



University of Strathclyde

Student Equality Monitoring Report 2021

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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 2021.

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 23010 students of which 65% are studying at undergraduate level, 28% at postgraduate taught and 7% at postgraduate research level.

The diversity profile of students indicates that:

- 51% of students are female and 49% male
- 70% of students are white and 12% Black and Minority Ethnic (BME)
- 5% of students have disabilities
- 57% of students are 21 and under
- 50% of students have no religion. 31% of students stated they were of Christian faith and 8% that they are Muslim
- 7% of students are Lesbian, Gay and Bisexual (LGB)
- 0.5% of students are transgender

The Faculty of Humanities and Social Sciences (HaSS) has the highest proportion of women students (73%). The Faculty of Engineering has the lowest proportion (27%).

Strathclyde Business School has the highest representation of Black and Minority Ethnic students (17%). HaSS has the lowest percentage of BME students (7%).

Engineering has the highest percentage of students with disabilities (7%) and Strathclyde Business School the lowest representation (3%).

The Faculty of Science has the highest percentage of students under 21 (67%). HaSS has the highest proportion of students in the 22-30 age group (33%), as well as the highest representation who were 30 and over at the point of entry (26%).

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 2021. 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-2020>

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 and Minority Ethnic (BME) students at Strathclyde 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

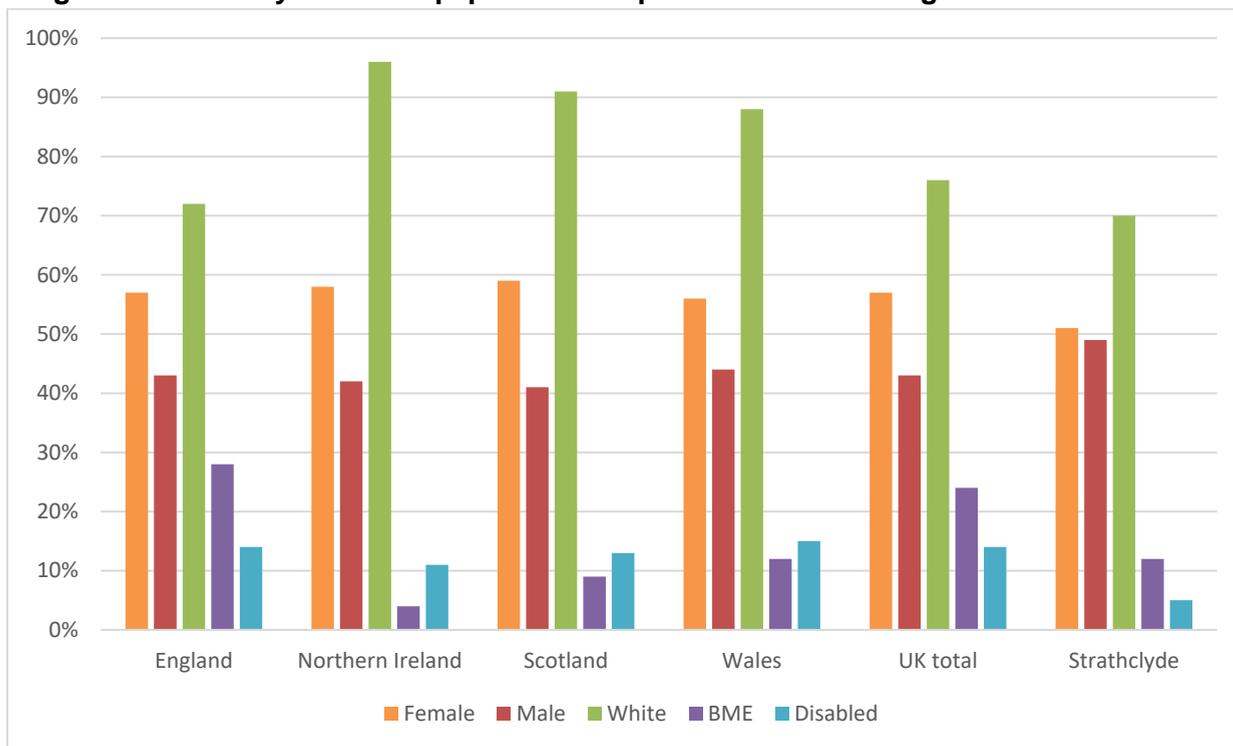
	Strathclyde	Scottish Universities	All UK**
Female	11763 (51%)	149,255 (59%)	1,362,365 (57%)
Male	11247(49%)	103,495(41%)	1,019,045 (43%)
Total	23010(100%)	252,750 (100%)	2,381,410 (100%)
BME*			
	2788 (12%)	17,800 (9%)	454,110 (24%)
Disability			
	1095 (5%)	33,595 (13%)	331,165 (14%)

* BME 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
Total	1,940,860	55,755	252,750	132,045	2,381,410	23010
Female	1,106,200	32,490	149,255	74,425	1,362,370	11763
Male	834,660	23,265	103,495	57,620	1,019,040	11247
White	1,098,780	47,170	172,815	96,340	1,415,105	16105
BME	421,305	1,755	17,800	13,250	454,110	2788
Disabled	271,645	6,220	33,595	19,705	331,165	1095
Percentage of UK total						
	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
Female	57%	58%	59%	56%	57%	51%
Male	43%	42%	41%	44%	43%	49%
White	72%	96%	91%	88%	76%	70%
BME	28%	4%	9%	12%	24%	12%
Disabled	14%	11%	13%	15%	14%	5%

Diagram 1: Strathclyde student population compared with the 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. 11 students are enrolled on programmes outside of the four Faculties under the Office of the Chief Commercial Officer (CCO).

Humanities and Social Sciences is the largest Faculty (Table 3, Diagram 2), 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.

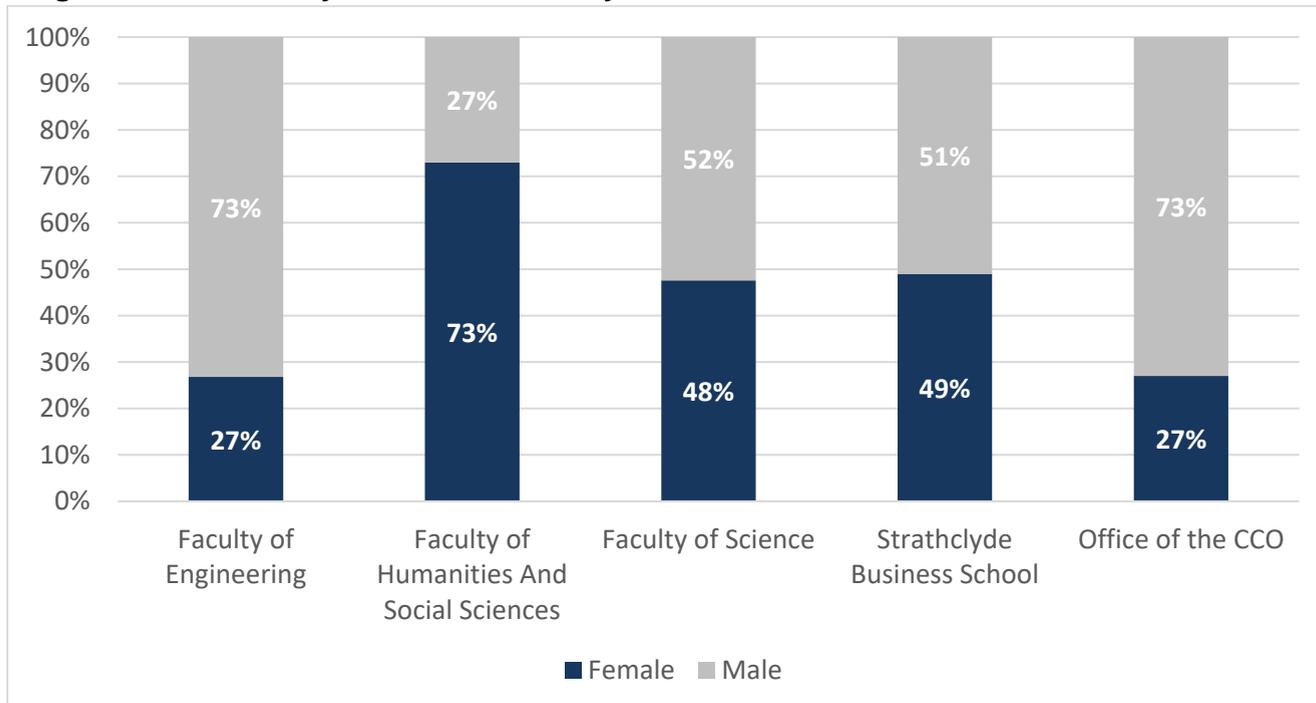
3.1 Gender by Faculties

The gender profile varies significantly between the Faculties. In HaSS there are significantly more women than men (73%). In contrast, female students are significantly underrepresented in the Faculty of Engineering (27%). The Faculty of Science and Strathclyde Business School have a student gender profile which is closer to that of the overall University population.

Table 3: Students by Gender and Faculty

	University Total	Engineering	HaSS	Science	SBS	CCO
Female	11763	1617	5773	2296	2074	3
Male	11247	4403	2164	2472	2200	8
Total	23010	6020	7937	4768	4274	11
Female%	50%	27%	73%	48%	49%	27%
Male %	50%	73%	27%	52%	51%	73%

Diagram 2: Students by Gender and Faculty



3.2 Students with Disabilities and Black and Minority Ethnic students by Faculty

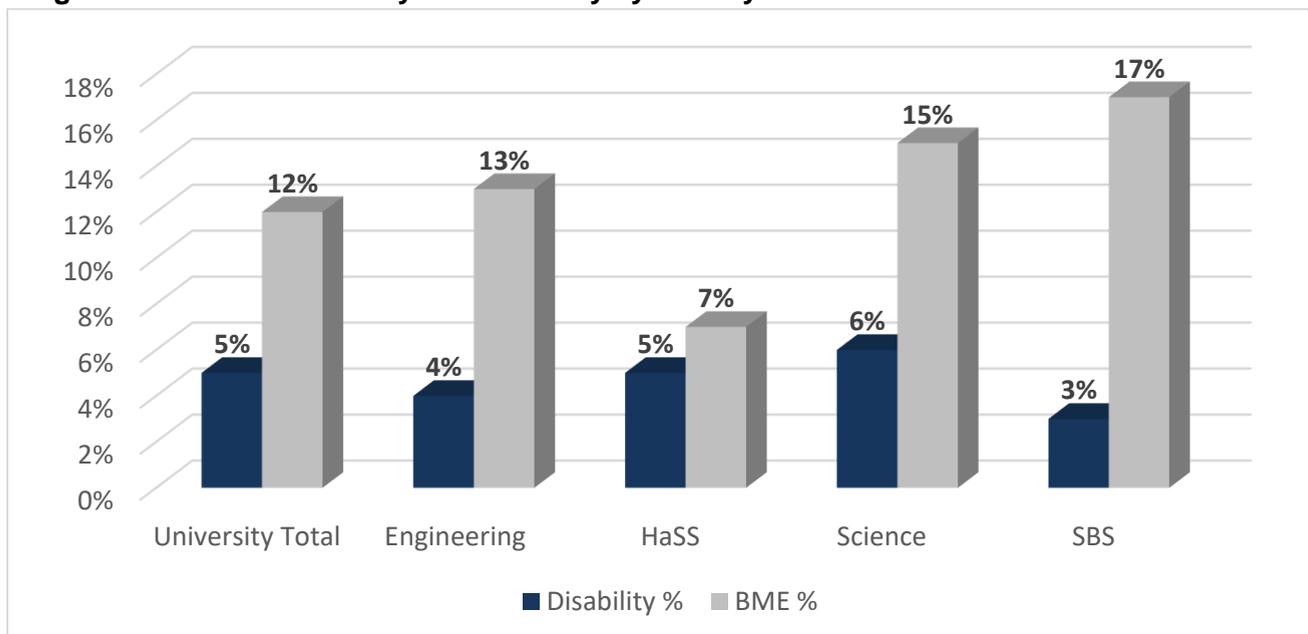
The faculties of Engineering and Science have the highest proportion of students with disabilities, which is marginally higher than the University profile. Conversely, SBS has the lowest representation, which is 2% below the University population (Table 4 and Diagram 3).

SBS has proportionately the highest representation of Black and Minority Ethnic (BME) students, 5% higher than the University BME population. HaSS has the lowest percentage of BME students, 5% lower than the university profile.

Table 4: Student Disability and Ethnicity by Faculty

	University Total	Engineering	HaSS	Science	SBS
Disability	1095	268	430	272	125
Disability %	5%	7%	5%	6%	3%
BME					
BME	2788	784	569	703	732
BME %	12%	13%	7%	15%	17%

Diagram 3: Student Disability and Ethnicity by Faculty



3.3 Age groups by Faculties

The Faculty of Science has the highest proportion of students under 21 – 14% higher than the University overall. HaSS has the lowest percentage of students under 21 – 12% lower than the University profile (Table 5 and Diagram 4).

HaSS has the highest proportion of students in the 22-30 age group – 3% higher than the University overall. Science has the lowest percentage of students in this age group.

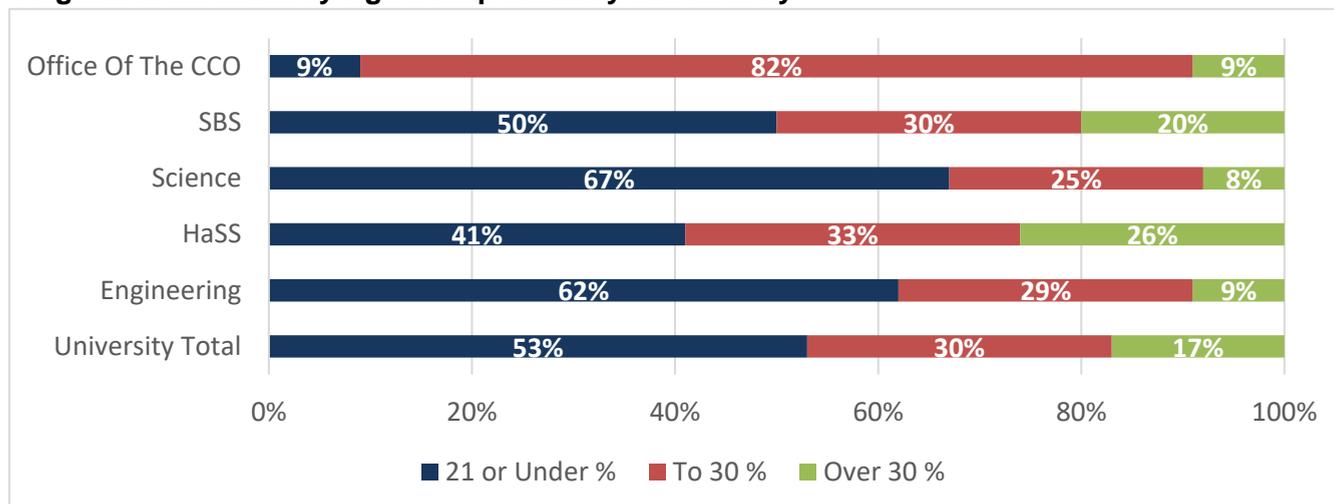
HaSS has the highest representation of students over 30 – 9% higher than the University total. Engineering and Science have significantly lower representation than the University (8% and 9% lower respectively).

Table 5: Students by Age Group on Entry and Faculty

	University Total	Engineering	HaSS	Science	SBS	CCO
21 or Under	12310	3750	3209	3210	2140	1
To 30	6881	1757	2651	1184	1280	9
Over 30	3819	513	2077	374	854	1
Total	23010	6020	7937	4768	4274	11

	University Total	Engineering	HaSS	Science	SBS	CCO
21 or Under %	53%	62%	41%	67%	50%	9%
To 30 %	30%	29%	33%	25%	30%	82%
Over 30 %	17%	9%	26%	8%	20%	9%
Total %	100%	100%	100%	100%	100%	100%

Diagram 4: Students by Age Group on Entry and Faculty



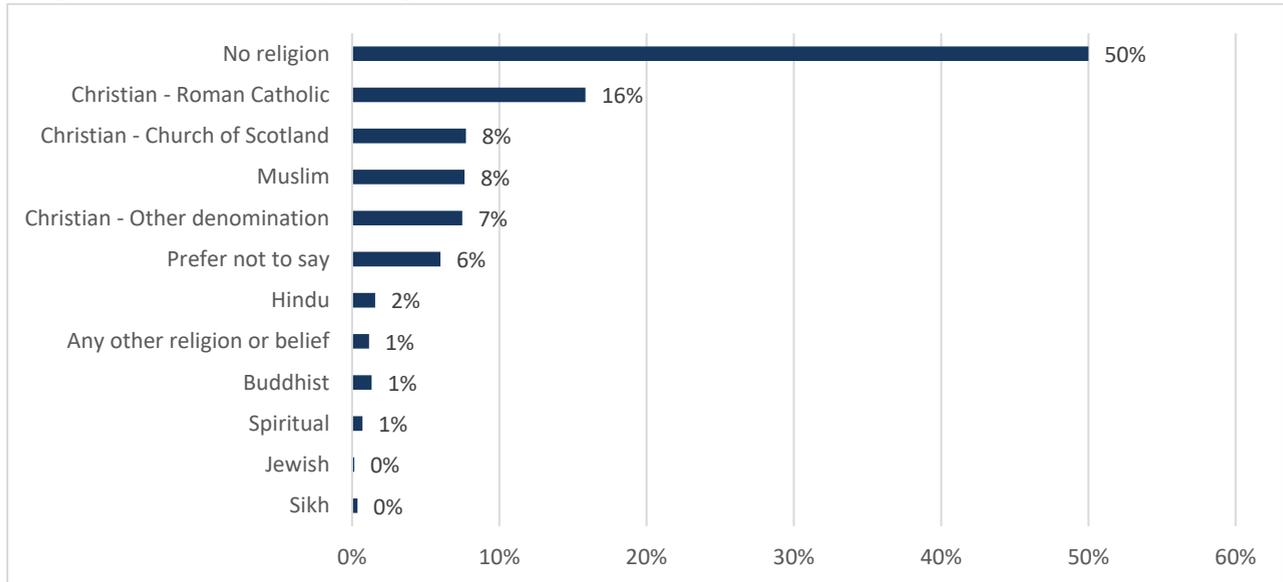
3.4 Religion and Belief

Information on students' religion and belief is provided in Table 6 and Diagram 5. Half of the student population indicated they had no religion. 31% disclosed they were of Christian faith. 8% are Muslim and 5% indicated other religious and belief groups.

Table 6: Students by Religion and Belief and Faculty

	University Total		Engineering		HaSS		Science		SBS		CCO	
-	8	0%	1	0%	5	0%	0	0%	2	0%	0	0%
Any other religion or belief	259	1%	57	1%	101	1%	60	1%	41	1%	0	0%
Buddhist	208	1%	54	1%	31	0%	40	1%	83	2%	0	0%
Christian - Church of Scotland	1745	8%	382	6%	796	10%	266	6%	301	7%	0	0%
Christian - Other denomination	1607	7%	545	9%	485	6%	262	5%	315	7%	0	0%
Christian - Roman Catholic	3763	16%	778	13%	1639	21%	653	14%	693	16%	0	0%
Hindu	416	2%	150	2%	27	0%	52	1%	186	4%	-	9%
Jewish	27	0%	-	0%	10	0%	5	0%	8	0%	0	0%
Muslim	1806	8%	512	9%	342	4%	549	12%	400	9%	3	27%
No religion	11452	50%	3085	51%	3932	49%	2520	53%	1910	45%	5	46%
Prefer not to say	1449	6%	404	7%	452	6%	307	6%	284	7%	-	18%
Sikh	85	0%	14	0%	20	0%	28	1%	23	1%	0	0%
Spiritual	185	1%	34	1%	97	1%	26	1%	28	1%	0	0%
Grand Total	23010	100%	6020	100%	7937	100%	4768	100%	4274	100%	11	100%

Diagram 5: Students by Religion and Belief: University



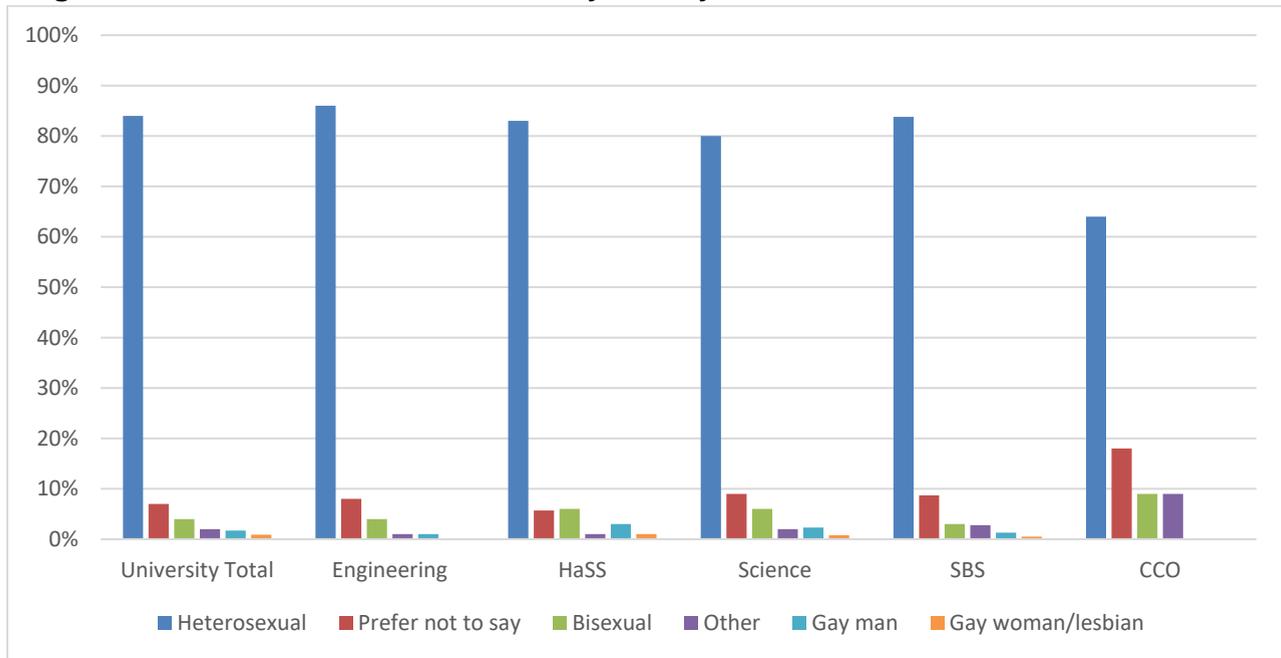
3.5 Sexual Orientation by Faculties

Students are asked the question at registration: *How would you describe your sexual orientation?* (Table 7 and Diagram 6). 7% of students indicated that they were Lesbian, Gay or Bisexual. A significant proportion of students indicated that they are straight or heterosexual (84%). 2% described their orientation as other, while 7% opted not to disclose.

Table 7: Students Sexual Orientation by Faculty

	University Total	Engineering	HaSS	Science	SBS	CCO
-	8	1	5	0	2	0
Bisexual	1037	220	437	266	113	1
Gay man	424	57	202	104	61	0
Gay woman/lesbian	196	22	107	49	18	0
Heterosexual	19285	5149	6603	3843	3683	7
Other	377	87	102	94	93	1
Prefer not to say	1683	484	481	412	304	2
Total	23010	6020	7937	4768	4274	11
	University Total	Engineering	HaSS	Science	SBS	CCO
-	0%	0%	0%	0%	0%	0%
Bisexual	4%	4%	6%	6%	3%	9%
Gay man	2%	1%	3%	2%	1%	0%
Gay woman/lesbian	1%	0%	1%	1%	1%	0%
Heterosexual	84%	86%	83%	80%	84%	64%
Other	2%	1%	1%	2%	3%	9%
Prefer not to say	7%	8%	6%	9%	9%	18%
Total	100%	100%	100%	100%	100%	100%

Diagram 6: 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?* 0.5% (121 respondents) indicated that they are transgender¹. (Table 8)

Table 8: Gender Reassignment by Faculty

	Trans Students	(%)	Prefer not to say	(%)
Engineering	26	21%	82	31%
HaSS	41	34%	69	26%
Science	48	40%	67	25%
SBS	6	5%	44	17%
CCO	0	0%	2	1%
Total	121	100%	264	100%
% of University population	0.5%		1.1%	

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

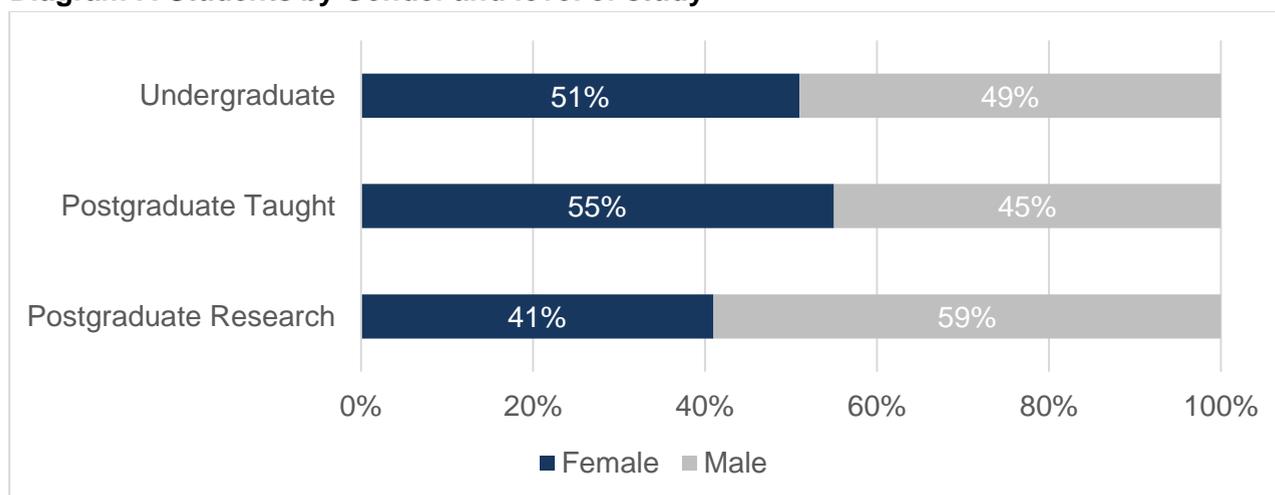
Strathclyde has a total of 23010 students of which 65% are enrolled at the undergraduate level, 28% at postgraduate taught and 7% at postgraduate research level.

The proportion of women studying at the undergraduate level is 2% higher than that of men (Table 9 and Diagram 7). Proportionately more women are studying at the postgraduate taught level. At the postgraduate research level there are significantly more men enrolled than women.

Table 9: Students by Gender and level of study

	Female	(%)	Male	(%)	Total	(%)	% of total student Population
Undergraduate	7558	51%	7330	49%	14888	100%	65%
Postgraduate Taught	3521	55%	2920	45%	6433	100%	28%
Postgraduate Research	684	41%	997	59%	1679	100%	7%
Grand Total	11763	51%	11247	49%	23010	100%	100%

Diagram 7: Students by Gender and level of study



4.2 BME students by level of study

With regard to students who disclosed their ethnicity, the proportion of Black and Minority Ethnic (BME) students who are undergraduate is 8% lower than the percentage of the total student population who are undergraduate (Table 10 and Diagram 8).

A higher percentage of BME students are studying at Postgraduate Taught (PGT) level compared to the total University PGT percentage (10% higher). The proportion of BME students who are studying at PGR level is slightly higher than the university percentage of PGR students. A significant proportion of students have not disclosed their ethnic background. A higher percentage of BME students are enrolled at postgraduate level overall than at undergraduate level (Table 11)

Table 10: BME and White students by level of study

	BME	(%)	White	(%)	Unknown	(%)	Total Headcount	Total (%)
Undergraduate	1590	57%	11338	70%	1960	48%	14888	65%
Postgraduate Taught	1050	38%	3997	25%	1394	34%	6441	28%
Postgraduate Research	148	5%	770	5%	763	18%	1681	7%
Grand Total	2788	100%	16105	100%	4117	100%	23010	100%

Diagram 8: BME students by level of study

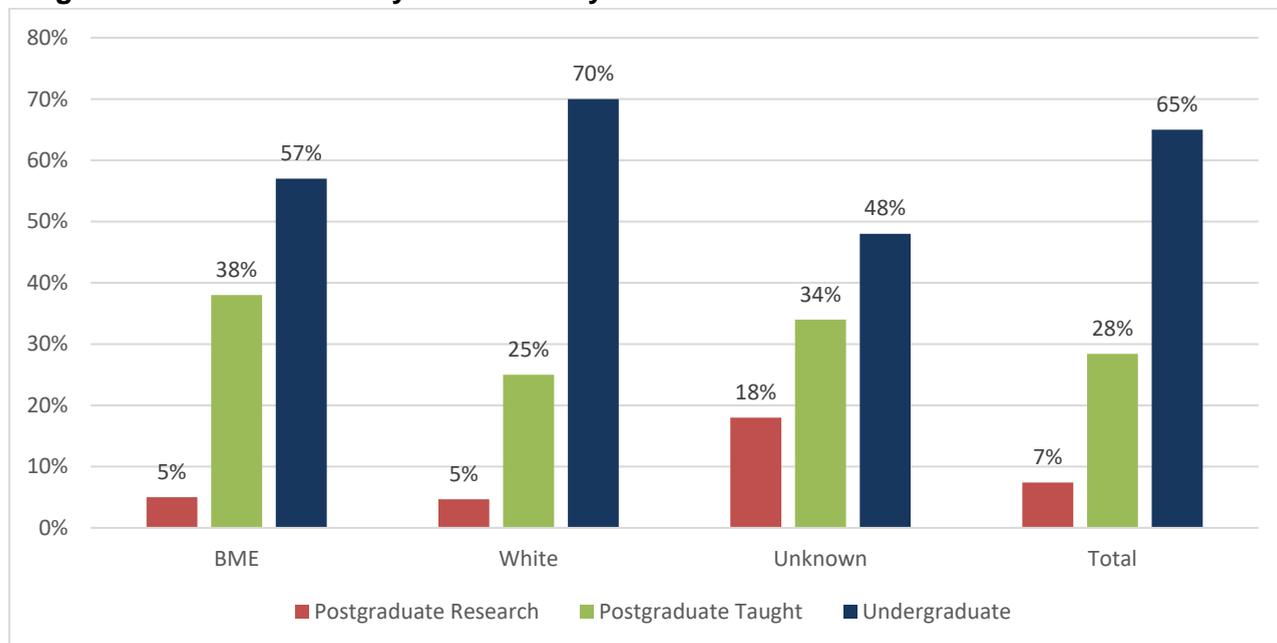


Table 11: BME students by level of study

	BME	% of University Total	University Total
Undergraduate	1590	11%	14888
Postgraduate Taught	1050	16%	6441
Postgraduate Research	148	9%	1681
Total	2788	12%	23010

4.3 Students with Disabilities by level of study

The proportion of disabled students at undergraduate level is 18% higher than the undergraduate percentage of the total student population (Table 12 and Diagram 9). 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 12: Students with Disabilities and non-disabled students by level of study

	Disabled	Disabled%	No known disability	No known disability%	Total Headcount	(%)
Undergraduate	907	83%	13981	64%	14888	65%
Postgraduate Taught	119	11%	6322	29%	6441	28%
Postgraduate Research	69	6%	1612	7%	1681	7%
Grand Total	1095	100%	21915	100%	23010	100%

Diagram 9: Students with Disabilities and non-disabled students by level of study

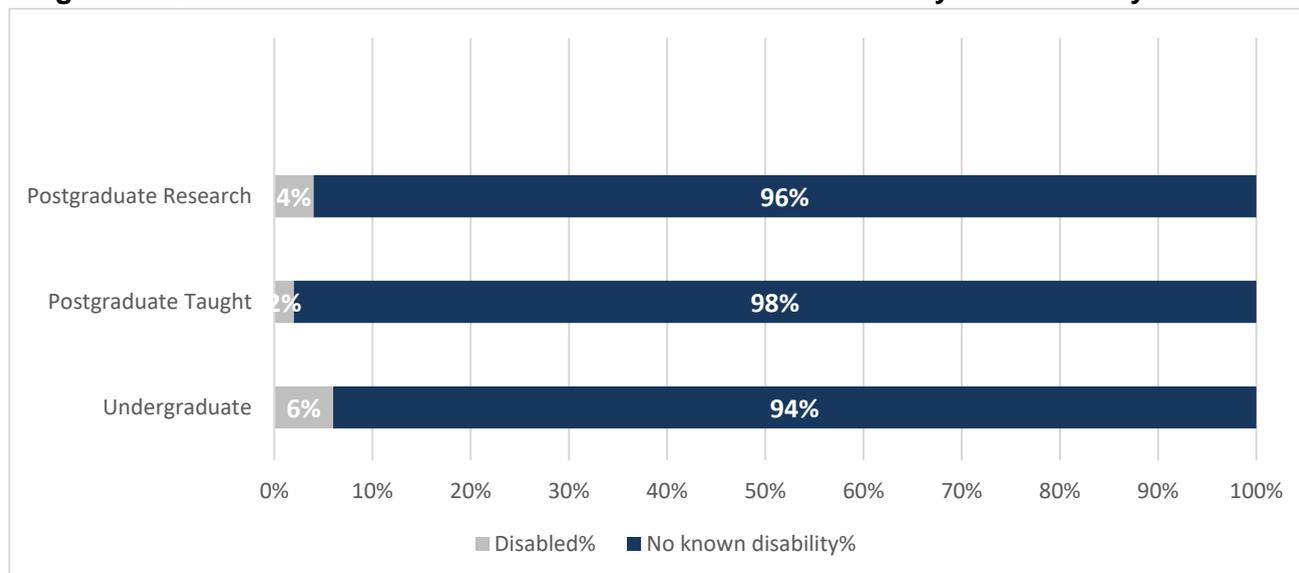


Table 13: Students with Disabilities by level of study

	Disabled	Disabled%	No known disability	No known disability%	Total Headcount	(%)
Undergraduate	907	6%	13981	94%	14888	100%
Postgraduate Taught	119	2%	6322	98%	6441	100%
Postgraduate Research	69	4%	1612	96%	1681	100%
Grand Total	1095	5%	21915	95%	23010	100%

Information by type of disabilities and trends for the period between 2017-2021 is provided in Table 14 and Diagram 10.

Table 14: Students with Disabilities by type of Disability

Disability	2017/18	2017/18	2018/19	2018/19	2019/20	2019/20	2020/21	2020/2021
A disability, impairment or medical condition that is not listed above	191	10%	195	10%	171	10%	110	10%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	287	15%	276	14%	242	14%	146	13%
A mental health condition, such as depression, schizophrenia or anxiety disorder	416	22%	430	22%	379	22%	241	22%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	63	3%	70	4%	61	3%	36	4%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	76	4%	94	5%	118	7%	88	8%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	646	34%	677	34%	584	33%	362	33%
Blind or a serious visual impairment uncorrected by glasses	20	1%	20	1%	23	1%	9	1%
Deaf or a serious hearing impairment	51	3%	58	3%	53	3%	35	3%
Two or more impairments and/or disabling medical conditions	171	9%	168	8%	121	7%	68	6%
Grand Total	1921	100%	1988	100%	1752	100%	1095	100%

Diagram 10: Students by type of disability

