

# Equality, Diversity & Inclusion Report 23/24



## St Anne's College

As a community, we respect, promote and celebrate difference; diversity of people, their ideas, and accomplishments are a rich source of learning for us all.

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## FOREWORD BY THE PRINCIPAL

This yearly report shares the latest data we have available and updates you on our work to strengthen equality and diversity at St Anne's College.

In 2023/24 St Anne's College continued to build on previous work documented in earlier Equality Reports 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 continue to celebrate and remember with pride the pioneering women and men whose legacy we enjoy, including 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.

I am proud of the way the inclusive ethos of the College has weathered the complexities of world and local events over this reporting period, which have led to so much distress, suffering, and intolerance in wider society. Being able to debate difficult issues while remaining respectful and sensitive to those with different views or life experiences is an essential part of University and College life, but is not easy to navigate. At no time has our belief that differences a rich source of learning for all been truer and I personally have learnt much from members of the College personally affected by world events and their reverberations. The importance of listening in good faith has been demonstrated many times over.

Over the last year members of the College have also contributed to EDI work of the University, in a myriad of ways including in creating its Equality, Diversity and Inclusion Strategic Plan 2024-2027 – *Everyone Belongs*. St Anne's is committed to contributing to the University's progress and setting our own annual priorities in line with the objectives of the Strategic Plan. In Hilary term 2025 the Equal Opportunities Committee chose specific priorities under the sections on *Our Culture* and *Our Diversity* of the University EDI Strategic plan to focus on in the next 12 months. These include: preventing bullying and harassment through training, policies and awareness, providing learning and development and support around EDI for staff and students, progressing LGBTQ+ inclusion initiatives, enhance disability support and accessibility provision, and ensuring our recruitment practices are accessible and inclusive, that we have consistent and compliant data collection methods to improve the quality of our demographic data, and that there is diversity of perspective in our decision making bodies. As I have commented in past years, the completeness and accuracy of our diversity data one of the areas where we know we and the rest of the University still have more work to do. The can only be beneficial in enabling better informed priorities to be identified and decisions to be made as we move forward.

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.

## **Our Ambition**

We aspire to understand the world and change it for the better

At St Anne's, our ambition is to create a diverse and inclusive community that will contribute to the University's vision to lead the world in education and research. We build on the powerful legacy of our predecessors and alumnae to achieve our values, which are to be:

- Forward-looking & outward-facing
- Diverse & multidisciplinary
- Ambitious & down-to-earth
- Independent & collaborative
- Rigorous & supportive

We do this through the combined efforts of all our people: students, alumnae, fellows, and staff all work together to make St Anne's the College it is today.

## **Our Values**

St Anne's is a modern, forward-looking, outward facing, intellectually ambitious college. Our academic objectives are the foundation of everything we do. We promote academic excellence through the research, publications and collaboration of our Fellows. We pass on that learning through support for our post-graduate students and the teaching of our undergraduates.

The College was founded to further intellectual emancipation, first defined in terms of gender, now pursued more widely. We seek to give opportunities, solely on the basis of academic potential, to students from a wide range of social and cultural backgrounds, including those who might otherwise be discouraged from coming to Oxford. Through their achievements, we seek to foster intellectual emancipation in our wider society.



## Our Strategic Objectives

Following the launch of the University Equality, Diversity and Inclusion Strategic Plan 2024-2027 – Everyone Belongs, we are committed to setting our own objectives to work towards.

In Hilary term 2025 the Equal Opportunities Committee have chosen the following areas of the University EDI Strategic plan to focus on in the next 12 months; -

### Our Culture

- Prevent bullying and harassment through training, policies and awareness
- Provide learning and development and support around EDI for staff and students
- Progress LGBTQ+ inclusion initiatives
- Enhance disability support and accessibility provision

Surveys – to capture scale of ‘belonging’ for staff and students

### Our Diversity

- Ensure recruitment practices are accessible and inclusive
- Ensure consistent and compliant data collection methods to improve the quality of our demographic data
- Diversify decision making bodies

Through our Equal Opportunities committee which is held termly, consisting of College Officers, Fellows, Equality Fellow and staff with key related roles within the College we strive to fulfil our EDI objectives.

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 Reps
- Women’s Reps
- LGBTQ+ Reps (gender and sexualities)
- Welfare Reps
- Disability Reps
- Class Rep
- Access Rep
- International Rep

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 Points of Contact to ensure there is collaboration and opportunity for students to be involved.

### Diversity Points of Contact

Evolved from our Diversity Champions (set up as part of our response to the Black Lives Matter movement), the Diversity Points of Contact have been formed to ensure students feel supported and have an initial point of contact where needed. Currently they cover areas such as; support for Black students, Neurodiverse students, LGBTQ+ students, Muslim students and Jewish students.



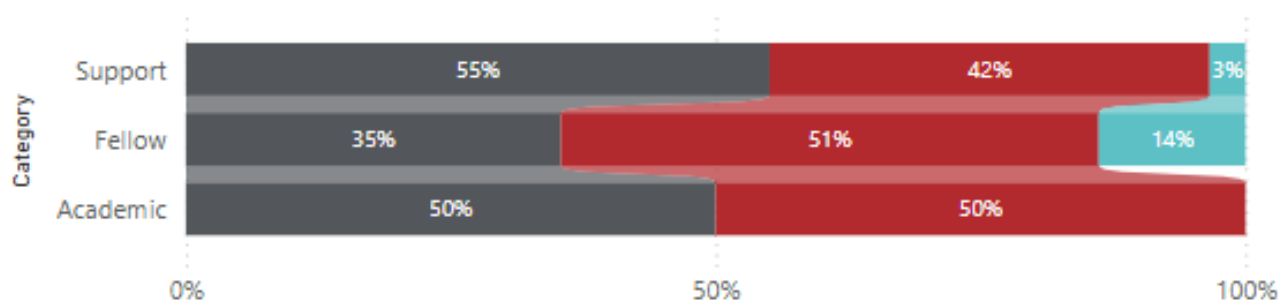


## Our Staff Diversity

### Gender

	<i>All staff 2024</i>	<i>Support</i>	<i>Fellows</i>	<i>Academic</i>	<i>Total</i>
Female		65	23	27	<b>115</b>
Male		49	34	27	<b>110</b>
Non-Binary/No data/Prefer not to say		4	9	0	<b>13</b>
<b>Total</b>		<b>118</b>	<b>66</b>	<b>54</b>	<b>238</b>

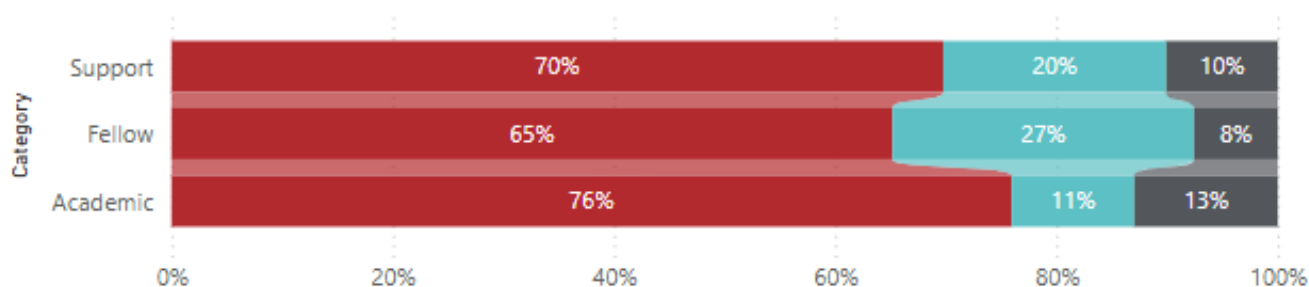
Gender ● Female ● Male ● Prefer not to say/ Non Binary



### Disability

	<i>All staff 2024</i>	<i>Support</i>	<i>Fellows</i>	<i>Academic</i>	<i>Total</i>
Yes		11	5	7	<b>23</b>
No		83	43	41	<b>167</b>
No data/prefer not to say		24	18	6	<b>48</b>
<b>Total</b>		<b>118</b>	<b>66</b>	<b>54</b>	<b>238</b>

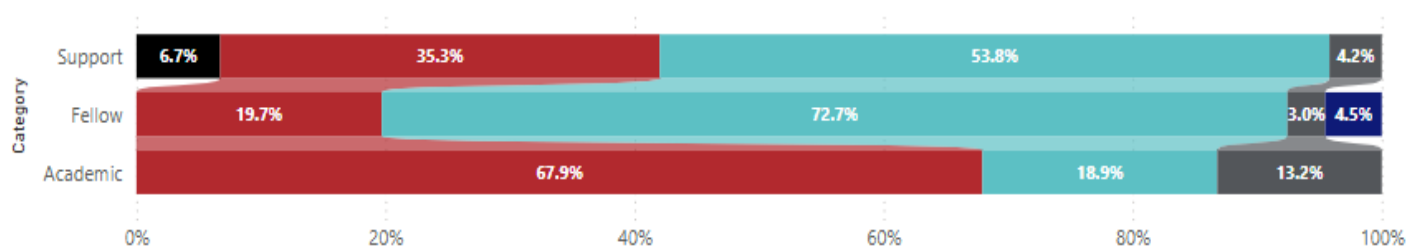
Disability ● No ● Prefer not to Say/ No data ● Yes



### Age

	<i>All staff 2024</i>	<i>Support</i>	<i>Fellows</i>	<i>Academic</i>	<i>Total</i>
18-24		8	0	0	<b>8</b>
25-44		42	13	37	<b>92</b>
45-64		63	48	10	<b>121</b>
65+		5	2	7	<b>14</b>
No Data		0	3	0	<b>3</b>
<b>Total</b>		<b>118</b>	<b>66</b>	<b>54</b>	<b>238</b>

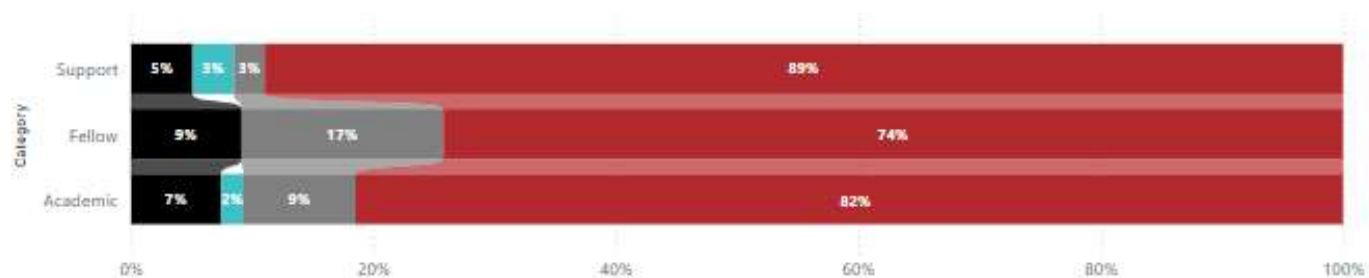
Age ● 18-24 ● 25-44 ● 45--64 ● 65+ ● No data



## Ethnicity

All staff 2024		Support	Fellows	Academic	Total
White		105	49	44	198
Black/Caribbean/African		4	0	1	5
Asian/Indian		6	6	4	16
Other/Prefer not to say		3	11	5	17
<b>Total</b>		<b>118</b>	<b>66</b>	<b>54</b>	<b>238</b>

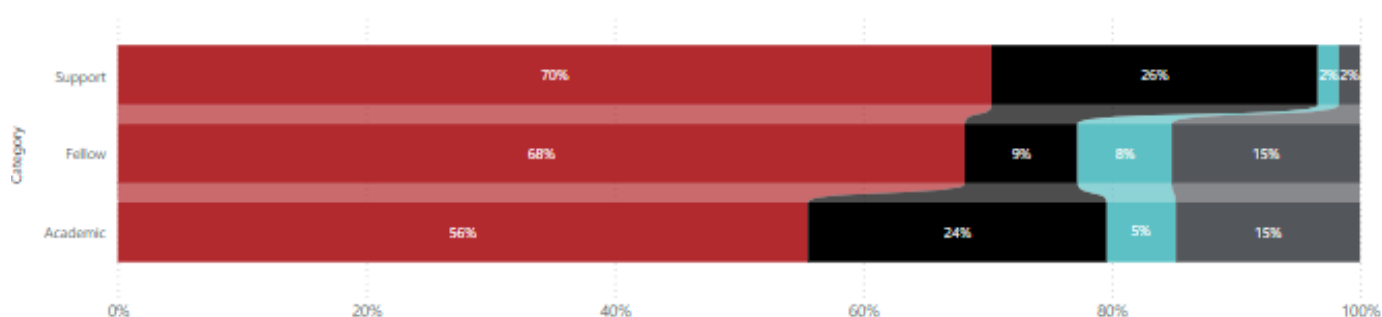
Ethnic Origin ● Asian/Indian ● Black/ Caribbean/African ● Other/ Prefer not say/No data ● White



## Nationality

All staff 2024		Support	Fellows	Academic	Total
British		83	45	30	158
European		31	6	13	50
Rest of the World		2	10	8	20
No data		2	5	3	10
<b>Total</b>		<b>118</b>	<b>66</b>	<b>54</b>	<b>238</b>

Nationality ● British ● European ● No data ● Rest of the word



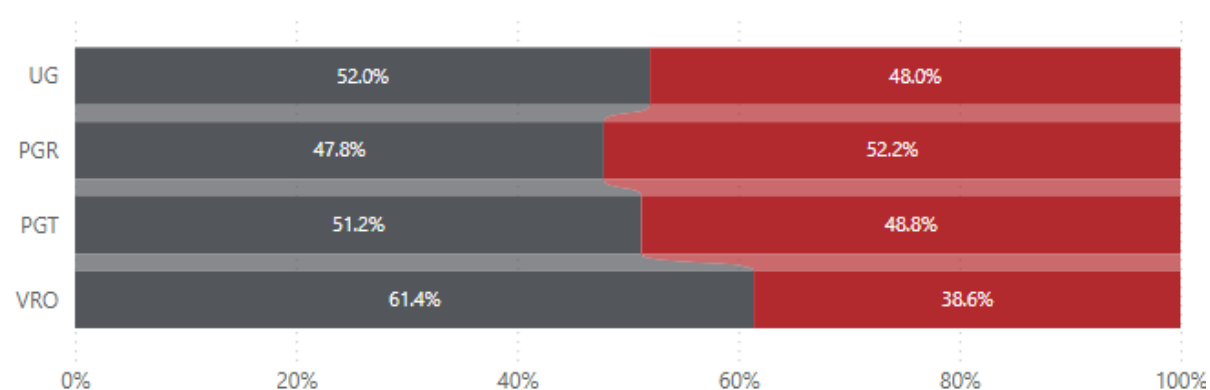
## Our Student Diversity - by Programme type - December 2023

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

<i>All University 2023</i>	<i>PGR</i>	<i>PGT</i>	<i>UG</i>	<i>VRO</i>	<i>Total</i>
<i>Female</i>	3495	3387	6484	342	13708
<i>Male</i>	3811	3225	5986	215	13237
<i>Other</i>	0	2	0	0	2
<b>Total</b>	<b>7306</b>	<b>6614</b>	<b>12470</b>	<b>557</b>	<b>26947</b>

#### All University 2023 Gender

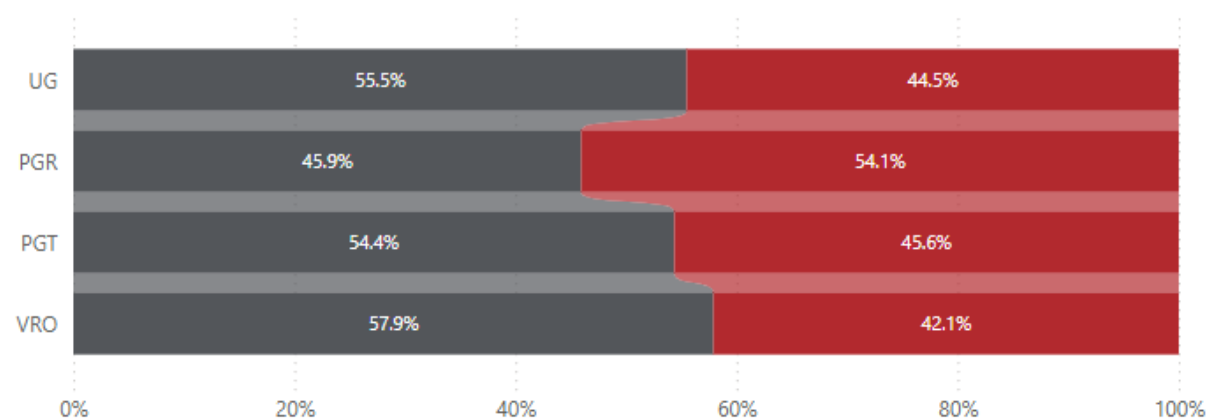
● Female ● Male



<i>St Anne's College 2023</i>	<i>PGR</i>	<i>PGT</i>	<i>UG</i>	<i>VRO</i>	<i>Total</i>
<i>Female</i>	96	81	258	22	457
<i>Male</i>	113	68	207	16	404
<b>Total</b>	<b>209</b>	<b>149</b>	<b>465</b>	<b>38</b>	<b>861</b>

#### St Anne's College 2023 Gender

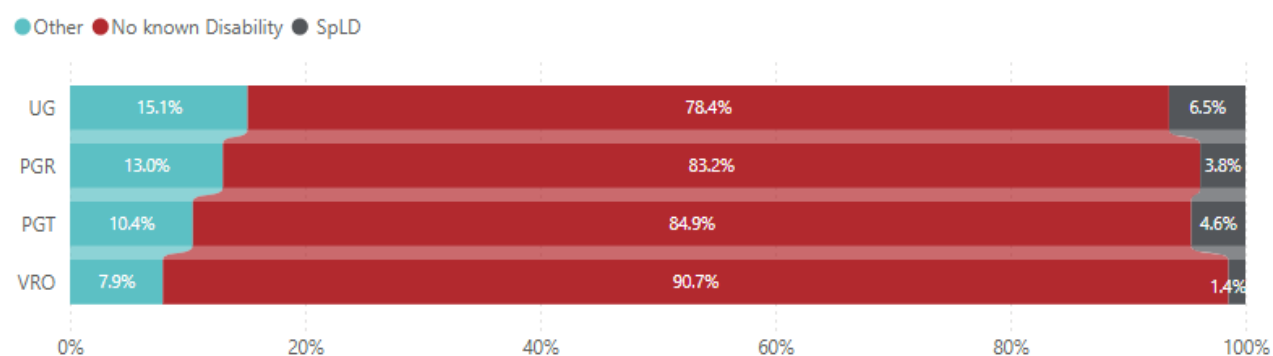
● Female ● Male



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

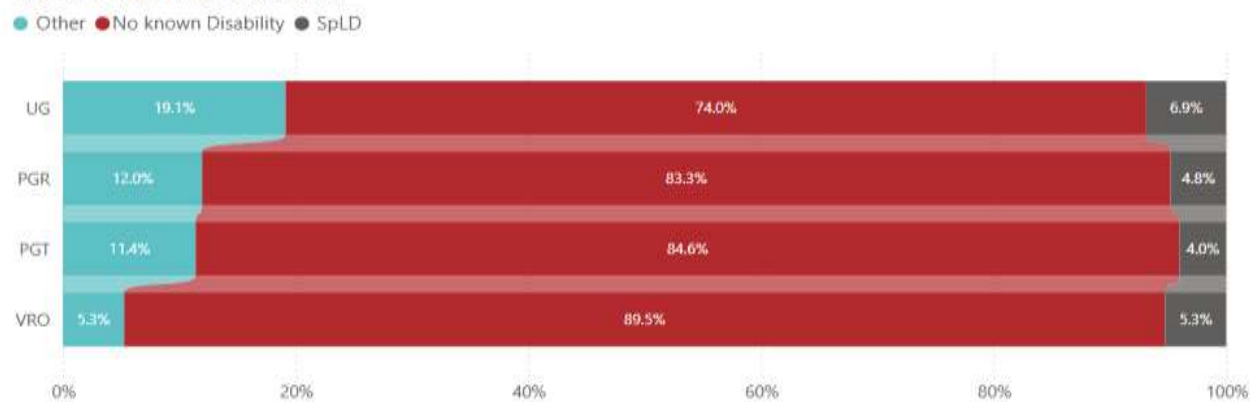
<i>All University 2023</i>	<i>PGR</i>	<i>PGT</i>	<i>UG</i>	<i>VRO</i>	<i>Total</i>
No known Disability	6075	5618	9776	505	21974
SpLD	281	305	810	8	1404
Other	950	691	1884	44	3569
<b>Total</b>	<b>7306</b>	<b>6614</b>	<b>12470</b>	<b>557</b>	<b>26947</b>

### All University 2023 Disability



<i>St Anne's College 2023</i>	<i>PGR</i>	<i>PGT</i>	<i>UG</i>	<i>VRO</i>	<i>Total</i>
No known Disability	174	126	344	34	678
SpLD	10	6	32	2	50
Other	25	17	89	2	133
<b>Total</b>	<b>209</b>	<b>149</b>	<b>465</b>	<b>38</b>	<b>861</b>

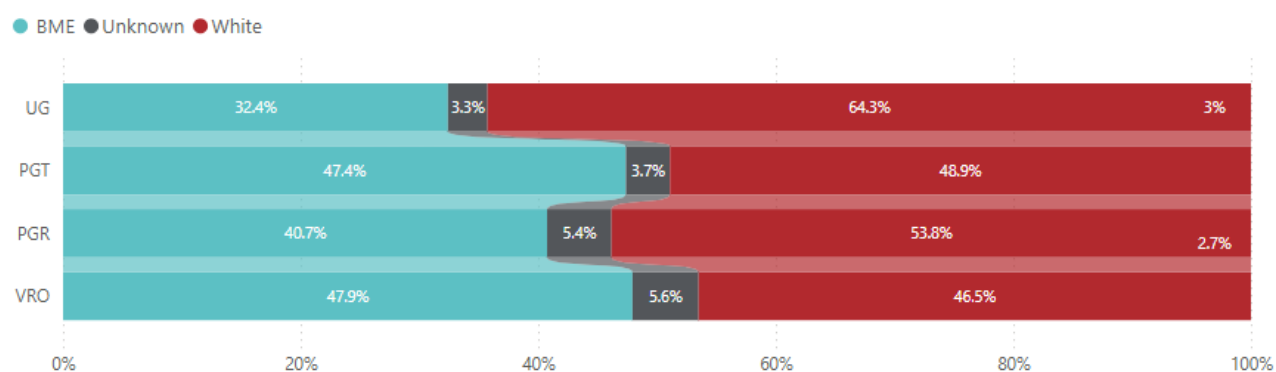
### St Anne's College 2023 Disability



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

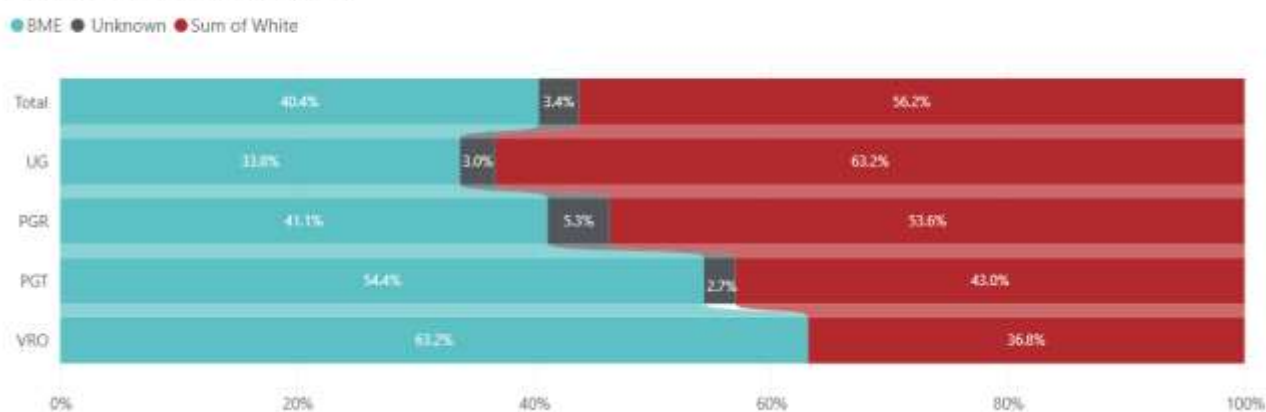
<i>All University 2023</i>	<i>PGR</i>	<i>PGT</i>	<i>UG</i>	<i>VRO</i>	<i>Total</i>
<i>BME</i>	2977	3134	4040	267	10418
<i>White</i>	3933	3235	8014	259	15441
<i>Unknown</i>	396	245	416	31	1088
<b>Total</b>	<b>7306</b>	<b>6614</b>	<b>12470</b>	<b>557</b>	<b>26947</b>

All University 2023 Ethnicity



<i>St Anne's College 2023</i>	<i>PGR</i>	<i>PGT</i>	<i>UG</i>	<i>VRO</i>	<i>Total</i>
<i>BME</i>	86	81	157	24	348
<i>White</i>	112	64	294	14	484
<i>Unknown</i>	11	4	14	0	29
<b>Total</b>	<b>209</b>	<b>149</b>	<b>465</b>	<b>38</b>	<b>861</b>

St Anne's College 2023 Ethnicity



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 2024

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 2024. These figures are based on a total of 293 employees (143 male and 150 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	5.19%
Median	-1.16%

## 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	30	44	74	41%	59%
Lower Middle	31	42	73	42%	58%
Upper Middle	33	40	73	45%	55%
Upper	38	35	73	52%	48%

A positive measure, indicates the extent to which women earn, on average, less per hour than their male counterparts. A negative measure, indicates the extent to which women earn, on average, more per hour than their male counterparts.

The quartiles remain close with the two Upper quartiles having a higher percentage of Females compared to last year.



## Student Activities

Each term the Students focus on topical events to promote diversity and inclusion, some are outlined below. Open to all to get involved.



Welfare teas across the protected characterises are very popular and a great way to meet new people

A range of 'Pink week' activities supporting Women's cancer charities



Themed movie nights that showcase diversity. A great social event for promoting and celebrating differences

Expert Speaker events sharing their knowledge and experiences to promote Women



Events championing disabilities visible and non-visible as well as raising awareness for greater support

Showing support for pride month activities



Celebrating different cultures around food events whilst respecting religion and traditions





## 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 and free-standing magnifiers, a laptop stand for use on top of a desk, and two mechanical fully height-adjustable desks. We have recently added noise-cancelling headphones and a range of fidget toys for students to use in the Library. 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 few 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 2023-24 the Library displayed material from the collections supporting and advocating for equality and diversity in conjunction with the following events:

- Black History Month (October 2023, 2024)
- Trans Awareness Week (November 2023, 2024)
- LGBT+ History Month (February 2024)
- International Women's Day (March 2024)
- Mental Health Awareness Week (May 2024)
- Pride Month (June 2024)
- UK Disability History Month (November – December 2023, 2024)

An exhibition of archive material relating to alumna Merze Tate, the first African-American woman to study at Oxford, is currently on display in one of the reading rooms in the College's Old Library.



The most recent post to be added to the Library Blog celebrates the life of alumna Iris de Freitas Brazao, the first woman to practice law in the Caribbean, <https://www.st-annes.ox.ac.uk/life-here/library/blog/iris-de-freitas-brazao-a-legacy-in-law/>

## 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.

Throughout the academic year 2022/23 we offered online sessions at any time, to suit our schools and organisations with whom we work, as well as in-person events and activities. We hosted day visits to Oxford for our London schools, and visited those schools to deliver workshops. In addition, we engaged in week-long visits to schools in the North East of England throughout the year, and offered 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 2022-23 we were involved with the delivery of approximately 170 different outreach events and activities for UK school-aged students, teachers, parents and carers. Over the year, we have engaged with an estimated 5,000 young people from 141 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.

2022-23 also saw the continuation of partnerships and opportunities. We sustained our 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, and last academic year we made a formal partnership to run this programme with some targeted schools in the North East of England. The programme included a free residential visit to Oxford to launch their programme and graduation events largely in school. 96% 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 45% increase in university knowledge, and a 30% increase in their sense of belonging in a university environment. Along with our Oxford for North East Consortium project partners, we are continuing this programme in the coming year.

2022-23 saw the start of a sustained programme in STEM subjects for women and non-binary people, run jointly with Fitzwilliam College in Cambridge. It offered online sessions for different science subjects, and an in-person day in either St Anne's or Fitzwilliam (which was residential for several students, and involved undergraduate ambassadors).

Our sustained contact programme for Year 12 students in the North East of England, Aim for Oxford, was run again by the Oxford for North East Consortium this year, and is 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 2022-23 we again received over 200 applications for the 60 places on the programme. From our 2021/22 cohort (Cohort 3), 4 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. This year we ran a North East Residential, for instance, over the June open day period.

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 30.2% of students who attended a Year 10 visit day, and 22% of those on a Year 12 visit day, have been eligible for Free School Meals and 30.2% and 47% (respectively) are First Generation to Higher Education. 7% of students attending our events have been in Local Authority Care. 36% (Year 10) and 27% (Year 12) of attendees identify as White British; 21% (Year 10) and 12% (Year 12) as Black African; and 24% (Year 10) and 31% (Year 12) as having an Asian background. Of all visitors to St Anne's this last year, 11% were from POLAR quintiles 1 and 2, and 36% from ACORM categories 4 and 5. 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.

## Foundation Year Programme

The University of Oxford's Astrophoria Foundation Year is a one-year fully-funded foundation programme for UK state school students with significant academic potential, who have experienced severe personal disadvantage and/or disrupted education, which has resulted in them being unable to apply for an Oxford undergraduate degree programme directly.

The Programme enables motivated students to reach their academic potential through a supportive and challenging academic course aimed at developing their skills and knowledge, self-belief and academic confidence.

St Anne's is proud to be one of the current nine Colleges within the University that is participating in this programme. The College welcomed its first four students for the 2023/2024 academic year and is currently hosting five students for the second year of the programme.

