



**Equality Policy and Action Plan 2022-2025  
incorporating the Public Sector Equality Duty (PSED) annual report (March 2024)**

## **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:

- **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 2024, 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 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)

## **The development of this Policy and Action Plan**

This Policy and Action Plan was developed by the College's Equality and Diversity Forum. This version (for 2022-25) was published in March 2022, and revised in February 2023 and 2024. In the latest version, minor changes to the Equality Objectives were made, and the Action Plan section was revised and updated. This document will be reviewed and updated annually.

## **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 Albert Sanghoon Park), 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.

## 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 and students 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 cover the full intersectionality of protected characteristics (including but not limited to 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 and 2023 PSED annual reports, we reported that the College had twice as many male members of academic staff as female members of academic staff, with no data available on non-binary gender identity. While this snapshot of College's gender ratios is incomplete, and is not replicated in all areas of the College's employee base, we will continue to seek to take all diversity issues, including in relation to gender, explicitly into account in how short-lists are assembled for all appointments. For academic appointments specifically, we will seek to avoid having all-male shortlists wherever possible.
  - 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.
  - c) We will aim to reduce the present gender pay gap for all staff (see SPC Gender Pay Gap Report 2022 and 2023).
4. To consider whether 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 in recent years, through: a) the publication of an Alternative Prospectus written and designed with underrepresented groups in mind; and b) student-driven social media initiatives.
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 to work with members of the EDI Forum to decide how best this fund might be spent each year.

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 continue discussions exploring the potential feasibility and requirements for qualifying as a 'College of Sanctuary'. The student body expresses their strong support for St Peter's pursuing status as a College of Sanctuary. Given the potential resources involved, this will require consideration to fully understand the requirements of the application process over the coming year and beyond.

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 do the following:

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 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 Equality, Diversity & Inclusion Lead will continue to engage with the Conference of Colleges Equality and Diversity Forum to note cross-college initiatives; and will update members of the EDI Forum accordingly.
3. Benchmarking EDI policies with other universities. This includes other universities in the UK (especially Scotland due to their wider EDI criteria), Europe (especially the Nordic countries), and around the world.
4. 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.
5. The Access & Outreach Coordinator will maintain the ongoing collaboration with the JCR and the MCR. The College Communications Manager will continue to support student-driven social media initiatives.
6. The College Communications Manager and Dean of Welfare will 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.
7. The EDI Forum will aim to embed Freshers' week training referred to in Point 7 of Equality Objectives above, including the identification of suitable external providers, and liaison with JCR and MCR committees.
8. A conversation will start within the EDI Forum to revise its meeting calendar, with the aim of facilitating governance and participation within the Forum. This may also include the possibility of expanding the number and/or form of meetings per term, with the goal of facilitating greater cross-college communication, in line with the recognised value of EDI Forum and for its use as a space for improved EDI-related coordination and communication.
9. The College Communications Manager will continue to maintain the internal interfaith calendar for college staff, fellows, and on social media.
10. Continue to utilise EDI Forum as a place of discussion and exchange of views across college students, staff, and academics in relation to EDI issues. This is in recognition of the mutual desire across college members to expand and improve upon effective EDI measures for the College community.

## Appendix 1: EDI Review of 2023-24

The following actions were undertaken – or are planned – during the academic year 2023-24 in support of the Colleges' equality and diversity objectives:

- Comprehensive Access and Outreach programme
- Authorisation of an EDI budget (currently £2.5k)
- Growth of the College calendar of Flags diary
- Equality workshop for all incoming undergraduate students in October 2023
- 
- Displays of books relating to Black History Month, Holocaust Memorial Day, and Queer History Month in the College Library foyer at relevant times of year
- Commemoration of International Holocaust Memorial Day with reflective music and recorded survivors' testimonies
- Dinners highlighting a variety of different communities:
  - Queer Formal in Hilary Term 2024, and has been relabelled from LGBTQ+ Dinner following an internal discussion and student poll.
  - BAME Dinner in Trinity Term 2024.
- International Women's Day – an event and presentation. Speaker - Dr Alison Ray, SPC college archivist.



## Appendix 2: Staff data

### Improve equality monitoring of the protected groups within the workforce.

The collection of data depends on the willingness of staff to complete a monitoring form, 50% of staff responded to the latest survey conducted in January/February 2022. Therefore, we do not have a complete picture of the protected characteristics of our staff. The College has set out to improve the collection of employee data for protected characteristics.

The age profile of college staff is given in the table below. The data has been split between academic and non-academic appointments. The College's snapshot was taken on 31 January 2024 and includes all employees employed by the College on a permanent or fixed-term contract. It does not include casual workers.

#### All Staff

18-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	Total
4	17	21	17	16	16	26	18	16	3	154
3%	11%	14%	11%	10%	10%	17%	12%	10%	2%	100%

#### Academic Staff

18-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	Total
2	9	5	8	8	9	14	5	3	1	64
3%	14%	8%	13%	13%	14%	22%	8%	5%	2%	100%

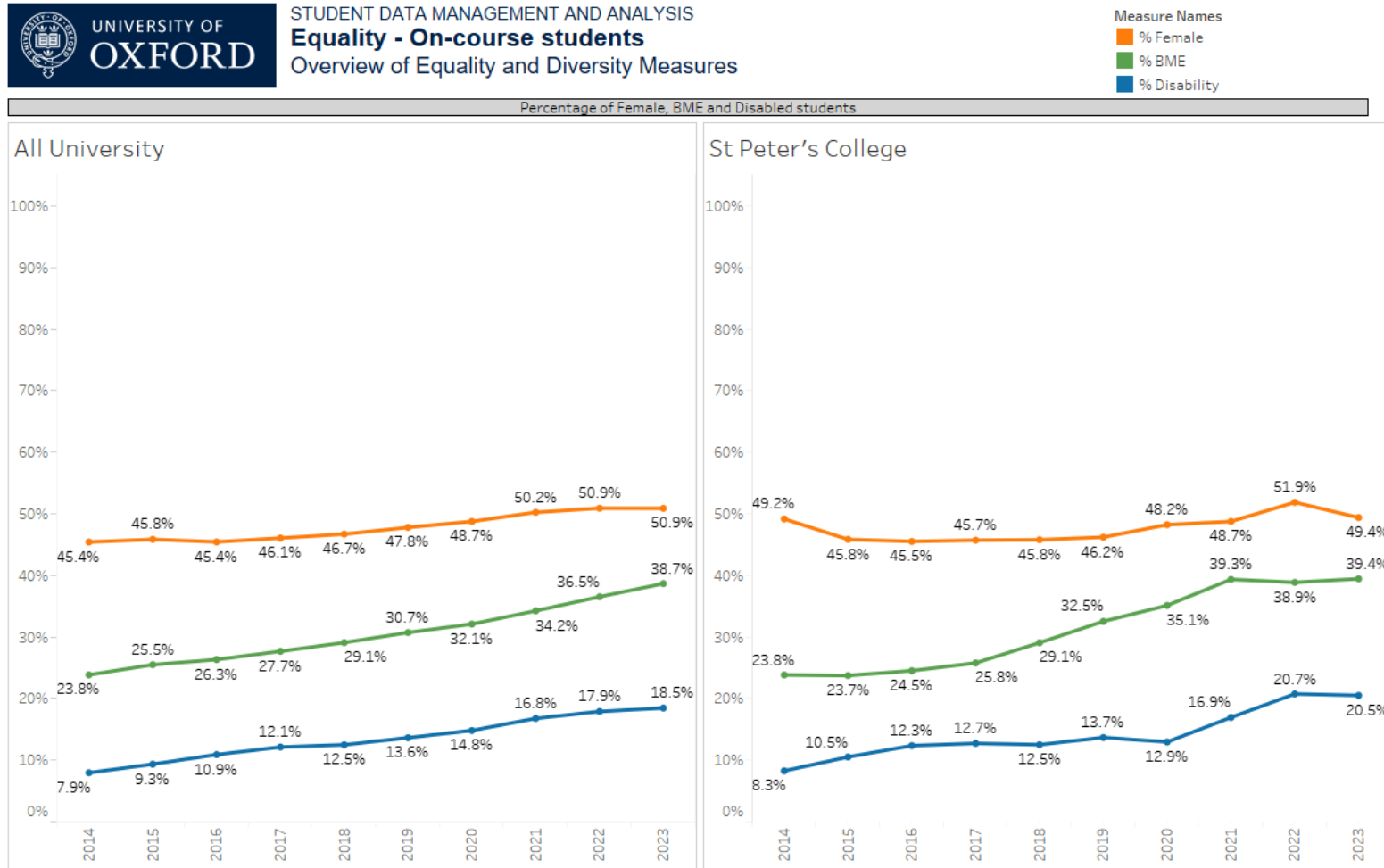
#### Non-Academic Staff

18-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	Total
2	8	16	9	8	7	12	13	13	2	90
2%	9%	18%	10%	9%	8%	13%	14%	14%	2%	100%

### Appendix 3: 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 01/12/2023 Student Statistics snapshot. Report prepared by: sdma@admin.ox.ac.uk

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



STUDENT DATA MANAGEMENT AND ANALYSIS  
**Equality - On-course students**  
 Sex - Division & Programme Type Overview

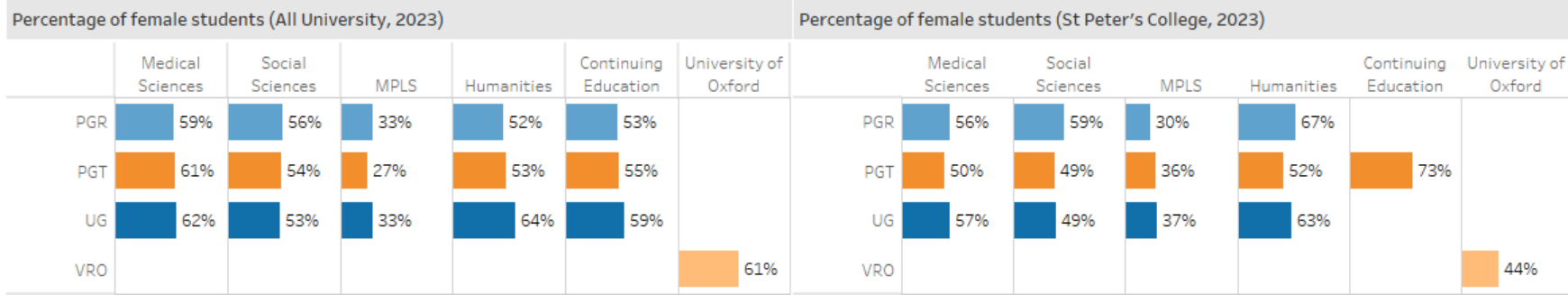
Select Year  
 2023

All University (2023)

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	1,134	369	1,129	836	1,908	1,081	864	207	1,310	584	471	2,560	77	432	404	342	13,708
Male	788	235	678	659	1,657	975	1,751	567	2,611	545	410	1,445	68	356	277	215	13,237
Other					1									1			2
<b>Total</b>	<b>1,922</b>	<b>604</b>	<b>1,807</b>	<b>1,495</b>	<b>3,566</b>	<b>2,056</b>	<b>2,615</b>	<b>774</b>	<b>3,921</b>	<b>1,129</b>	<b>881</b>	<b>4,005</b>	<b>145</b>	<b>789</b>	<b>681</b>	<b>557</b>	<b>26,947</b>
Female	59.0%	61.1%	62.5%	55.9%	53.5%	52.6%	33.0%	26.7%	33.4%	51.7%	53.5%	63.9%	53.1%	54.8%	59.3%	61.4%	50.9%
Male	41.0%	38.9%	37.5%	44.1%	46.5%	47.4%	67.0%	73.3%	66.6%	48.3%	46.5%	36.1%	46.9%	45.1%	40.7%	38.6%	49.1%
Other					0.0%									0.1%			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 (2023)

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	25	3	30	19	22	40	21	5	43	8	11	75	8	8	318
Male	20	3	23	13	23	41	49	9	74	4	10	44	3	10	326
<b>Total</b>	<b>45</b>	<b>6</b>	<b>53</b>	<b>32</b>	<b>45</b>	<b>81</b>	<b>70</b>	<b>14</b>	<b>117</b>	<b>12</b>	<b>21</b>	<b>119</b>	<b>11</b>	<b>18</b>	<b>644</b>
Female	55.6%	50.0%	56.6%	59.4%	48.9%	49.4%	30.0%	35.7%	36.8%	66.7%	52.4%	63.0%	72.7%	44.4%	49.4%
Male	44.4%	50.0%	43.4%	40.6%	51.1%	50.6%	70.0%	64.3%	63.2%	33.3%	47.6%	37.0%	27.3%	55.6%	50.6%
<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 01/12/2023 Student Statistics snapshot. Report prepared by: sdma@admin.ox.ac.uk

**Award Programme Type**  
 PGR (blue)  
 PGT (orange)  
 UG (dark blue)  
 VRO (light orange)

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

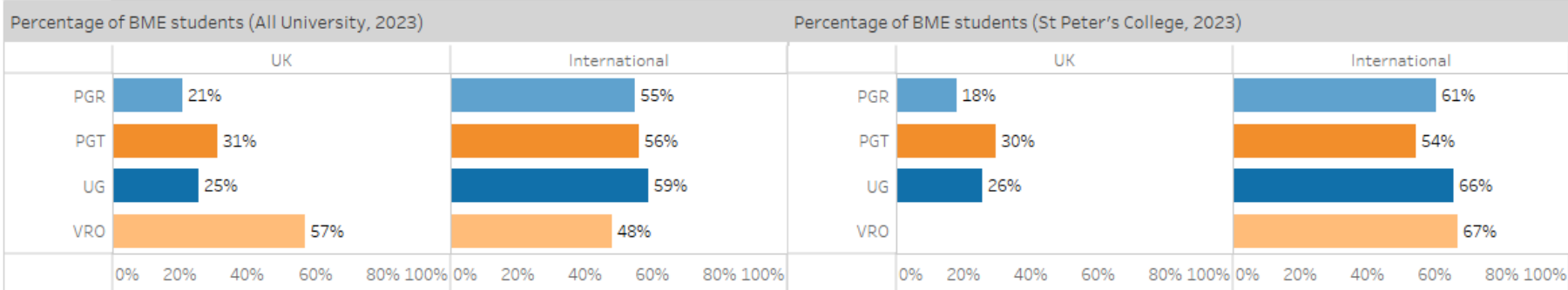


STUDENT DATA MANAGEMENT AND ANALYSIS  
**Equality - On-course students**  
 Ethnicity - Programme Type and Region Overview

Select Year  
 2023

All University (2023)										
BME Group	UK				International				Grand Total	
	PGR	PGT	UG	VRO	PGR	PGT	UG	VRO		
BME	632	708	2,512	4	2,345	2,426	1,528	263	10,418	
White	2,252	1,489	7,139	3	1,681	1,746	875	256	15,441	
Unknown	143	86	216		253	159	200	31	1,088	
<b>Total</b>	<b>3,027</b>	<b>2,283</b>	<b>9,867</b>	<b>7</b>	<b>4,279</b>	<b>4,331</b>	<b>2,603</b>	<b>550</b>	<b>26,947</b>	
BME	20.9%	31.0%	25.5%	57.1%	54.8%	56.0%	58.7%	47.8%	38.7%	
White	74.4%	65.2%	72.4%	42.9%	39.3%	40.3%	33.6%	46.5%	57.3%	
Unknown	4.7%	3.8%	2.2%		5.9%	3.7%	7.7%	5.6%	4.0%	
<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>	

St Peter's College (2023)										
BME Group	UK			International				Grand Total		
	PGR	PGT	UG	PGR	PGT	UG	VRO			
BME	10	8	77	63	38	46	12	254		
White	44	17	214	34	31	17	6	363		
Unknown	1	2	9	7	1	7		27		
<b>Total</b>	<b>55</b>	<b>27</b>	<b>300</b>	<b>104</b>	<b>70</b>	<b>70</b>	<b>18</b>	<b>644</b>		
BME	18.2%	29.6%	25.7%	60.6%	54.3%	65.7%	66.7%	39.4%		
White	80.0%	63.0%	71.3%	32.7%	44.3%	24.3%	33.3%	56.4%		
Unknown	1.8%	7.4%	3.0%	6.7%	1.4%	10.0%		4.2%		
<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>		



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 Nationality

Data is from the 01/12/2023 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**

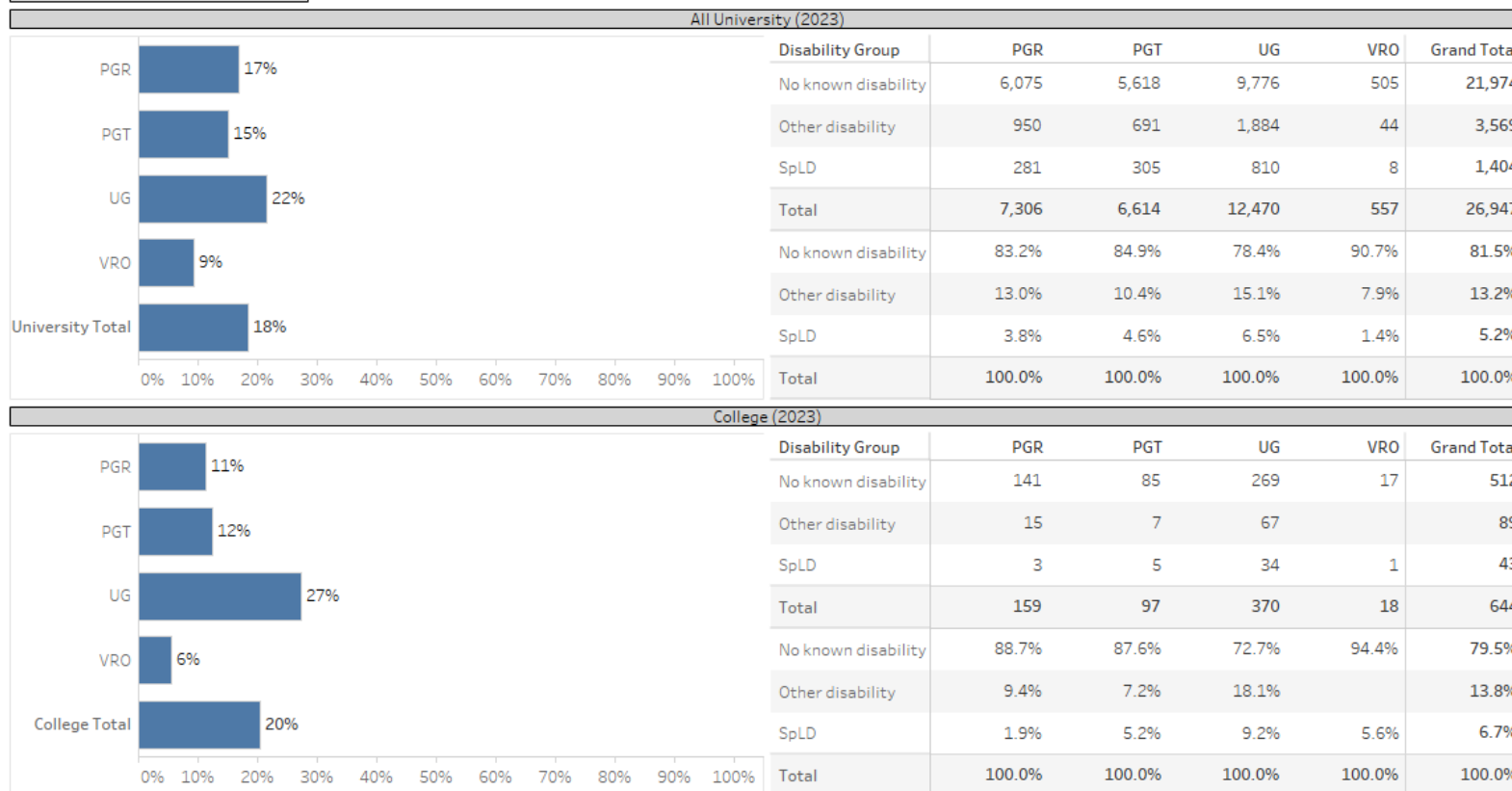


STUDENT DATA MANAGEMENT AND ANALYSIS  
**Equality - On-course students**  
 Disability - Programme Type Overview

Select Year  
2023

**St Peter's College**

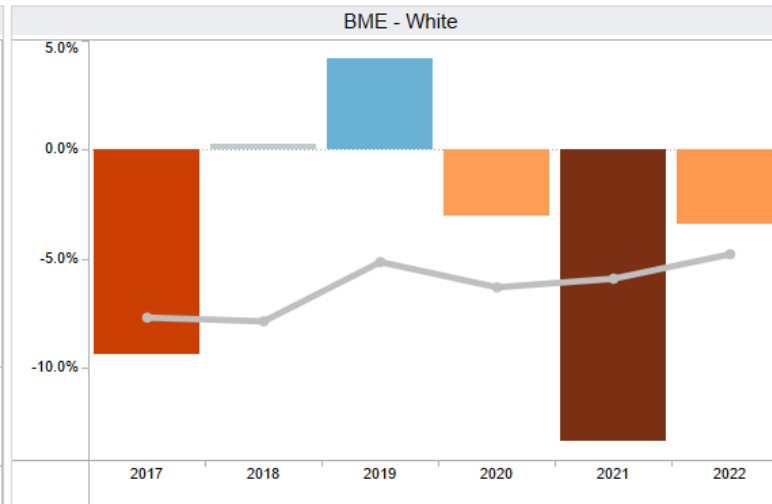
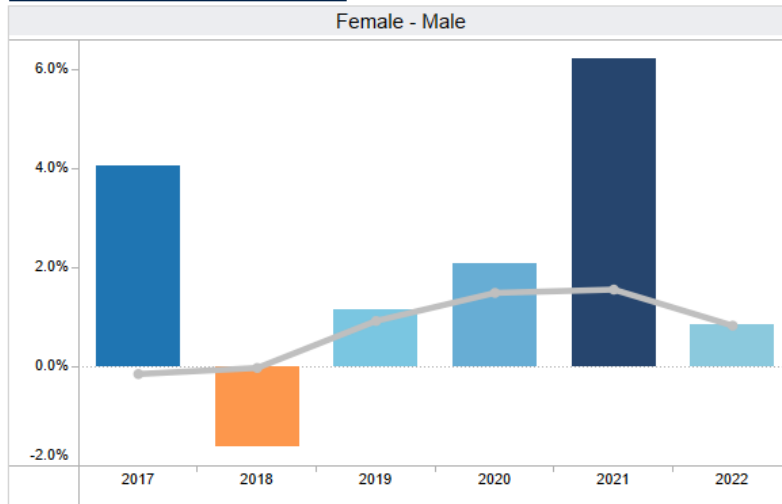
In 2023, 132 of the college's 644 students (20.5%) had a declared disability



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 01/12/2023 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**



Ucas Cycle  
2017 to 2022

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.

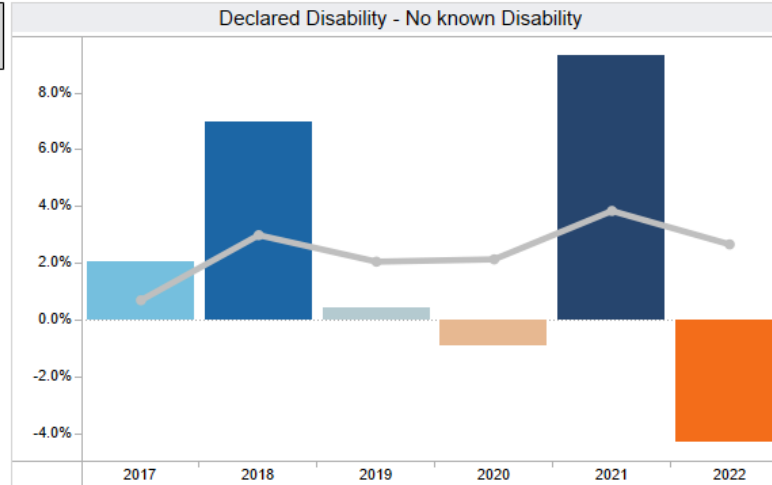
A downwards, orange bar indicates that the monitored group (i.e. Female, BME, Declared Disability) had a lower success rate. An upwards, blue bar indicates that the group had a higher success rate. The grey 'All University' line is shown for reference, using the same percentage scale.

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 2023.



**Chart 6: Undergraduate award classifications**

