

# EQUALITY REPORT 2021/22



St Anne's College

## **CONTENTS**

Foreword by the Principal	Page 2
Introduction - St Anne's College	Page 3
Equality Policy Statement	Page 4
Public Sector Equality Duty (PSED)	Page 5
PREVENT Policy statement	Page 5
Support and Academic Staff data equality statistics 2022	Page 6 - 8
Student equality statistics December 2021	Page 9 -11
Gender Pay Gap Reporting 2021/22	Page 12
The College's Response to Black Lives Matter (BLM)	Page 13 -15
Equality Activities in College 2021/22 and ongoing initiatives	Page 16 -17
St Anne's Library	Page 18
Outreach and Access	Page 19 - 20

## **FOREWORD BY THE PRINCIPAL**

This annual report is intended to share the latest data we have available and update you on our work to strengthen equality and diversity at St Anne's College.

In 2021/22 we continued our work to progress the Governing Body's 2018 ambition to be "a diverse and inclusive community contributing to the University's vision to lead the world in education and research, and securing the College's legacy and future." We celebrate the pioneering women and men whose legacy we enjoy, including remembering with pride individuals such as Merze Tate, the first African-American woman to study at Oxford and Michael Dillon, the first trans man to undergo surgery and hormone therapy. We also work closely with all members of College who are striving to ensure that everyone can thrive and make the most of their talents, as a valued part of the St Anne's community.

This year, the direct impact of the Covid-19 pandemic and the restrictions imposed to tackle the spread of the virus have reduced significantly, and in some sense College life is largely back to 'normal'. However, we know that, although everyone was affected, some groups and individuals faced more serious threats to their health and wellbeing than others, and this disparity and its impact will not disappear as quickly as the legal restrictions did.

So, we continue to work to find flexible ways to do all we can to support those most affected by the pandemic and other world, local and personal events, to repair as far as possible the unequal damage done to the education, social and cultural development of our students, as well as the professional opportunities of our academics and staff. We are hugely grateful to the many alumnae and donors who have continued to help us, as an educational charity, to mitigate some of the impact, including financial, of this period of history and the ongoing inflationary pressures and fuel costs on the College and our ability to support all who have need.

As I commented last year, the completeness and accuracy of our diversity data is an issue where we still have more work to do. Much internal and external scrutiny already takes place in relation to the very important issue of undergraduate admissions, but we also know that the makeup of our graduate students, staff and fellows is also key to being a world class College where everyone is learning from the diversity of people and ideas around us. As well as data, this report contains a summary of activity taking place to increase our diversity and strengthen the inclusive nature of our community where difference is respected, promoted and celebrated

In the summer of 2020 the Black Lives Matter movement shone a bright light on issues of systemic racism, including matters of concern within the University of Oxford. St Anne's responded to support Black members of our community and decided to focus our energies by identifying and implementing a range of practical initiatives agreed by Governing Body. These have brought benefits to other members of our diverse community too, with activity also focussing on neurodiversity and LGBTQ+. We will continue to report on the progress of these initiatives and others as they occur.

Helen King  
Principal

## INTRODUCTION – ST ANNE’S COLLEGE

Since its founding, St Anne’s College has always been about widening access to an Oxford Education. It uniquely allowed women from the UK and many other countries to study at Oxford, whilst living more flexibly and affordably at home or in lodgings across the city

In 2018 the Governing Body of St Anne’s reaffirmed the College’s purpose to be a diverse and inclusive community contributing to the University’s commitment to lead the world in education and research, whilst securing the College’s legacy and future. St Anne’s wants to be the home of choice for the brightest and most ambitious students including those from underrepresented groups and believes that difference should be respected, promoted and celebrated as the diversity of people is a rich source of learning for us all.

St Anne’s College is pleased to publish this annual summary of equality monitoring. We recognise that, in order to deliver quality teaching and support the infrastructure associated with this, staff need to be representative of the diverse communities to whom we provide a service.

The College has an Equal Opportunities Committee consisting of College Officers, Fellows and Students and meet at twice a term. Monitoring the data enables the College to examine trends, identify key issues and explore future action as well as monitoring progress against Action plans.

The scope of data contained within this report relates to the academic community (stipendiary and non-stipendiary), support staff, and graduate and postgraduate students.

The report has been prepared by the Human Resources Manager with input from the Academic Office, and has been approved by the Governing Body.

The report meets the requirement under the Public Sector Equality Duty to publish information on how the College is working to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

The characteristics protected under the Act and covered by the Duty are: age; disability; gender reassignment; pregnancy and maternity; ethnicity; religion and belief; sex (gender) and sexual orientation. (For marriage and civil partnerships, public bodies are required to demonstrate due regard to the need to eliminate unlawful discrimination in employment.)

This report considers age, disability, ethnicity, gender, religion and belief, and pregnancy and maternity for academic and support staff. Data for undergraduate and postgraduate students relates to disability, ethnicity and gender.

## **EQUAL OPPORTUNITIES POLICY - Statement of Policy**

St Anne's College welcomes diversity amongst its students, staff and visitors, recognising the particular contributions to the achievement of the College's aims that can be made by individuals from a wide range of backgrounds and experiences.

In relation to staff, the policy and practice of the College require that all staff are afforded equal opportunities within employment and that entry into employment with the College and the progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure. In all cases, ability to perform the job is the primary consideration. In accordance with statutory provisions, we provide equal opportunities and are committed to the principle of equality regardless of race, age, disability, sex, sexual orientation, gender reassignment, marriage and civil partnership, religion and belief or pregnancy and maternity.

In relation to students the College aims to provide education of excellent quality at undergraduate and postgraduate level for students, whatever their background. In pursuit of this aim, the College is committed to using its reasonable endeavours to ensure that all of its activities are governed by principles of equality of opportunity, and that all students are helped to achieve their full academic potential. This statement applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, and to staff development and training.

The policy will be implemented in accordance with the appropriate statutory requirements and full account will be taken of all available guidance and in particular any relevant Codes of Practice.



## **PUBLIC SECTOR EQUALITY DUTY**

The College is subject to the public sector equality duty, which is intended to promote equality for all. The College will publish sufficient information to demonstrate its compliance with the public sector equality duty in line with the timescales set out in legislation.

### **Legal Context**

The Equality Act 2010 introduced the concept of the Public Sector Equality Duty which came into force in April 2011. Its aim was to encourage public bodies to positively promote equality, not merely avoid discrimination.

Under the duty, the College must have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act;
2. Advance equality of opportunity between people who share a protected characteristic and those who do not; and
3. Foster good relations between people who share a protected characteristic and those 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.

### **PREVENT Policy statement**

The Counter-Terrorism and Security Act 2015 imposes a duty on the College to have 'due regard to the need to prevent people from being drawn into terrorism'. This is called the 'PREVENT' duty.

In recognising its legal obligations toward Her Majesty's Government's policy on PREVENT, St Anne's College, noting where the risk of individuals being drawn into terrorism is judged to be low, has adopted policies that are proportionate and risk-based and which remain subject to, and do not undermine, existing rights including under the Education (No 2) Act 1986, the Human Rights Act 1998, the Equality Act 2010 and data protection legislation.

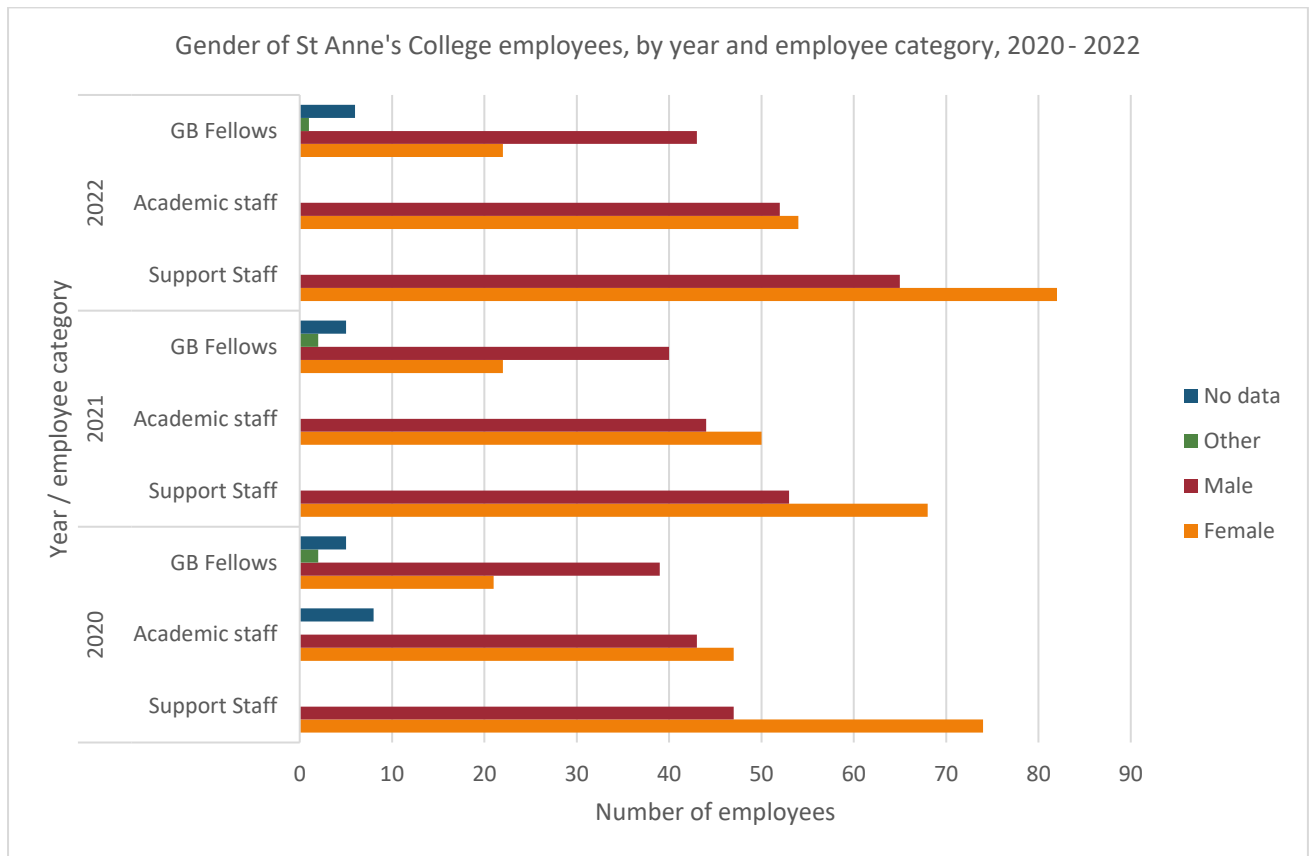
The Governing Body wishes to ensure that it is understood by all key Individuals, and by the College community as a whole, that principles of free expression, academic freedom, autonomy, confidentiality, privacy, data protection and equality of rights, according to law, provide the overarching context within which the PREVENT duty is considered. The PREVENT duty must be implemented in a manner that is proportionate and positively secures and protects those rights.

The College PREVENT policy is implemented in accordance with the appropriate statutory requirements and full account is taken of all available guidance and in particular any other relevant College policies, codes of practice and statements. The policy and risk assessment are reviewed annually in Michaelmas Term by the Governing Body to satisfy itself that the duty, and the principles outlined above are implemented appropriately.

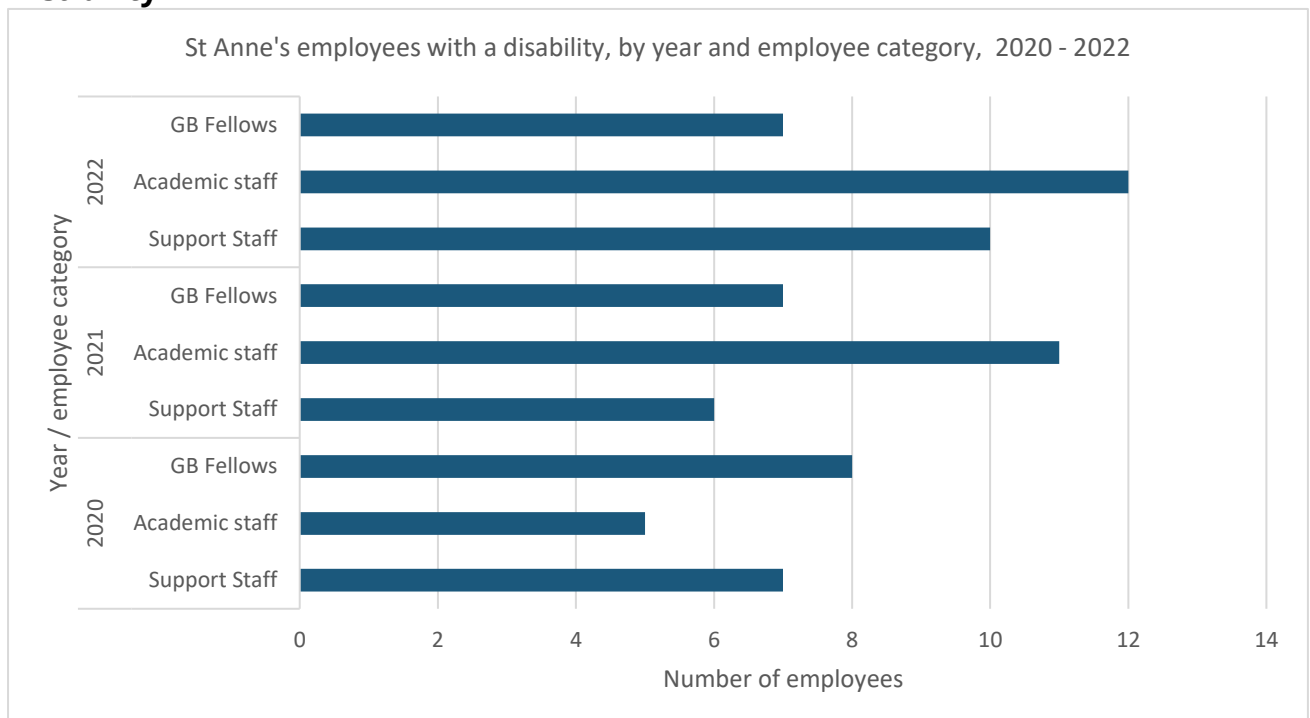
## All Staff Data

Data based on Equality forms returned.

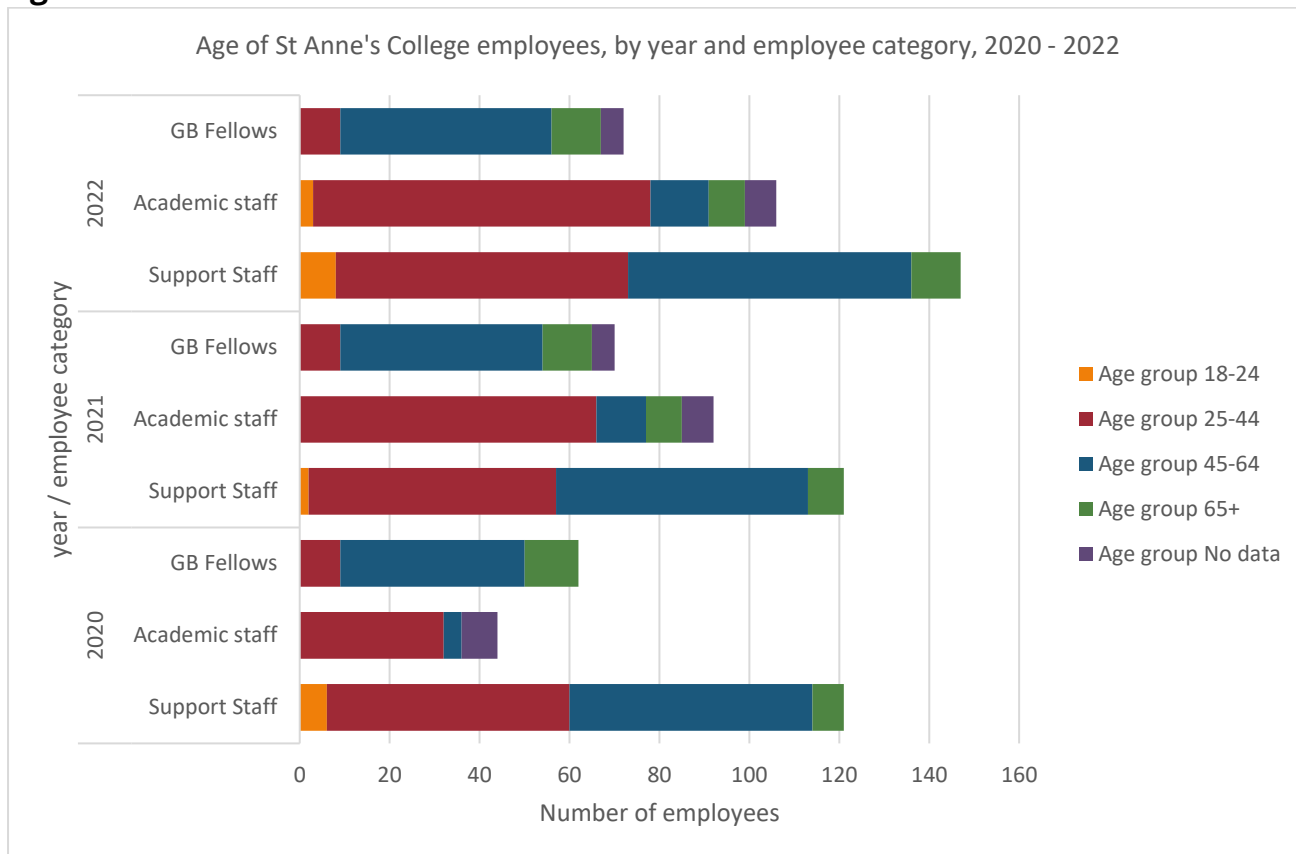
### Gender



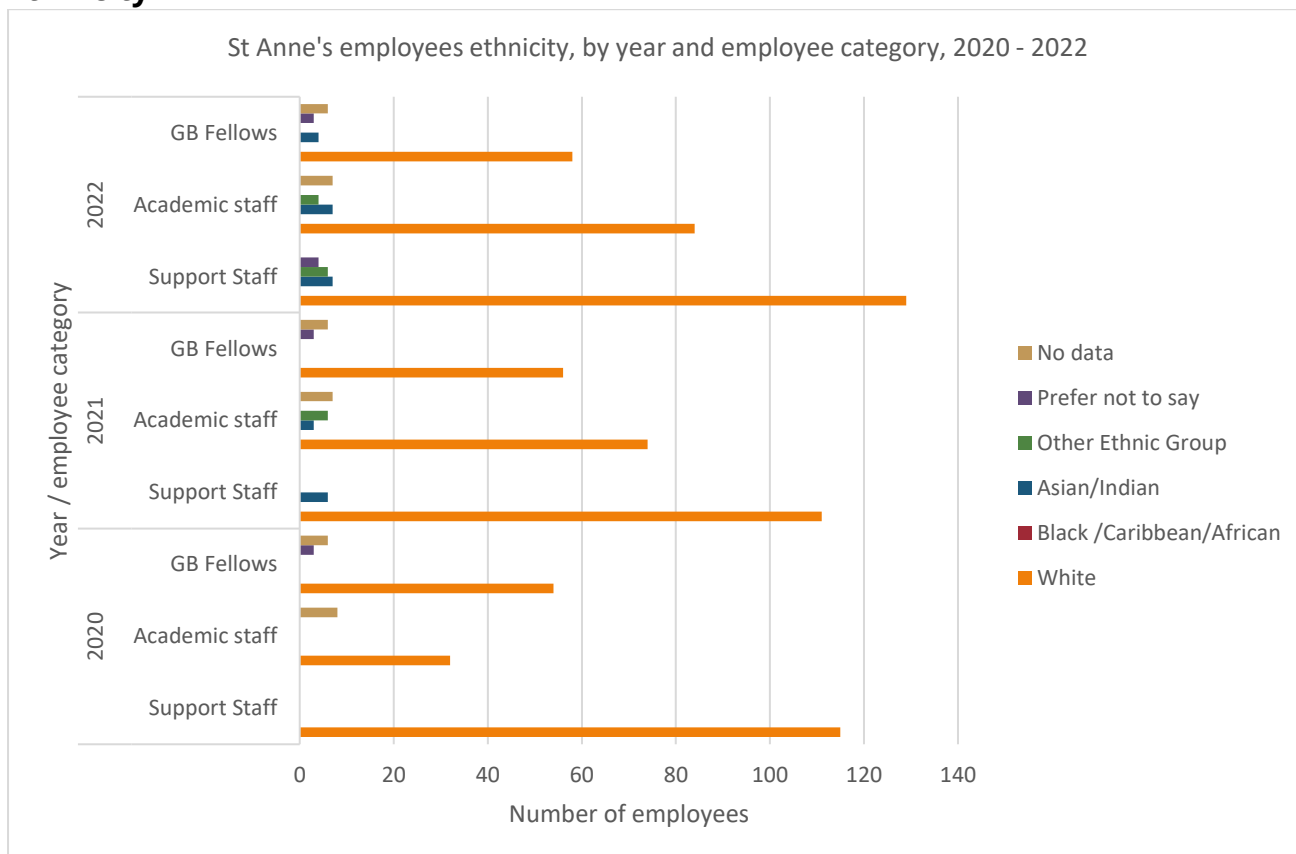
### Disability



## Age

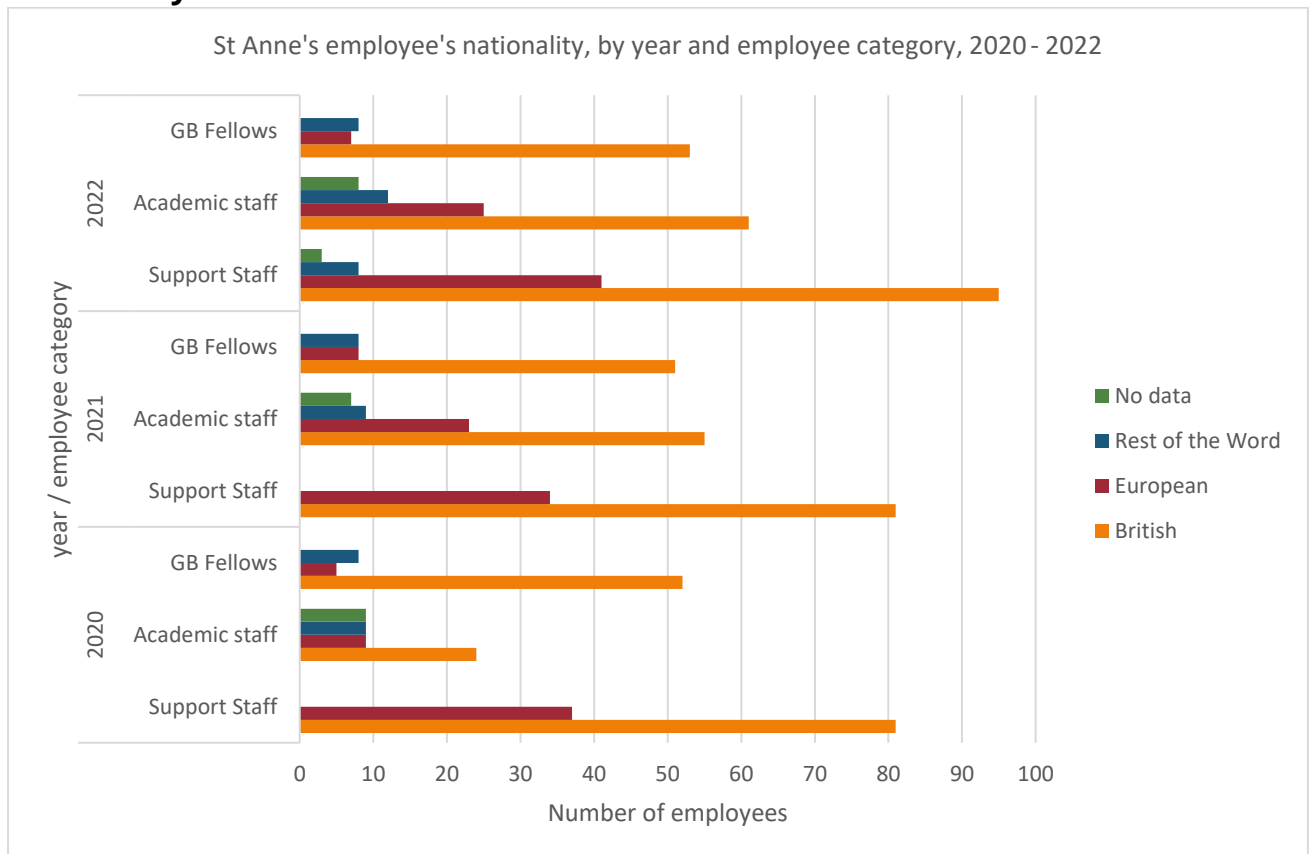


## Ethnicity





## Nationality



## STUDENT DATA BY PROGRAMME TYPE - December 2021

### Gender – St Anne’s v’s Oxford University

All University 2021	PGR	PGT	UG	VRO	Total
Female	3148	3265	6614	262	13289
Male	3893	3139	5965	169	13166
<b>Total</b>	<b>7041</b>	<b>6404</b>	<b>12579</b>	<b>431</b>	<b>26455</b>
Female	44.70%	51.00%	52.60%	60.80%	50.20%
Male	55.30%	49.00%	47.40%	32.20%	49.80%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

St Anne's College 2021	PGR	PGT	UG	VRO	Total
Female	81	86	259270	13	450
Male	119	65	201	12	397
<b>Total</b>	<b>200</b>	<b>151</b>	<b>471</b>	<b>25</b>	<b>847</b>
Female	40.50%	57.00%	57.30%	52.00%	53.10%
Male	59.50%	43.00%	42.70%	48.00%	46.90%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

In 2021:-

- 450 of St Anne’s 847 students were female which as 53.10%, this is an increase to the 2020 data
- The University were 50.20% overall, an increase on 2020.

## Disability - St Anne's v's Oxford University

All University 2021	PGR	PGT	UG	VRO	Total
No known Disability	6009	5535	10098	378	22020
SpLD	226	221	686	7	1140
Other	806	648	1795	46	3295
<b>Total</b>	<b>7041</b>	<b>6404</b>	<b>12579</b>	<b>431</b>	<b>26455</b>
No known Disability	85.30%	86.40%	80.30%	87.70%	83.20%
SpLD	3.20%	3.50%	5.50%	1.60%	4.30%
Other	11.40%	10.10%	14.30%	10.70%	12.50%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

St Anne's College 2021	PGR	PGT	UG	VRO	Total
No known Disability	166	131	384	19	700
SpLD	6	3	20	1	30
Other	28	17	67	5	117
<b>Total</b>	<b>200</b>	<b>151</b>	<b>471</b>	<b>25</b>	<b>847</b>
No known Disability	83.00%	86.80%	81.50%	76.00%	82.60%
SpLD	3.00%	2.00%	4.20%	4.0%	3.50%
Other	14.00%	11.30%	14.20%	20.0%	13.80%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

In 2021:-

- 147 of St Anne's 847 students had a disability, which was 17%. 3% higher than 2021. St Anne's continues to cater for as many disabilities as possible.
- The University are 16.76% overall

### Ethnicity – St Anne’s v’s Oxford University (UK and International)

All University 2021	PGR	PGT	UG	VRO	Total
BME	2582	2676	3596	203	9057
White	4067	3437	8616	202	16322
Unknown	392	291	367	26	1076
<b>Total</b>	<b>7041</b>	<b>6404</b>	<b>12579</b>	<b>431</b>	<b>26455</b>
BME					34.20%
White					61.70%
Unknown					4.10%
Total					100.00%

St Anne's College 2021	PGR	PGT	UG	VRO	Total
BME	82	80	136	14	312
White	106	62	320	10	498
Unknown	12	9	15	1	37
<b>Total</b>	<b>200</b>	<b>151</b>	<b>471</b>	<b>25</b>	<b>847</b>
BME					36.80%
White					58.80%
Unknown					4.40%
Total					100.00%

In 2021:-

- 312 of St Anne’s 847 students were BME which is 36.84% and an increase year on year.
- The University were 34.20% overall, which is an increase from 2020 data.

A more detailed breakdown of student ethnicity can be found in <https://www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate-students/current/ethnicity>

# Gender pay gap reporting 2021/22

Requirement to publish gender pay gap figures under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.

St Anne's College has calculated these figures using the ACAS (and Conference of Colleges) guidelines under the private, voluntary and public sector employer's category with a snapshot date of 5<sup>th</sup> April 2021. These figures are based on a total of 265 employees (141 male and 124 female).

We continue to encourage women to apply for roles when they arise and are working with the University Departments to ensure this occurs for joint academic appointments. The College has been making steps to address the gender imbalance on Governing Body and have seen a number of successes in this area in the past.

We have an equality driven agenda for the College which aims to improve all aspects of equality and diversity through our vision and strategy. St Anne's is one of the largest Oxford Colleges and we remain committed to diversity and inclusion.

## 1. Hourly rate

% difference in male and female pay on a mean and median basis	
Mean	18.27%
Median	9.82%

## 2. Bonus payments

No bonus payments were made in the period.

## 3. Quartiles

### % of male and female in each pay quartile

Quartile	No. of Men	No. of Woman	No. in the band	% Male	% Female
Lower	26	41	67	39%	61%
Lower Middle	38	28	66	57%	43%
Upper Middle	36	30	66	54%	46%
Upper	41	25	66	62%	38%

The overall numbers are down compared to previous years but similar amount of permanent staff, therefore it is the variable staff that make the most impact on the data.

Due to the pandemic, the conference business has not picked up to where it was pre-pandemic, therefore no bonus payments were made in the period.

The quartiles are fairly close with a mix in movement of female distribution.

I declare, these figures are a true reflection of the data for St Anne's College.

**Helen King, Principal**

## The College's Response to Black Lives Matter (BLM)

**Black Lives Matter (BLM)** is a decentralized political and social movement protesting against incidents of police brutality and all racially motivated violence against black people. Following the George Floyd killing in America in July 2020 the movement returned to national headlines and gained further international attention during global protests.

As a result, the Principal and St Anne's black students met at the height of the Black Lives Matters demonstrations during lockdown, and they expressed a need for the College to have someone who they could be confident would understand their experiences and be available to them when/if issues of concern arose. They felt that such a person would need to be black and also senior enough in the College that they could have confidence any concerns would be appropriately progressed.

This meeting yielded a number of initiatives that the College have pledged to put in place in support of the movement. An initial proposal was passed through Governing Body and many of them have been implemented, not least a set of 'Diversity Champions' to champion the experiences of different groups of underrepresented members of the College and act as a visible point of contact. The role of a Diversity Champion will, no doubt, evolve over time, but includes:

- Providing an informal point of contact for students who want to raise issues or concerns with academic and administrative college staff
- Act as a bridge between the student body and Governing Body
- Keep in close contact with the relevant JCR and MCR representatives and members
- Consider arranging social / informal support events that can be attended by members of the relevant constituency

Three additional, more specific proposals were proposed to Governing Body;

- Election of new Honorary Fellows
- Agree new College Harassment Policy and Social Media guidelines
- Agree fundraising activity with the University English Department for a College fellowship in Black British Literature

The recommendations below were agreed at GB in June 2020, all were adopted and are being actioned as updated below.

- a) Trial widening the membership of the College's Equal Opportunities Committee to include not just the Equalities Representatives of the JCR and MCR, but also the student elected representatives of specific groups (e.g. JCR and MCR Women's, ethnic minority, LGBT, and Disability Representatives). *Action complete and increased representation continuing with benefits to all parties and more joined up initiatives, including Equalities Week activities.*
- b) Explore the willingness of members of the SCR and ACR to act as representatives or points of contact for groups with legally protected characteristics, and develop proposals for the role they could play within the College and any training or other support needed. *Three Diversity Champions now established; for Race, Neurodiversity and LGBTQ+.*
- c) Within point b), identify a point of contact who will have the confidence of our black students to deal with any race related concerns they may wish to raise.

*Completed. Race Diversity Champion is a member of the Senior Common Room and working closely with JCR and MCR.*

- d) Work with the JCR and MCR to include appropriate Race Awareness Workshops for new students in Fresher's Week.  
*Race Awareness Workshop delivered by an external company in October 2021 and 2022 for all Freshers and open to other members of the College. Positive feedback received. Students led sessions were developed and delivered separately to the JCR, MCR and SCR in 2021/22.*
- e) Require/expect all staff at St Anne's to undertake the University's online Implicit Bias and Race Awareness training modules. Identify further appropriate diversity awareness training or materials to assist all staff to be confident in supporting colleagues and students from diverse groups.  
*All staff informed of expectation and given access to University training modules. Further appropriate training being identified, including in collaboration with other Colleges and the University's EDI team.*
- f) Identify appropriately qualified black and other ethnic minority individuals for GB to consider for election or appointment to positions within our gift, including supernumerary, honorary, advisory and appropriate research fellowships. All are requested to forward nominations for consideration.  
*College representatives on joint appointment selection panels continue to emphasise the importance the College places on diversity with a number of positive outcomes in the last year. Two black Honorary Fellows have been elected recently; Bernardine Evaristo in 2020 and Tom Ilube in 2021 and are actively engaged with the College. Plumer Visiting Fellow, Prof Jenny Douglas' was a Plumer Visiting Fellow in Trinity Term 2022, which resulted in a Black Women's Health Network conference being held at St Anne's.*
- g) Identify further potential adjustments to our governance that will provide more opportunities for diverse input to the College's decision making.  
*All College Committees now include a representative of the administrative/domestic staff and an early career researcher or other non-Governing Body academic, in line with historic provisions for undergraduate and graduate student representatives, so all sections of the College community are now represented.*
- h) Review and promote the College's Harassment Policy and Social Media guidelines.  
*Completed. Now agreed by Governing Body and available on the College website. These and other relevant policies are reviewed and updated where appropriate in line with University and other best practice guidance.*
- i) Support relevant Departmental initiatives that will further diversify research and teaching in the University, including exploring opportunities to fund new College associated posts.  
*We are working closely with the English Faculty and Humanities Division to secure funding for a College Fellowship in Black British Literature. A new Junior Research Fellowship in African and Comparative Literature has been established and filled as part of the College's OCCT. Weidenfeld Professors continue to contribute to the life of the College with Juan Gabriel Vásquez, a Colombian writer, journalist and translator, delivering 4 well attended lectures in the College in 2022.*

- j) Additional Recommendation: identify steps that can be taken to address disparity in offer rates for BAME undergraduate applicants to St Anne's.

*This is being overseen by the College's Outreach Working Group. More information about the extensive outreach and access work being done by the College can be found at <https://www.st-annes.ox.ac.uk/study-here/undergraduate/working-with-schools/>*



## **Equality Activities in College 2021/22 and ongoing initiatives**

### **Equal Opportunities Committee**

This committee continues to run termly, consisting of College Officers, Fellows, Equality Fellow and staff with key related roles within the College. The JCR and MCR committees have a number of constituted Equality Reps. such roles are to represent and support the experiences of a diverse student body. This includes:

- Ethnic Minorities Officers
- Women's Officers
- LGBT+ Officers
- Welfare Officers
- Disability Officers

They give input to the agenda and contribute to the varied events that help to promote equality within the Student community. They work with the Equality Fellow and Diversity Champions to ensure there is collaboration and opportunity for students to be involved.

Some recent examples of the ways that the St Anne's community maintains a high profile for race equality, supports and advocates diversity, and works towards even greater ethnic diversity amongst its staff and students include:

#### **Ethnicity and Race:**

The College continues to work with Tom Ilube, Booker Prize winning author Bernardine Evaristo and others to host events to enable interactive discussions about race issues.

Anti-Racism workshops held in Equalities week which were run by students' reps and one of the Diversity Champions, offered to JCR, SRC and MCR.

BAME students (Ethnic Minorities) formal hall dinners and film nights enabling students to come together and share experiences.

Motion passed to change the description of the Rep name from BME to Ethnic Minorities Rep

#### **Gender:**

Women in STEM Ambassadors to assist with Outreach Women in STEM day.

The College nursery continues to support working parents, including academics and staff members at St Anne's.

#### **Religion:**

St Anne's is one of the few Colleges at Oxford that does not have a chapel or chaplain. We aim to be a community within which members of all faiths and none can feel comfortable and included. The students have their own Christian Union and collaboration with all student run faith based societies

including the Islamic Society, Jewish Society, and Sikh Society are promoted in the JCR and MCR Handbooks shared with all new students before they arrive in Oxford.

College kitchens cater for all faith based dietary requirements.

We continue to support the offering of a scholarship to support a student with financial hardship of Muslim faith.

### **Disability:**

Neurodiversity talks from Alumnae and neurodiversity teas are a termly event.

Hidden Disabilities event to raise awareness.

We continue to work with students who need special exam arrangement as well as catering for as many disabilities as possible that require specific accommodation and catering needs.

### **LGBTQIA+:**

Jointly with the University, St Anne's has established a flagship series of lectures named after the College's first alumnus Michael Dillon, a trans pioneer. The Series was launched with a discussion on 'LGBT+ Rights in a Time of Pandemic' with a distinguished panel of guests. The series commenced in collaboration with the charity, Frontline Aids, and are hosted by St Anne's.

Celebrating LGBTQ+ month annually in February with various events, and flying the Progress flag in support.

Supporting PRIDE month in June.

Trans Awareness training, 'The Basics' ran by Gendered Intelligence.

Gender affirming fund confirmed and well received.

Trans and gender non-conforming reading group set up to discuss relevant books.

### **General:**

Supporting an Equality Fellow; being active members of the Conference of College's Equality and Diversity forum; supporting Equalities Week activities.

There is a clear focus on welfare support with a strong team consisting of the Dean of Welfare, College Dean, Senior Tutor, Disability Co-ordinator, College Nurse, Assistant Deans, Peer Supporters, Harassment Advisors as well as access to the wider University Counselling support team.

Continuing to gather and maintain data on diversity in staff groups in the College to ensure we know exactly where we are with respect to diversity now, so that we can measure any progress towards greater diversity in the future.

## St Anne's Library



As a resource at the heart of St Anne's, the Library supports the equality and diversity aims of the College through the services it provides to members of St Anne's, and through the promotion of its collections.

The Library offers a range of assistive equipment to support users with disabilities, including coloured acetate sheets for reading through, book rests, handheld magnifiers, a laptop stand for use on top of a desk, and two mechanical fully height-adjustable desks. The Library liaises with the College Disability Officer to ensure that additional arrangements are put in place (for example, fetching books) for any student who needs them.

The Library provides a scanning service, click and collect service, and offers postal loans for students studying remotely. All students can use these services, and they particularly help students who find it more difficult to use the Library due to disability or for mental health reasons.

The Library holds an extensive collection of approximately 100,000 volumes covering a broad range of subjects. Over the last 2 years a substantial number of titles have been added covering gender, diversity, and disability in response to a greater focus on these topics both within the teaching curriculum and within the general interest of students and staff.



Displays, exhibitions and blogs are regularly created to highlight new acquisitions, specific aspects of the collection, and to showcase material in the College Archives. Over the course of 2021-22 the Library displayed material from the collections supporting and advocating for equality and diversity in conjunction with the following events:

Black History Month (October 2021, October 2022)

Trans Awareness Week (November 2021)

LGBT+ History Month (February 2022)

International Women's Day (8 March 2022 - with a special focus on women in war and conflict)

World Mental Health Day (October 2022)

UK Disability History Month (November – December 2021, 2022)



The book display for LGBT+ History Month was accompanied by the launch of an online exhibition on the life of alumnus Michael Dillon (<https://www.st-annes.ox.ac.uk/life-here/library/blog/michael-dillon/>). Black History Month in October 2022 featured a display on alumna Merze Tate, the first African-American woman to study at Oxford.



## Outreach and Access

St Anne's College has always been committed to ensuring the brightest and most ambitious students from all backgrounds can access an Oxford education. We believe that difference should be respected, promoted and celebrated; as diversity of people, their ideas and accomplishments are a rich source of learning for all.

In the academic year 2021/22 we continued to offer online sessions at any time, to suit our schools and organisations with whom we work. However, we have also seen a steady return to in person events and activities, including hosting day visits to Oxford for our London schools, returning to week-long visits to schools in the North East of England throughout the year, and offering residential visits to the college for students from the North East of England, through our partnership with the Brilliant Club, our sustained contact programme (Aim for Oxford) and our relationship with schools across the region.

In 2021/22 we were involved with the delivery of approximately 210 different outreach events and activities for UK school-aged students, teachers, parents and carers. Over the year, we have engaged with an estimated 9,200 young people from 260 different state secondary and primary schools across our link regions (Hillingdon and Southwark in London, and the North East of England). The return to in-person activities, run alongside the flexibility that online activities offer, has meant that we have been able to engage with greater numbers of individuals and schools than ever before, and is a model that we intend to continue offering in the coming years.

2021/22 has also seen the arrival of new partnerships and opportunities. We have started an annual project with The Brilliant Club, which works with disadvantaged young people and provides challenging academic tutorials delivered by a PhD tutor, where students have to complete a university-style academic essay at the end of the programme. We have regularly worked with the Brilliant Club in the past as a university partner for their Launch and Graduation events, but this year we made a formal partnership to run this programme with some targeted schools in the North East of England, which included a free residential visit to Oxford to launch their programme this year. 93% of students on the programme hit one or more target criteria (living in a deprived area according to IDACI, no parental history of education or a Pupil Premium student). Since attending the launch event, students showed a 29% increase in university knowledge, and an 18% increase in their sense of belonging in a university environment. Along with our Oxford for North East Consortium project partners, we hope to continue this programme in the coming year.

Our sustained contact programme for Year 12 students in the North East of England, Aim for Oxford, was adopted by the Oxford for North East Consortium this year, and is now delivered jointly by St Anne's, Christ Church and Trinity Colleges. Students are selected based on strong GCSE grades, alongside factors of social and educational disadvantage. The programme supports young people in exploring subjects, gaining academic confidence and making applications to the University of Oxford, if they should wish. In 2021/22 we received over 200 applications for an increased 60 places on the programme. From our 2020/21 cohort (Cohort 2), 3 students were successful in receiving an offer from the University of Oxford. We have continued to offer support and opportunities for students not selected for this programme, including online workshops and residential opportunities, as well as supporting their schools with in person events and activities.

We have been able to capture a small snapshot of the characteristics of the young people with whom we work through post-visit feedback forms. Most of these have been completed by students from our

London link regions. In an increase from last year, around 29% of students who attended a visit day with us have been eligible for Free School Meals and 35% are First Generation to Higher Education. 5% of students attending our events have been in Local Authority Care. 31% of attendees identify as White British and 21% as Black African. This is a small snapshot of the students we have worked with in the past year, however it gives an indication of our ongoing commitment to working with groups currently under-represented at the University of Oxford.

