



University of
Strathclyde
Glasgow

2024 Student Equality Monitoring Report

Equality and Diversity
April 2024

Contents

Executive Summary.....	2
1. Introduction.....	3
2. University of Strathclyde and the Higher Education sector	4
3. Students by protected characteristics and Faculties	7
3.1 Sex by Faculties	7
3.2 Disability and Ethnicity by Faculties.....	8
3.3 Age groups by Faculties	9
3.4 Religion and Belief by Faculties.....	11
3.5 Sexual Orientation by Faculties.....	12
3.6 Gender Reassignment by Faculties	13
4.0 Students by level of Study	14
4.1 Sex by level of study.....	14
4.2 Black, Asian and minority ethnicity (BAME) students by level of study	15
4.3 Disabled Students by level of study	16

Executive Summary

The University of Strathclyde Student Equality Monitoring report provides an overview of the student population by protected characteristics as of February 2024.

The purpose of this report is to demonstrate the diversity within the student community and for the University including its Directorates, Faculties and academic departments 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. This report provides analysis of trends based on the disclosed information.

The following headline trends are observed:

Strathclyde has a total of 30024 students of which 59% are studying at undergraduate level, 32% at postgraduate taught and 9% at postgraduate research level.

The diversity profile of students indicates that:

- Age: 50% of students are 21 and under
- Disability: 11% of students are disabled
- Ethnicity: 60% of students are white and 24% Black, Asian and minority ethnicity (BAME)
- Gender reassignment: 0.6% of students are transgender
- Religion or belief: 46% of students have no religion. 26% of students stated they were of Christian faith and 10% that they are Muslim
- Sex: 51% of students are female and 49% male
- Sexual orientation: 9% of students are lesbian, gay and bisexual (LGB)

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 (37%). The Faculty of Humanities and Social Sciences has the lowest percentage of BAME students (14%).

The Faculty of Humanities and Social Sciences has the highest percentage of disabled students (15%) and Strathclyde Business School the lowest representation (8%).

The Faculty of Engineering has the highest percentage of students under 21 (59%). SBS has the highest proportion of students in the 26-35 age group (24%). The Faculty of Humanities and Social Sciences HaSS has the highest representation who were 36 and over at the point of entry (22%).

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 2024. 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, Faculty and Directorate levels to inform future planning and the development of interventions, make use of areas of good practice, and identify 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](#).

2. University of Strathclyde and the Higher Education sector

The University's student profile is compared with that of the Higher Education (HE) 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 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**
Female	15199 (51%)	178,170 (59.4%)	1,618,920 (57.3%)
Male	14824 (49%)	121,920 (40.6%)	1,208,345 (42.7%)
Total	30024(100%)	300,090 (100%)	2,827,265 (100%)
BAME*	7099 (24%)	23,270 (10.9%)	574,815 (27%)
Disability	3381 (11%)	46,070 (15.3%)	449,680 (15.9%)

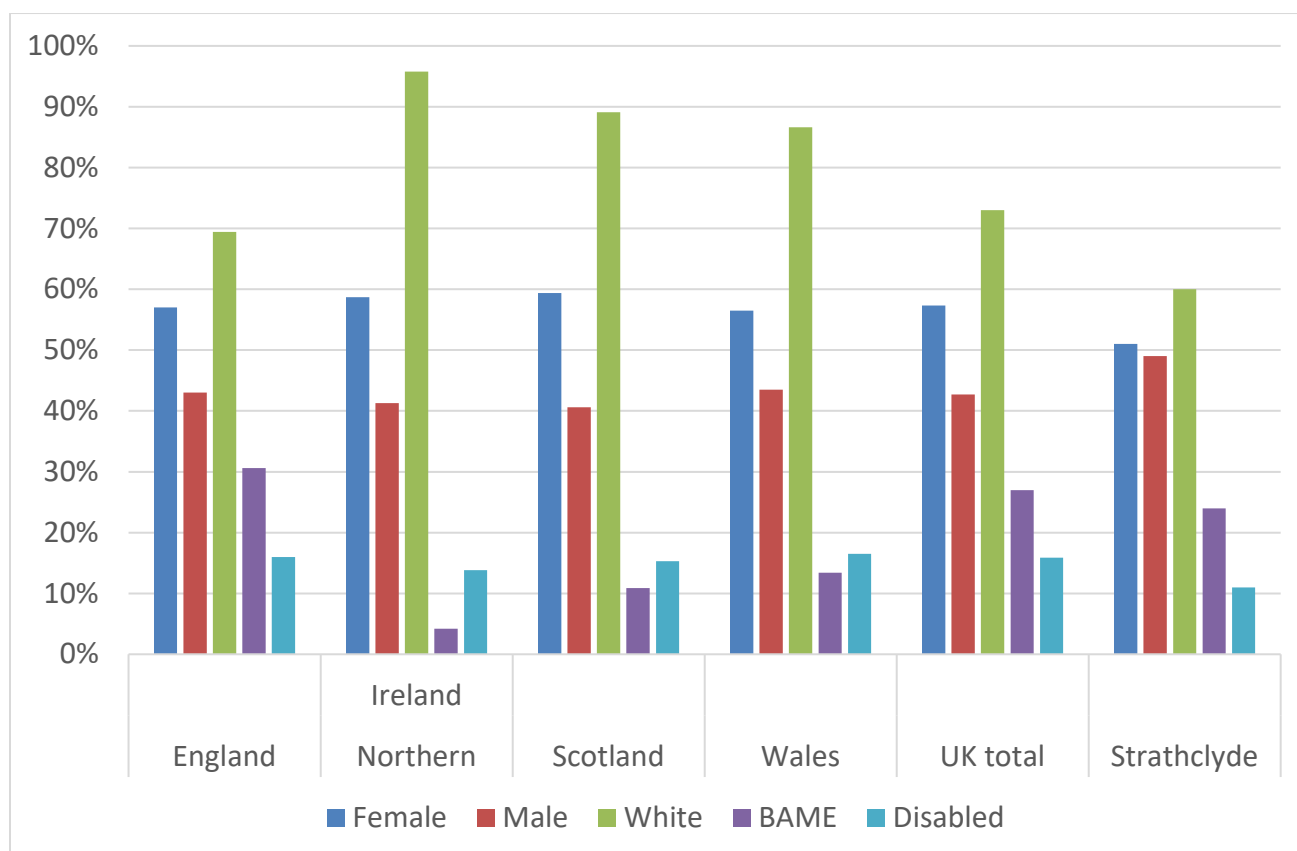
* BAME data excludes non-UK national students ** Data rounded up to nearest percent

Table 2: Strathclyde student population compared with the UK HE sector.

	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
Female	1,316,015	40,800	178,170	83,930	1,618,920	15199
Male	993,145	28,665	121,920	64,615	1,208,345	14824
White	1,209,645	48,395	191,145	105,605	1,554,795	18097
BAME	533,045	2,140	23,270	16,360	574,815	7099
Disabled	369,375	9,630	46,070	24,605	449,680	3381

	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
Female	57.0%	58.7%	59.4%	56.5%	57.3%	51%
Male	43.0%	41.3%	40.6%	43.5%	42.7%	49%
White	69.4%	95.8%	89.1%	86.6%	73%	60%
BAME	30.6%	4.2%	10.9%	13.4%	27%	24%
Disabled	16%	13.8%	15.3%	16.5%	15.9%	11%

Diagram 1: Strathclyde student population compared with the UK HE sector.



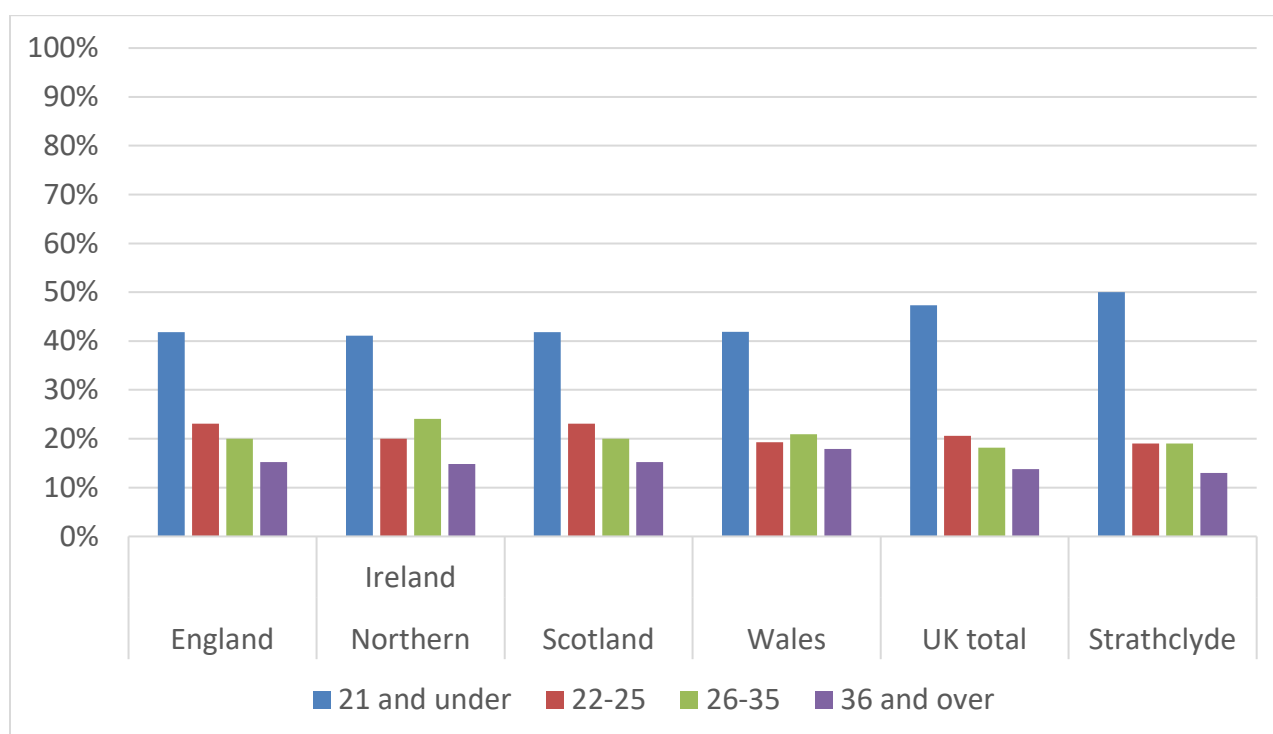
Strathclyde has a slightly higher proportion of students in the 21 and under age group compared with the UK sector average overall and a higher percentage than the Scottish sector. Strathclyde students in the age group 22-25 are of a similar proportion to the UK and slightly lower than the Scottish sector. However, the University has a lower proportion of students age 36 and over compared with the sector overall (Table 3, Diagram 2).

Table 3: Strathclyde student population by age compared with UK HE sector.

	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
Total	2,314,610	69,565	301,220	149,045	2,834,440	30024
21 and under	1,124,910	28,575	125,815	62,395	1,341,695	14932
22-25	457,525	13,895	69,575	28,750	584,745	5683
26-35	408,720	16,775	60,110	31,210	516,815	5559
36 and over	308,455	10,320	45,720	26,690	391,190	3850

	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
21 and under	48.6%	41.1%	41.8%	41.9%	47.3%	50%
22-25	20.4%	20.0%	23.1%	19.3%	20.6%	19%
26-35	17.7%	24.1%	20.0%	20.9%	18.2%	18%
36 and over	13.3%	14.8%	15.2%	17.9%	13.8%	13%

Diagram 2: Strathclyde student population by age compared with UK HE 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.

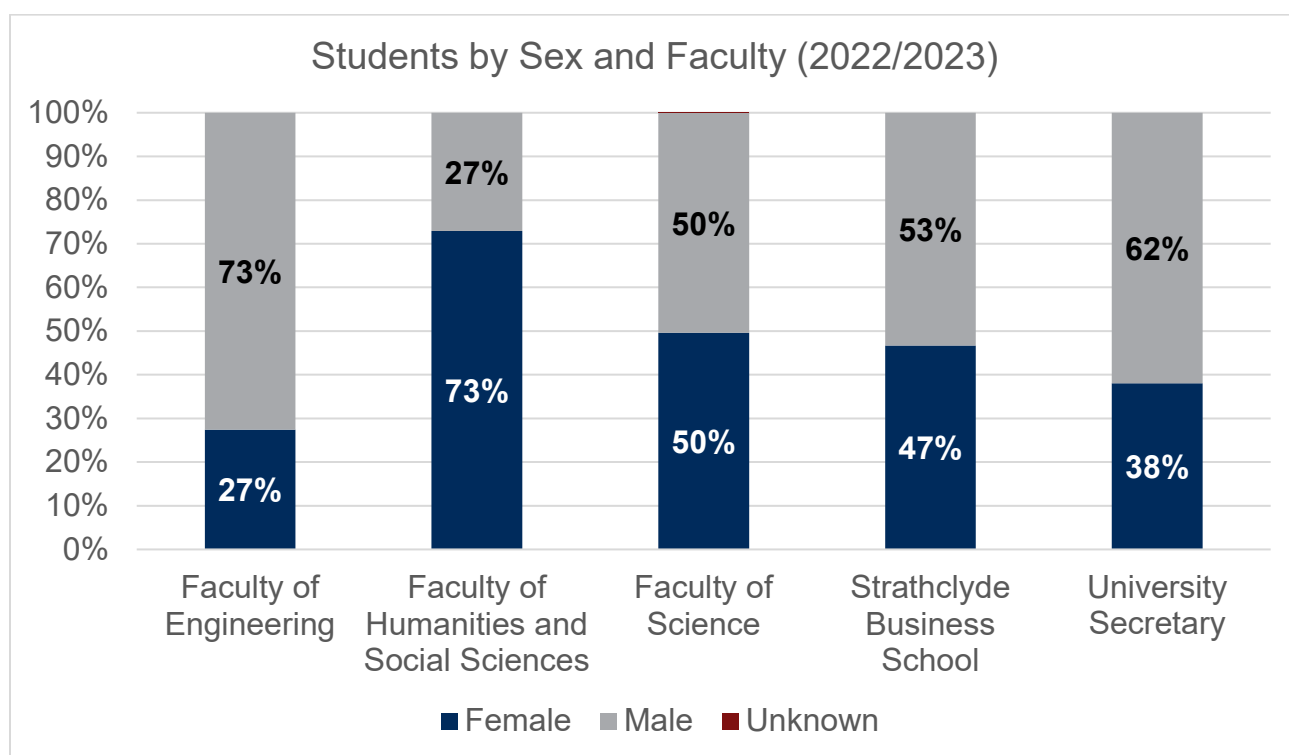
The 'Faculty' denoted University Secretary is used for courses offered by the International Study Centre. Note that this is a small cohort, and sometimes one with high levels of unknown values for certain data points, so percentage splits within this group should be interpreted with caution.

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	University Secretary
Female	15199	2143	6995	3163	2836	62
Male	14824	5672	2600	3214	3237	101
Total	30024	7815	9595	6378	6073	163
	University Total	Engineering	HaSS	Science	SBS	University Secretary
Female%	51%	27%	73%	50%	47%	38%
Male %	49%	73%	27%	50%	53%	62%

Diagram 3: Students by Sex and Faculty

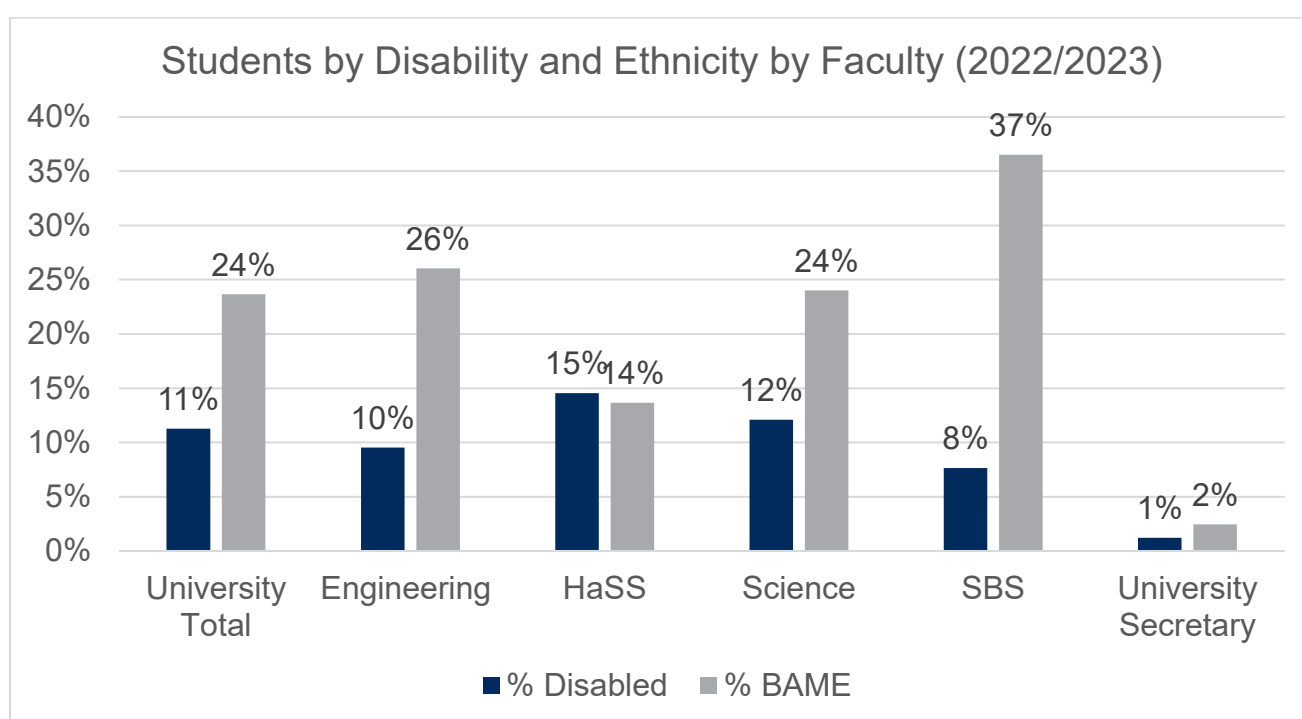
3.2 Disability and Ethnicity by Faculties

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

SBS has proportionately the highest representation of BAME students, 13% higher than the University BAME population. HaSS has the lowest percentage of BAME students, 10% lower than the university profile.

Table 5: Student by Disability and Ethnicity by Faculty.

	University Total	Engineering	HaSS	Science	SBS	University Secretary
Disability	3381	746	1396	772	465	<5
Disability %	11%	10%	15%	12%	8%	1%
	University Total	Engineering	HaSS	Science	SBS	University Secretary
BAME	7099	2035	1311	1531	2218	<5
BAME %	24%	26%	14%	24%	37%	2%

Diagram 4: Student by Disability and Ethnicity by Faculty.

3.3 Age groups by Faculties

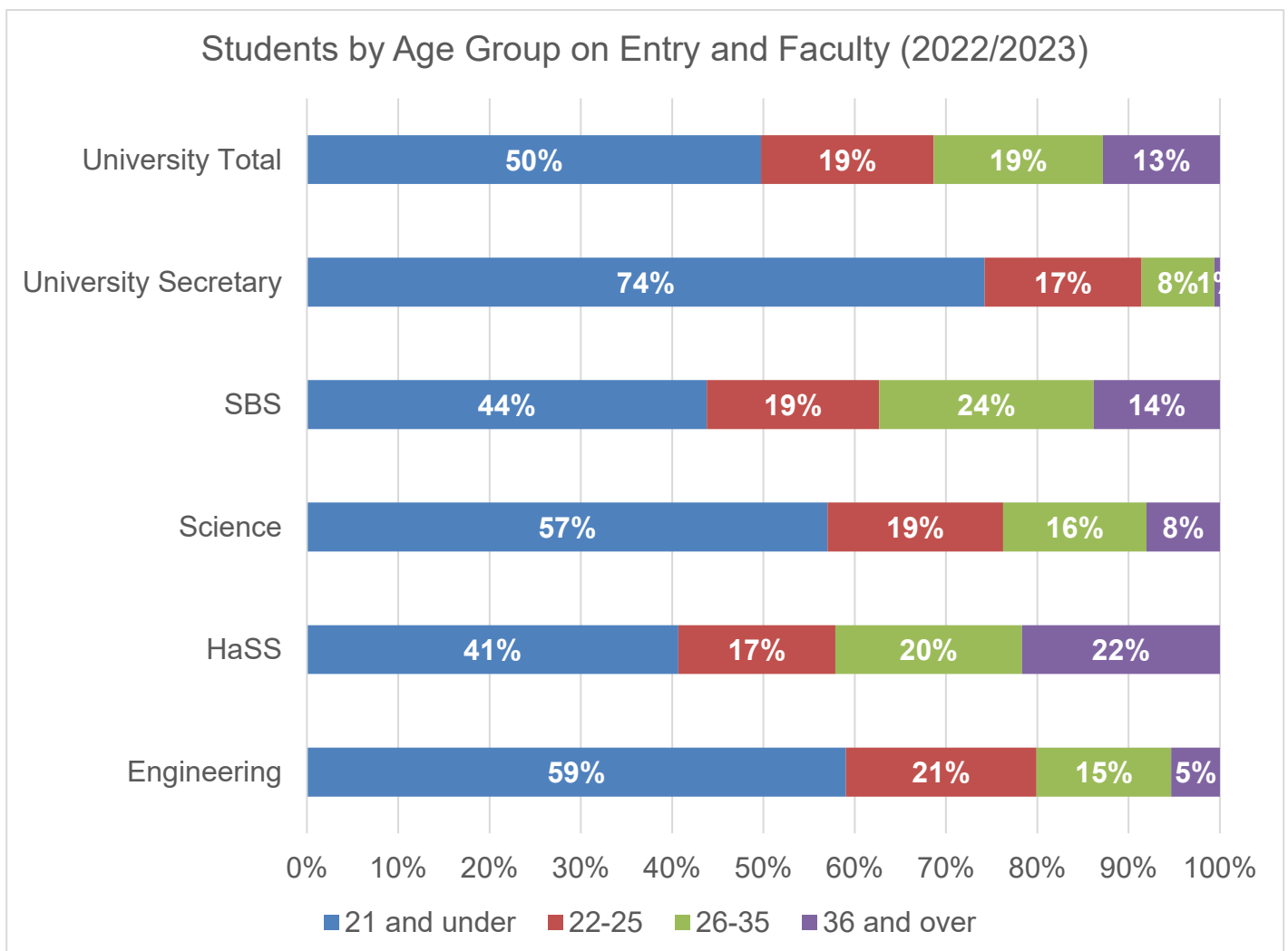
Engineering has the highest proportion of students under 21 – 9% higher than the University overall. HaSS has the lowest percentage of students under 21 – 9% lower than the University profile (Table 6 and Diagram 5). SBS has the highest proportion of students in the 26-35 age group – 6% higher than the 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 – 9% higher than the University total. Engineering have significantly lower representation than the University (8% lower).

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

	University Total	Engineering	HaSS	Science	SBS	University Secretary
21 or Under	14932	4612	3903	3637	2659	121
22 to 25	5683	1633	1649	1226	1147	28
26 to 35	5559	1154	1962	1002	1428	13
36 and Over	3850	416	2081	513	839	<5
Total	30024	7815	9595	6378	6073	163
	University Total	Engineering	HaSS	Science	SBS	University Secretary
21 or Under %	50%	59%	41%	57%	44%	74%
22 to 25 %	19%	21%	17%	19%	19%	17%
26 to 35 %	18%	15%	20%	16%	24%	8%
36 and Over %	13%	5%	22%	8%	14%	1%
Total %	100%	100%	100%	100%	100%	100%

Diagram 5: Students by Age Group on Entry and Faculty



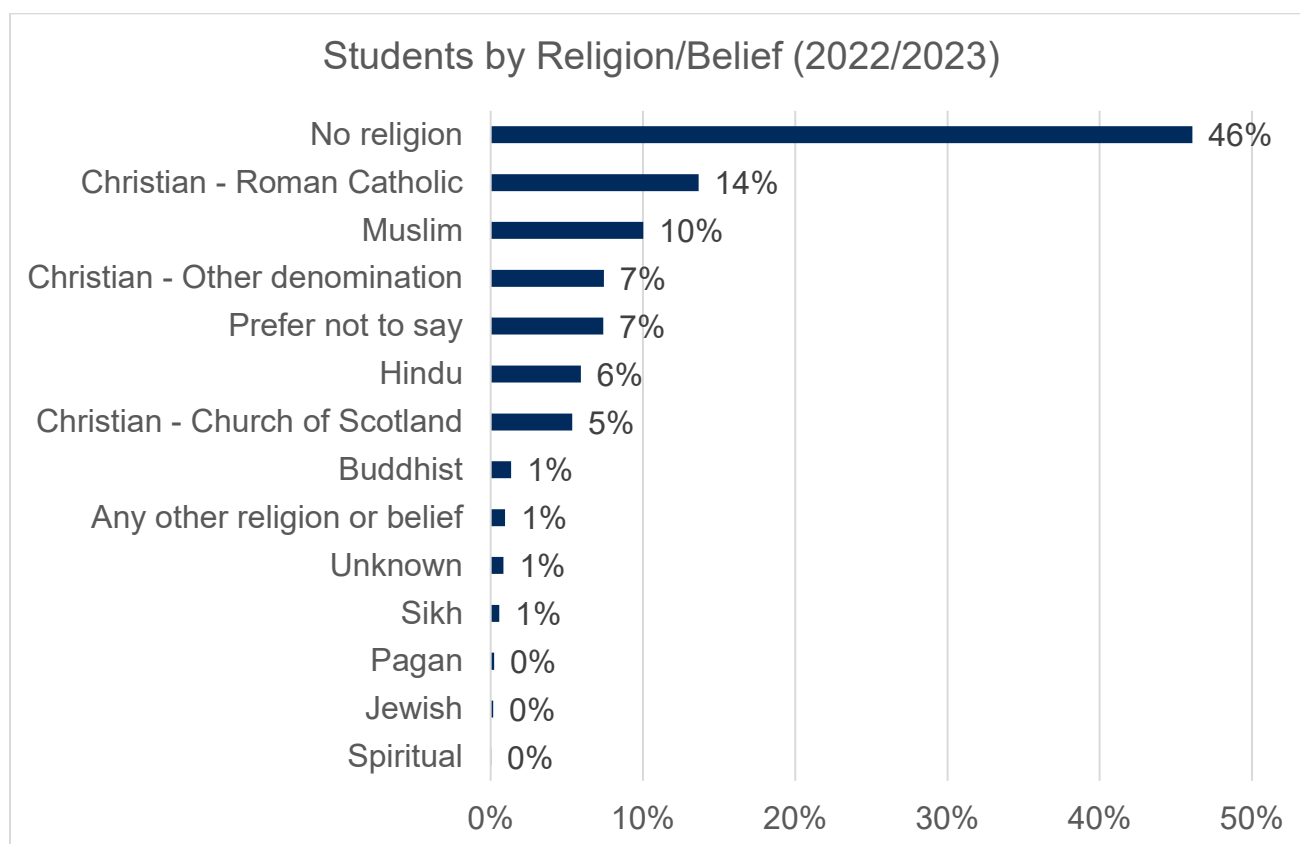
3.4 Religion and Belief by Faculties

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. 26% disclosed they were of Christian faith. 10% are Muslim and 9% indicated other religious and belief groups.

Table 7: Students by Religion and Belief and Faculty.

	University Total		Engineering		HaSS		Science		SBS		University Secretary	
Any other religion or belief	283	1%	63	1%	112	1%	57	1%	51	1%	<5	0%
Buddhist	402	1%	90	1%	76	1%	78	1%	153	3%	5	3%
Christian - Church of Scotland	1609	5%	347	4%	688	7%	293	5%	281	5%	0	0%
Christian - Other denomination	2232	7%	608	8%	781	8%	346	5%	488	8%	9	6%
Christian - Roman Catholic	4101	14%	846	11%	1745	18%	705	11%	802	13%	<5	2%
Hindu	1779	6%	524	7%	113	1%	320	5%	822	14%	<5	0%
Jewish	52	0%	<5	0%	28	0%	7	0%	13	0%	<5	0%
Muslim	3011	10%	746	10%	523	5%	833	13%	791	13%	118	72%
No religion	13839	46%	3797	49%	4754	50%	3158	50%	2114	35%	16	10%
Pagan	67	0%	6	0%	40	0%	16	0%	5	0%	<5	0%
Prefer not to say	2219	7%	667	9%	642	7%	484	8%	420	7%	6	4%
Sikh	168	1%	26	0%	36	0%	47	1%	57	1%	<5	1%
Spiritual	12	0%	<5	0%	7	0%	<5	0%	<5	0%	<5	0%
Unknown	250	1%	89	1%	50	1%	33	1%	74	1%	<5	2%
Total	30024	100%	7815	100%	9595	100%	6378	100%	6073	100%	163	100%

Diagram 6: Students by Religion and Belief: University.



3.5 Sexual Orientation by Faculties

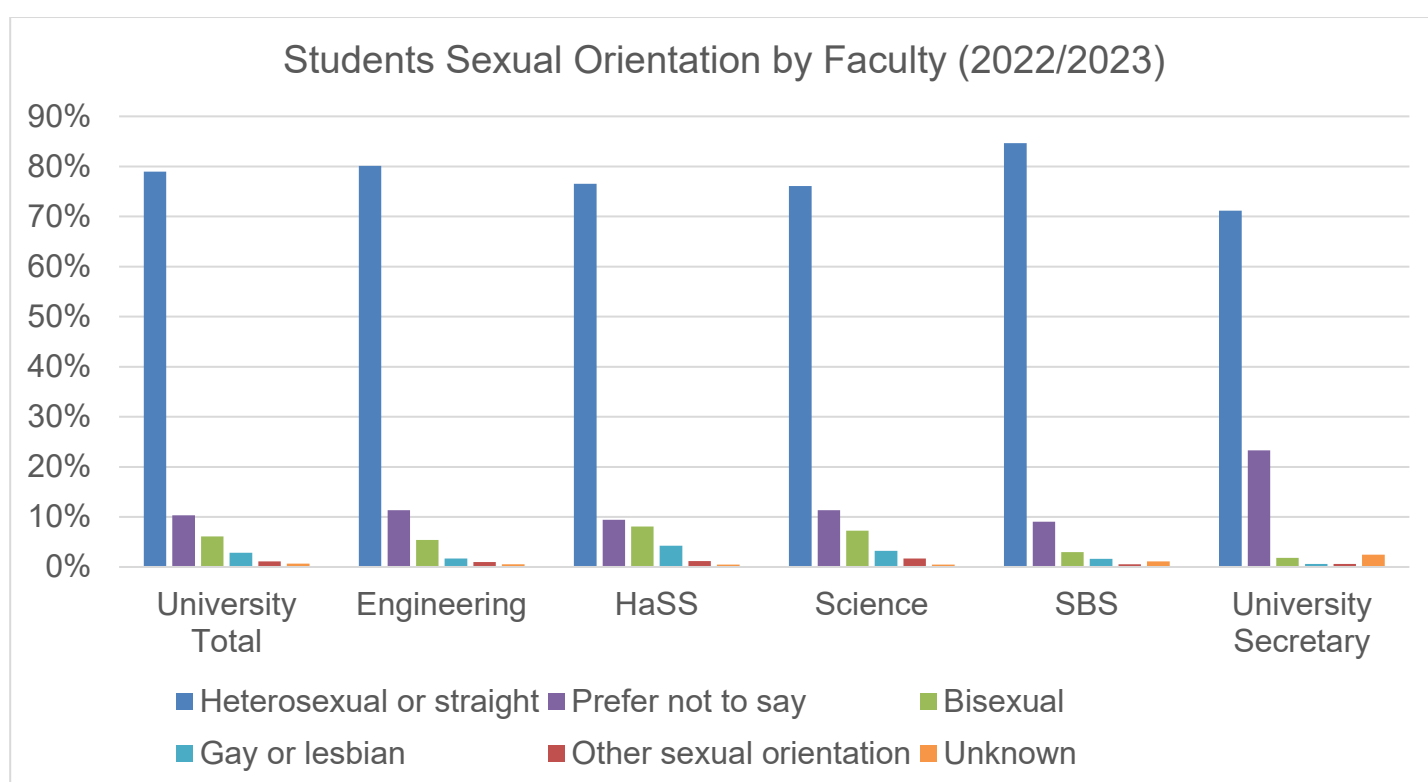
Students are asked the question at registration: *How would you describe your sexual orientation?* (Table 8 and Diagram 7). 9% of students indicated that they were lesbian, gay or bisexual. A significant proportion of students indicated that they are straight or heterosexual (79%). 1% described their orientation as 'other', while 10% opted not to disclose.

Table 8: Students Sexual Orientation by Faculty.

	University Total	Engineering	HaSS	Science	SBS	University Secretary
Bisexual	1838	420	773	461	181	<5
Gay or Lesbian	845	131	406	207	100	<5
Heterosexual or Straight	23712	6260	7346	4851	5139	116
Other sexual orientation	334	76	115	108	34	<5
Prefer not to say	3104	887	907	722	550	38
Unknown	191	41	48	29	69	<5
Total	30024	7815	9595	6378	6073	163

	University Total	Engineering	HaSS	Science	SBS	University Secretary
Bisexual	6%	5%	8%	7%	3%	2%
Gay or Lesbian	3%	2%	4%	3%	2%	1%
Heterosexual or Straight	79%	80%	77%	76%	85%	71%
Other sexual orientation	1%	1%	1%	2%	1%	1%
Prefer not to say	10%	11%	9%	11%	9%	23%
Unknown	1%	1%	1%	0%	1%	2%

Diagram 7: Students Sexual Orientation by Faculty.



3.6 Gender Reassignment by Faculties

At registration, students are invited to answer the question: *Do you consider yourself to be trans, or have a trans history?* 0.6% (180 respondents) indicated that they are transgender¹. (Table 9)

¹ Transgender, often shortened to 'trans', is an umbrella term to describe the experience / status of being a different gender to the gender / sex a person was assigned at birth. 'Gender reassignment' is a protected characteristic under the Equality Act 2010 and means proposing to undergo, undergoing or having undergone a process to reassign your sex (this does not have to involve medical interventions).

Table 9: Gender Reassignment by Faculty.

	Trans Students	(%)	Prefer not to say	(%)
Engineering	40	22%	347	37%
HaSS	62	34%	208	22%
Science	66	37%	227	24%
SBS	12	7%	155	17%
University Secretary	<5	0%	<5	0%
Total	180	100%	937	100%
% of University population	0.6%		3.1%	

4. Students by level of Study

4.1 Sex by level of study

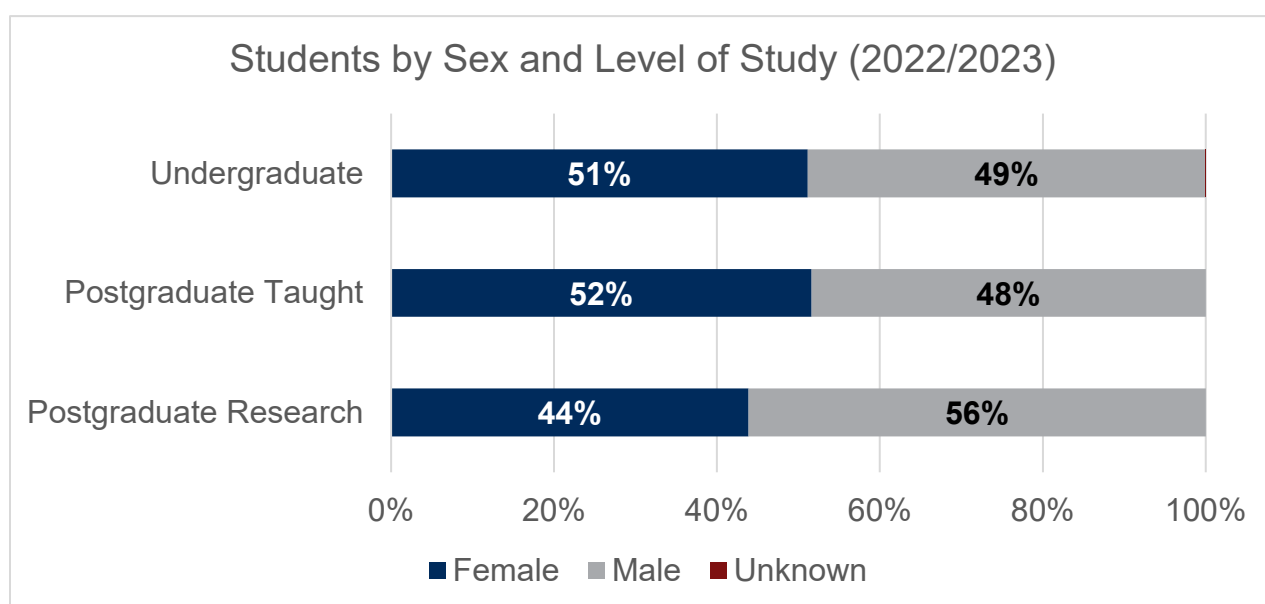
Strathclyde has a total of 30024 students of which 59% are enrolled at the undergraduate level, 32% at postgraduate taught and 9% at postgraduate research level.

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	(%)	Unknown	(%)	Total	% of Total Population
Undergraduate	9021	51%	8612	49%	<5	0%	17634	59%
Postgraduate Taught	4949	52%	4641	48%	<5	0%	9590	32%
Postgraduate Research	1229	44%	1571	56%	<5	0%	2800	9%
Grand Total	15199	51%	14824	49%	<5	0%	30024	100%

Diagram 8: Students by Sex and level of study.



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

With regard to students who disclosed their ethnicity, the proportion of BAME students who are undergraduate is 25% 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 (27% 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	2425	34%	12778	71%	2431	50%	17634	59%
Postgraduate Taught	4221	59%	4069	22%	1300	27%	9590	32%
Postgraduate Research	453	6%	1250	7%	1097	23%	2800	9%
Grand Total	7099	100%	18097	100%	4828	100%	30024	100%

Diagram 9: BAME students by level of study.

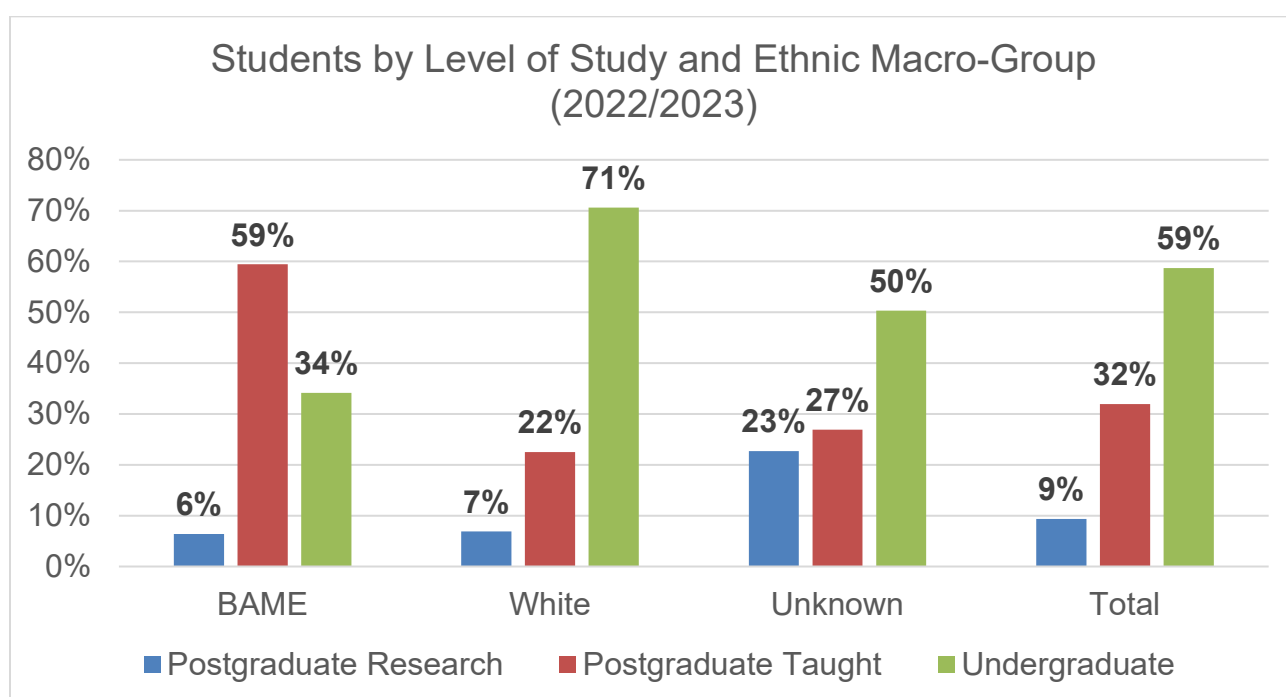


Table 12: BAME students by level of study.

	BAME	% of University Total	University Total
Undergraduate	2425	14%	17634
Postgraduate Taught	4221	44%	9590
Postgraduate Research	453	16%	2800
Total	7099	24%	30024

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 the same number of disabled students enrolled at the Postgraduate Research level as 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	(%)
Undergraduate	2229	66%	15405	58%	17634	59%
Postgraduate Taught	842	25%	8748	33%	9590	32%
Postgraduate Research	310	9%	2490	9%	2800	9%
Grand Total	3381	100%	26643	100%	30024	100%

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

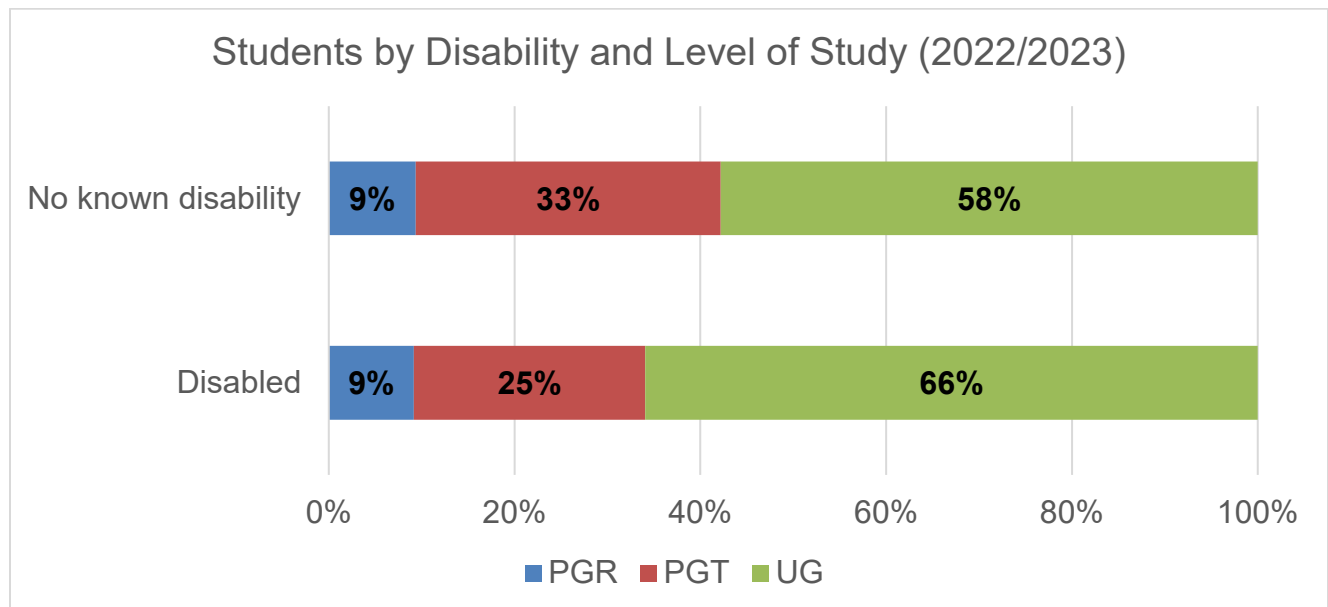


Table 14: Disabled Students by level of study.

	Disabled	% of University Total	Total Headcount
Undergraduate	2229	13%	17634
Postgraduate Taught	842	9%	9590
Postgraduate Research	310	11%	2800
Grand Total	3381	11%	30024

Information by type of disability, impairments or condition and trends for the period between 2018-2023 is provided in Table 15 and Diagram 11.

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

Disability, impairment or condition	2018/19	2018/19	2019/20	2019/20	2020/21	2020/21	2021/22	2021/22	2022/23	2022/23
A disability, impairment or medical condition that is not listed above	193	10%	171	9%	168	8%	155	6%	173	5%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	275	14%	277	14%	306	14%	354	14%	358	11%
A mental health condition, such as depression, schizophrenia or anxiety disorder	430	22%	438	22%	434	21%	554	21%	700	21%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	68	3%	65	3%	52	2%	63	2%	83	2%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	93	5%	123	6%	138	7%	163	6%	212	6%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	677	34%	640	32%	709	34%	836	32%	974	29%
Blind or a serious visual impairment uncorrected by glasses	20	1%	25	1%	21	1%	29	1%	38	1%
Deaf or a serious hearing impairment	57	3%	55	3%	50	2%	59	2%	67	2%
Two or more impairments and/or disabling medical conditions	168	8%	205	10%	233	11%	394	15%	776	23%
Grand Total	1981	100%	1999	100%	2111	100%	2607	100%	3381	100%

Diagram 11: Disabled students by type of impairment.

