



Student Equality Monitoring Report April 2017

Contents

Executive Summary	3
1. Introduction	4
2. University of Strathclyde and the Higher Education sector	5
3. Students by protected characteristics and Faculties	7
3.1 Gender by Faculties.....	7
3.2 Students with disabilities and Black and Minority Ethnic students by Faculty	8
3.3 Age groups by Faculties.....	9
3.4 Religion and Belief.....	10
3.5 Sexual orientation by Faculties	11
3.6 Gender reassignment by Faculties	13
4. Students by level of study.....	13
4.1 Gender by level of study	13
4.2 BME students by level of study	14
4.3 Students with disabilities by level of study	15

Executive Summary

The University of Strathclyde Student Equality Monitoring report provides an overview as at February 2017.

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

All students are invited to provide on a voluntary basis information on their protected characteristics 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 20656 students of which 66% are studying at undergraduate level, 27% at postgraduate taught and 8% at postgraduate research level.

The diversity profile of students indicates that University has:

- 51% men, 49% women
- 69% white students and 8% Black and Minority Ethnic (BME) students
- 7% students with disabilities
- 58% of students are 21 and under
- 45% of the students indicated they had no religion. 34% of students stated they were of Christian faith and 6% as Muslims
- 5.6% of the students are Lesbian, Gay and Bisexual (LGB)
- 0.3% (56) of students are transgender

The Faculty of Humanities and Social Sciences (HaSS) has the highest proportion of women (71%). The Faculty of Engineering has the lowest proportion of female students (26%).

The Strathclyde Business School has proportionately the highest representation of Black and Minority Ethnic students (13%). HaSS has the lowest number of BME students (4%).

HaSS has the highest percentage of students with disabilities (8%) and Strathclyde Business School the lowest representation (4%).

The Faculty of Science has the highest proportion of students under 21 (74%). Engineering the highest proportion of 22-25 years old (17%). SBS has the highest proportion of students in the 26-35 age group (19%). HaSS has the highest representation of students who were 36 and over at the point of entry (17%).

1. Introduction

The University of Strathclyde Student Equality Monitoring annual 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 students as at February 2017. 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.

This report should be read in conjunction with the detailed Faculty reports available to all staff via SharePoint (restricted to the University of Strathclyde). The information from this report and detailed reports should be used at Department/ School and Faculty levels to encourage debate and future planning by making use of areas of good practice and in addressing under-representation of students from particular protected characteristics in the context of national and UK wide sector trends and Scottish Government requirements¹.

Sector-level comparator information presented in this report is sourced from the Equality Challenge Unit reports on Higher Education statistics:
<http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/>

¹ [SFC Gender Action Plan](#) and [Guidance for the development of University Outcome Agreements: 2017-18 to 2019-20](#); Disabilities and Universities Jan 2017 report
http://www.parliament.scot/S5_Equal_Opps/Reports/EHRiCS052017R01.pdf and [Race Equality Framework for Scotland 2016-2030](#)

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 Diagram 1.

There are marginally more male students than female 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. In contrast male students in the sector are significantly underrepresented compared with Strathclyde.

The profile for Black and Minority Ethnic (BME) students at Strathclyde is slightly better than that of Scottish sector, but significantly lower than the UK sector.

Students with disabilities at Strathclyde are proportionately lower than both the Scottish and the UK sectors.

Table 1: Strathclyde students profile compared with Scottish and UK Universities

	Strathclyde	Scottish Universities	All UK**
Female	10539 (49%)	133690 (57.5%)	1273335 (56%)
Male	10830 (51%)	98775 (42.5%)	992,370 (44%)
Total	20656 (100%)	232570 (100%)	2266075 (100%)
BME*	1753 (8%)	13585 (7.7%)	377225 (21%)
Disability	1478 (7%)	23330 (10%)	239425 (11%)

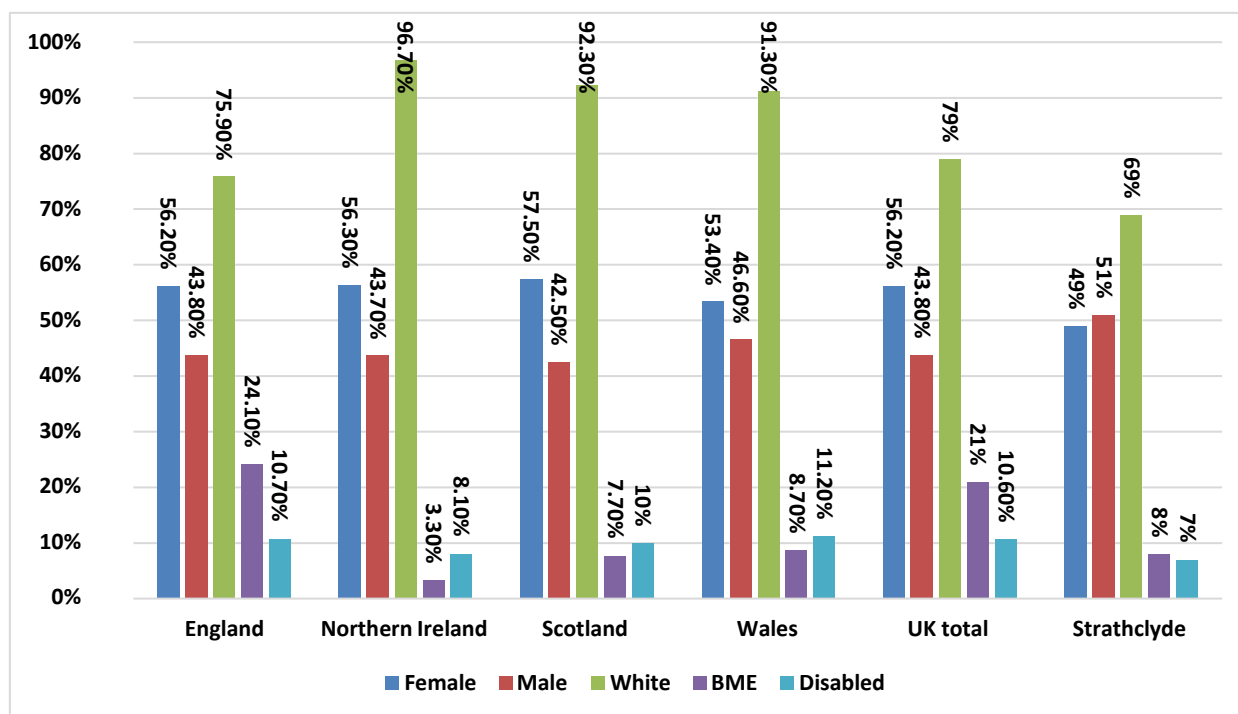
* BME data excludes non UK national students

** Data rounded up to nearest percent

Table 2: The University of Strathclyde student population compared with Scottish Universities and the UK sector

	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
Total	1844095	56445	232570	132965	2266075	21369
Female	1,036,875	31,775	133,690	70,995	1,273,335	10539
Male	806,990	24,670	98,775	61,935	992,370	10830
White	1,111,225	47,305	163,365	96,790	1,418,685	14765
BME	352,825	1,615	13,585	9,200	377,225	1753
Disabled	196,690	4550	23,330	14855	239,425	1478
	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
Female	56.2%	56.3%	57.5%	53.4%	56.2%	49%
Male	43.8%	43.7%	42.5%	46.6%	43.8%	51%
White	75.9%	96.7%	92.3%	91.3%	79%	69%
BME	24.1%	3.3%	7.7%	8.7%	21%	8%
Disabled	10.7%	8.1%	10%	11.2%	10.6%	7%

Diagram 1: University of Strathclyde and comparison with the Higher Education Sector



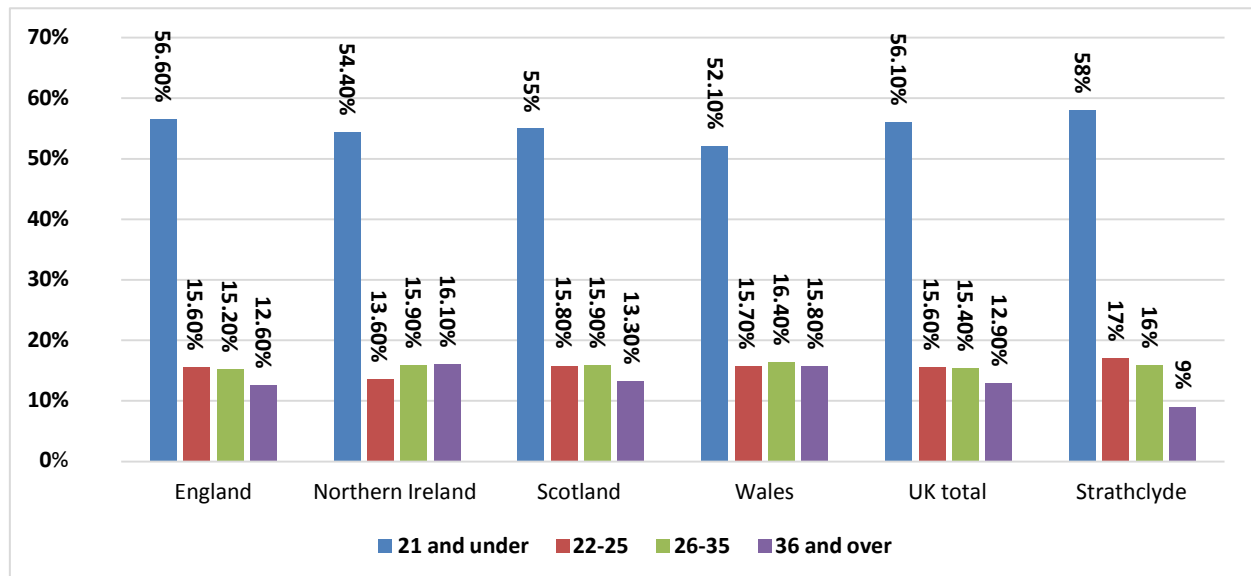
The distribution by age groups reveals that Strathclyde has higher proportion of students in the 21 and under age group compared with the Scottish and UK sectors. Strathclyde students in the age group 22-25 are better represented than the sector average. However, the University has the lower proportion of students age 36 and over compared with the sector (Table 3, Diagrams 2).

The information on the age protected characteristic at Strathclyde excludes data on students enrolled with the Centre for Life Long learning, where a high percentage are over 36.

Table 3: The University of Strathclyde student population by age groups compared with the higher education sector

	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
Total	1,843,820	56,445	232,540	132,945	2,265,750	21369
21 and under	1,042,900	30,710	127,905	69,305	1,270,820	12297
22-25	288,245	7,690	36,785	20,895	353,615	3607
26-35	280,440	8,980	36,965	21,740	348,125	3447
36 and over	232,240	9,065	30,880	21,010	293,190	2017
	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
21 and under	56.6%	54.4%	55%	52.1%	56.1%	58%
22-25	15.6%	13.6%	15.8%	15.7%	15.6%	17%
26-35	15.2%	15.9%	15.9%	16.4%	15.4%	16%
36 and over	12.6%	16.1%	13.3%	15.8%	12.9%	9%

Diagram 2: The University of Strathclyde student population by age groups compared with the higher education sector



3. Students by protected characteristics and Faculties

The distribution of students by Faculties (Table 4 and Diagrams 3) shows that Humanities and Social Sciences is the largest Faculty, therefore the pattern of student characteristics in this Faculty has the greatest influence on the representation and outcomes of students across the University – particularly for gender and age on entry.

Twenty-four students are enrolled outside of the four Faculties in the Office of the Chief Operating Officer (COO) and not included in further analysis. Students from this ‘Directorate’ are engaged in non-graduating language classes before entry into their course at Strathclyde.

3.1 Gender by Faculties

The gender profile varies significantly between the Faculties. In HaSS there are significantly more women (71%) than men. In contrast, female students are significantly underrepresented (25%) in the Faculty of Engineering.

The Faculty of Science and SBS have student gender profile which is almost similar to that of the overall University population.

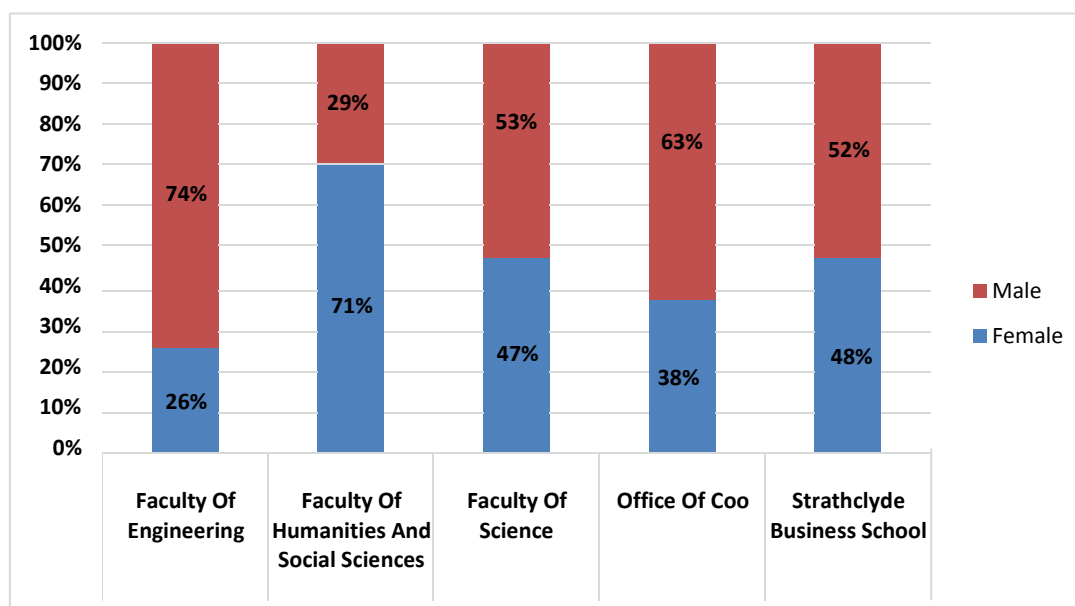
Table 4: Students by Gender and Faculty

	University Total	Engineering	HaSS	Science	SBS*	Office of COO**
Female	10539	1477	5075	1933	2045	9
Male	10830	4262	2100	2216	2237	15
Total	21369	5739	7175	4149	4282	24
Female %	49%	26%	71%	47%	48%	38%
Male %	51%	74%	29%	53%	52%	63%

* Strathclyde Business School

** Office of the Chief Operating Officer

Diagram 3: Students by Gender and Faculties



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

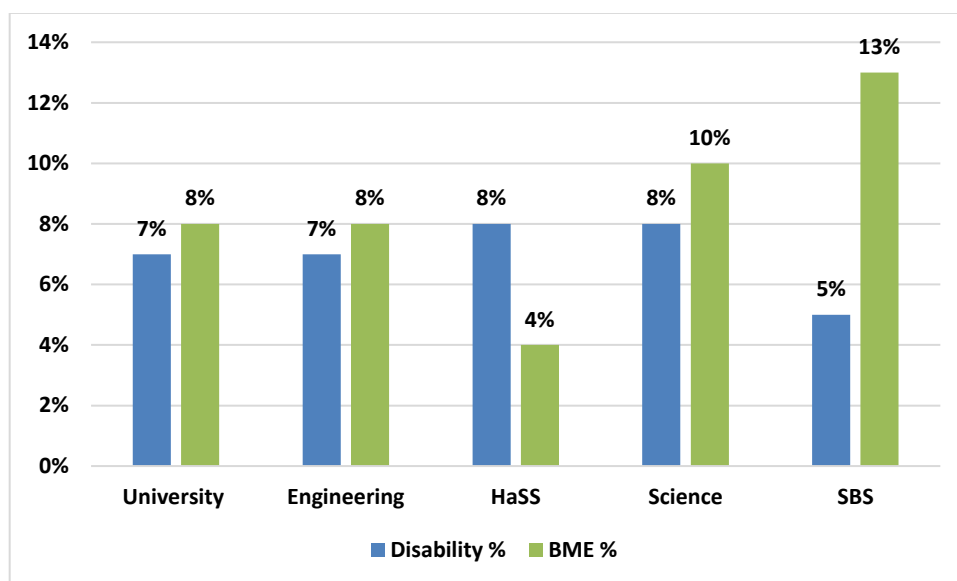
The faculties of Science and HaSS have highest proportion of students with disabilities, which is marginally higher than the University profile. Conversely, SBS has the lowest representation, which is 2% below the University population (Table 5 and Diagram 4).

The Strathclyde Business School proportionately has the highest representation of Black and Minority Ethnic (BME) students – 5% higher than the University BME population. Science also has a higher proportion of BME students compared with the University. However, HaSS has the lowest percentage of BME students – 4% lower than the university profile.

Table 5: Student Disability and Ethnicity by Faculty

	University Total	Engineering	HaSS	Science	SBS
Disability	1478	395	574	316	193
Disability %	7%	7%	8%	8%	5%
BME	1753	481	312	417	543
BME %	8%	8%	4%	10%	13%

Diagram 4: Students by Disability, Ethnicity and Faculties



3.3 Age groups by Faculties

The Faculty of Science has the highest proportion of students under 21 – which is 16% higher than the University. Whereas HaSS has the lowest proportion of students under 21 – which is 12% lower than the University profile (Table 6 and Diagram 5).

Engineering has marginally higher percentage of students between 22-25 years old than the University. Science has lower percentage of students between 22-25 years old than the University.

SBS has the highest proportion of students in the 26-35 age group – 6% higher than the University. Science has the lowest percentage of students in this age group.

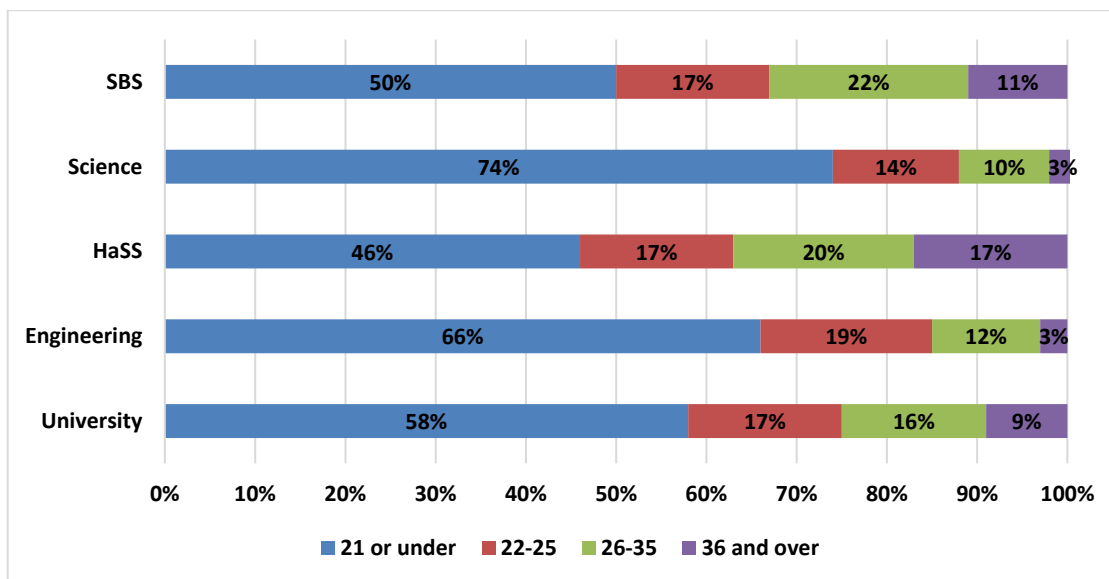
HaSS has the highest representation of students who are age 36 and over at the point of entry – 8% higher than the University. Both Engineering and Science have lower representation than the University.

Table 6: Student Age by Faculty

	University	Engineering	HaSS	Science	SBS
21 or under	12297	3793	3297	3050	2151
22-25	3607	1069	1229	561	735
26-35	3447	685	1419	416	922
36 and over	2017	191	1230	122	474
Total	21369	5739	7175	4149	4282

	University	Engineering	HaSS	Science	SBS
21 or under	58%	66%	46%	74%	50%
22-25	17%	19%	17%	14%	17%
26-35	16%	12%	20%	10%	22%
36 and over	9%	3%	17%	3%	11%
Total	100%	100%	100%	100%	100%

Diagram 5: Students by Faculties and Age on Entry



3.4 Religion and Belief

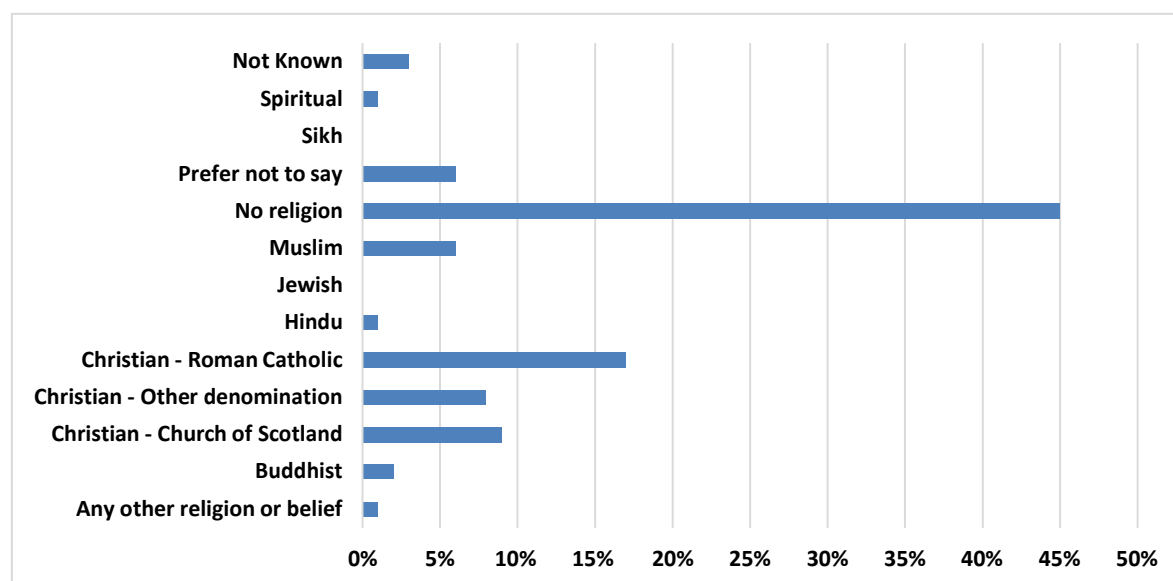
Information on students' religion and belief is provided in Table 7 and Diagram 6.

Almost half of the students population (45%) indicated they had no religion. 34% of the students disclosed they were of Christian faith. 6% of the students are Muslims and 5% indicated other religious and belief groups. However, a small proportion (3%) did not disclose their faith background and 6% of the students opted for prefer not to say option.

Table 7: Students' by Religion and Belief

	University	%
Any other religion or belief	253	1%
Buddhist	367	2%
Christian - Church of Scotland	1985	9%
Christian - Other denomination	1790	8%
Christian - Roman Catholic	3579	17%
Hindu	263	1%
Jewish	27	0%
Muslim	1358	6%
No religion	9538	45%
Prefer not to say	1300	6%
Sikh	63	0%
Spiritual	145	1%
Not Known	701	3%

Diagram 6: Students' by Religion and Belief



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).

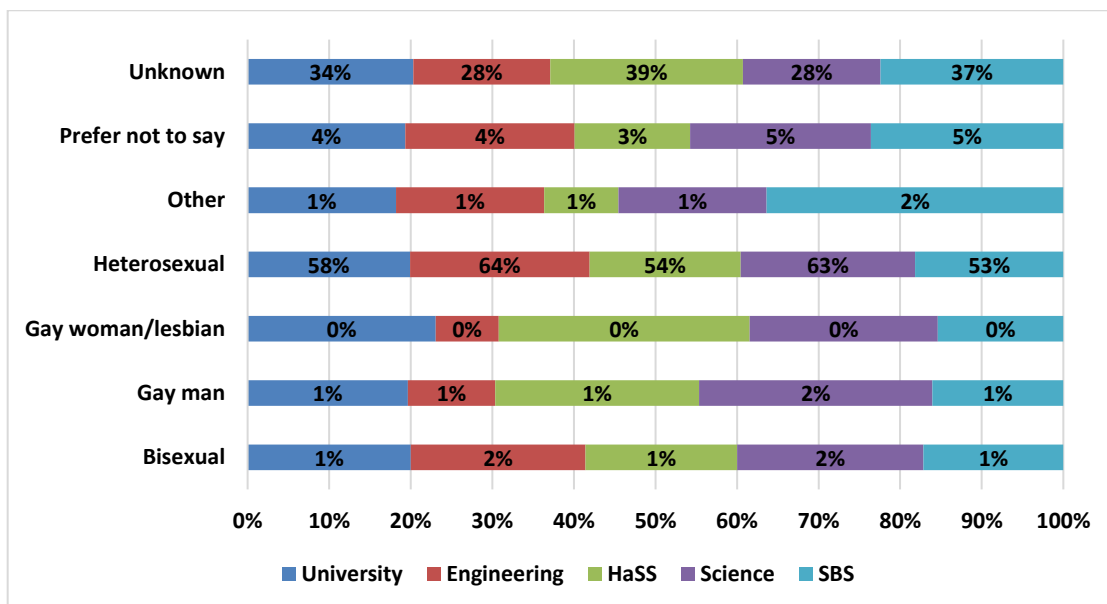
The LGB (Lesbian, Gay and Bisexual) students on campus form 4% of the student community. A significant proportion of the students indicated that they are straight or heterosexual (58%).

Table 8: Students' sexual orientation by Faculty

	University	Engineering	HaSS	Science	SBS
Bisexual	298	85	92	68	53
Gay man	241	33	103	68	37
Gay woman/lesbian	57	7	30	12	8
Heterosexual	12443	3690	3884	2594	2275
Other	258	68	40	49	101
Prefer not to say	881	255	215	195	216
Unknown	7191	1601	2811	1163	1592

	University	Engineering	HaSS	Science	SBS
Bisexual	1.4%	1.5%	1.3%	1.6%	1.2%
Gay man	1.1%	0.6%	1.4%	1.6%	0.9%
Gay woman/lesbian	0.3%	0.1%	0.4%	0.3%	0.2%
Heterosexual	58.2%	64.3%	54.1%	62.5%	53.1%
Other	1.2%	1.2%	0.6%	1.2%	2.4%
Prefer not to say	4.1%	4.4%	3.0%	4.7%	5.0%
Unknown	33.7%	27.9%	39.2%	28.0%	37.2%

Diagram 7 Students' sexual orientation by Faculty



3.6 Gender reassignment by Faculties

Students are invited to answer the question ‘*Is your gender identity the same as the gender you were originally assigned at birth?*’ 0.3% or 56 of respondents indicated their protected characteristic as transgender². Analysis by Faculty indicates that “trans” students are equally represented across three Faculties (Table 9).

Table 9: Gender reassignment by Faculty

	Trans students	%	Prefer not to say	%
Faculty of Engineering	16	29%	46	30%
Faculty of Humanities and Social Sciences	16	29%	36	24%
Faculty of Science	10	17%	23	16%
Strathclyde Business School	14	25%	46	30%
Total	56	100%	151	100%
% of University population	0.3%		0.7%	

4. Students by level of study

4.1 Gender by level of study

Strathclyde has a total of 21369 students of which 65% are enrolled at the undergraduate level, 27% at postgraduate taught and 8% at postgraduate research level.

The proportion of men studying at the undergraduate level is marginally more than women (Table 10 and Diagram 8).

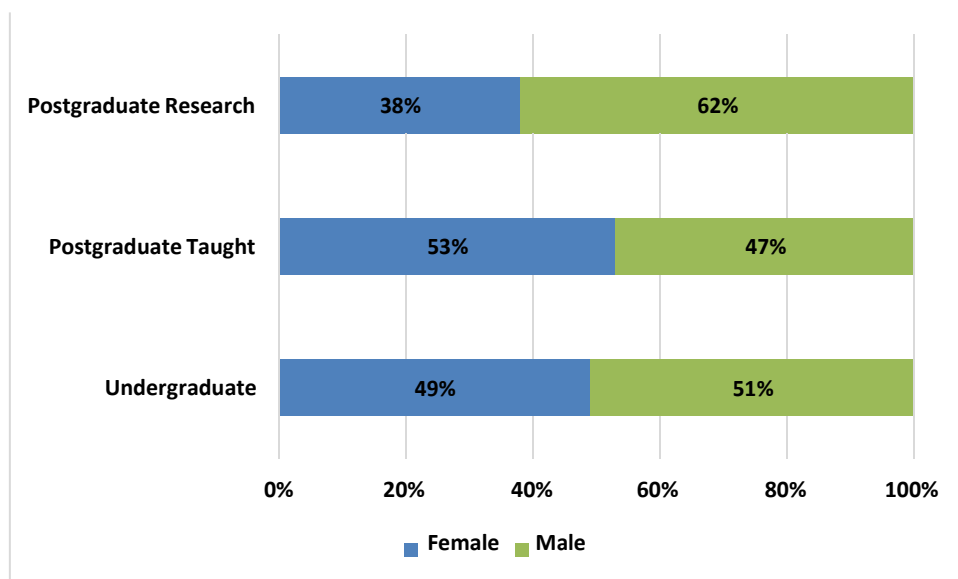
More women are studying at the postgraduate taught level. At the postgraduate research level there are significantly more men enrolled than women.

Table 10: Students by gender and level of study

	Female		Male		Total		
	No	%	No	%	No	%	
Undergraduate	6814	49%	7013	51%	13827	100%	65%
Postgraduate Taught	3077	53%	2739	47%	5816	100%	27%
Postgraduate Research	648	38%	1078	62%	1726	100%	8%
Total	10539	100%	10830	100%	21369	100%	100%

² 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’

Diagram 8: Students by gender and level of study



4.2 BME students by level of study

The representation of (students who have disclosed) Black Minority Ethnic students by level of study indicates that proportion at the undergraduate level is lower than that of all University students (Table 11 and Diagram 9).

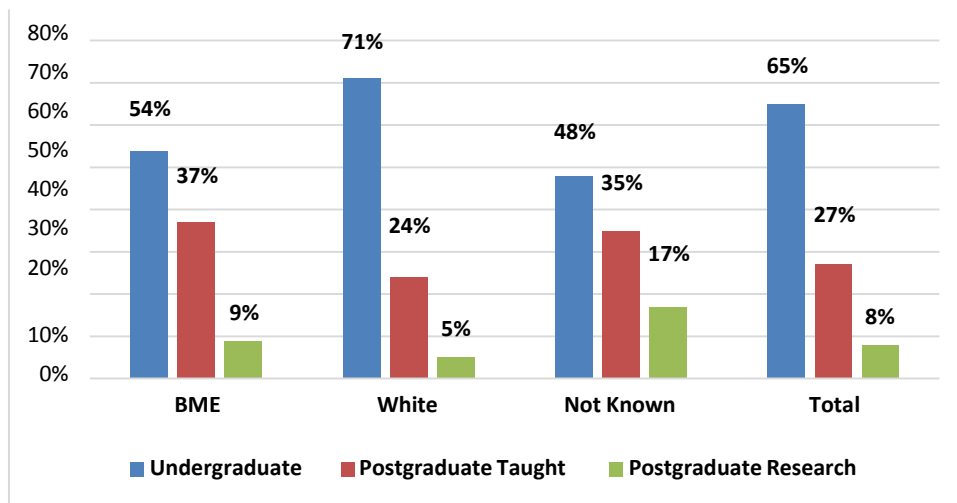
A higher proportion of BME students are studying at the Postgraduate Taught level than all students. At Postgraduate Research level the proportion of BME students is more or less similar to all students.

Significant proportion of students have not disclosed their ethnic background.

Table 11: BME and White students by level of study

	BME		White		Unknown		Total	
	No	%	No	%	No	%	No	%
Undergraduate	938	54%	10538	71%	2351	48%	13827	65%
Postgraduate Taught	651	37%	3479	24%	1686	35%	5816	27%
Postgraduate	164	9%	748	5%	814	17%	1726	8%
Total	1753	100%	14765	100%	4851	100%	21369	100%

Diagram 9: BME students by level of study



Higher percentage of BME students are enrolled at postgraduate levels than at undergraduate level (Table 12).

Table 12: BME students by level of study

	BME	% of University Total	University Total
Undergraduate	938	7%	13827
Postgraduate Taught	651	11%	5816
Postgraduate Research	164	10%	1726
Total	1753	8%	21369

4.3 Students with disabilities by level of study

The proportion of students with disabilities at undergraduate level is similar to that of all students at the University (Table 13 and Diagram 10).

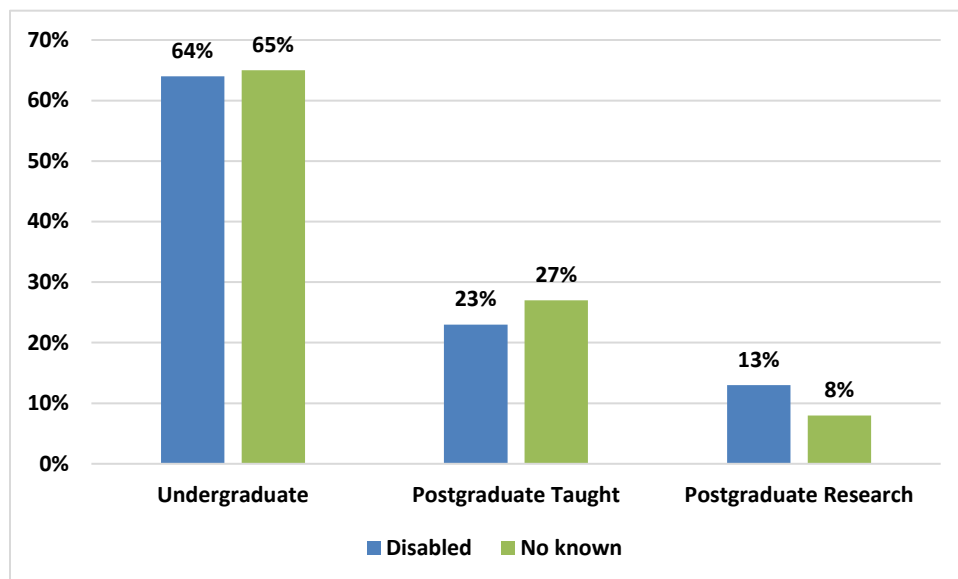
Slightly smaller proportion of students with disabilities are studying at postgraduate taught level.

There are proportionately more 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		No known		Total	
	No	%	No	%	No	%
Undergraduate	939	64%	12888	65%	13827	65%
Postgraduate Taught	347	23%	5469	27%	5816	27%
Postgraduate Research	192	13%	1534	8%	1726	8%
Total	1478	100%	19891	100%	21369	100%

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



A higher proportion of students with disabilities are studying at the postgraduate research level.

Table 14: Students with disabilities by mode of study

Disabled students	No	% of University students	University total
Undergraduate	939	7%	13827
Postgraduate Taught	347	6%	5816
Postgraduate Research	192	11%	1726
Total	1478	7%	21369

Information by type of disabilities and trends for the period between 2013-2017 are provided in Table 15 and Diagram 11.

Table 15: Students with disabilities by type of disability

Disability	2013/14	%	2014/15	%	2015/16	%	2016/17	%
A disability, impairment or medical condition that is not listed above	171	16%	140	12%	194	12%	157	11%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	164	15%	156	13%	208	13%	197	13%
A social/communication impairment such as Asperger's syndrome/ other autistic spectrum disorder	59	6%	62	5%	87	6%	77	5%
A specific learning difficulty e.g. dyslexia	348	32%	368	32%	558	36%	512	35%
Blind/partially sighted	21	2%	13	1%	26	2%	22	1%
Deaf/hearing impairment	31	3%	19	2%	47	3%	41	3%
Mental health difficulties	84	8%	89	8%	181	12%	168	11%
Two or more impairments and/or disabling medical conditions	153	14%	268	23%	219	14%	258	17%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	40	4%	42	4%	42	3%	46	3%
Total	1071		1157		1562		1478	

Diagram 11: Students by type of disability

