

# Worcester College

## Equality Report 2021-2022

Publish date: 9 March 2023

### Introduction

This report is published as part of our Public Sector Equality Duty to demonstrate how Worcester College meets the requirements of the Duty. It provides a summary of key actions, policies and processes that the College has developed in support of its equality objectives, as well as some key data about the composition of the College workforce and student body.

Parties wishing to find out more about Worcester College's action planning and policies on equality, diversity and inclusion should visit the College website at: [www.worc.ox.ac.uk](http://www.worc.ox.ac.uk), where further details are published on a regular basis.

### About the Public Sector Equality Duty

The Public Sector Equality Duty came in to force in April 2011 and public authorities are required, in carrying out their functions, to have due regard to the need to achieve the objectives set out under s149 of the Equality Act 2010 to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 require public authorities to publish:

- equality objectives, at least every four years (from 6th April 2012)
- information to demonstrate their compliance with the public sector equality duty (from 31st January 2012)

The characteristics that are protected by the Equality Act 2010 are: age; gender reassignment; being married or in a civil partnership; being pregnant or on maternity leave; disability; race including colour, nationality, ethnic or national origin; religion or belief; sex; sexual orientation.

These are called 'protected characteristics'. For marriage and civil partnerships, public bodies are required to demonstrate due regard to the need to eliminate unlawful discrimination in employment.

### References:

- <https://www.gov.uk/government/publications/public-sector-equality-duty>
- <https://www.gov.uk/discrimination-your-rights>
- <https://www.gov.uk/guidance/equality-act-2010-guidance>

## Equality information

The following summary describes how Worcester College complies with the general equality duty to eliminate unlawful discrimination, advance equality of opportunity and foster good relations within the College community.

### Governance and policies

1. The College has published an equality statement on its website to set out its code of practice and commitments to ensure equality of opportunity to both prospective and current staff and students.  
(<https://www.worc.ox.ac.uk/about/policies-and-procedures>)
2. The equality statement is backed by a College policy on Equality, Diversity and Inclusion (EDI), which sets out the College's approach to equal opportunities and the prevention of discrimination within its community.  
([https://www.worc.ox.ac.uk/sites/default/files/files/page/equality\\_and\\_diversity\\_policy\\_2021-22.pdf](https://www.worc.ox.ac.uk/sites/default/files/files/page/equality_and_diversity_policy_2021-22.pdf))
3. The Governing Body of the College has overall responsibility for the effective operation of the EDI Policy, and for ensuring its compliance with relevant legislation.
4. The Governing Body and its sub-committees have agreed a general practice to consider equality issues and impacts within their agendas for every meeting.
5. The Governing Body has nominated an Equalities Officer and a Tutor for Womxn from its membership to provide leadership, guidance and support in the development of equality initiatives and to address issues arising with students and staff.

### Students

1. *Prospective students:* The College makes a significant commitment to supporting students from all backgrounds to make successful applications to the University of Oxford and offers an extensive programme of access and outreach initiatives.  
(<https://www.worc.ox.ac.uk/applying/access-and-outreach>)
2. *Current students:* The College has established a variety of roles, services and special initiatives to advance equality of opportunity and promote good relations among all students. These include:
  - a. Learning Development Officer, who works to develop initiatives and services that support an inclusive learning environment in the College and help ensure equal access for all students to achieve their best potential.
  - b. Head of Student Welfare, who works with a team of welfare advisors and other staff to make sure that students receive the support or adjustments they need in order to meet their individual requirements, e.g. associated with religious practice, disability, gender or other characteristics.
  - c. Provision of special equipment for students with disabilities or special needs (e.g. <https://www.worc.ox.ac.uk/intranet/students/college-library/readers-disabilities>).
  - d. Special initiatives and events to engage students in discussions and opportunities related to equality and diversity objectives, such as a Diversity Role Model discussion series hosted by the Provost (<https://www.worc.ox.ac.uk/diversity-role-models>).
3. An equality report on admissions data and the composition of the student body is provided in Appendix A.

### Staff

1. The College has an established Human Resources Department which has responsibility for overseeing the College's equality policies and advancing and monitoring the policies relating to the selection, training, progression, retention, grievances and retirement of staff.

2. All recruitment exercises ensure that selection criteria are non-discriminatory and accurately reflect the job requirements; applications are shortlisted solely based on the essential criteria for the role, appropriate adjustments are made for interviewees where required, and all applicants are treated fairly and evaluated only on their ability to perform the role. Selection procedures are carried out by more than one individual and the College strives for a gender balance on interview panels.
3. The College utilises the services of Occupational Health and reasonable adjustments are put in place for staff where required. An Employee Assistant Programme is also in place for staff, which supports employees with personal and/or work-related problems to aid their health and well-being.
4. The College works closely with the University of Oxford and the Conference of Colleges to ensure principles of best practice are developed and applied to academic recruitment procedures.
5. Data on the composition of the College workforce is provided in Appendix B.

## **Equality objectives**

A specific duty of the Equality Act is the requirement to publish objectives at least every four years, which set out how we will meet the requirements of the Act. The following four objectives are part of an ongoing equalities action plan, which further elaborates how we intend to advance progress on these issues.

### **Objective 1: Governance and decision-making**

Ensure that our stated values on equality, diversity and inclusion are embedded into processes of governance and decision-making.

### **Objective 2: Diversity in the College community**

Increase the proportion of underrepresented groups among students, staff and within the College leadership to better reflect the communities we serve and reap the wider benefits of diversity.

### **Objective 3: Accessibility to facilities**

Ensure that no one, particularly with a protected characteristic, is disadvantaged in accessing the facilities and services provided by the College.

### **Objective 4: Inclusivity in culture**

Facilitate and promote an inclusive College culture with a positive, affirming, and dignified academic, employment and social environment for all.

# Appendix 1 – Student data



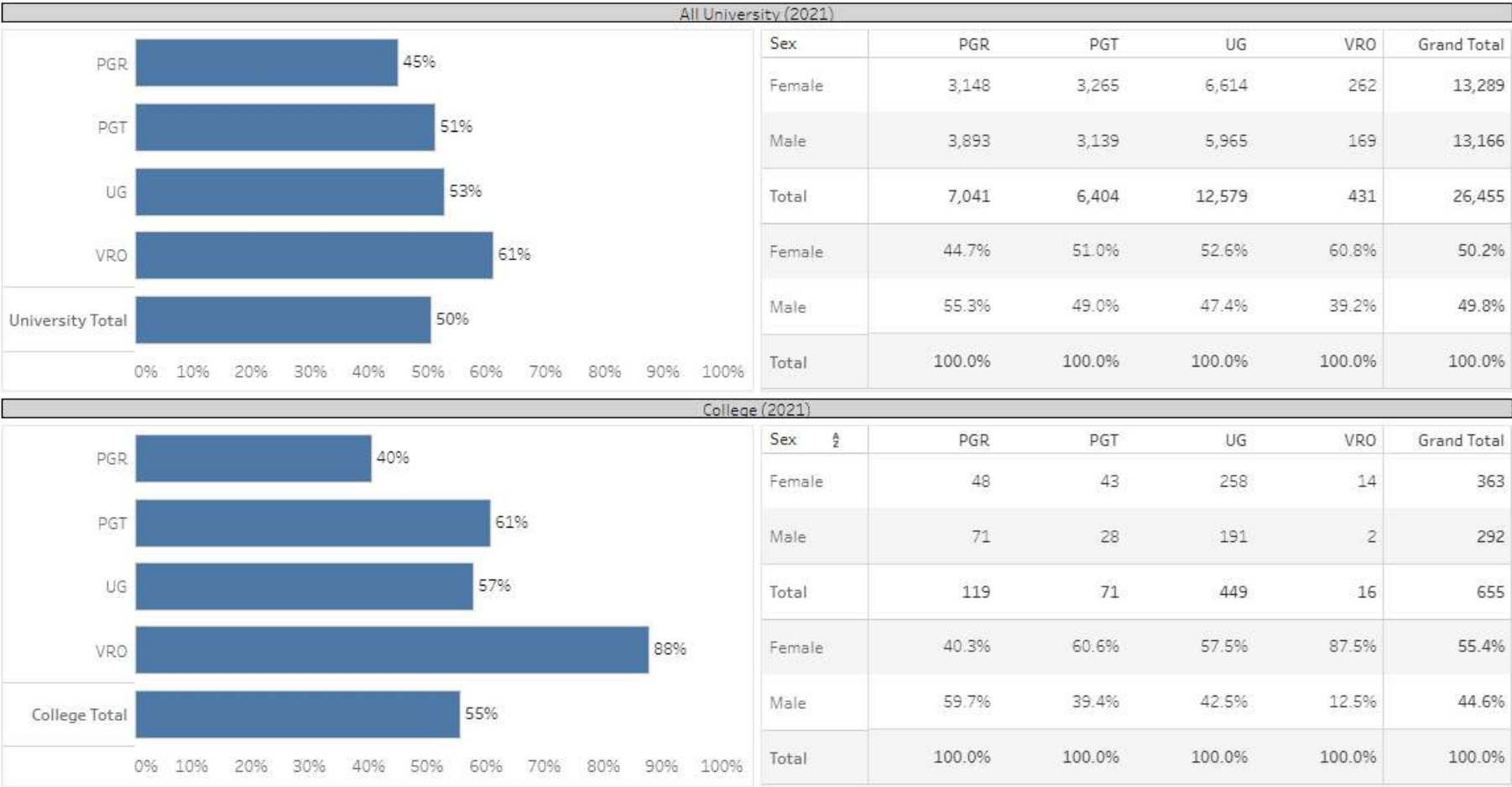
## STUDENT DATA MANAGEMENT AND ANALYSIS Equality - On-course students Sex - Programme Type Overview

Select Year

2021

### Worcester College

In 2021, 363 of the college's 655 students (55.4%) were female



PGR

40%

PGT

61%

UG

57%

VRO

88%

College Total

55%

Sex	PGR	PGT	UG	VRO	Grand Total
Female	48	43	258	14	363
Male	71	28	191	2	292
Total	119	71	449	16	655
Female	40.3%	60.6%	57.5%	87.5%	55.4%
Male	59.7%	39.4%	42.5%	12.5%	44.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The bar charts above show the % of female students by programme type in the University (top chart) and individual college (lower chart).  
Data is from the 01/12/2021 Student Statistics snapshot. Report prepared by: sdma@admin.ox.ac.uk

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.



# STUDENT DATA MANAGEMENT AND ANALYSIS

## Equality - On-course students

### Ethnicity - Programme Type Overview

## Worcester College

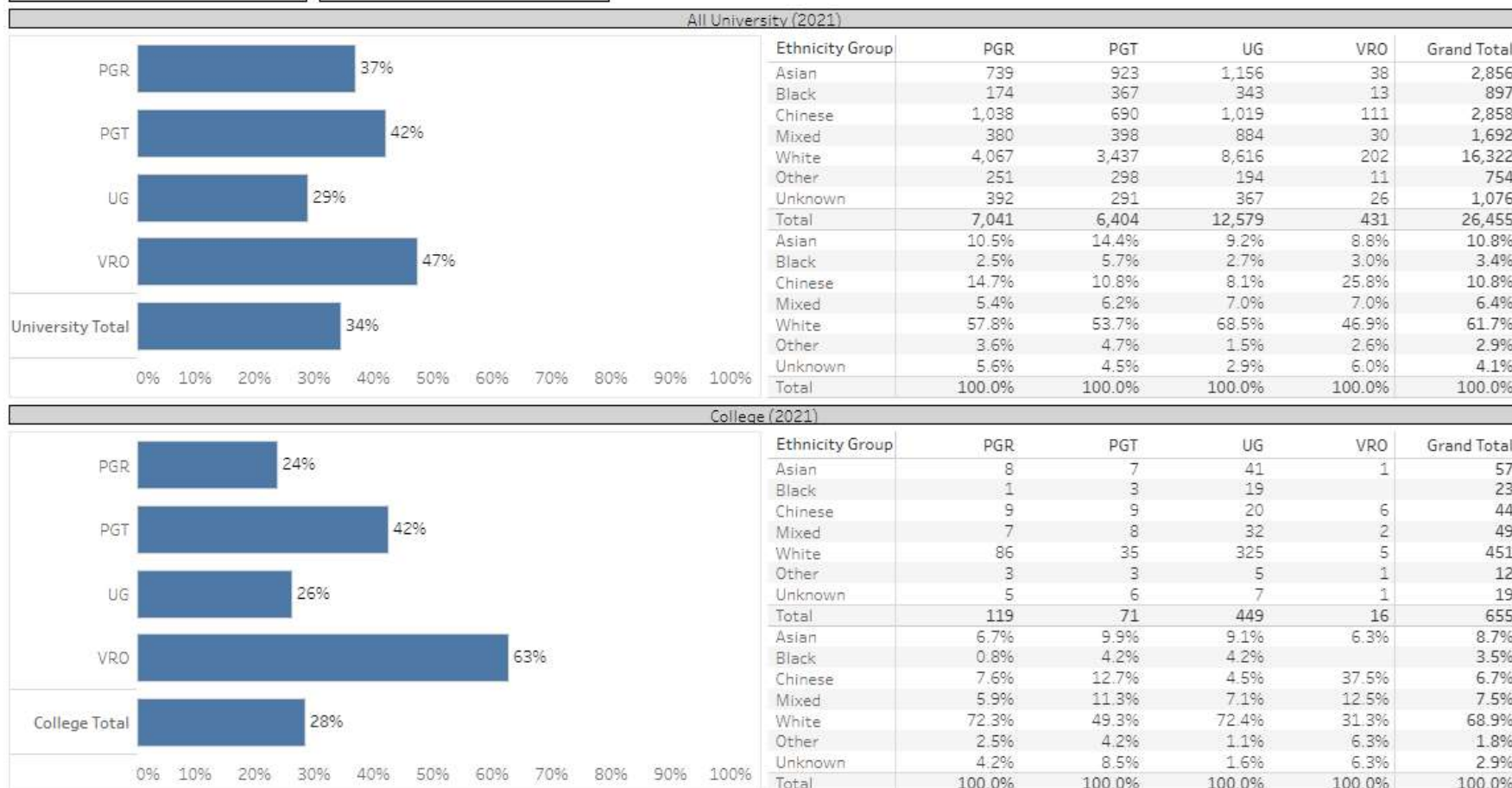
Select Year

2021

Domicile (EU Group)

(All)

In 2021, 185 of the college's 655 students (28.2%) were BME



The bar charts above show the % of BME students by programme type in the University (top chart) and individual college (lower chart).  
Data is from the 01/12/2021 Student Statistics snapshot. Report prepared by: sdma@admin.ox.ac.uk

BME = Black and minority ethnic  
PGR = Postgraduate Research  
PGT = Postgraduate Taught  
UG = Undergraduate  
VRO = Visiting, Recognised, Other



# STUDENT DATA MANAGEMENT AND ANALYSIS

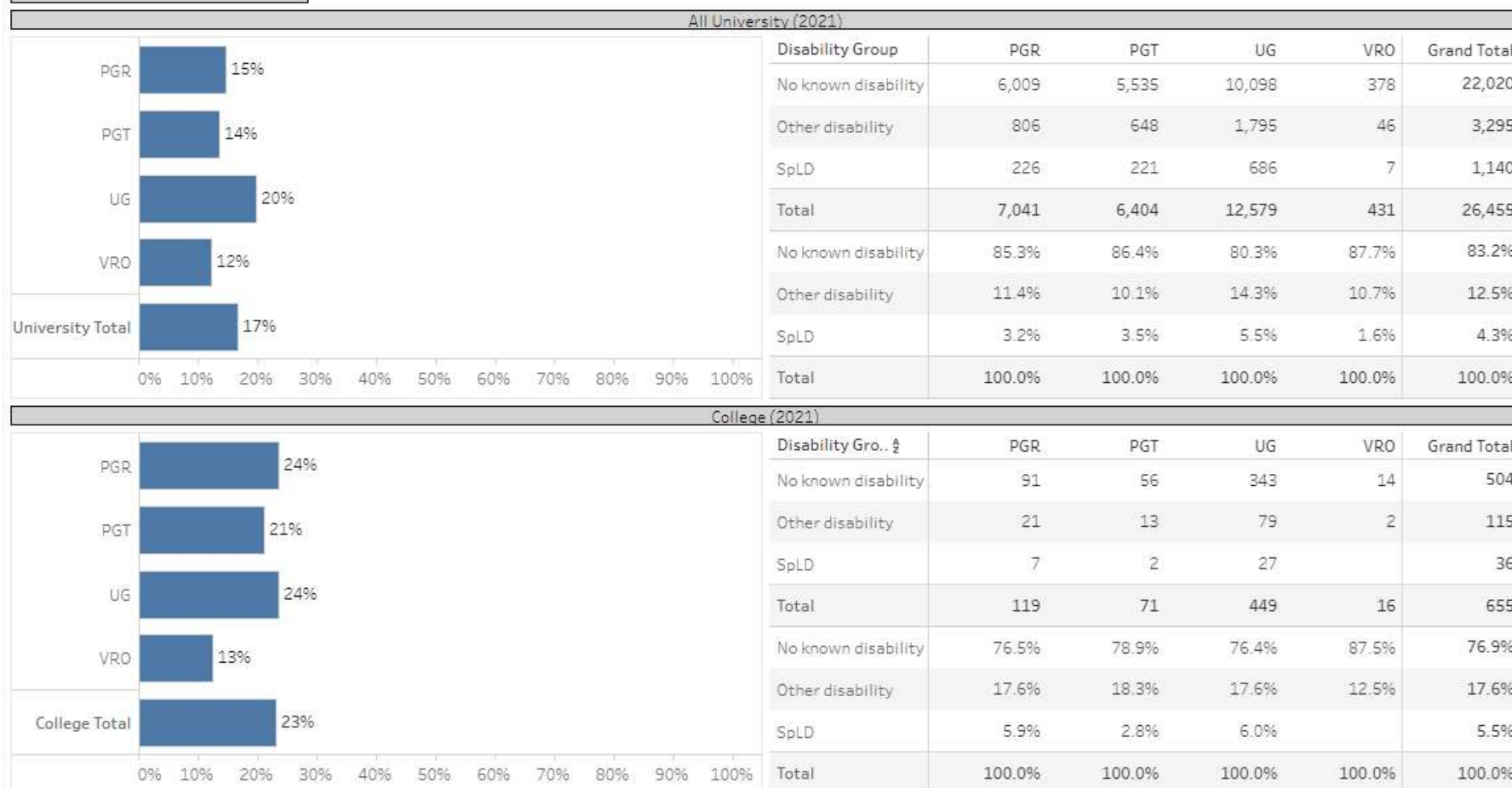
## Equality - On-course students

### Disability - Programme Type Overview

Select Year  
2021

## Worcester College

In 2021, 151 of the college's 655 students (23.1%) 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 01/12/2021 Student Statistics snapshot. Report prepared by: sdma@admin.ox.ac.uk

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





# STUDENT DATA MANAGEMENT & ANALYSIS

## Equality - Undergraduate Admissions

### Admissions Journey (College vs All University)

Ucas Cycle

2020 2021

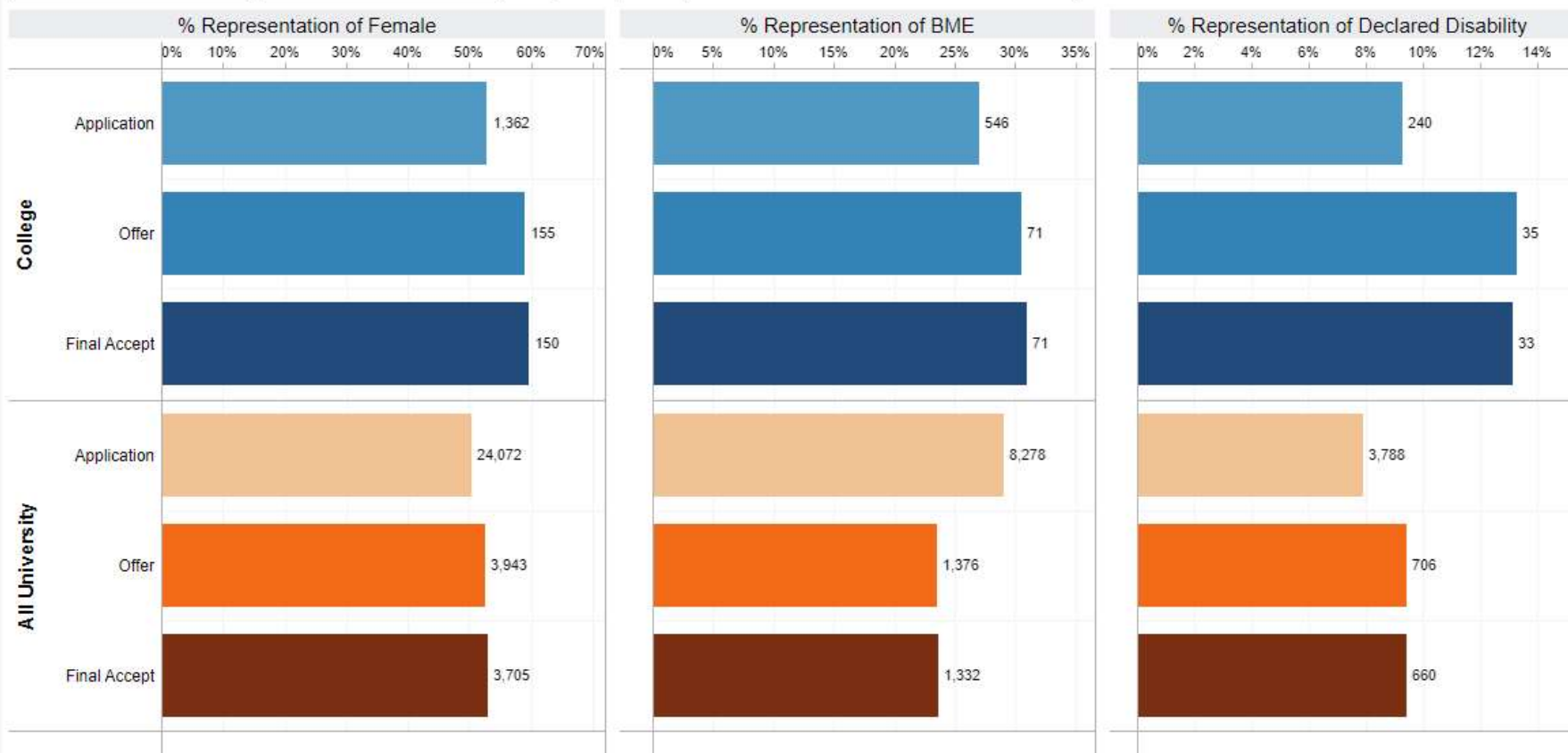
2020 2021

Domicile: UK / EU / Non-EU

(All)

These graphs show the proportional representation of each demographic group, out of the total population *at each stage* (not of the original *applicant* population). Therefore, if the demographic group were as successful as its peers, the bars would remain of constant size. Shrinking bars indicate that the demographic group is less successful than other applicants.

The figures and percentages are based on the *total* numbers across all the UCAS Cycles selected.



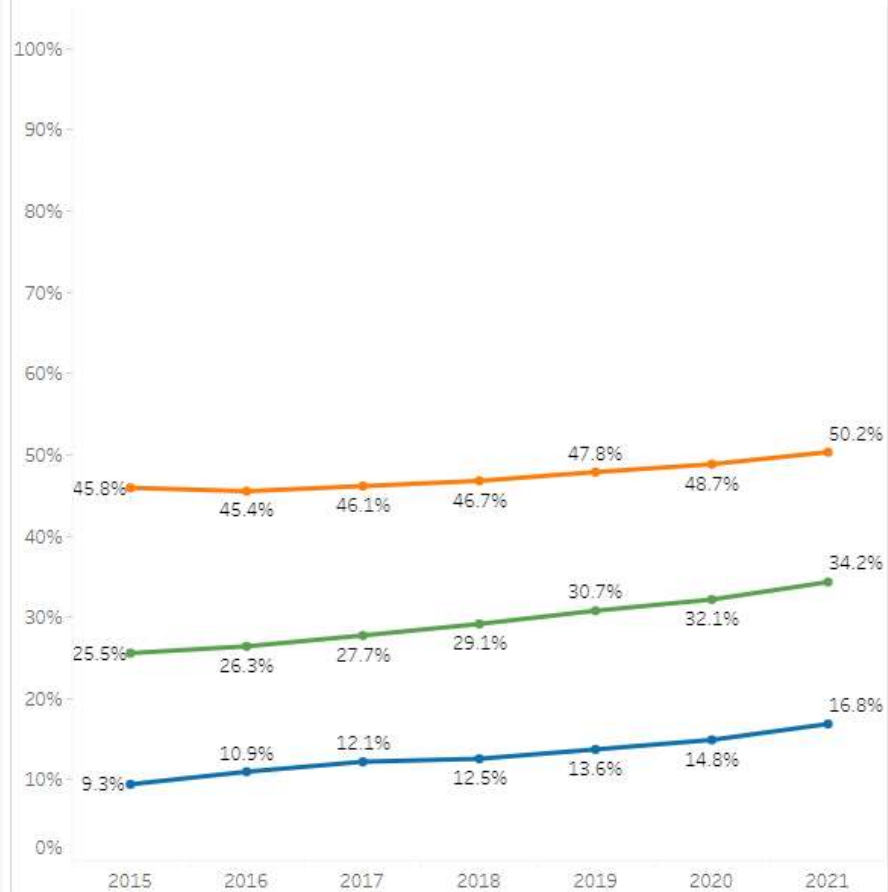
NB : UCAS do not ask EU and Non-EU applicants for their Ethnicity. Therefore, only UK applicants appear on the BME - White chart, even if the Domicile filter is set to include EU and Non-EU.

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

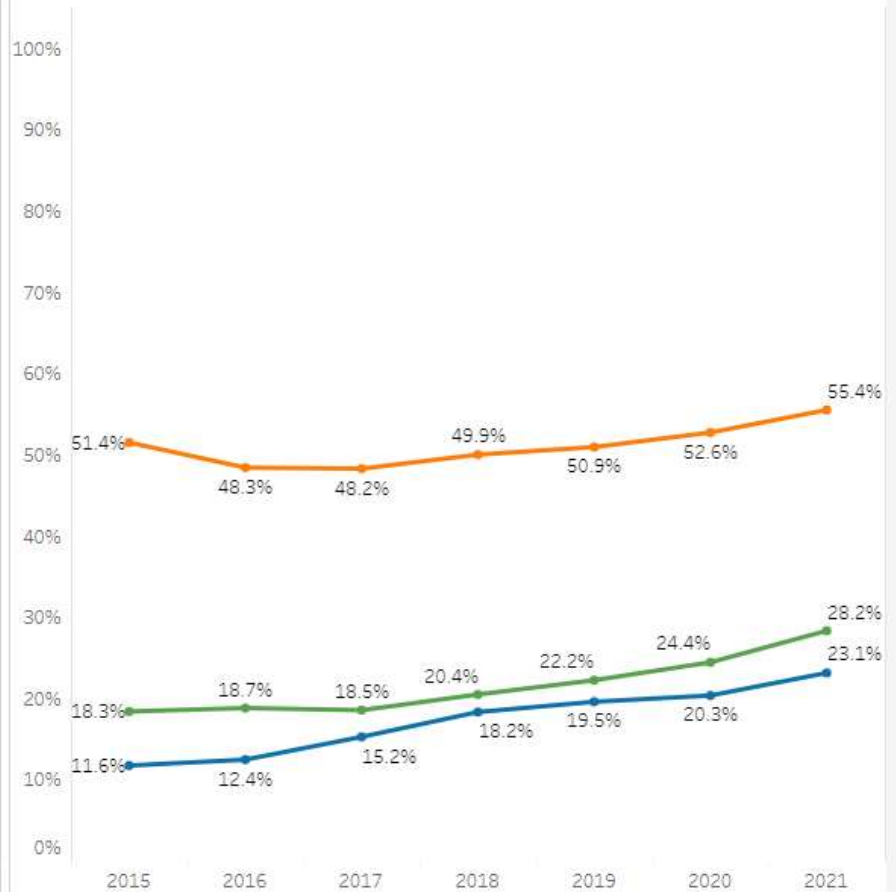
All data are taken from Undergraduate Admissions Definitive Data  
Snapshot of Feb 2022

Percentage of Female, BME and Disabled students

### All University



### Worcester College



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

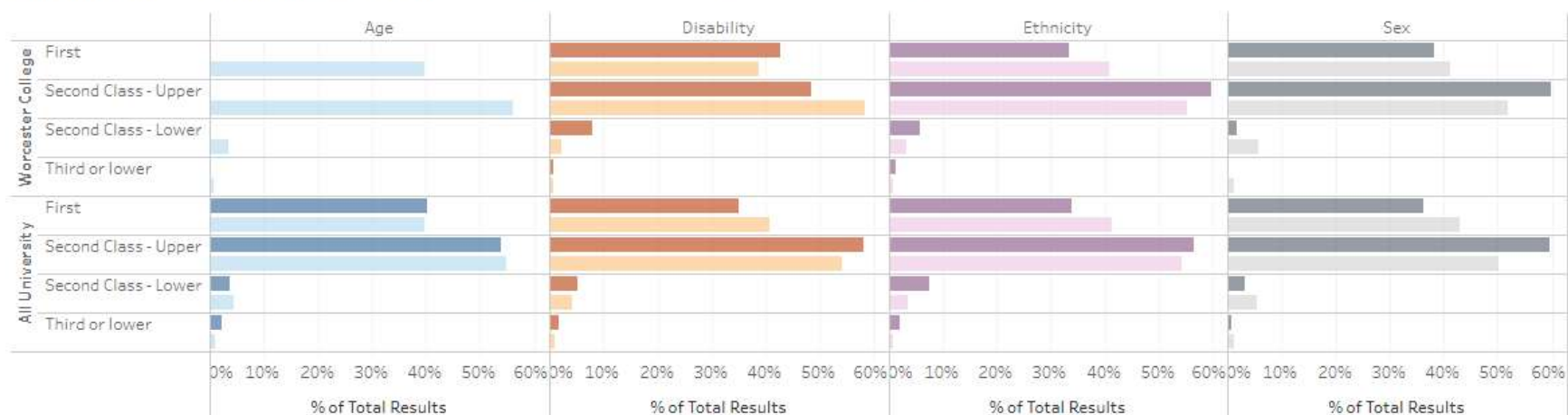
Data is from the 01/12/2021 Student Statistics snapshot. Report prepared by: [sdma@admin.ox.ac.uk](mailto:sdma@admin.ox.ac.uk)



## % Firsts by Demographics



## All Outcomes - Academic Year: All





Graduate Admissions and Recruitment

## PG Admissions - College Decisions Dashboard

Offer Rate gaps - Selected College and Rest of University

Domicile Group: UK/EU/Non-EU

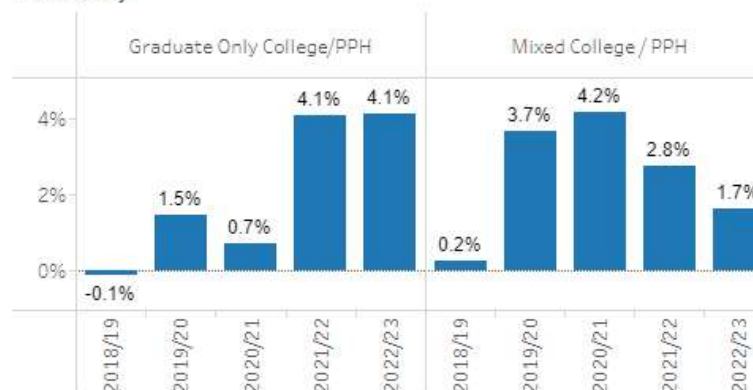
(All)

These charts show whether the offer rate (number of offers / total number of decisions) for each demographic was higher or lower than its 'complementary' group (i.e. Female vs Male, BME vs White, Declared Disability vs No Known).

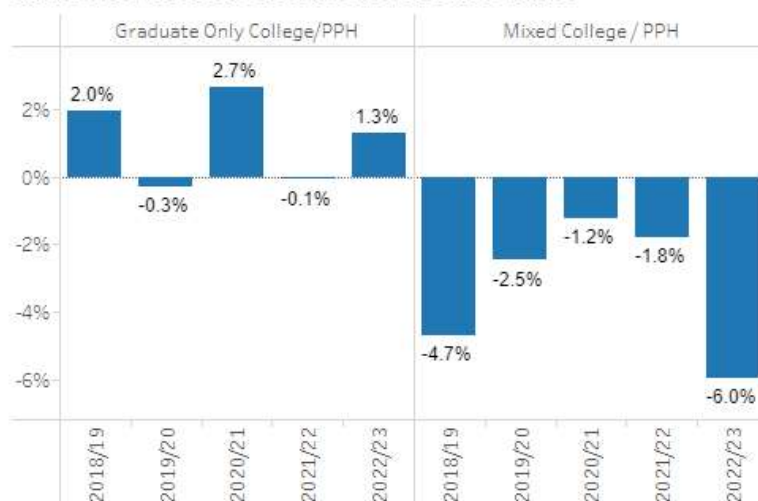
The data is split into the user's College and then all other colleges combined.

If you do not see your college displayed, please contact the graduate admissions reporting team on: [graduateadmissionsreporting@admin.ox.ac.uk](mailto:graduateadmissionsreporting@admin.ox.ac.uk)

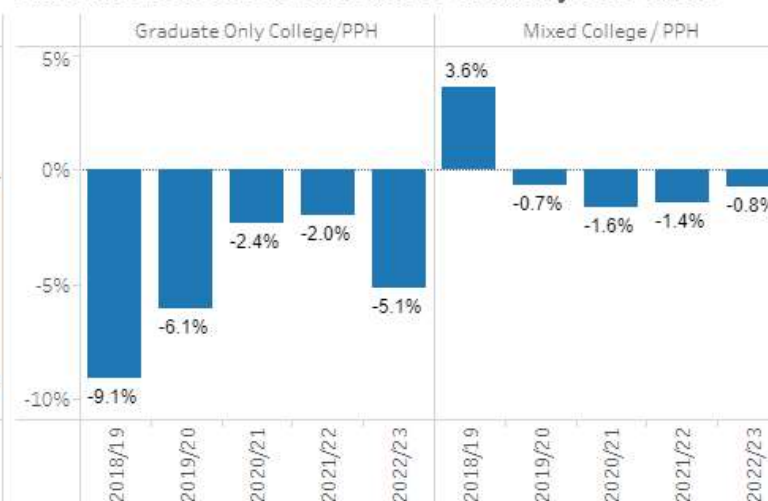
### Difference between Female and Male Offer Rates (excluding not recorded)



### Difference between BME and White Offer Rates



### Difference between Declared and No Disability Offer Rates



## Appendix 2 – Staff data

Overall composition of the workforce, as at 31 December 2022 – permanent and fixed term employed staff.

	All staff		Academic staff		Administrative and professional staff	
<b>Female</b>	77	48%	17	40%	60	51%
<b>Male</b>	82	52%	25	60%	57	49%
<b>Total</b>	<b>159</b>		<b>42</b>		<b>117</b>	

The following information is based on the voluntary return of 51 questionnaires received from a total of 126 staff members. (Academic staff and casual staff are not included in this data.)

Gender Identity		Sexual Orientation	
Female	25	Heterosexual	34
Male	25	Gay	5
Non-Binary	1	Lesbian	2
Prefer not to say	0	Bisexual	3
Other	0	Prefer not to say	7
Religion or Belief		Ethnicity	
No religion or belief	18	White	36
Buddhist	1	Mixed/Multiple Ethnicity	1
Christian	22	Asian/Asian British	8
Hindu	0	Black/African/Caribbean/ Black British	2
Jewish	0	Other Ethnic Group	1
Muslim	5	Prefer not to say	3
Sikh	1	Marital Status	
Prefer not to say	4	Single	19
Caring Responsibilities		Married	21
None	33	Divorced	1
Primary Carer: Under 18	5	Civil Partnership	4
Primary Carer: Disabled Child/Children	1	Dissolved Civil Partnership	0
Primary Carer: Disabled Adult	0	Widowed	1
Primary Carer: Older Person	0	Separated	0
Secondary Carer	0	Prefer not to say	5
Prefer not to say	1	Disability	
Did not complete	11	Yes	6
		No	45
		Prefer not to say	0