



University of Strathclyde

Student Equality Monitoring Report 2022

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Executive Summary

The University of Strathclyde Student Equality Monitoring report provides an overview of the student population by protected characteristics as of February 2022.

The purpose of this report is to demonstrate the diversity within the student community and for Faculties and academic departments/schools to use the information to promote equality and diversity and to take action where under-representation of any protected characteristic group is identified.

All students are invited to provide information on their protected characteristics on a voluntary basis at the time of registration in September. This report provides analysis of trends based on the disclosed information.

The following headline trends are observed:

Strathclyde has a total of 24213 students of which 63% are studying at undergraduate level, 31% at postgraduate taught and 7% at postgraduate research level.

The diversity profile of students indicates that:

- 51% of students are female and 49% male
- 68% of students are white and 13% Black, Asian and minority ethnicity (BAME)
- 5% of students have disabilities
- 55% of students are 21 and under
- 49% of students have no religion. 30% of students stated they were of Christian faith and 8% that they are Muslim
- 8% of students are Lesbian, Gay and Bisexual (LGB)
- 0.6% of students are transgender

The Faculty of Humanities and Social Sciences has the highest proportion of women students (72%). The Faculty of Engineering has the lowest proportion (27%).

Strathclyde Business School has the highest representation of BAME students (18%). The Faculty of Humanities and Social Sciences has the lowest percentage of BAME students (8%).

The Faculty of Humanities and Social Sciences has the highest percentage of students with disabilities (11%) and Strathclyde Business School the lowest representation (5%).

The Faculty of Science has the highest percentage of students under 21 (67%). The Faculty of Humanities and Social Sciences has the highest proportion of students in the 26-35 age group (20%), as well as the highest representation who were 36 and over at the point of entry (17%).

1. Introduction

The University of Strathclyde Student Equality Monitoring Report provides information by protected characteristics. This report is publicly available and meets the requirements of the Public Sector Equality Duty (PSED) as defined by the Equality Act 2010.

Students are invited to voluntarily provide information on their protected characteristics (as defined by the Equality Act 2010) including age, disability, gender reassignment, sex, race, religion or belief, sexual orientation, marriage and civil partnership and pregnancy and maternity.

The report provides an overview of the student population as at February 2022. Data covering gender, disability, ethnicity and age on entry was sourced from the corporate student record and gathered from students at their point of entry.

The information from this report can be used at Department/ School and Faculty levels to encourage debate and future planning, make use of areas of good practice and address under-representation of students from particular protected characteristics.

Sector-level comparator information presented in this report is sourced from Advance HE's Higher Education statistical reports: <https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2021>

Numbers below 5 have been rounded to 0 in this report to preserve anonymity.

2. University of Strathclyde and the Higher Education sector

The University's student profile is compared with that of the Higher Education sector in Table 1 and 2 and Diagram 1. In terms of student numbers, there are marginally more female than male students at Strathclyde. This profile is different from other Scottish universities and the UK sector – where the proportion of female students is higher than Strathclyde and male students in the sector are significantly underrepresented in comparison.

The profile for Black, Asian and minority ethnicity (BAME) students at Strathclyde is higher than that of the Scottish sector but significantly lower than the UK sector.

The percentage of students with disabilities at Strathclyde is proportionately lower than both the Scottish and the UK sectors.

Table 1: Strathclyde student population compared with Scottish and all UK Universities

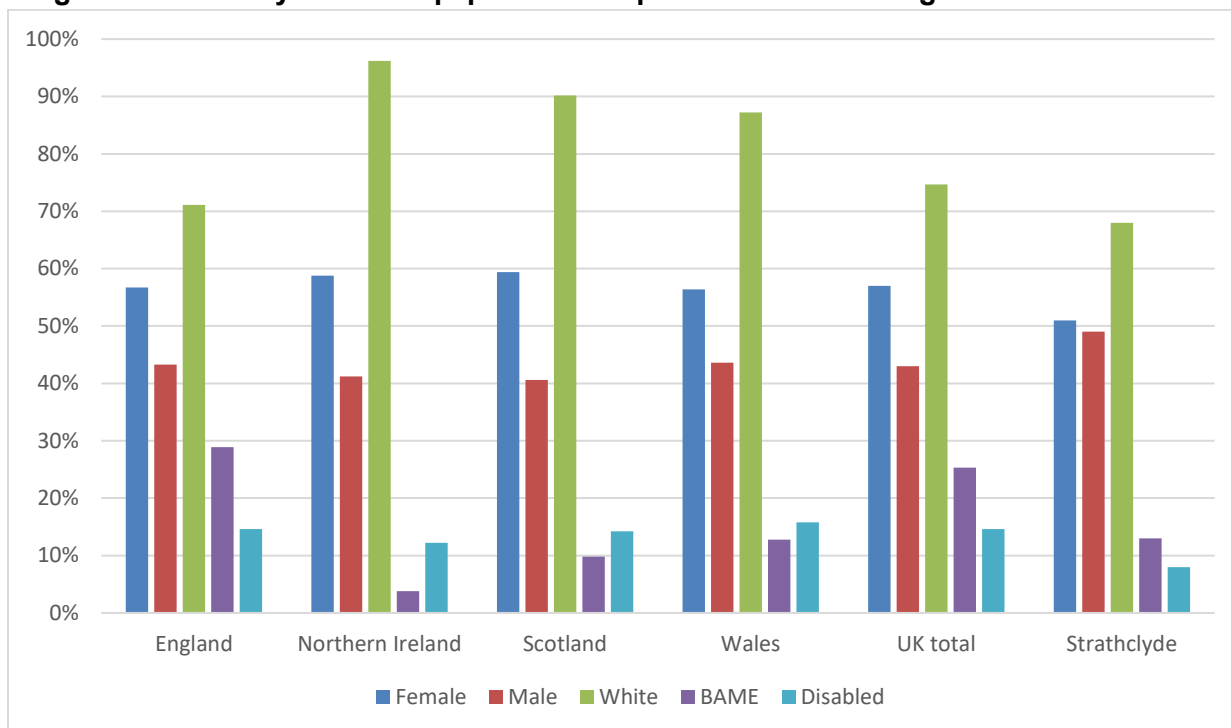
	Strathclyde	Scottish Universities	All UK**
Female	12279 (51%)	154,140 (59.4%)	1,398,835 (57%)
Male	11934 (49%)	105,530(40.6%)	1,053,495 (43%)
Total	24213 (100%)	259,670 (100%)	2,452,330 (100%)
BAME*			
	3130 (13%)	19,120 (9.8%)	477,355 (25.3%)
Disability			
	1992 (8%)	36,900 (14.2%)	358,565 (14.6%)

* BAME data excludes non-UK national students ** Data rounded up to nearest percent

Table 2: Strathclyde student population compared with the UK higher education sector

	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
Female	1,113,160	34,725	154,140	76,805	1,398,835	12279
Male	864,260	24,350	105,530	59,355	1,053,495	11934
White	1,088,135	46,075	175,265	98,245	1,407,720	16494
BAME	441,925	1,840	19,120	14,465	477,355	3130
Disabled	292,895	7,215	36,900	21,550	358,565	1992
Percentage of UK total						
	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
Female	56.7%	58.8%	59.4%	56.4%	57%	51%
Male	43.3%	41.2%	40.6%	43.6%	43%	49%
White	71.1%	96.2%	90.2%	87.2%	74.7%	68%
BAME	28.9%	3.8%	9.8%	12.8%	25.3%	13%
Disabled	14.6%	12.2%	14.2%	15.8%	14.6%	8%

Diagram 1: Strathclyde student population compared with the UK higher education sector

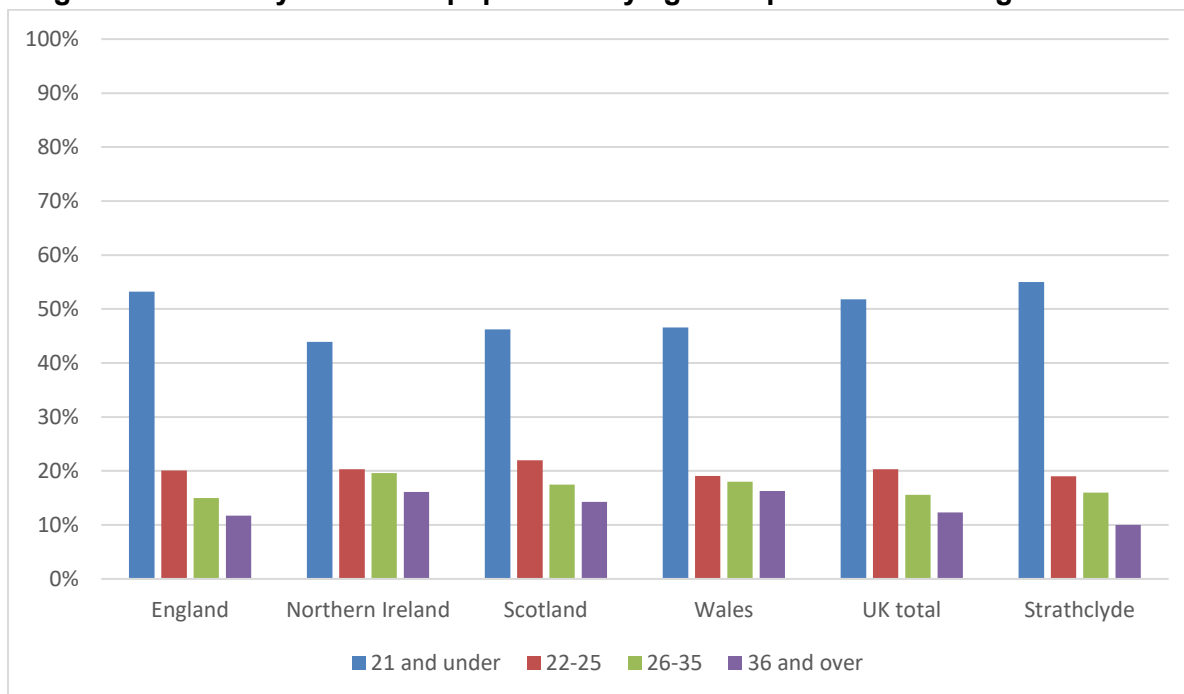


Strathclyde has a slightly higher proportion of students in the 21 and under age group compared with the UK sector average overall and a higher percentage than the Scottish sector. Strathclyde students in the age group 22-25 are of a similar proportion to the UK and slightly lower than the Scottish sector. However, the University has a lower proportion of students age 36 and over compared with the sector overall (Table 3, Diagram 2). The information on age at Strathclyde excludes data on students enrolled with the Centre for Life Long learning, where a high percentage is over 36.

Table 3: Strathclyde student population by age compared with UK higher education sector

	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
Total	2,000,045	59,070	260,465	136,335	2,455,915	24213
21 and under	1,063,310	25,935	120,375	63,535	1,273,150	13267
22-25	402,375	11,995	57,400	25,975	497,745	4507
26-35	300,350	11,600	45,470	24,585	382,010	3986
36 and over	234,010	9,540	37,220	22,240	303,010	2453
Percentage of total student population						
	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
21 and under	53.2%	43.9%	46.2%	46.6%	51.8%	55%
22-25	20.1%	20.3%	22.0%	19.1%	20.3%	19%
26-35	15%	19.6%	17.5%	18%	15.6%	16%
36 and over	11.7%	16.1%	14.3%	16.3%	12.3%	10%

Diagram 2: Strathclyde student population by age compared with UK higher education sector



3. Students by protected characteristics and Faculties

Strathclyde has four Faculties: Engineering, Humanities and Social Sciences (HaSS), Science and Strathclyde Business School (SBS).

Humanities and Social Sciences is the largest Faculty (Table 4, Diagram 3), therefore the pattern of student characteristics in this Faculty has the greatest influence on the representation and outcomes of students across the University – particularly with regard to gender and age on entry.

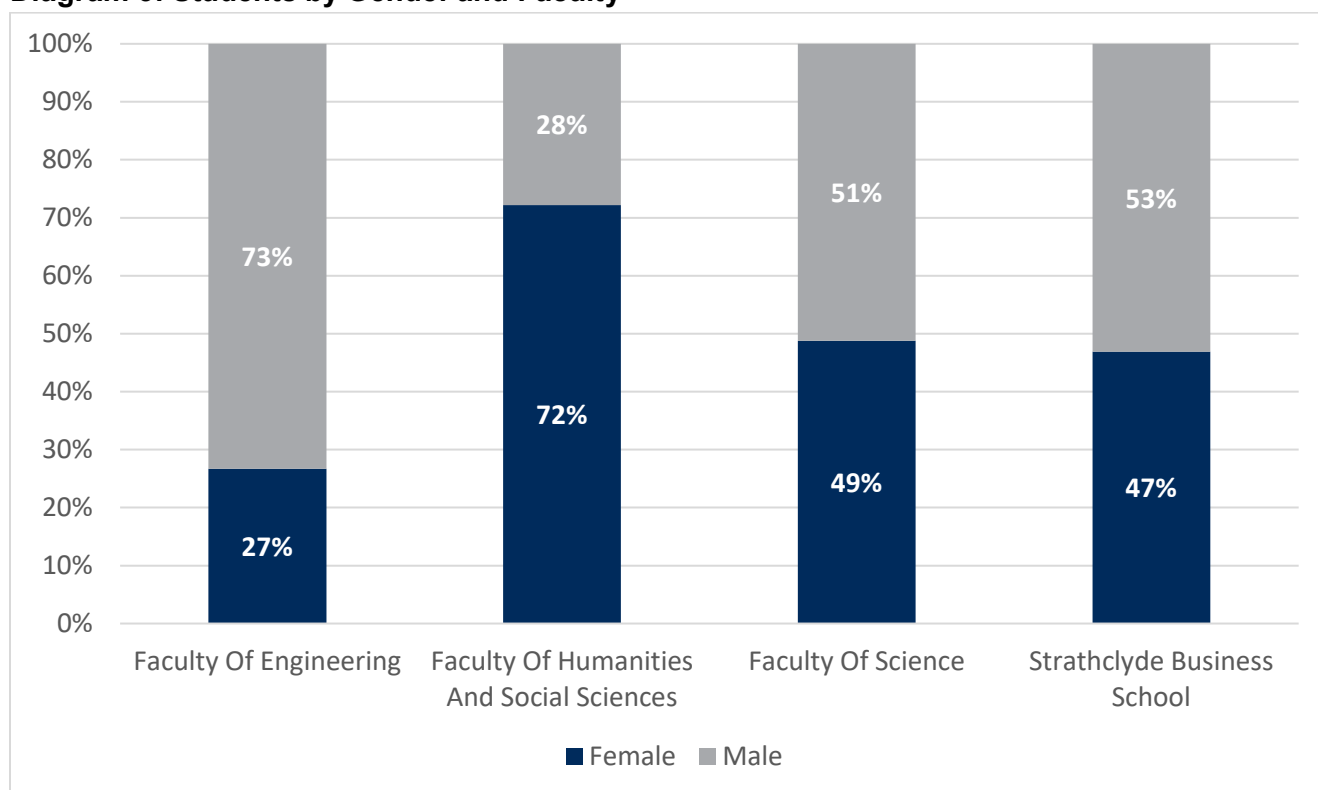
3.1 Gender by Faculties

The gender profile varies significantly between the Faculties. In HaSS there are significantly more women than men (72%). In contrast, female students are significantly underrepresented in the Faculty of Engineering (27%). The Faculty of Science and SBS have a student gender profile which is closer to that of the overall University population.

Table 4: Students by Gender and Faculty

	University Total	Engineering	HaSS	Science	SBS
Female	12279	1647	5919	2416	2297
Male	11934	4519	2280	2535	2600
Total	24213	6166	8199	4951	4897
Female%	51%	27%	72%	49%	47%
Male %	49%	73%	28%	51%	53%

Diagram 3: Students by Gender and Faculty



3.2 Students with Disabilities and Black, Asian and minority ethnicity students by Faculty

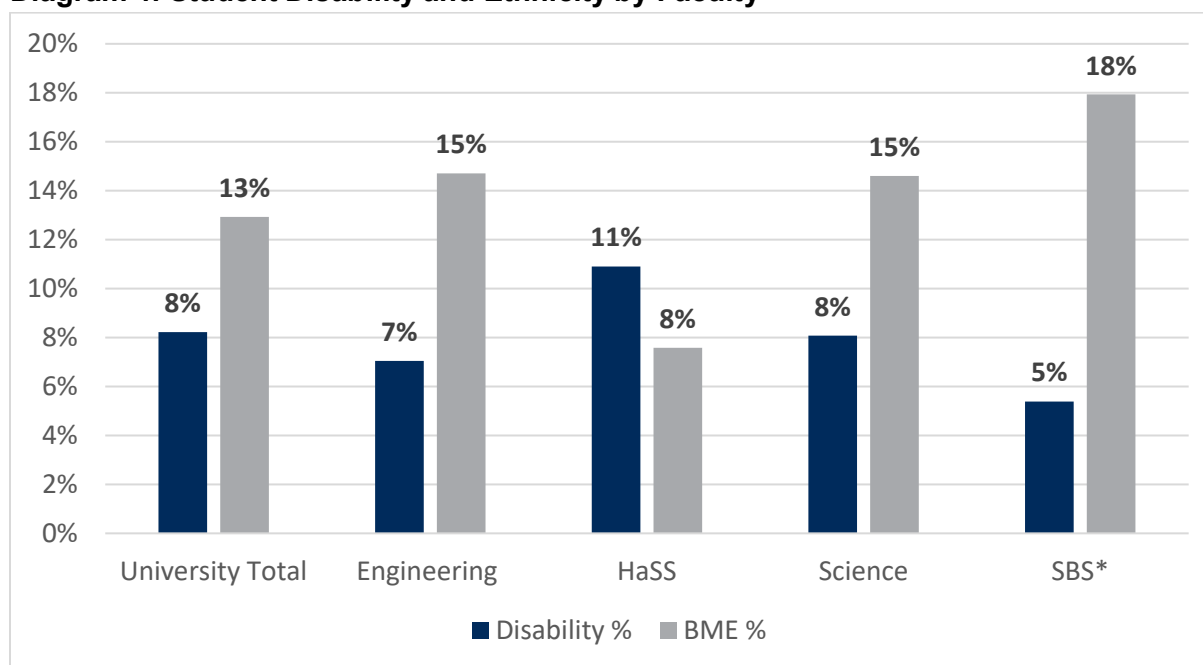
The faculties of Engineering and HaSS have the highest proportion of students with disabilities. SBS has the lowest representation, which is 3% below the University population (Table 5 and Diagram 4).

SBS has proportionately the highest representation of Black, Asian and minority ethnicity (BAME) students, 5% higher than the University BAME population. HaSS has the lowest percentage of BAME students, 5% lower than the university profile.

Table 5: Student Disability and Ethnicity by Faculty

	University Total	Engineering	HaSS	Science	SBS
Disability	1992	434	894	400	264
Disability %	8%	7%	11%	8%	5%
BAME					
BAME	3130	907	622	723	878
BAME %	13%	15%	8%	15%	18%

Diagram 4: Student Disability and Ethnicity by Faculty



3.3 Age groups by Faculties

The Faculty of Science has the highest proportion of students under 21 – 12% higher than the University overall. HaSS has the lowest percentage of students under 21 – 12% lower than the University profile (Table 6 and Diagram 5).

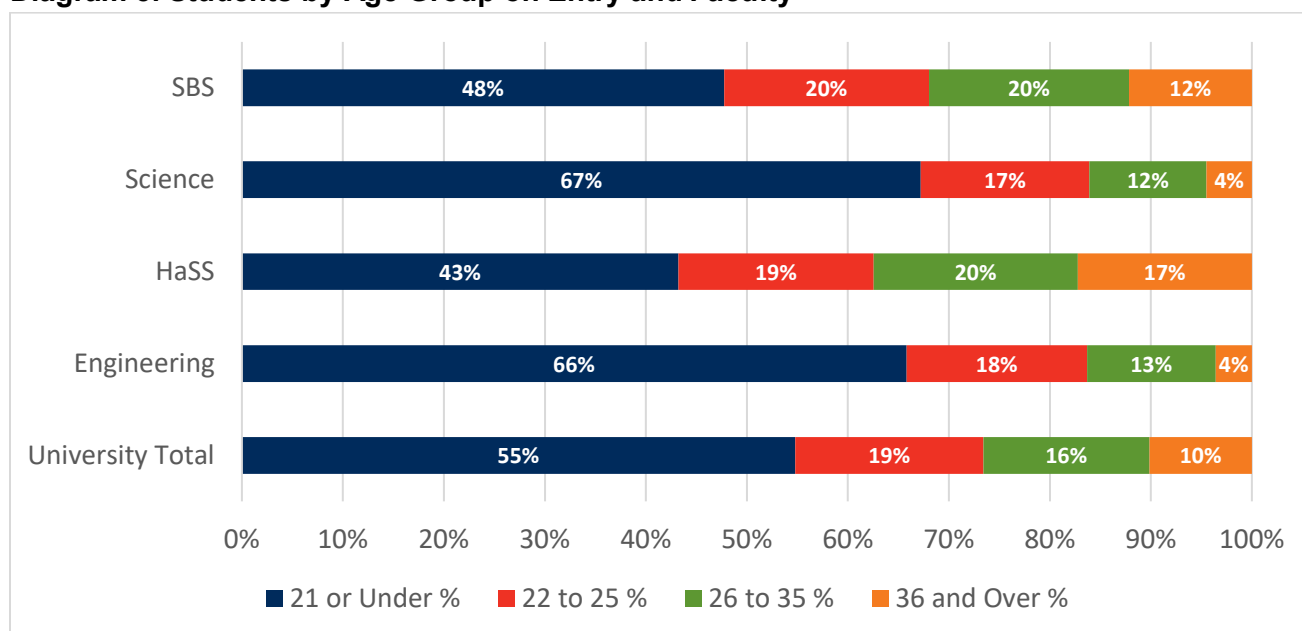
HaSS has the highest proportion of students in the 26-35 age group – 4% higher than the University overall. Science has the lowest percentage of students in this age group.

HaSS has the highest representation of students who are age 36 and over at the point of entry – 7% higher than the University total. Engineering and Science have significantly lower representation than the University (6% lower).

Table 6: Students by Age Group on Entry and Faculty

	University Total	Engineering	HaSS	Science	SBS
21 or Under	13267	4058	3543	3328	2338
22 to 25	4507	1102	1586	826	993
26 to 35	3986	785	1656	575	970
36 and Over	2453	221	1414	222	596
Total	24213	6166	8199	4951	4897
	University Total	Engineering	HaSS	Science	SBS
21 or Under %	55%	66%	43%	67%	48%
22 to 25 %	19%	18%	19%	17%	20%
26 to 35 %	16%	13%	20%	12%	20%
36 and Over %	10%	4%	17%	4%	12%
Total %	100%	100%	100%	100%	100%

Diagram 5: Students by Age Group on Entry and Faculty



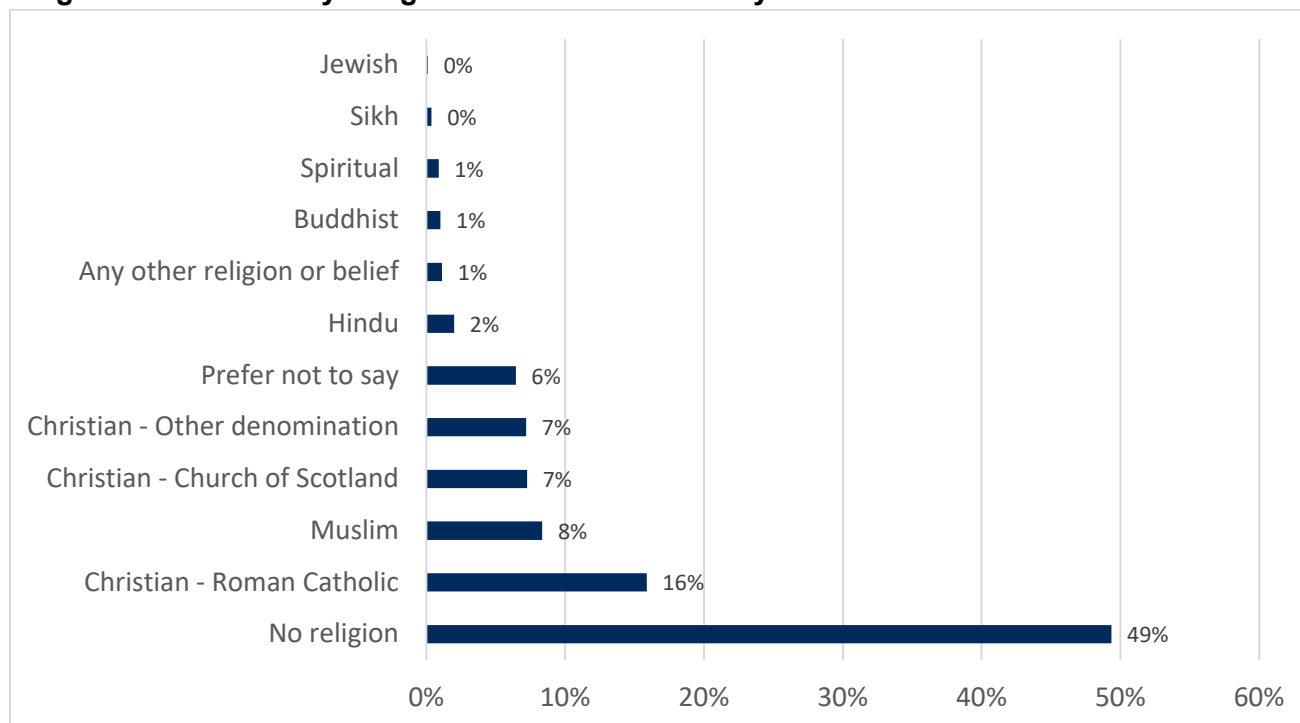
3.4 Religion and Belief

Information on students' religion and belief is provided in Table 7 and Diagram 6. Just under half of the student population indicated they had no religion. 30% disclosed they were of Christian faith. 8% are Muslim and 5% indicated other religious and belief groups.

Table 7: Students by Religion and Belief and Faculty

	Engineering		HaSS		Science		SBS		University	
-	0	0%	2	0%	0	0%	0	0%	2	0%
Any other religion or belief	61	1%	103	1%	63	1%	47	1%	274	1%
Buddhist	61	1%	31	0%	37	1%	117	2%	246	1%
Christian - Church of Scotland	362	6%	801	10%	286	6%	306	6%	1755	7%
Christian - Other denomination	551	9%	530	6%	272	5%	388	8%	1741	7%
Christian - Roman Catholic	771	13%	1676	20%	668	13%	731	15%	3846	16%
Hindu	160	3%	35	0%	54	1%	236	5%	485	2%
Jewish	3	0%	10	0%	7	0%	8	0%	28	0%
Muslim	531	9%	367	4%	594	12%	530	11%	2022	8%
No religion	3202	52%	4019	49%	2597	52%	2132	44%	11950	49%
Prefer not to say	408	7%	492	6%	319	6%	340	7%	1559	6%
Sikh	16	0%	22	0%	28	1%	25	1%	91	0%
Spiritual	40	1%	111	1%	26	1%	37	1%	214	1%
Grand Total	6166	100%	8199	100%	4951	100%	4897	100%	24213	100%

Diagram 6: Students by Religion and Belief: University



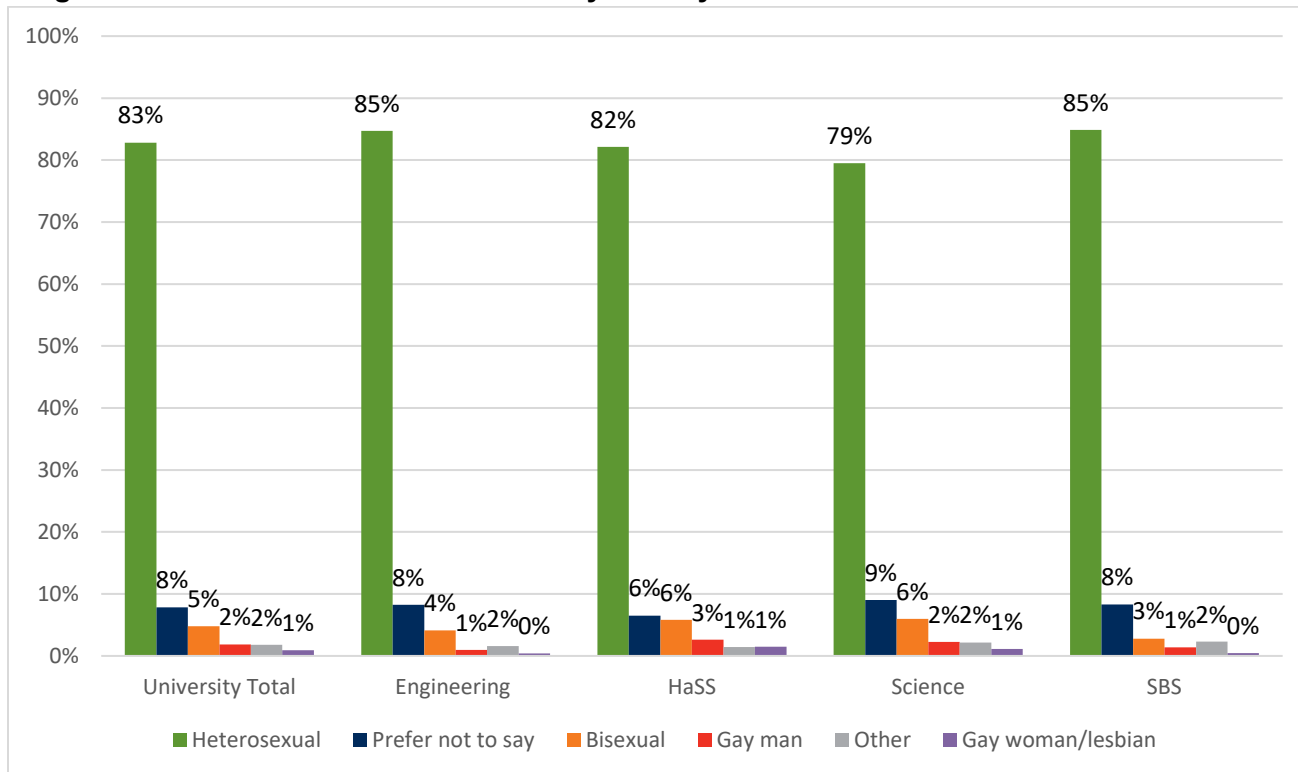
3.5 Sexual Orientation by Faculties

Students are asked the question at registration: *How would you describe your sexual orientation?* (Table 8 and Diagram 7). 8% of students indicated that they were Lesbian, Gay or Bisexual. A significant proportion of students indicated that they are straight or heterosexual (83%). 2% described their orientation as other, while 8% opted not to disclose.

Table 8: Students Sexual Orientation by Faculty

	University Total	Engineering	HaSS	Science	SBS
-	2		2		
Bisexual	1163	254	478	295	136
Gay man	452	60	213	112	67
Gay woman/lesbian	222	24	121	56	21
Heterosexual	20048	5223	6735	3935	4155
Other	434	97	118	107	112
Prefer not to say	1892	508	532	446	406
Total	24213	6166	8199	4951	4897
	University Total	Engineering	HaSS	Science	SBS
-	0%	0%	0%	0%	0%
Bisexual	5%	4%	6%	6%	3%
Gay man	2%	1%	3%	2%	1%
Gay woman/lesbian	1%	0%	1%	1%	0%
Heterosexual	83%	85%	82%	79%	85%
Other	2%	2%	1%	2%	2%
Prefer not to say	8%	8%	6%	9%	8%
Total	100%	100%	100%	100%	100%

Diagram 7: Students Sexual Orientation by Faculty



3.6 Gender reassignment by Faculties

At registration, students are invited to answer the question: *Is your gender identity the same as the gender you were originally assigned at birth?* 0.6% (138 respondents) indicated that they are transgender¹. (Table 9)

Table 9: Gender Reassignment by Faculty

	Trans Students	(%)	Prefer not to say	(%)
Engineering	32	23%	87	28%
HaSS	43	31%	76	25%
Science	51	37%	83	27%
SBS	12	9%	60	20%
Total	138	100%	306	100%
% of University population	0.6%		1.3%	

¹ Transgender is an umbrella term for people whose gender identity and/ or gender expression differs from their birth sex. Transgender people may or may not alter their bodies hormonally and/or surgically. The term transgender should only be used as an adjective, for example, ‘transgender people’

4. Students by level of study

4.1 Gender by level of study

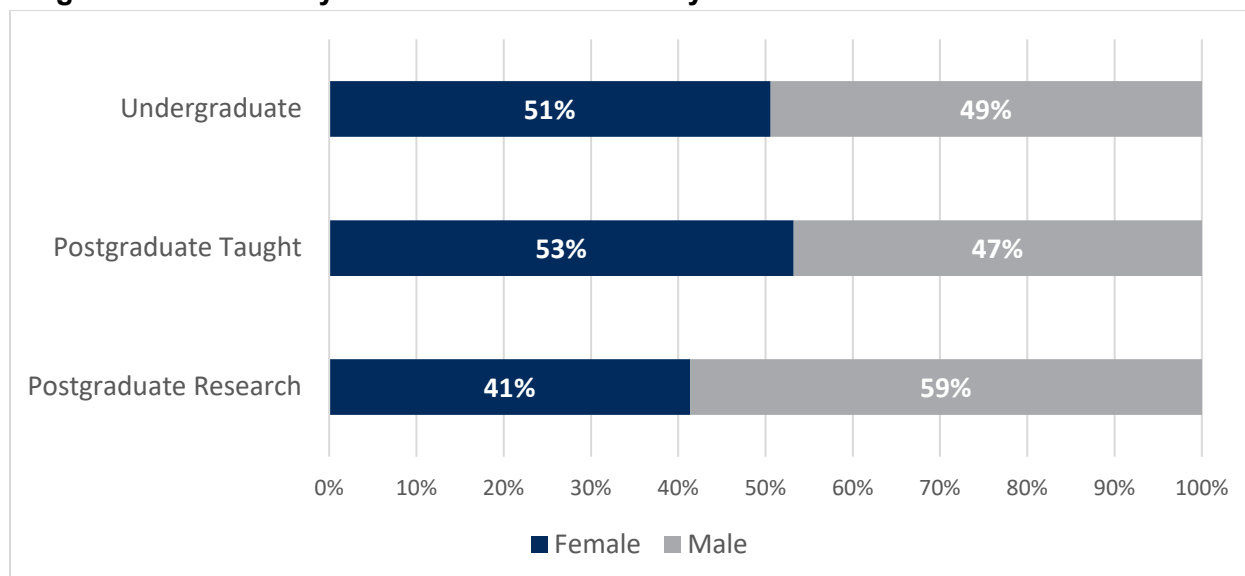
Strathclyde has a total of 24213 students of which 61% are enrolled at the undergraduate level, 31% at postgraduate taught and 8% at postgraduate research level.

The proportion of women studying at the undergraduate level is 2% higher than that of men (Table 10 and Diagram 8). Proportionately more women are studying at the postgraduate taught level. At the postgraduate research level there are significantly more men enrolled than women.

Table 10: Students by Gender and level of study

	Female	(%)	Male	(%)	Total	(%)	% of total student Population
Undergraduate	7525	51%	7352	49%	14877	100%	61%
Postgraduate Taught	4003	53%	3519	47%	7522	100%	31%
Postgraduate Research	751	41%	1063	59%	1814	100%	8%
Grand Total	12279	51%	11247	49%	23010	100%	100%

Diagram 8: Students by Gender and level of study



4.2 Black, Asian and minority ethnicity (BAME) students by level of study

With regard to students who disclosed their ethnicity, the proportion of Black, Asian and minority ethnicity (BAME) students who are undergraduate is 7% lower than the percentage of the total student population who are undergraduate (Table 11 and Diagram 9).

A higher percentage of BAME students are studying at Postgraduate Taught (PGT) level compared to the total University PGT percentage (9% higher). The proportion of BAME students who are studying at PGR level is slightly lower than the university percentage of PGR students. A significant proportion of students have not disclosed their ethnic background. A higher percentage of BAME students are enrolled at postgraduate level overall than at undergraduate level (Table 12)

Table 11: BAME and White students by level of study

	BAME	(%)	White	(%)	Unknown	(%)	Total Headcount	Total (%)
Undergraduate	1705	54%	11238	68%	1934	42%	14877	61%
Postgraduate Taught	1253	40%	4418	27%	1851	40%	7522	31%
Postgraduate Research	172	6%	838	5%	804	18%	1814	8%
Grand Total	3130	100%	16494	100%	4589	100%	24213	100%

Diagram 9: BAME students by level of study

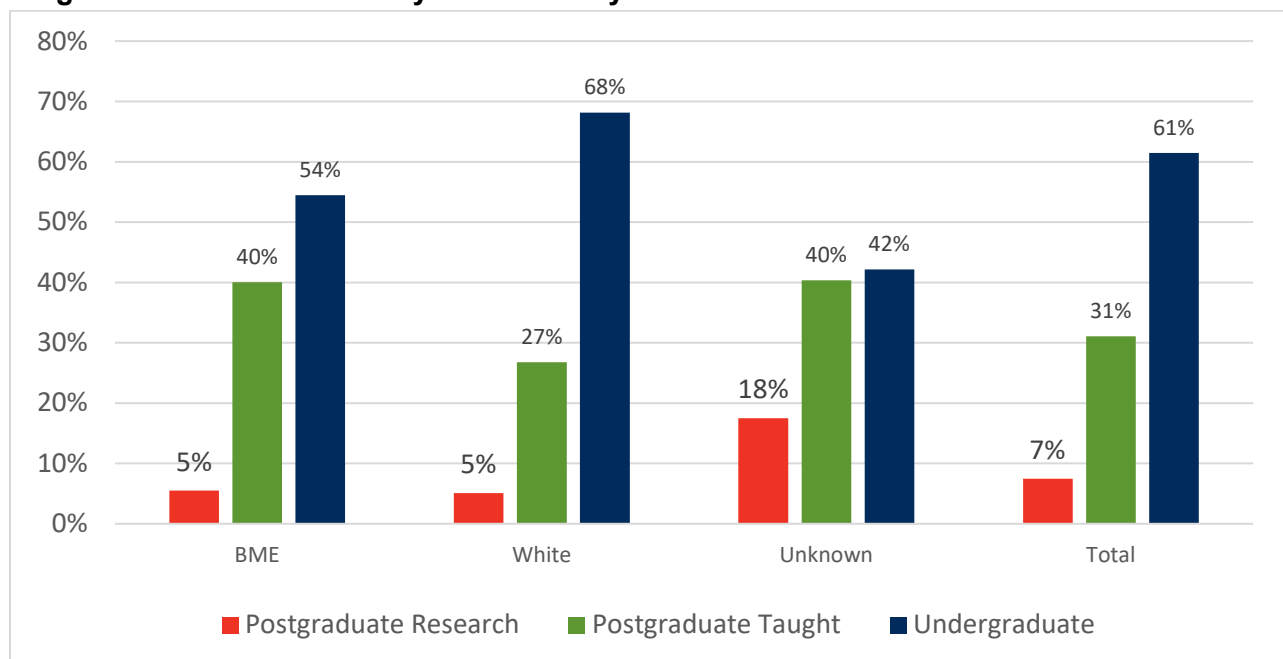


Table 12: BAME students by level of study

	BAME	% of University Total	University Total
Undergraduate	1705	11%	14877
Postgraduate Taught	1253	17%	7522
Postgraduate Research	172	9%	1814
Total	3130	13%	24213

4.3 Students with Disabilities by level of study

The proportion of disabled students at undergraduate level is 5% higher than the undergraduate percentage of the total student population (Table 13 and Diagram 10). A smaller proportion of students with disabilities are studying at postgraduate taught level, compared to the total proportion of University students who are PGT. There are proportionately slightly less students with disabilities enrolled at the Postgraduate Research level than students at this level at the University.

Table 13: Students with Disabilities and non-disabled students by level of study

	Disabled	Disabled%	No known disability	No known disability%	Total Headcount	(%)
Undergraduate	1310	66%	13567	61%	14877	61%
Postgraduate Taught	585	29%	6937	31%	7522	31%
Postgraduate Research	97	5%	1717	8%	1814	8%
Grand Total	1992	100%	22221	100%	24213	100%

Diagram 10: Students with Disabilities and non-disabled students by level of study

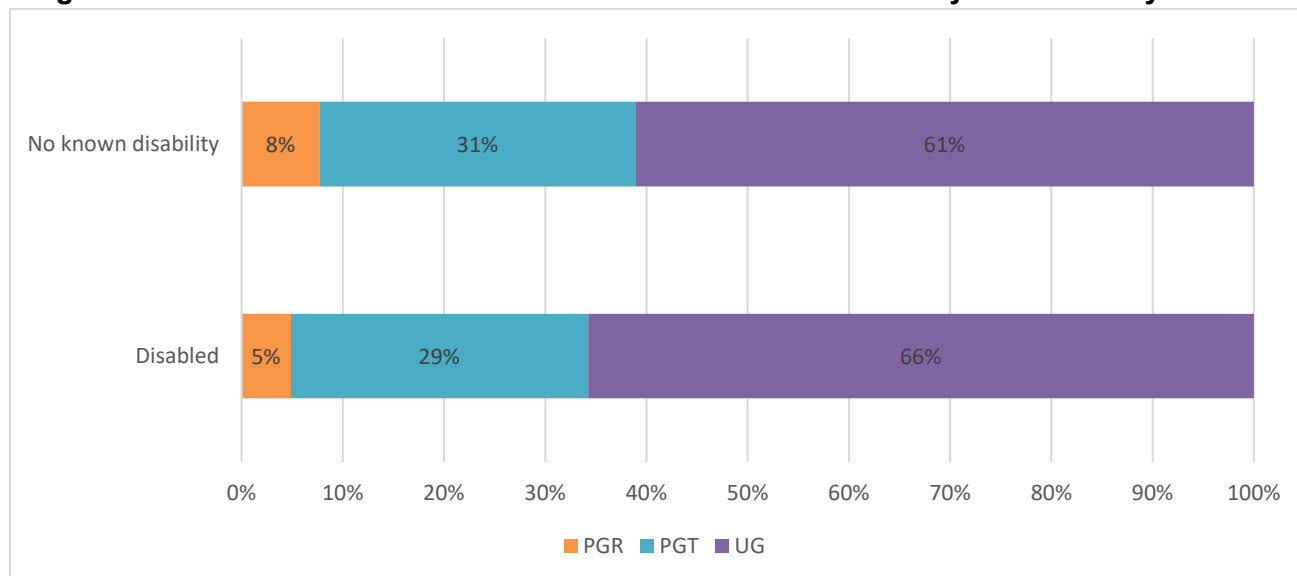


Table 14: Students with Disabilities by level of study

	Disabled	% of University Total	Total Headcount
Undergraduate	1310	9%	14877
Postgraduate Taught	585	8%	7522
Postgraduate Research	97	5%	1814
Grand Total	1992	8%	24213

Information by type of disabilities and trends for the period between 2017-2021 is provided in Table 15 and Diagram 11.

Table 15: Students with Disabilities by type of Disability

Disability	2017/18	2017/18	2018/19	2018/19	2019/20	2019/20	2020/21	2020/21
A disability, impairment or medical condition that is not listed above	194	10%	172	9%	112	8%	170	9%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	275	14%	268	14%	214	15%	283	14%
A mental health condition, such as depression, schizophrenia or anxiety disorder	430	22%	427	22%	285	20%	411	21%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	68	3%	67	3%	44	3%	51	3%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	93	5%	123	6%	117	8%	135	7%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	676	34%	639	33%	470	33%	679	34%
Blind or a serious visual impairment uncorrected by glasses	20	1%	26	1%	17	1%	20	1%
Deaf or a serious hearing impairment	57	3%	55	3%	36	3%	50	3%
Two or more impairments and/or disabling medical conditions	167	8%	186	9%	138	10%	193	10%
Grand Total	1980	100%	1963	100%	1433	100%	1992	100%

Diagram 11: Students by type of disability

