Unknown	3	2	5	4	3	4		21
Total	68	25	276	92	73	94	10	638
BME	25.0%	28.0%	26.4%	53.3%	63.0%	55.3%	70.0%	39.3%
White	70.6%	64.0%	71.7%	42.4%	32.9%	40.4%	30.0%	57.4%
Unknown	4.4%	8.0%	1.8%	4.3%	4.1%	4.3%		3.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Percentage of BME students (All University, 2021)

UK

- PGR: 17%
- PGT: 25%
- UG: 22%
- VRO: 0%

International

- PGR: 51%
- PGT: 53%
- UG: 52%
- VRO: 47%

Percentage of BME students (St Peter's College, 2021)

UK

- PGR: 25%
- PGT: 28%
- UG: 26%

International

- PGR: 53%
- PGT: 63%
- UG: 55%
- VRO: 70%
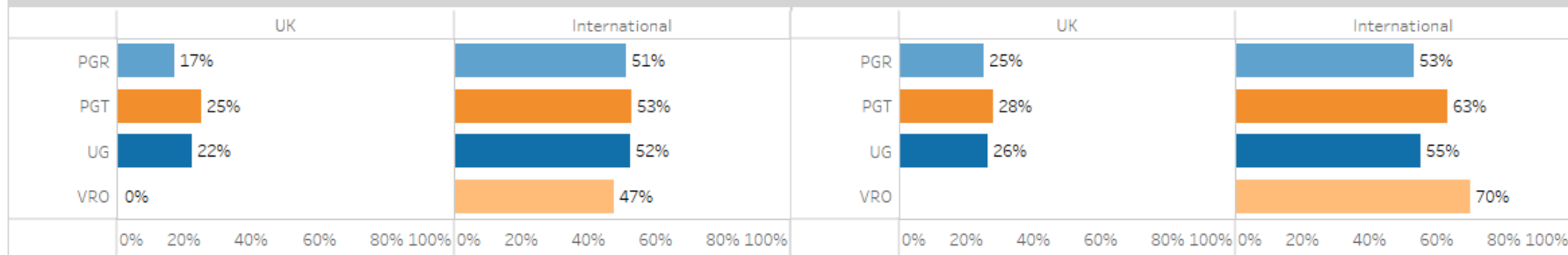
The bar charts show the % of BME students by Region and programme type in the University (left chart) and individual college (right chart). The tables show more detail. The upper table shows the figures for the whole university, the lower table shows the information for an individual college.
The UK/International split is acheived using Student Nationality
Data is from the 01/12/2021 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
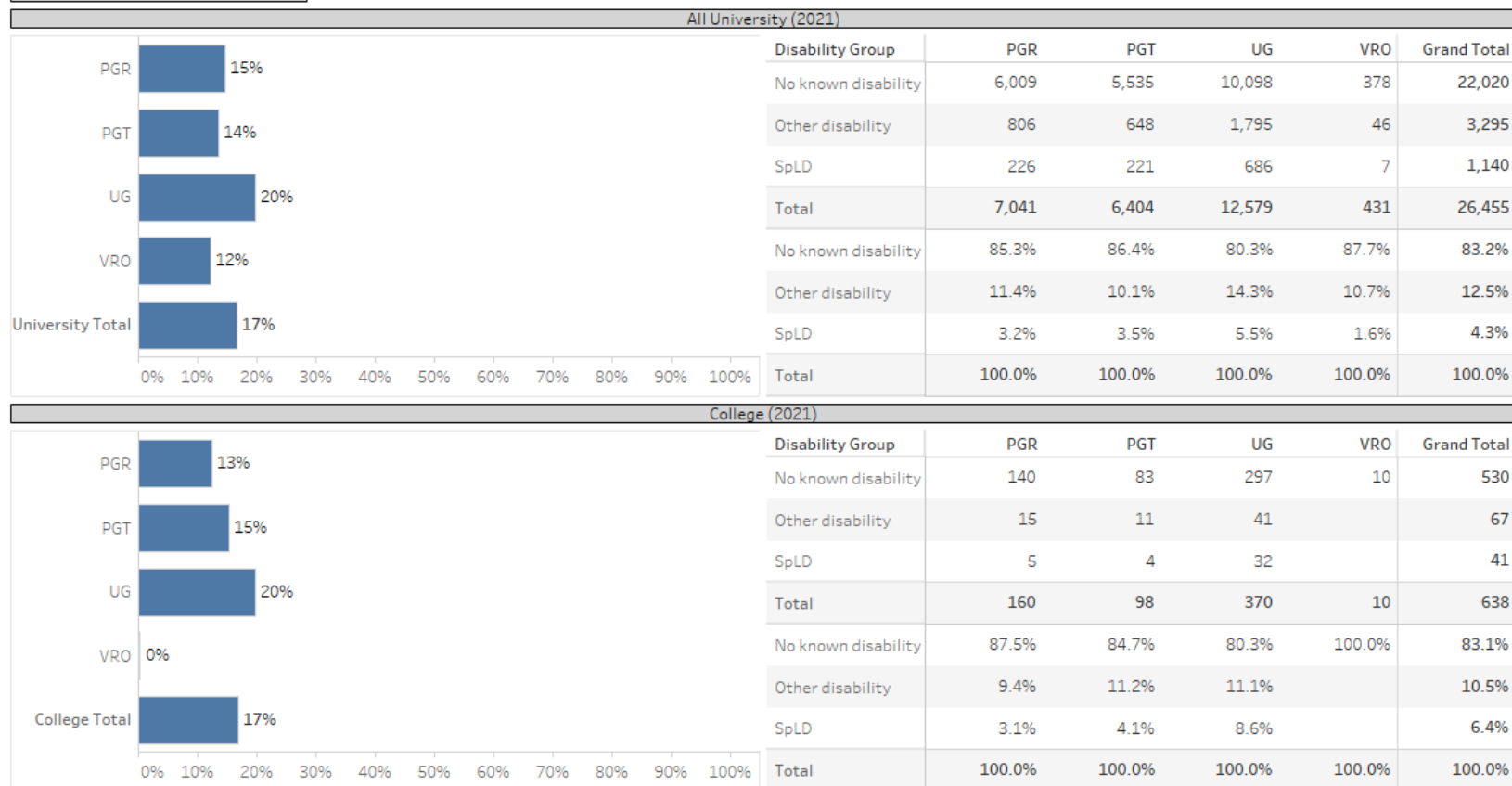
STUDENT DATA MANAGEMENT AND ANALYSIS
Equality - On-course students
Disability - Programme Type Overview

UNIVERSITY OF OXFORD

Select Year
2021

St Peter's College

In 2021, 108 of the college's 638 students (16.9%) had a declared disability

All University (2021)

Disability Group	PGR	PGT	UG	VRO	Grand Total
No known disability	6,009	5,535	10,098	378	22,020
Other disability	806	648	1,795	46	3,295
SpLD	226	221	686	7	1,140
Total	7,041	6,404	12,579	431	26,455
No known disability	85.3%	86.4%	80.3%	87.7%	83.2%
Other disability	11.4%	10.1%	14.3%	10.7%	12.5%
SpLD	3.2%	3.5%	5.5%	1.6%	4.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Bar chart (All University):
- PGR: 15%
- PGT: 14%
- UG: 20%
- VRO: 12%
- University Total: 17%

College (2021)

Disability Group	PGR	PGT	UG	VRO	Grand Total
No known disability	140	83	297	10	530
Other disability	15	11	41		67
SpLD	5	4	32		41
Total	160	98	370	10	638
No known disability	87.5%	84.7%	80.3%	100.0%	83.1%
Other disability	9.4%	11.2%	11.1%		10.5%
SpLD	3.1%	4.1%	8.6%		6.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Bar chart (College):
- PGR: 13%
- PGT: 15%
- UG: 20%
- VRO: 0%
- College Total: 17%

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 01/12/2021 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
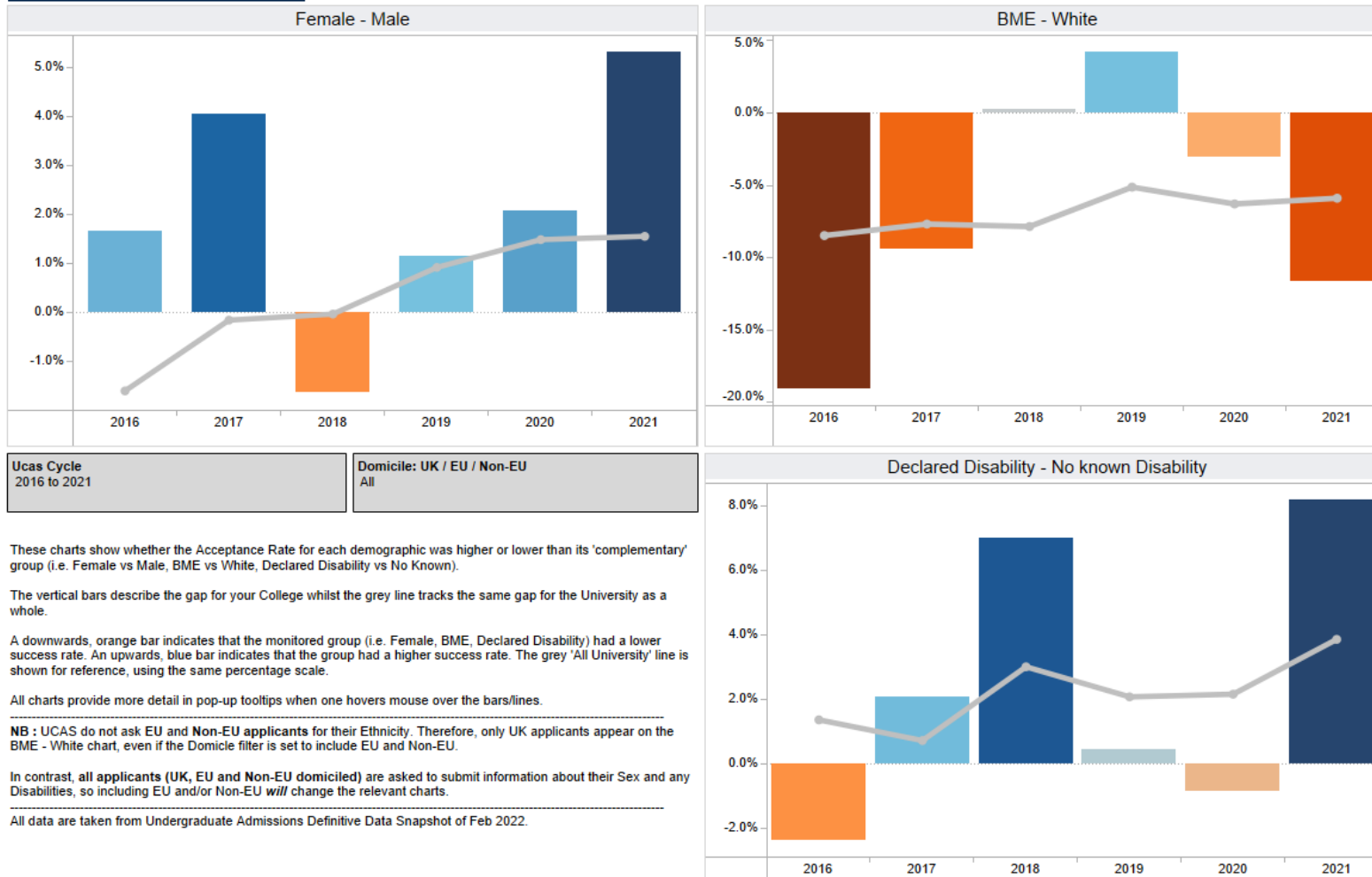
These charts show whether the Acceptance Rate for each demographic was higher or lower than its 'complementary' group (i.e. Female vs Male, BME vs White, Declared Disability vs No Known).

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.

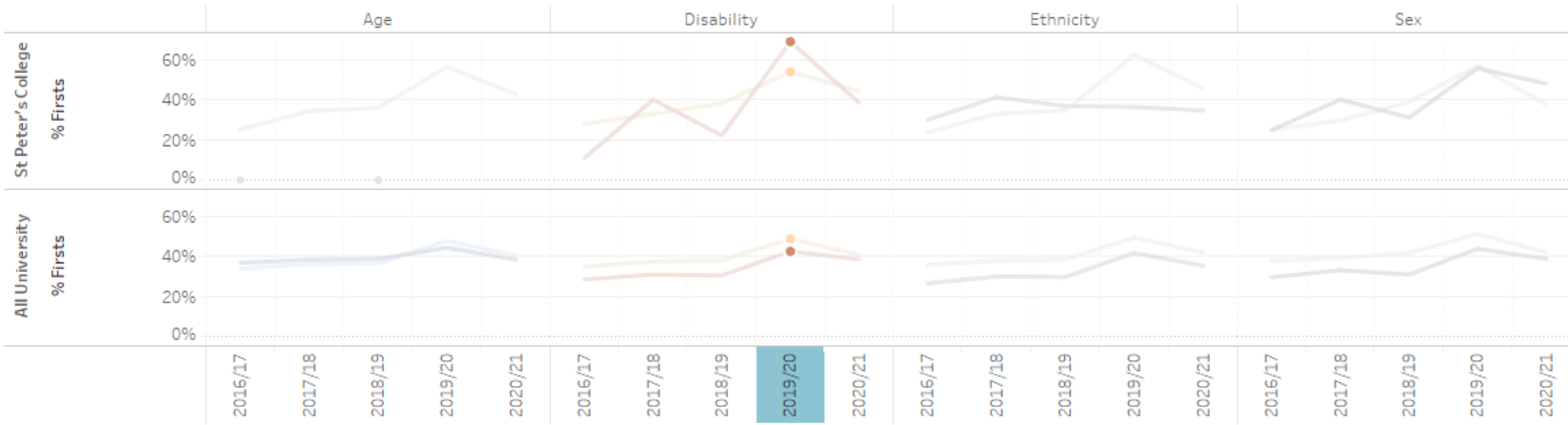All data are taken from Undergraduate Admissions Definitive Data Snapshot of Feb 2022.

13

Chart 6: Underaraduate award classifications:

STUDENT DATA MANAGEMENT AND ANALYSIS
Equality - Undergraduate Award Classifications
Overview

Data extracted from SITS student records system Nov 2021.
Academic Year based on Final Honour Schools Award record.
For further info contact sdma@admin.ox.ac.uk.

% Firsts by Demographics

Demographic Group
- 21 and over
- 20 and under
- Has disability
- No known disability
- BME
- White / Unknown
- Female
- Male

All Outcomes - Academic Year: All

14