



## University of Strathclyde

# Student Equality Monitoring Report 2023

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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 2023.

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 25116 students of which 61% are studying at undergraduate level, 32% at postgraduate taught and 7% at postgraduate research level.

The diversity profile of students indicates that:

- 51% of students are female and 49% male
- 66% of students are white and 18% Black, Asian and minority ethnicity (BAME)
- 10% of students are disabled
- 55% of students are 21 and under
- 47% of students have no religion. 29% of students stated they were of Christian faith and 9% 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 female students (73%). The Faculty of Engineering has the lowest proportion (27%).

Strathclyde Business School has the highest representation of BAME students (28%). The Faculty of Humanities and Social Sciences has the lowest percentage of BAME students (9%).

The Faculty of Humanities and Social Sciences has the highest percentage of disabled students (14%) and Strathclyde Business School the lowest representation (6%).

The Faculty of Science has the highest percentage of students under 21 (66%). 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 (18%).

## 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 2023. Data covering sex, 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-reports-2022>

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 lower than the UK sector.

The percentage of disabled students 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**

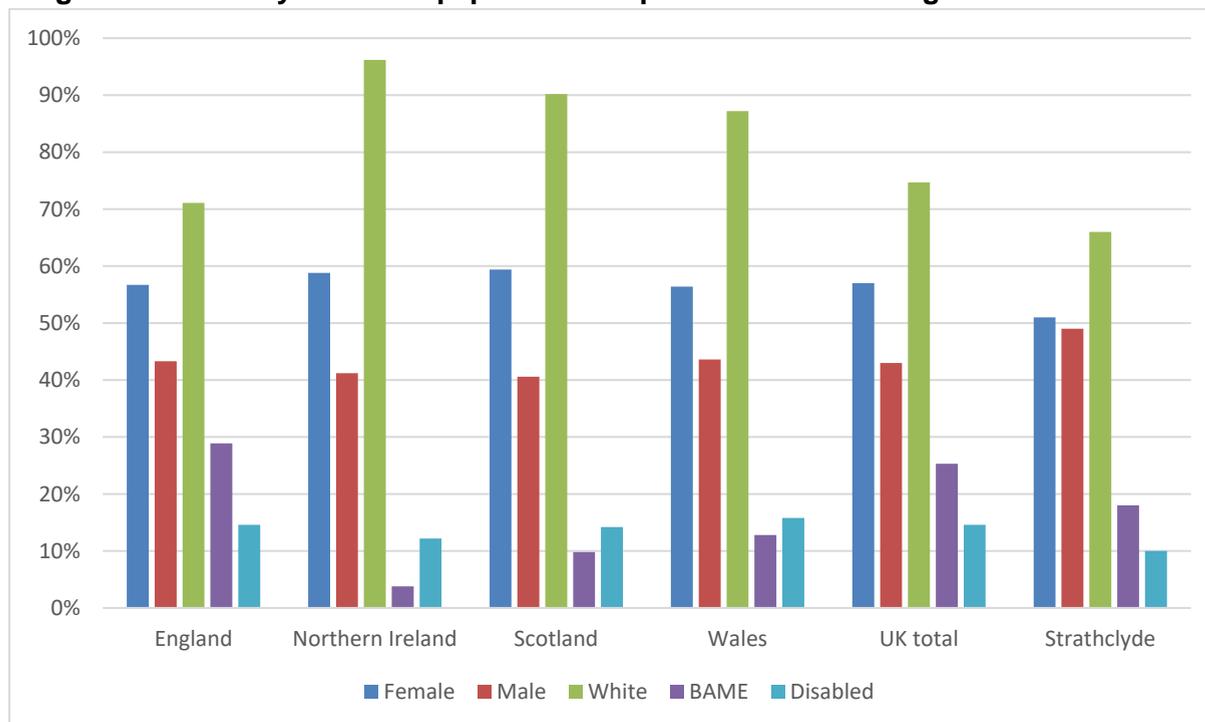
	Strathclyde	Scottish Universities	All UK**
<b>Female</b>	12766 (51%)	167,060 (59.3%)	1,554,450 (57.2%)
<b>Male</b>	12350 (49%)	114,835 (40.7%)	1,165,010 (42.8%)
<b>Total</b>	25116 (100%)	281,895 (100%)	2,719,460 (100%)
<b>BAME*</b>			
	4590 (18%)	21,975 (10.5%)	528,310 (25.9%)
<b>Disability</b>			
	2607 (10%)	42,135 (14.9%)	414,855 (15.2%)

\* 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
<b>Female</b>	1,266,000	39,140	167,060	82,250	1,554,450	12766
<b>Male</b>	960,450	27,105	114,835	62,620	1,165,010	12350
<b>White</b>	1,166,025	48,745	187,975	105,650	1,508,395	16503
<b>BAME</b>	488,205	2,010	21,975	16,120	528,310	4590
<b>Disabled</b>	340,620	8,465	42,135	23,640	414,855	2607
<b>Percentage</b>						
	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
<b>Female</b>	56.9%	59.1%	59.3%	56.8%	57.2%	51%
<b>Male</b>	43.1%	40.9%	40.7%	43.2%	42.8%	49%
<b>White</b>	70.5%	96%	89.5%	86.8%	74.1%	66%
<b>BAME</b>	29.5%	4%	10.5%	13.2%	25.9%	18%
<b>Disabled</b>	15.3%	12.8%	14.9%	16.3%	15.2%	10%

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

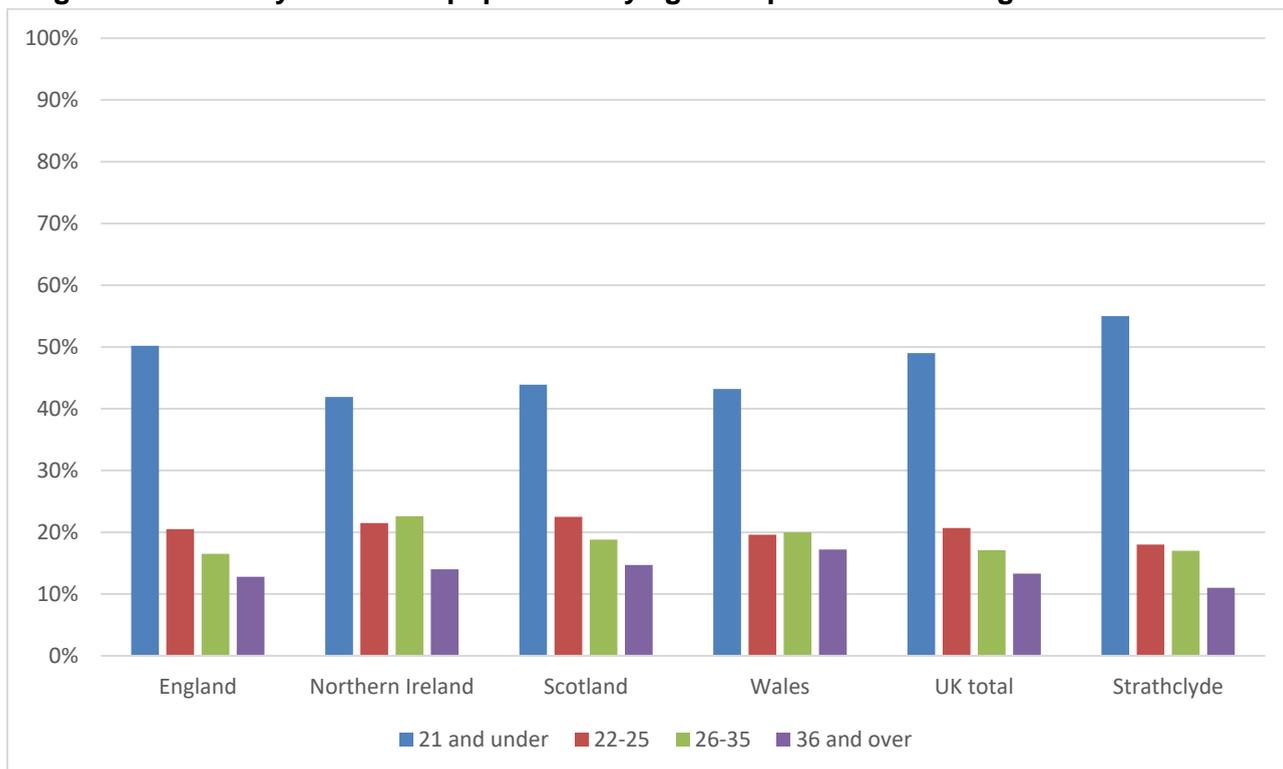


Strathclyde has a slightly higher proportion of students in the 21 and under age group compared with the UK sector average overall and a higher percentage than the Scottish sector. Strathclyde students in the age group 22-25 are of a similar proportion to the UK and slightly lower than the Scottish sector. 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
<b>Total</b>	2,230,425	66,245	282,865	145,160	2,724,700	25116
<b>21 and under</b>	1,119,405	27,735	124,230	62,655	1,334,020	13723
<b>22-25</b>	456,660	14,240	63,740	28,460	563,100	4506
<b>26-35</b>	368,955	14,975	53,240	29,030	466,205	4237
<b>36 and over</b>	285,405	9,295	41,655	25,020	361,370	2650
	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
<b>21 and under</b>	50.2%	41.9%	43.9%	43.2%	49%	55%
<b>22-25</b>	20.5%	21.5%	22.5%	19.6%	20.7%	18%
<b>26-35</b>	16.5%	22.6%	18.8%	20%	17.1%	17%
<b>36 and over</b>	12.8%	14%	14.7%	17.2%	13.3%	11%

**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 sex and age on entry.

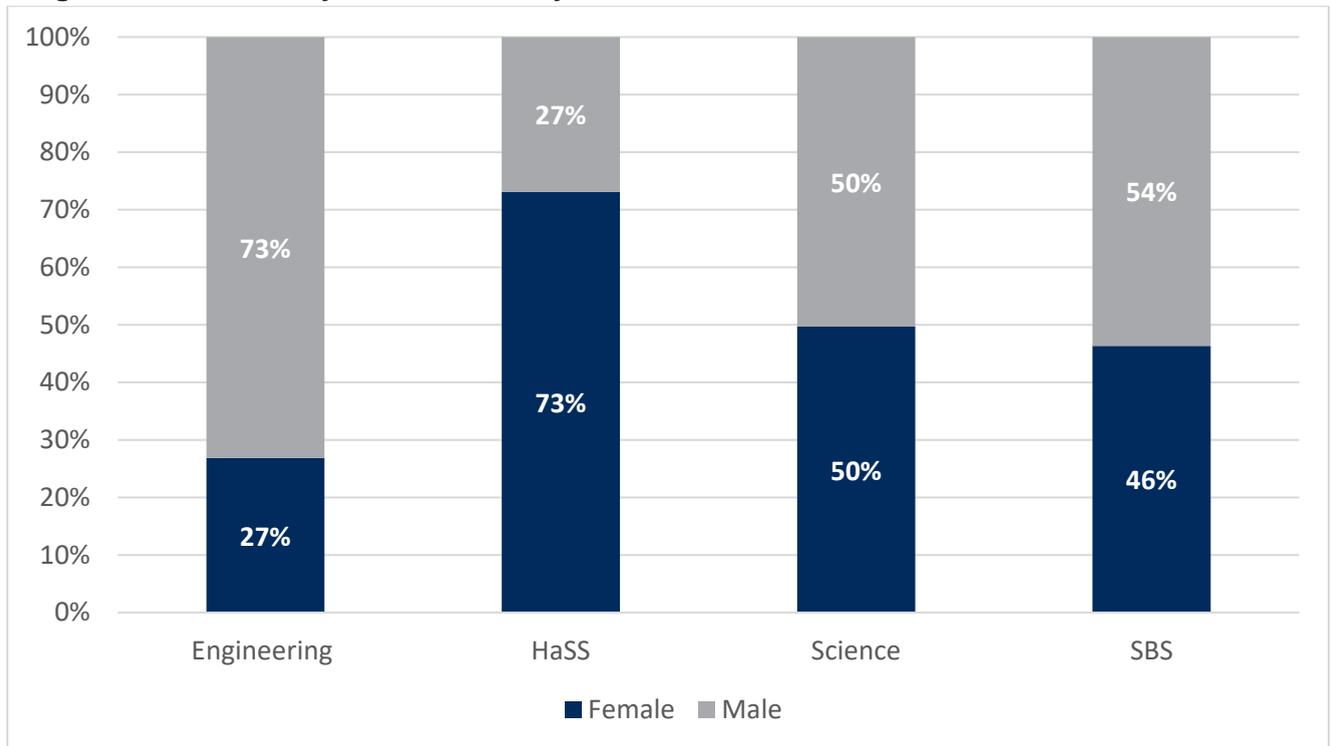
#### 3.1 Sex by Faculties

The sex 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 SBS have a student sex profile which is closer to that of the overall University population.

**Table 4: Students by Sex and Faculty**

	University Total	Engineering	HaSS	Science	SBS
<b>Female</b>	12766	1647	5919	2416	2297
<b>Male</b>	12350	4519	2280	2535	2600
<b>Total</b>	25116	6166	8199	4951	4897
<b>Female%</b>	51%	27%	73%	50%	46%
<b>Male %</b>	49%	73%	27%	50%	54%

**Diagram 3: Students by Sex and Faculty**



### 3.2 Disability and Ethnicity by Faculties

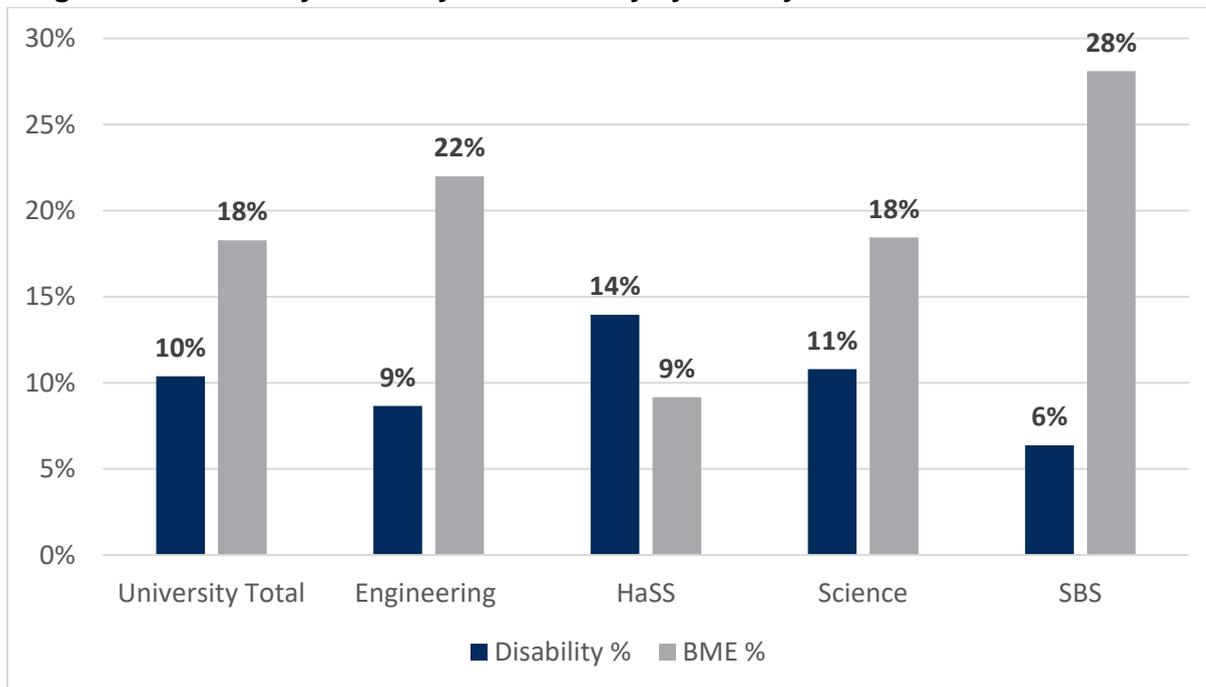
The faculties of Science and HaSS have the highest proportion of disabled students. SBS has the lowest representation, which is 4% below the University population (Table 5 and Diagram 4).

SBS has proportionately the highest representation of Black, Asian and minority ethnic (BAME) students, 10% higher than the University BAME population. HaSS has the lowest percentage of BAME students, 9% lower than the university profile.

**Table 5: Student by Disability and Ethnicity by Faculty**

	University Total	Engineering	HaSS	Science	SBS
<b>Disability</b>	2607	559	1153	568	327
<b>Disability %</b>	10%	9%	14%	11%	6%
<b>BAME</b>					
<b>BAME</b>	4590	1420	757	970	1443
<b>BAME %</b>	18%	22%	9%	18%	28%

**Diagram 4: Student by Disability and Ethnicity by Faculty**



### 3.3 Age groups by Faculties

The Faculty of Science has the highest proportion of students under 21 – 11% higher than the University overall. HaSS has the lowest percentage of students under 21 – 10% lower than the University profile (Table 6 and Diagram 5).

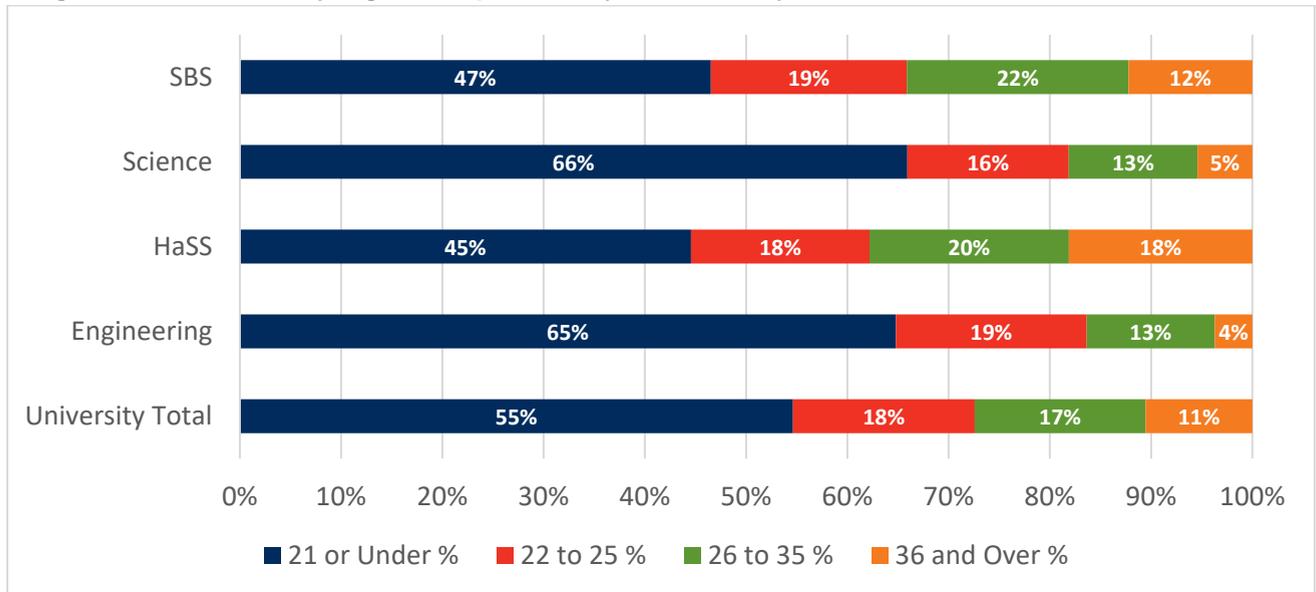
SBS has the highest proportion of students in the 26-35 age group – 5% higher than the University overall. Science and Engineering has the lowest percentage of students in this age group.

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 have significantly lower representation than the University (7% lower).

**Table 6: Students by Age Group on Entry and Faculty**

	University Total	Engineering	HaSS	Science	SBS
<b>21 or Under</b>	13723	4185	3681	3468	2389
<b>22 to 25</b>	4506	1216	1457	838	995
<b>26 to 35</b>	4237	817	1627	669	1124
<b>36 and Over</b>	2650	240	1497	285	628
<b>Total</b>	25116	6458	8262	5260	5136
	University Total	Engineering	HaSS	Science	SBS
<b>21 or Under %</b>	55%	65%	45%	66%	47%
<b>22 to 25 %</b>	18%	19%	18%	16%	19%
<b>26 to 35 %</b>	17%	13%	20%	13%	22%
<b>36 and Over %</b>	11%	4%	18%	5%	12%
<b>Total %</b>	100%	100%	100%	100%	100%

**Diagram 5: Students by Age Group on Entry and Faculty**



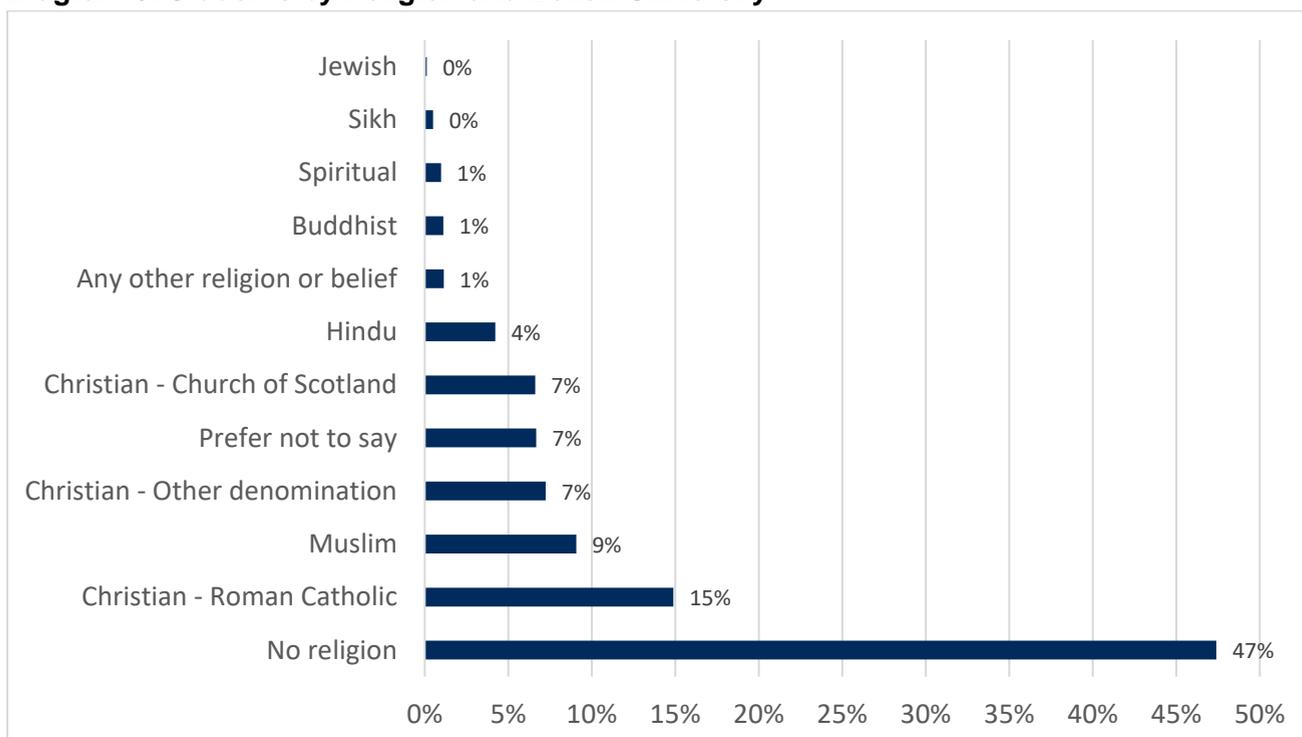
### 3.4 Religion and Belief by Faculties

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. 29% disclosed they were of Christian faith. 9% are Muslim and 7% indicated other religious and belief groups.

**Table 7: Students by Religion and Belief and Faculty**

	Engineering		HaSS		Science		SBS		University	
-	6	0%	1	0%	6	0%	2	0%	15	0%
<b>Any other religion or belief</b>	73	1%	109	1%	57	1%	46	1%	285	1%
<b>Buddhist</b>	65	1%	33	0%	51	1%	131	3%	280	1%
<b>Christian - Church of Scotland</b>	365	6%	717	9%	289	5%	291	6%	1662	7%
<b>Christian - Other denomination</b>	515	8%	580	7%	304	6%	418	8%	1817	7%
<b>Christian - Roman Catholic</b>	758	12%	1588	19%	689	13%	704	14%	3739	15%
<b>Hindu</b>	346	5%	61	1%	155	3%	498	10%	1060	4%
<b>Jewish</b>	3	0%	15	0%	8	0%	4	0%	30	0%
<b>Muslim</b>	573	9%	378	5%	665	13%	662	13%	2278	9%
<b>No religion</b>	3189	49%	4103	50%	2640	50%	1972	38%	11904	47%
<b>Prefer not to say</b>	504	8%	517	6%	328	6%	327	6%	1676	7%
<b>Sikh</b>	25	0%	25	0%	31	1%	44	1%	125	0%
<b>Spiritual</b>	36	1%	135	2%	37	1%	37	1%	245	1%
<b>Grand Total</b>	6458	100%	8262	100%	5260	100%	5136	100%	25116	100%

**Diagram 6: Students by Religion and Belief: University**



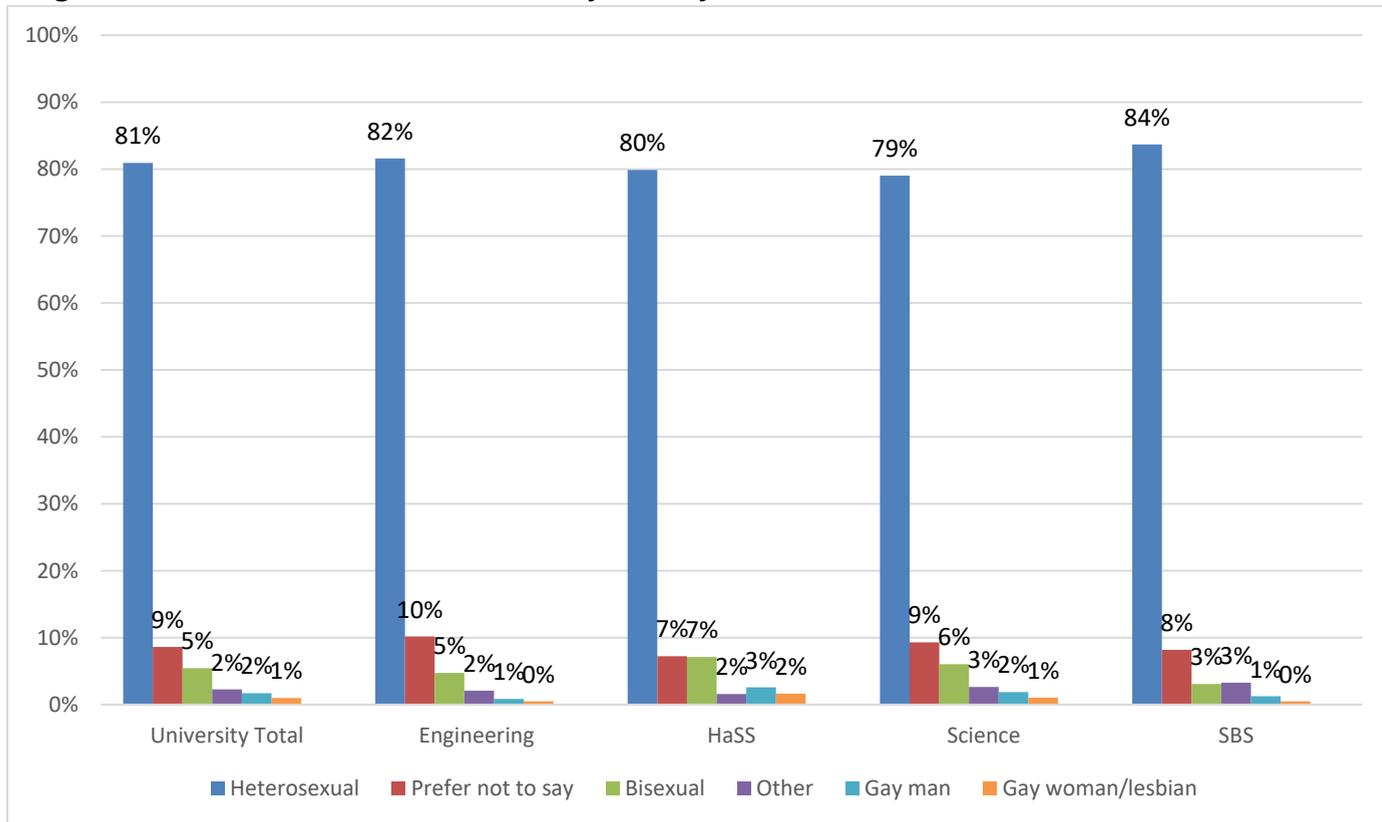
### 3.5 Sexual Orientation by Faculties

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 (81%). 2% described their orientation as other, while 9% opted not to disclose.

**Table 8: Students Sexual Orientation by Faculty**

	<b>University Total</b>	<b>Engineering</b>	<b>HaSS</b>	<b>Science</b>	<b>SBS</b>
-	15	6	1	6	2
<b>Bisexual</b>	1370	305	588	318	159
<b>Gay man</b>	429	54	213	98	64
<b>Gay woman/lesbian</b>	246	32	134	55	25
<b>Heterosexual</b>	20322	5269	6599	4156	4298
<b>Other</b>	571	135	130	138	168
<b>Prefer not to say</b>	2163	657	597	489	420
<b>Total</b>	25116	6458	8262	5260	5136
	<b>University Total</b>	<b>Engineering</b>	<b>HaSS</b>	<b>Science</b>	<b>SBS</b>
-	0%	0%	0%	0%	0%
<b>Bisexual</b>	5%	5%	7%	6%	3%
<b>Gay man</b>	2%	1%	3%	2%	1%
<b>Gay woman/lesbian</b>	1%	0%	2%	1%	0%
<b>Heterosexual</b>	81%	82%	80%	79%	84%
<b>Other</b>	2%	2%	2%	3%	3%
<b>Prefer not to say</b>	9%	10%	7%	9%	8%
<b>Total</b>	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% (145 respondents) indicated that they are transgender<sup>1</sup>. (Table 9)

**Table 9: Gender Reassignment by Faculty**

	Trans Students	(%)	Prefer not to say	(%)
Engineering	29	20%	176	46%
HaSS	53	37%	73	19%
Science	48	33%	78	21%
SBS	15	10%	52	14%
Total	145	100%	379	100%
% of University population	0.6%		1.5%	

<sup>1</sup> 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 Sex by level of study

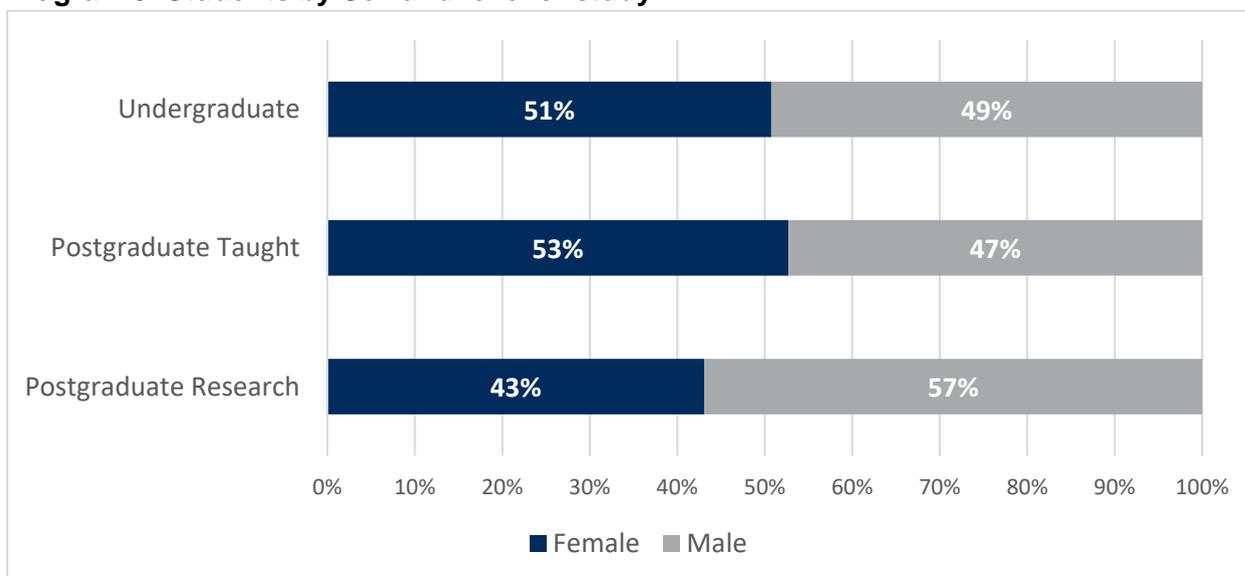
Strathclyde has a total of 25116 students of which 61% are enrolled at the undergraduate level, 32% at postgraduate taught and 7% at postgraduate research level.

The proportion of women studying at the undergraduate level is 2% higher than that of men (Table 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 Sex and level of study**

	Female	(%)	Male	(%)	Total	(%)	% of total student Population
<b>Undergraduate</b>	7747	51%	7522	49%	15269	100%	61%
<b>Postgraduate Taught</b>	4251	53%	3814	47%	8065	100%	32%
<b>Postgraduate Research</b>	768	43%	1014	57%	1782	100%	7%
<b>Grand Total</b>	12766	51%	12350	49%	25116	100%	100%

**Diagram 8: Students by Sex and level of study**



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

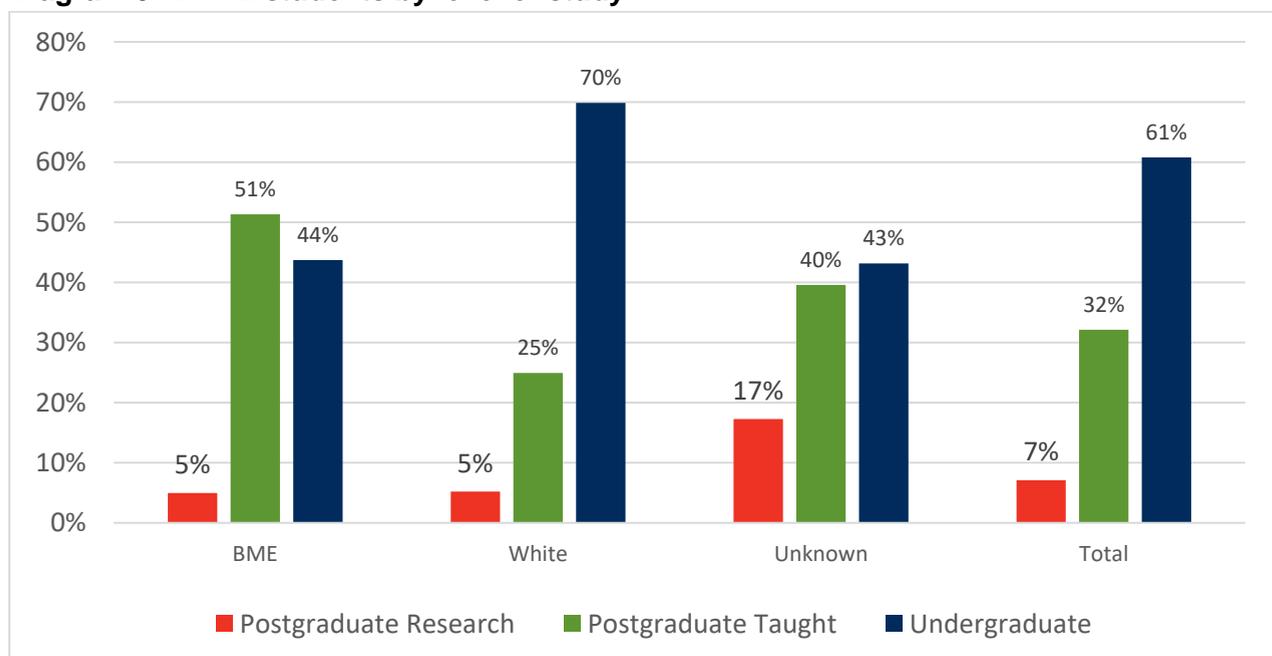
With regard to students who disclosed their ethnicity, the proportion of Black, Asian and minority ethnicity (BAME) students who are undergraduate is 7% lower than the percentage of the total student population who are undergraduate (Table 11 and Diagram 9).

A higher percentage of BAME students are studying at Postgraduate Taught (PGT) level compared to the total University PGT percentage (19% 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 (%)
<b>Undergraduate</b>	2006	44%	11527	70%	1736	43%	15269	61%
<b>Postgraduate Taught</b>	2356	51%	4117	25%	1592	40%	8065	32%
<b>Postgraduate Research</b>	228	5%	859	5%	695	17%	1782	7%
<b>Grand Total</b>	4590	100%	16503	100%	4023	100%	25116	100%

**Diagram 9: BAME students by level of study**



**Table 12: BAME students by level of study**

	BAME	% of University Total	University Total
<b>Undergraduate</b>	2006	13%	15269
<b>Postgraduate Taught</b>	2356	29%	8065
<b>Postgraduate Research</b>	228	13%	1782
<b>Total</b>	4590	18%	25116

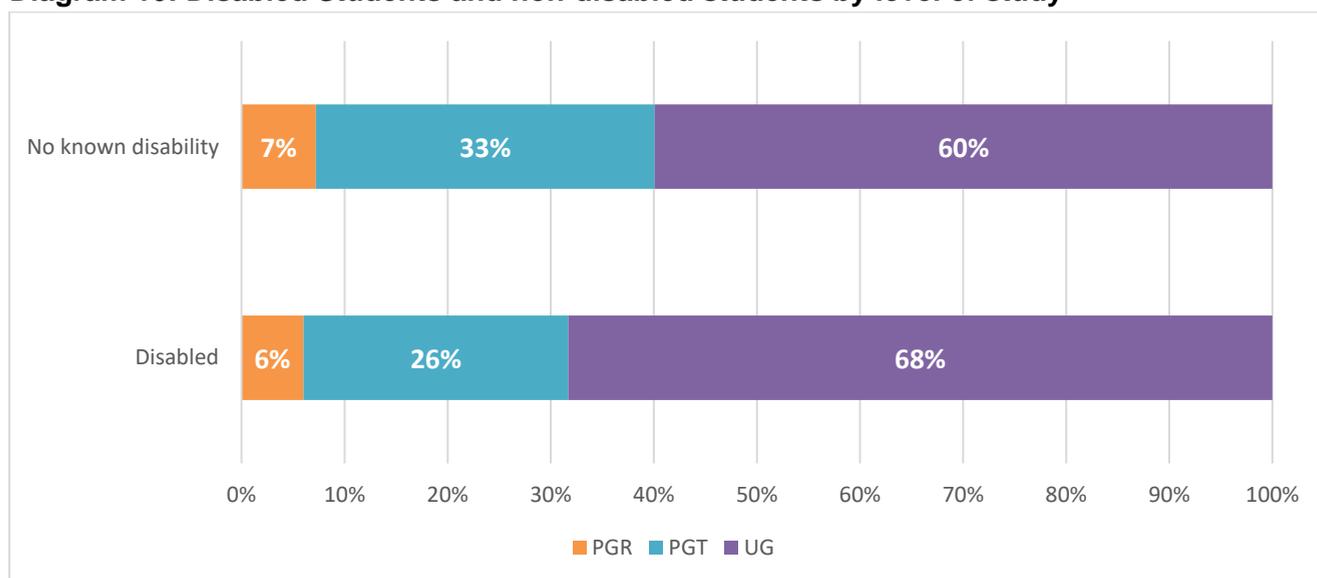
### 4.3 Disabled Students by level of study

The proportion of disabled students at undergraduate level is 7% higher than the undergraduate percentage of the total student population (Table 13 and Diagram 10). A smaller proportion of disabled students are studying at postgraduate taught level, compared to the total proportion of University students who are PGT. There are proportionately slightly fewer disabled students enrolled at the Postgraduate Research level than students at this level at the University.

**Table 13: Disabled Students and non-disabled students by level of study**

	Disabled	Disabled%	No known disability	No known disability%	Total Headcount	(%)
<b>Undergraduate</b>	1781	68%	13488	60%	15269	61%
<b>Postgraduate Taught</b>	669	26%	7396	33%	8065	32%
<b>Postgraduate Research</b>	157	6%	1625	7%	1782	7%
<b>Grand Total</b>	2607	100%	22509	100%	25116	100%

**Diagram 10: Disabled Students and non-disabled students by level of study**



**Table 14: Disabled Students by level of study**

	Disabled	% of University Total	Total Headcount
<b>Undergraduate</b>	1781	12%	15269
<b>Postgraduate Taught</b>	669	8%	8065
<b>Postgraduate Research</b>	157	9%	1782
<b>Grand Total</b>	2607	10%	25116

Information by type of disability, impairments or condition and trends for the period between 2017-2022 is provided in Table 15 and Diagram 11.

**Table 15: Disabled Students - by type of disability, impairment or condition**

<b>Disability, impairment or condition</b>	<b>2017/18</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2021/22</b>
A disability, impairment or medical condition that is not listed above	189	10%	193	10%	171	9%	168	8%	155	6%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	285	15%	275	14%	277	14%	306	14%	354	14%
A mental health condition, such as depression, schizophrenia or anxiety disorder	416	22%	430	22%	438	22%	434	21%	554	21%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	62	3%	68	3%	65	3%	52	2%	63	2%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	76	4%	93	5%	123	6%	138	7%	163	6%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	647	34%	677	34%	640	32%	709	34%	836	32%
Blind or a serious visual impairment uncorrected by glasses	20	1%	20	1%	25	1%	21	1%	29	1%
Deaf or a serious hearing impairment	50	3%	57	3%	55	3%	50	2%	59	2%
Two or more impairments and/or disabling medical conditions	171	9%	168	8%	205	10%	233	11%	394	15%
<b>Grand Total</b>	<b>1916</b>	<b>100%</b>	<b>1981</b>	<b>100%</b>	<b>1999</b>	<b>100%</b>	<b>2111</b>	<b>100%</b>	<b>2607</b>	<b>100%</b>

**Diagram 11: Disabled students by type of impairment**

