



EQUALITY, DIVERSITY AND INCLUSION REPORT 2024/25

St John's College, Oxford

(Public Sector Equality Duty)

1. INTRODUCTION

This report provides an overview of the activities of St John's College in support of equality, diversity and inclusion during the academic year 2024/25 and fulfils its reporting requirements under the Public Sector Equality Duty.

The report includes: information on relevant college policies; a statement and review of agreed equality objectives; an overview of other relevant initiatives undertaken in 2024/25; a summary of key staff and student data.

2. PUBLIC SECTOR EQUALITY DUTY

The Equality Act 2010 places all public bodies under an active duty to promote equality, which includes:

- Having due regard to the aims of the General Equality Duty in the exercise of their functions;
- Carrying out equality analysis;
- Setting at least one equality objective;
- Publishing information and data to demonstrate their compliance with the Equality Duty.

The General Equality Duty requires the College to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- 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.

3. GOVERNANCE AND POLICIES

- The Governing Body of the College has due regard for the Public Sector Equality Duty. At the start of each year Trustees, College Officers and all members of committees that report to Governing Body are circulated a copy of the Public Sector Equality Duty and reminded of the need to have due regard.
- The Governing Body actively monitors statistics relating to protected characteristics in its recruitment of academic and professional staff, in student admissions to the College, and in student attainment.
- The Equality, Diversity and Inclusion Committee of the College, which has representation from all members of the College (students, academic and professional staff), leads a proactive approach to eliminating discrimination, advancing equal opportunities and fostering good relations in the College. This committee reports directly to the Governing Body.
- The Governing Body appoints a Fellow for Equality, Diversity and Inclusion who oversees the implementation of matters relevant to all three of these areas. In 2024, the Governing Body agreed to amalgamate the roles of the Fellow for Equality, the Fellow for Women and the Fellow for Ethnic Minorities into one, beginning in 2024-25. The Fellow for Equality, Diversity and Inclusion is also the Disability Lead for the College.
- The College's Equality Policy, Public Sector Equality Duty Policy and Harassment Policy can be found at <https://www.sjc.ox.ac.uk/discover/equality-diversity-and-inclusion/>. The Public Sector Equality Duty Policy in particular gives further details on the college's ongoing procedures and activities through which it fulfils the Public Sector Equality Duty.

4. SPECIFIC EQUALITY OBJECTIVES 2021-2025: PROGRESS REVIEW

The College adopted new specific equality objectives in Michaelmas term 2021. Progress against each of these objectives by the end of 2024/25 is reviewed below. In accordance with the Public Sector Equality Duty, the College will adopt new objectives every four years. These will be approved in Hilary Term 2026.

A. Increasing Diversity (Staff)

- a) Implement a robust process for monitoring and reviewing staff diversity statistics.

Progress to date: The new HR Information System was implemented in June 2023. Staff were asked to complete the equality data, but there is still limited data available. A recruitment module was added in 2024 and gathering equality data will now be part of

the recruitment process. However, there are still limitations to the granularity of this data due to large proportions of candidates opting for “I prefer not to say” or not answering questions if they are optional.

- b) Explore ways to increase the diversity of professional staff, including working with experienced local employers to identify best practice and running an open day for the local community.

Progress to date: The college has joined the Oxfordshire Inclusive Economy Partnership. Part of the charter is to offer opportunities into work, supporting those furthest from the labour market. The Head of HR held discussions with the HMP New Futures network project and Aspire on how we can work with them to support people getting back into work.

- c) As part of the ECR working group remit, consider how the job structure, recruitment process and communication may impact on diversity in recruitment to College-only academic posts.

Progress to date: Design of the new Career Development Research Fellow and College Lecturer posts was completed in 2022-3 and the first appointments were made in 2024 and 2025. Equality concerns were part of the discussion at each stage. The aim was to create attractive posts which have appeal to a wider pool of applicants, supported by appropriately targeted advertising. Mentoring of CDRFs has been identified as an area of development to further support Equality objectives.

B. Increasing diversity (Students)

- a) Seek to participate in the University’s Black Academic Futures programme by undertaking to finance either one full, or two 50%, scholarships.

Progress to date: The College financed one full scholarship and the student completed their course in 2024-25. We continue to explore future options for this or other scholarships that support a diversity aim, including the Crisis Scholarship and Weidenfeld-Hoffman Scholarships. We would welcome engagement with the BAF and other Academic Futures schemes again in future.

- b) Explore future funding possibilities to facilitate and support access to graduate study for under-represented groups.

Progress to date: The shortfall in graduate funding remains the main barrier and was considered under the 2020-21 “Size and Shape” Review. The College has broadened its scholarship scheme to offer a total of 16 UKRI funding council partnership scholarships,

enabling a larger number of funded places. We have continued to support Uniq+ and other graduate access initiatives and in 2023-4 agreed a favourable charging basis for doing so going forward. We have also continued our support for a Ukrainian graduate student by finding DPhil funding, and continue to work with the Alumni office on further possible avenues of support.

- c) Support the University's target to eliminate the offer gap to Asian applicants by ensuring tutors are made aware of the gap and monitoring outcomes.

Progress to date: Tutors were alerted to the offer gap in Admissions Committee, Hilary Term 2022, and were reminded in the annual admissions letter. The University has now met this target and is no longer monitoring the gap and so the College is no longer highlighting this information. Since the 2022 admissions round, college outcomes by ethnicity are reviewed annually at the February Admissions Committee meeting.

- d) Ensure all tutors participating in admissions have completed the relevant training, including training on Equality considerations.

Progress to date: 92% of those taking part in admissions interviews completed the required training for the 2024-25 admissions round, slightly less than the previous year's rate of 96%, which was the highest since the College has been actively monitoring completion. Tutors are reminded of the necessary training each year.

C. Teaching and student progression

- a) Work with external providers to develop tailored training for tutors and advisors, to help them become more anti-racist in their tutorial teaching, graduate advising, and pastoral support of students.

Progress to date: Anti-racism workshops for academic staff were delivered at least annually by an external facilitator between Nov 2021 and Oct 2025. Members of the Governing Body with significant teaching or management responsibilities in College are required to participate and, as of October 2025, 96% have now done so. The workshops will continue to run at the start of each academic year and members who have not yet participated will be reminded of the requirement.

- b) Evaluate the level of interest in a BAME alumni network and student mentoring scheme aimed at supporting BAME students' progression.

After discussion with the Director of Development and Alumni Relations and student representatives it was agreed that the Alumni Office would help facilitate student-led

events that involve alumni and encourage an informal network to develop. In 2023-4 this initiative was put on hold due to lack of interest from the current JCR and MCR.

- c) Review the process of providing academic support for students with Specific Learning Difficulties and ensure it is fit for purpose.

The then-Fellow for Equality carried out a College survey and produced a report for Equality Committee in HT 2024. As a result, the information available to students was reviewed and improved. No other immediate actions were recommended, but particular aspects of the process will be kept under close review. Following questions at the Student Equality Forum in 2024-25 about support for students who do not yet have a formal diagnosis, the information available was reviewed and improved by the Disability Coordinator. The effectiveness of these support structures will continue to be monitored regularly.

D. Welfare and well-being

- a) Complete a review of welfare provision in the College, including particular reference to the recent recommendations of the University of Oxford Mental Health Task Force.

Progress to date: External and internal reviews were completed by 2023. This led to the appointment of a full-time Head of Student Wellbeing for 2023-4 (subsequently renamed the Head of Student Welfare and Wellbeing). Ongoing monitoring of this role's workload and student welfare needs led to the addition of a Senior Welfare and Wellbeing Officer in 2024, and four Student Welfare Officers with responsibilities both inside and outside of term time. This improvement in welfare provision is likely to protect disadvantaged groups.

A specific recommendation from the external review to improve equality was to increase the diversity of counsellor provision. From Sept 2023 the College provided access to a new helpline for students, allowing them to request counsellors with different characteristics. It was decided that from 2025-26 the College would link up with the University Counselling Service, providing a designated College counsellor through that service, as well as raising awareness of that service more broadly.

- b) Implement an anonymous harassment recording system to allow all members of College to record any incidents of concern.

Progress to date: an online system was introduced in Hilary Term 2022. In Hilary Term 2023 and 2024 it was decided to continue with the system, subject to further review. In order to increase awareness, information and the online form are now being circulated

by email at the start of each term. The use of this form seems to have declined since the expansion of the College's Welfare Team, as detailed above, suggesting that students are pursuing other avenues to address their concerns. The form remains useful for logging staff concerns.

E. Values and Culture

- a) Adopt and publish a College anti-racism statement

Progress to date: An anti-racism statement by the Governing Body of the College was published on the College webpage in September 2021.

- b) Pilot new ways to engage all members of staff in discussions about the College's values, including race equality, in order to create an inclusive culture, and share and extend good practice.

Progress to date: A new Environmental, Social and Governance Policy was agreed in 2022/3, including the social aim that the College should make a positive impact on everyone working and studying here. As part of this, a set of shared College values was developed through staff group discussions. The values are being embedded through annual performance reviews and staff recognition. The College successfully obtained an Investors in People workplace accreditation in 2025. One of the action areas is a mandatory training programme, including anti-racism training.

- c) Embed diversity and anti-racism education in the life of the College by offering relevant events to students throughout their time in College, not just Welcome Week.

Progress to date: In 2021 the College arranged a workshop for continuing undergraduates on "Understanding and Confronting Racism" but this was cancelled due to lack of interest. Celebrations of festivals such as Diwali, Eid and Lunar New Year have been very popular and have an educational aspect in a broader sense. The College's three annual EDI Dinners, bringing together students and staff from the BME, Women and Minority Genders, and LGBTQ+ communities, also remain very popular, and often include guest speakers and alumni from these communities. The Fellow for Equality, Diversity and Inclusion will continue to explore ways of achieving this objective.

- d) Organise a photographic exhibition to celebrate current and former BAME members of the College community, including students, alumni, academic and non-academic members of staff.

Progress to date: The "Celebrating Diversity" portrait exhibition was held in January 2022 and the portraits are now displayed around College.

F. Accessibility of Facilities

- a) Incorporate planning for access improvements into the Works and Accommodation team's ten to fifteen-year Master Plan, to address current challenges identified in the recent accessibility audit. *Progress to date: The Master Planning process is still ongoing. The Master Plan includes creating accessible JCR spaces (currently none are accessible) and adding accessible rooms to undergraduate accommodation in Thomas White building, meaning 1st years with disabilities can be housed along with the rest of their cohort.*
- b) Improve accessibility of the College sportsground.
Progress to date: This work is now complete. An automated gate has been installed, Salto access to the pavilion has been provided, and access to the accessible toilet has been improved.
- c) Install two lifts in the existing College library to improve accessibility.
Progress to date: This work is now complete.
- d) Complete an audit of assistive technology in College.
Not yet progressed.

5. OTHER INITIATIVES TO HELP FULFIL THE EQUALITY DUTY IN 2024-5

The College has due regard for the Public Sector Equality Duty in all its decision making on an ongoing basis. In addition, a range of activities and events are organized throughout the year to celebrate diversity and promote inclusion, some of which are described on the College's [EDI Pages](#). This section highlights some specific new steps taken in 2024/25 to pro-actively help to eliminate discrimination, advance equal opportunities and foster good relations between groups with different protected characteristics, in addition to those already covered by the specific equality objectives 2021-25 described above.

Harassment and Sexual Violence

A number of steps were taken to improve the safety and confidence of students with regard to harassment and sexual violence, building on activities undertaken by the outgoing Fellow for Equality in the previous year, including a collaborative discussion with members of the JCR, MCR and staff.

- Posters and online campaign depicting unwanted behaviours and the help available in College, developed by a group of staff and students and a graphic designer, were displayed around college beginning in October 2024.
- The Fellow for Equality, Diversity and Inclusion delivered a training session on harassment as part of an induction day for the new JCR/MCR committees, together with the Head of Student Welfare and Wellbeing.
- Welcome week consent training provision was reviewed and adapted in collaboration with the JCR to become Consent and Expected behaviours. Expected behaviours covers addressing explicit and implicit harassment, racism and any unwelcome behaviours. The new training will be delivered by Oxfordshire Sexual Abuse and Rape Crisis Centre.
- St John's College Peer Supporters were trained in supporting students who disclose incidents of sexual harassment/violence to access effective and timely support. The training was delivered by the University's Sexual Harassment and Violence Support Service.

Fellow for Equality, Diversity and Inclusion

The Fellow for Equality, Diversity and Inclusion, replacing three existing officers (Fellow for Equality, Fellow for Women and Fellow for Ethnic Minorities), took up the role in 2024-25, with a mandate to facilitate a more inclusive and consistent approach to EDI issues, spanning all groups with protected characteristics. This required combining the largely networking-based aspects of the Fellow for Women and Fellow for Ethnic Minorities with the strategic leadership and extensive training required of the Fellow for Equality. In this she was well-supported by college professional staff time allocated to EDI matters, as well as by the University's active and well-resourced Equality and Diversity Unit and the Conference of Colleges' EDI Network.

Equality, Diversity and Inclusion Working Group

The Fellow for Equality, Diversity and Inclusion initiated a Working Group to develop new PSED objectives for 2026-2030 and a new Equality, Diversity and Inclusion Strategy as part of the College's wider strategic review. This Working Group had representation and input from academic and professional staff, tutorial and professorial fellows, Early Career Researchers, students and alumni, including the Senior Tutor, the Fellow for Welfare, the Head of HR, the Head of Student Welfare and Wellbeing, and the Chair of the Women's Network Steering Group. The Fellow for Equality, Diversity and Inclusion is grateful to all group's members for their valuable input. It will wrap up its work in HT 2026.

Support for students with disabilities

The College considered how to make better use of the Higby Will Trust, which provides funding to support students with declared disabilities at St John's. As a result, the College introduced the Higby Will Trust Study Support Grant in 2023-24. This grant contributes to costs incurred by students as a result of their disability, in order to help them to pursue their course of study. In addition, funds from the Trust have been earmarked to pay for a number of building projects that will significantly improve accessibility in College, particularly accessible student accommodation.

Associate Fellows nomination process

Governing Body agreed a new process for nominating and electing Associate Fellows (previously known as Supernumerary Fellows). The annual process will now include a call for nominations, review of a gathered field by Associations Committee, and a clearer set of selection criteria. One aim of the new process is to achieve greater equity in considering potential Fellows and to potentially draw from a wider and more diverse pool. The Fellow for Equality, Diversity and Inclusion sits on the Associations Committee and reminds its members to take protected characteristics and other equality considerations, where known, into account in its selection process.

Physical Accessibility of College Buildings

In addition to the equality objectives described in Section 4 above, the following steps were taken to improve the physical accessibility of College Buildings during 2024/25.

- The Dolphin Art Gallery was made accessible by raising the floor and creating a ramp.
- The College has begun a programme of works to upgrade fire alarms to visual beacons for those with hearing impairments.
- Works continued on the refurbishment of 19-21 St John Street and will provide accessibility via a ramp to the rear of the building/common room, and improvements to stairs and landings.
- Pusey Lane redevelopment began in Summer 2024. Works will include accessible kitchens, access lifts, refuge points, accessible bathrooms, powered doors and accessible landscaping, with several fully accessible flats.

6. STAFF RECRUITMENT DATA

Gender and ethnicity information is available only for those candidates who returned the equality monitoring forms. Under the new HR Information System, equality data will be captured electronically as part of the application process and it is hoped that this will eventually increase return rates; for example, 100% of applicants for the first and second rounds of CDRFs returned such a form, though the large proportions of people opting for “I prefer not to say” and some questions not being compulsory mean there are still limitations to the available information. Equality monitoring forms were not made compulsory, however, for other academic posts such as College Lecturers.

6.1 Academic Staff

Recruitment data for academic staff are only available for College appointments i.e., where the College is the only or primary employer. Therefore, some joint appointments are excluded.

The difference between the number of male and female applicants in 2022/3 was largely driven by the candidates for the Supernumerary Teaching Fellowship in Maths.

The large numbers of applicants in 2023-24 and 2024-25 were due to the recruitment of the first rounds of CDRFs, which had 727 and 653 applicants respectively. The proportion of forms returned was much higher for academic applicants in these two years than for previous years because 100% of CDRF applicants returned them, as they are now an integral step of the online application process. However, a much larger proportion of applicants than usual chose “I prefer not to say” in response to the question on gender, which was compulsory. The question on ethnicity, which was optional in 2023-24, was only answered by 62% of applicants. As a result, the data were not a great deal more informative than in the past, especially for appointed applicants. This question was made compulsory in 2024/25 and yielded more detailed results, with only 4% selecting “I prefer not to say.”

	2020/21 Applicants		2021/22 Applicants		2022/23 Applicants		2023/24 Applicants		2024/25 Applicants	
	All	Appointed								
Total Number	527	13	316	6	556	8	991	18	930	19
Responses	336	7	204	4	229	4	745	9	689	11
% returned	64%	54%	65%	67%	41%	50%	75%	50%	74%	58%
Male	202 (62%)	3 (43%)	118 (58%)	1 (25%)	149 (65%)	2 (50%)	313 (42%)	5 (56%)	269 (39%)	7 (64%)
Female	122 (37%)	4 (57%)	85 (42%)	3 (75%)	75 (33%)	2 (50%)	241 (32%)	4 (44%)	257 (37%)	4 (36%)
Prefer not to say	2 (1%)	0	1 (<1%)	0	5 (2%)	0	191 (26%)	0	163 (24%)	0
White	250 (75%)	6 (86%)	143 (70%)	2 (50%)	133 (58%)	1 (25%)	293 (54%)	1 (11%)	323 (47%)	1 (9%)
BME	69 (21%)	1 (14%)	46 (23%)	2 (50%)	57 (25%)	2 (50%)	227 (42%)	1 (11%)	338 (49%)	0
Prefer not to say	13 (4%)	0	15 (7%)	0	39 (17%)	1 (25%)	20 (4%)	7 (78%)	31 (4%)	10 (91%)

6.2 Professional Staff

The College receives more applications from female than male candidates. This difference is driven by the applications to administrative posts. A large number of male applicants to Works and Domestic posts in 2023-24 proved an exception to this trend, while the low number of returns in 2024-25 and incomplete figures led to unreliable figures for that year.

	2020/21 Applicants		2021/22 Applicants		2022/23 Applicants		2023/24 Applicants		2024/25 Applicants	
	All	Appointed	All	Appointed	All	Appointed	All	Appointed	All	Appointed
Total Number	468	33	448	522	33	37	538	45	375	31
Responses	186	10	158	129	12	14	101	7	21	8
% returned	40%	30%	35%	25%	36%	38%	18%	15%	6%	26%
Male	74 (40%)	4 (40%)	67 (42%)	43 (33%)	4 (33%)	4 (29%)	53 (52%)	2 (29%)	13 (62%)	4 (50%)
Female	112 (60%)	6 (60%)	88 (56%)	85 (66%)	8 (67%)	10 (71%)	48 (48%)	5 (71%)	8 (38%)	4 (50%)
Prefer not to say	0	0	3 (2%)	1 (1%)	0	0	0	0	0	0
White	155 (83%)	7 (80%)	118	90 (70%)	8	13 (93%)	72 (71%)	6 (86%)	9 (42%)	3 (38%)
BME	30 (16%)	2 (20%)	36	32 (25%)	4	1 (7%)	23 (23%)	0 (0%)	11 (52%)	5 (62%)
Prefer not to say	1 (1%)	0	4	7 (5%)	0	0	6 (6%)	1 (14%)	1 (5%)	0

8 TOTAL STUDENTS ON COURSE

Data are from the Student Statistics Snapshot for December of each year. Equivalent University percentages are given in brackets for comparison.

8.1 Number and % of all Students on course by gender and course type

There was a slight fall in the proportion of female undergraduate students in both 2022-3 and 2023-4. However, there was an increase over this period in the proportion of female graduate students. The proportion of female undergraduates remains slightly below the University average but the gap narrowed in 2025. Please note that these figures are based on students' legal sex as declared to the University. Few countries allow for a non-binary legal sex (e.g. UK passports require a binary sex), and therefore the figures will not reflect true numbers of transgender, non-binary and gender questioning students.

	2021		2022		2023		2024		2025	
	Male	Female								
Undergraduate	210 50.2%	208 49.8%	221 52.7%	198 47.3%	224 53.7%	193 46.3%	223 52.7%	200 47.3%	224 50.8%	216 49.0% ¹
(University)	(47.4%)	(52.6%)	(47.2%)	(52.8%)	(48.0%)	(52.0%)	(48.2%)	(51.8%)	(48.6%)	(51.3%)
Postgraduate Research	117 53.4%	102 46.6%	119 55.3%	96 44.7%	112 50.0%	112 50.0%	112 51.1%	107 48.9%	115 48.7%	121 51.3%
(University)	(55.3%)	(44.7%)	(53.9%)	(46.1%)	(52.2%)	(47.8%)	(51.5%)	(48.5%)	(50.7%)	(49.2%)
Postgraduate Taught	22 57.9%	16 42.1%	10 32.3%	21 67.7%	14 48.3%	15 51.7%	12 37.5%	20 62.5%	13 56.5%	10 43.5%
(University)	(49.0%)	(51.0%)	(48.2%)	(51.8%)	(48.8%)	(51.2%)	(48.0%)	(52.0%)	(48.3%)	(51.7%)

8.2 Number and % of UK Students on course by ethnicity and course type

The proportion of UK undergraduate students who were BME has demonstrated a consistent year-on-year rise for the past five years, in line with University trends. In 2024 and 2025 this proportion at St. John's exceeded that of the wider University (29.7% vs 27.2%, and 30.1% vs. 28%, respectively).

¹ 1 (0.2%) of the UG population has listed "unknown".

	2021			2022			2023			2024			2025		
	White	BME	Not Known	White	BME	Not known	White	BME	Not known	White	BME	Not Known	White	BME	Not Known
UG	240 74.8%	73 22.7%	8 2.5%	236 73%	76 24%	11 3%	234 72%	81 25%	9 3%	226 67.9%	99 29.7%	8 2.4%	232 67.8%	103 30.1%	7 2.0%
(Uni)	(75.3%)	(22.4%)	(2.3%)	(73%)	(24%)	(2%)	(72%)	(25%)	(2%)	(71.1%)	(27.2%)	(1.7%)	(70.3%)	(28.0%)	(1.8%)
PGR	74 74.7%	21 21.2%	4 4.0%	62 69%	23 26%	5 6%	62 72%	19 22%	5 6%	72 80.0%	14 15.6%	4 4.4%	70 77.8%	15 16.7%	5 5.6%
(Uni)	(77.5%)	(17.2%)	(5.3%)	(76%)	(19%)	(5%)	(74%)	(21%)	(5%)	(72.7%)	(23.0%)	(4.3%)	(74.5%)	(21.7%)	(3.7%)
PGT	7 77.8%	1 11.1%	1 11.1%	4 80%	1 20%	0 0%	7 100%	0 0%	0 0%	4 80%	1 20%	0 0%	6 75%	1 12.5%	1 12.5%
(Uni)	(70.4%)	(25.0%)	(4.6%)	(67%)	(28%)	(5%)	(65%)	(31%)	(4%)	(63.9%)	(32.2%)	(3.9%)	(74.5%)	(21.7%)	(3.7%)

7.3 Number and % of International Students on course by ethnicity and course type

	2021			2022			2023			2024			2025		
	White	BME	Not known	White	BME	Not Known	White	BME	Not Known	White	BME	Not Known	White	BME	Not Known
UG	51 52.6%	44 45.4%	2 2.1%	41 43%	51 53%	4 4%	36 39%	53 57%	4 4%	28 31.1%	56 62.2%	6 6.7%	27 27.3%	65 65.7%	7 7.1%
(Uni)	(42.2%)	(52.4%)	(5.4%)	(37%)	(56%)	(7%)	(34%)	(59%)	(8%)	(30.0%)	(63.7%)	(6.4%)	(29.3%)	(65.5%)	(5.2%)
PGR	61 51.0%	55 45.8%	4 3.3%	54 43%	64 51%	7 6%	58 42%	73 53%	7 5%	58 (45%)	66 51.2%	5 3.9%	63 43.2%	74 50.7%	9 6.2%
(Uni)	(43.2%)	(51.0%)	(5.8%)	(41%)	(52%)	(6%)	(39%)	(55%)	(6%)	(39)	(55.6%)	(5.5%)	(37.6%)	(57.5%)	(4.9%)
PGT	10 34.5%	17 58.6%	2 6.9%	13 50%	11 42%	2 8%	9 41%	12 55%	1 5%	7 25.9%	18 66.7%	2 7.4%	9 60%	5 33.3%	1 6.7%
(Uni)	(42.6%)	(52.9%)	(4.5%)	(41%)	(55%)	(4%)	(40%)	(56%)	(4%)	(39.2%)	(57.7%)	(3.1%)	(38.1%)	(58.3%)	(3.6%)

9 UNDERGRADUATE ADMISSIONS DATA²

“Applications” refers to all applications specifying St John’s as the first-choice college. “Acceptances” refers to all final acceptances of those applications by St John’s and does not include acceptances by other Colleges. The stated years are the year of matriculation. Ethnicity information is not available for non-UK applicants.

8.1 Undergraduate application numbers and acceptance rates by gender

The College consistently receives a lower proportion of female applicants than the University as a whole. This has been true for the last 10 years; in the last five years, the gap peaked at 12% in 2022 but has recently fallen to 4%, a positive development worth monitoring further. Further analysis could be done to identify whether this is a subject composition effect. Note: UCAS introduced two new gender categories in 2024, 'I prefer not to say' and 'I use another term'. These have been amalgamated in a third column ('Other') in the table above, in line with University practice, but should not be assumed to be equivalent. They are likely to include transgender, non-binary or gender-questioning identities.

	2021		2022		2023		2024			2025		
	M	F	M	F	M	F	M	F	Other	M	F	Other
Applications	688	605	614	482	591	489	557	466	19	576	529	22
	53%	47%	56%	44%	55%	45%	53%	45%	2%	51%	47%	2%
(University)	(49%)	(51%)	(50%)	(50%)	(50%)	(50%)	(48.9%)	(48.9%)	(2.1%)	(48.3%)	(49.7%)	(2%)
Acceptances	55	62	71	49	68	56	53	63	3	58	60	0
	47%	53%	59%	41%	55%	45%	45%	53%	3%	49%	51%	0%
(University)	(46%)	(54%)	(48%)	(52%)	(50%)	(50%)	(47%)	(50%)	(3%)	(49%)	(48%)	(3%)
Accept Rate	8.0%	10.2%	11.6%	10.2%	11.5%	11.5%	9.5%	13.5%	23.1%	10.1%	11.3%	0%
(University)	(12.8%)	(14.3%)	(13.3%)	(14.1%)	(14.0%)	(13.7%)	(13.5%)	(14.4%)	(18%)	(14.3%)	(13.7%)	(18%)

8.2 Undergraduate application numbers and acceptance rates by ethnicity (UK only)

The proportion of UK applicants and acceptances who are BME grew in 2024-25 and continues to be slightly higher than for the University. Like the University, the College has a lower acceptance rate for BME applicants. Analysis of University data by UCAS suggests that this difference can be explained by differences in course choice and predicted grades for the Black ethnic group but not for the Asian ethnic group.³

³ [UCAS Undergraduate Data Release Archive | Undergraduate | UCAS](#)

	2021			2022			2023			2024			2025		
	White	BME	Not Known	White	BME	Not Known	White	BME	Not Known	White	BME	Not Known	White	BME	Not Known
Applications	465 64%	225 31%	40 5%	396 60%	221 34%	38 6%	445 61%	250 35%	29 4%	410 57.8%	270 38.1%	29 4.1%	420 58%	262 36.2%	42 5.8%
	(65%)	(30%)	(5%)	(63%)	(32%)	(6%)	(62%)	(34%)	(4%)	(59.8%)	(35.9%)	(4.3%)	(59.6%)	(35%)	(5.4%)
Acceptances	67 73%	24 26%	1 1%	66 73%	22 24%	2 2%	62 65%	30 32%	3 3%	58 59.2%	39 39.8%	1 1%	63 71.6%	24 27.3%	1 1.1%
	(65%)	(30%)	(5%)	(71%)	(27%)	(2%)	(70%)	(28%)	(2%)	(68.2%)	(29.8%)	(2%)	(68%)	(28.9%)	(3.1%)
Accept Rate	14.4%	10.7%	2.5%	16.7%	10.0%	5.3%	13.9%	12.0%	10.3%	14.1%	14.4%	3.4%	15%	9.2%	2.4%
(University)	(21.1%)	(15.2%)	(7.6%)	(20%)	(15%)	(6%)	(19.7%)	(14.5%)	(9.1%)	(20.2%)	(14.7%)	(8.1%)	(20.6%)	(14.9%)	(10.5%)

9 UNDERGRADUATE FINAL DEGREE CLASSIFICATIONS

There remains a gender classification gap and a ethnicity classification gap, as in the University. The College ethnicity classification gap was somewhat higher in 2023 than in previous years, but subsequently fell to 5% in 2025. It is worth noting that the proportions of BME students and female students awarded Firsts at the College regularly exceed the University averages for these groups.

9.1 Final degree classifications by gender

	2021		2022		2023		2024		2025	
	Male	Female								
First	23 52%	24 46%	22 45%	21 39%	20 43%	20 36%	23 52%	23 42%	28 50%	16 33%
(University)	(42%)	(39%)	(40%)	(34%)	(41%)	(32%)	(40%)	(30%)	(41%)	(31%)
2.1 or lower	21 48%	28 54%	27 55%	33 61%	27 57%	34 64%	21 47%	32 59%	28 50%	32 66%
(University)	(58%)	(61%)	(60%)	(66%)	(59%)	(68%)	(59%)	(30%)	(59%)	(69%)

9.2 Final degree classifications by ethnicity

	2021		2022		2023		2024		2025	
	White	BME								
First	38 50%	9 45%	31 42%	10 34%	29 43%	8 28%	32 50%	14 45%	31 44%	12 39%
(University)	(42%)	(35%)	(39%)	(32%)	(38%)	(30%)	(38%)	(28%)	(37%)	(32%)
2.1 or lower	38 50%	11 55%	42 58%	19 66%	39 57%	21 62%	32 50%	17 55%	40 56%	19 61%
(University)	(58%)	(65%)	(61%)	(68%)	(62%)	(70%)	(62%)	(72%)	(62%)	(68%)