



University of Strathclyde

Student Equality Monitoring Report 2019

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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 2019.

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 22177 students of which 64% are studying at undergraduate level, 28% at postgraduate taught and 8% 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 9% Black and Minority Ethnic (BME)
- 8% of students have disabilities
- 58% of students are 21 and under
- 48% of students have no religion. 32% of students stated they were of Christian faith (2% lower than 2017) and 7% that they are Muslim (1% higher than 2017)
- 3.6% of students are Lesbian, Gay and Bisexual (LGB)
- 0.4% of students are transgender

The Faculty of Humanities and Social Sciences (HaSS) has the highest proportion of women students (72%). The Faculty of Engineering has the lowest proportion (27%), this is up by 2% since 2017.

Science has the highest representation of Black and Minority Ethnic students (12%). HaSS has the lowest percentage of BME students (5%).

HaSS has the highest percentage of students with disabilities (10%) and Strathclyde Business School the lowest representation (5%).

The Faculty of Science has the highest percentage of students under 21 (70%), although this is 4% lower than in 2017. HaSS 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 2019. 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 requirements)¹.

Sector-level comparator information presented in this report is sourced from Advance HE's Higher Education statistical reports: https://www.advance-he.ac.uk/resources/2018_HE-stats-report-students.pdf

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 Diagram 1. In terms of student numbers, there are marginally more female than male students at Strathclyde (51% female in percentage terms). 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 is slightly 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.

¹ [SFC Gender Action Plan](#) and [Guidance for the development of University Outcome Agreements: 2019-20 to 2021-22](#); [Disabilities and Universities Jan 2017 report](#) http://www.parliament.scot/S5_Equal_Opps/Reports/EHRICS052017R01.pdf and [Race Equality Framework for Scotland 2016-2030](#)

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

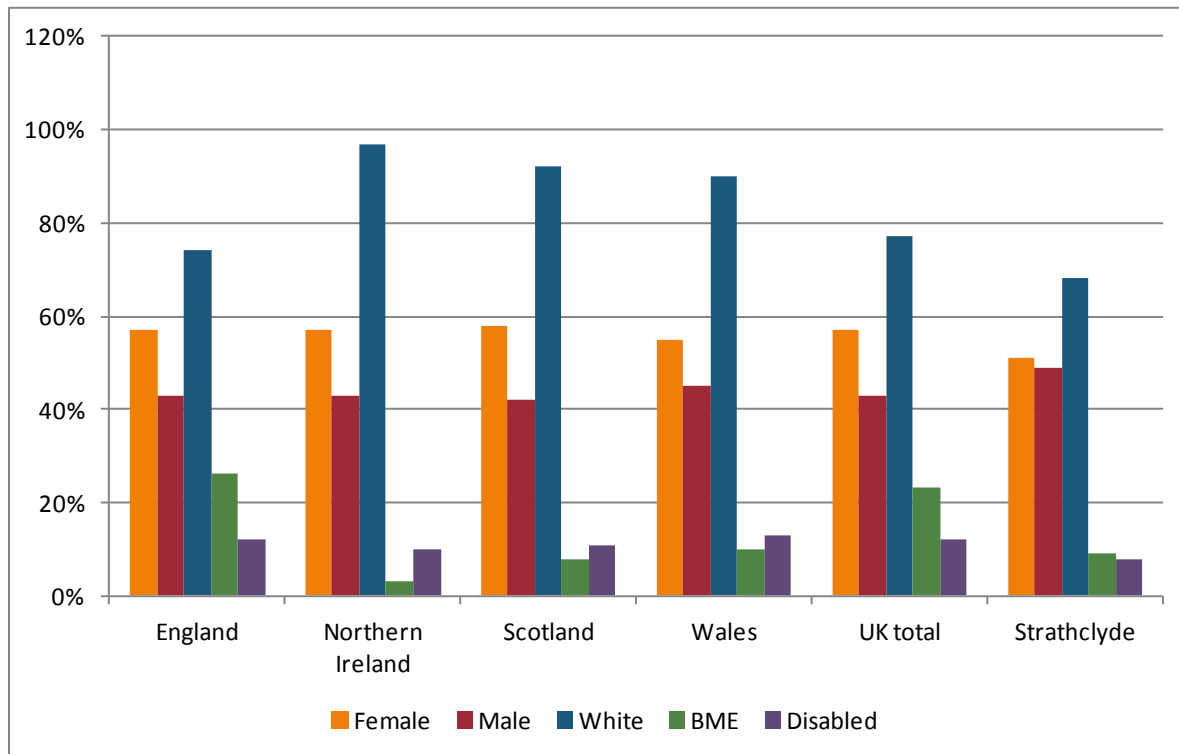
	Strathclyde	Scottish Universities	All UK**
Female	11204 (51%)	141,205 (58%)	1,314,035 (57%)
Male	10973 (49%)	100,515(42%)	1,002,820 (43%)
Total	22177 (100%)	241,720 (100%)	2,316,855 (100%)
BME*			
BME*	1999 (9%)	15400 (8%)	419,105 (23%)
Disability	1782 (8%)	27565 (11%)	279,115 (12%)

* 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	1,891,250	54570	241,720	129,310	2,316,855	22177
Female	1,070,825	31030	141,205	70975	1,314,035	11204
Male	820,430	23540	100,515	58335	1,002,820	10973
White	1,114,480	47085	169,105	95000	1,425,665	15157
BME	391,290	1660	15400	10750	419,105	1999
Disabled	229,470	5250	27565	16830	279,115	1782
Percentage of UK total						
	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
Female	57%	57%	58%	55%	57%	51%
Male	43%	43%	42%	45%	43%	49%
White	74%	97%	92%	90%	77%	68%
BME	26%	3%	8%	10%	23%	9%
Disabled	12%	10%	11%	13%	12%	8%

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

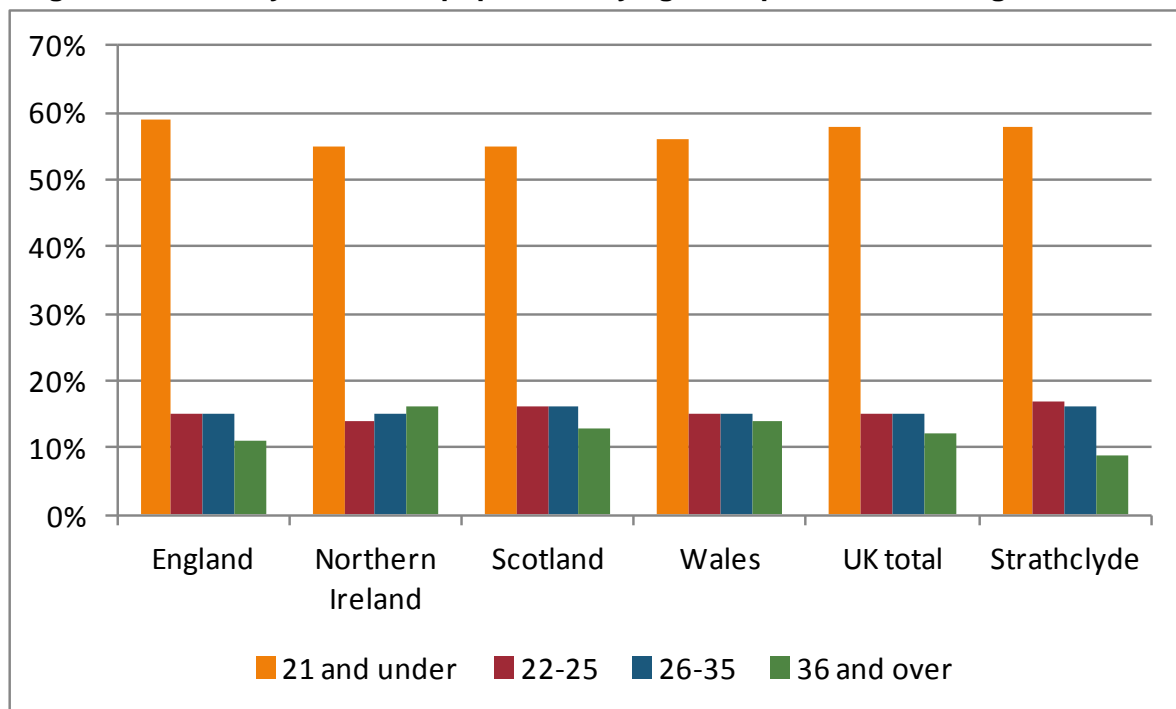


Strathclyde has a similar proportion of students in the 21 and under age group compared with the UK sector average overall and a higher percentage than the Scottish sector. Strathclyde students in the age group 22-25 are slightly higher represented than the UK and Scotland sector averages. However, the 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	1,891,800	54,570	241,925	129,360	2,317,655	22177
21 and under	1,111,035	30,210	133,525	72,020	1,346,795	12868
22-25	290,340	7,455	38,755	19,555	356,105	3788
26-35	273,455	8,345	38,005	19,230	339,035	3494
36 and over	216,965	8,555	31,640	18,560	275,720	2027
	England	Northern Ireland	Scotland	Wales	UK total	Strathclyde
21 and under	59%	55%	55%	56%	58%	58%
22-25	15%	14%	16%	15%	15%	17%
26-35	15%	15%	16%	15%	15%	16%
36 and over	11%	16%	13%	14%	12%	9%

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



3. Students by protected characteristics and Faculties

Humanities and Social Sciences (HaSS) 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. 25 students are enrolled on programmes which are categorised under the Office of the Chief Commercial Officer, as opposed to a specific Faculty.

3.1 Gender by Faculties

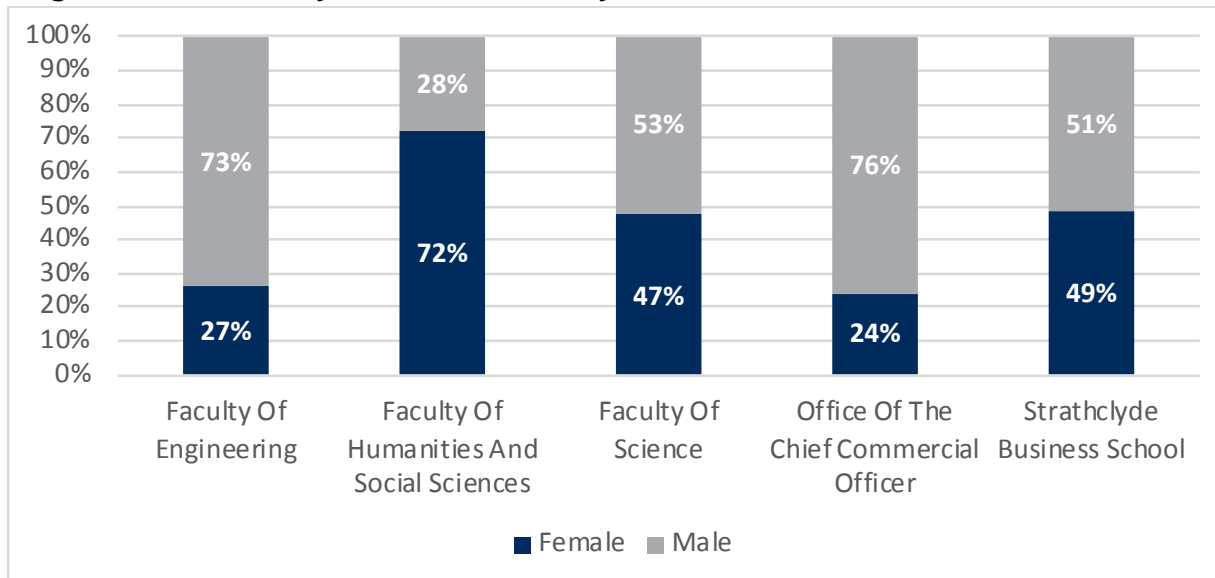
The gender profile varies significantly between the Faculties. In HaSS there are significantly more women than men (72%). In contrast, female students are significantly underrepresented in the Faculty of Engineering (27%, up by 2% since 2017). The Faculty of Science and Strathclyde Business School have 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**	Office of CCO***
Female	11204	1543	5350	2109	2196	6
Male	10973	4270	2040	2341	2303	19
Total	22177	5813	7390	4450	4499	25
Female%	51%	27%	72%	47%	49%	24%
Male %	49%	73%	28%	53%	51%	76%

*Humanities and Social Sciences **Strathclyde Business School ***Office of the Chief Commercial Officer

Diagram 3: Students by Gender and Faculty



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

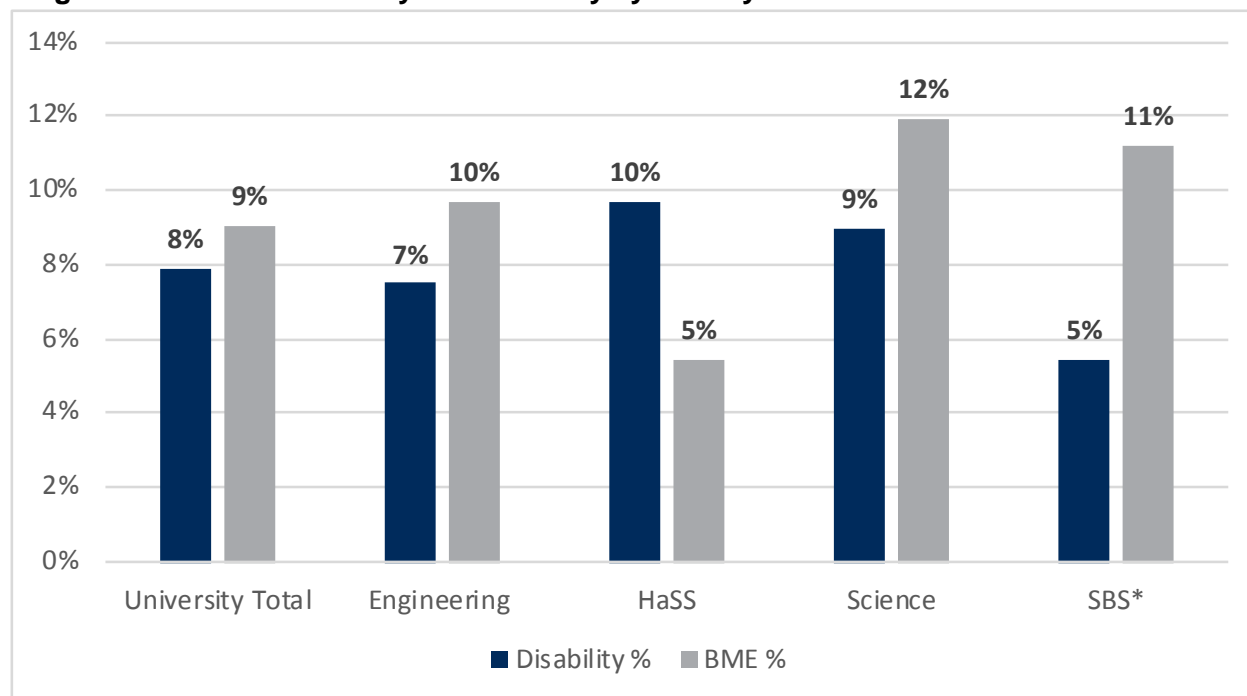
The faculties of Science and HaSS have the highest proportion of students with disabilities, which is marginally higher than the University profile. Conversely, SBS has the lowest representation, which is 3% below the University population (Table 5 and Diagram 4).

SBS proportionately has the highest representation of Black and Minority Ethnic (BME) students – 3% higher than the University BME population. 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	1782	434	713	393	242
Disability %	8%	7%	10%	9%	5%
BME	1999	565	400	530	504
BME %	9%	10%	5%	12%	11%

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, although this is 4% lower than in 2017. HaSS has the lowest percentage of students under 21 – 11% lower than the University profile (Table 6 and Diagram 5).

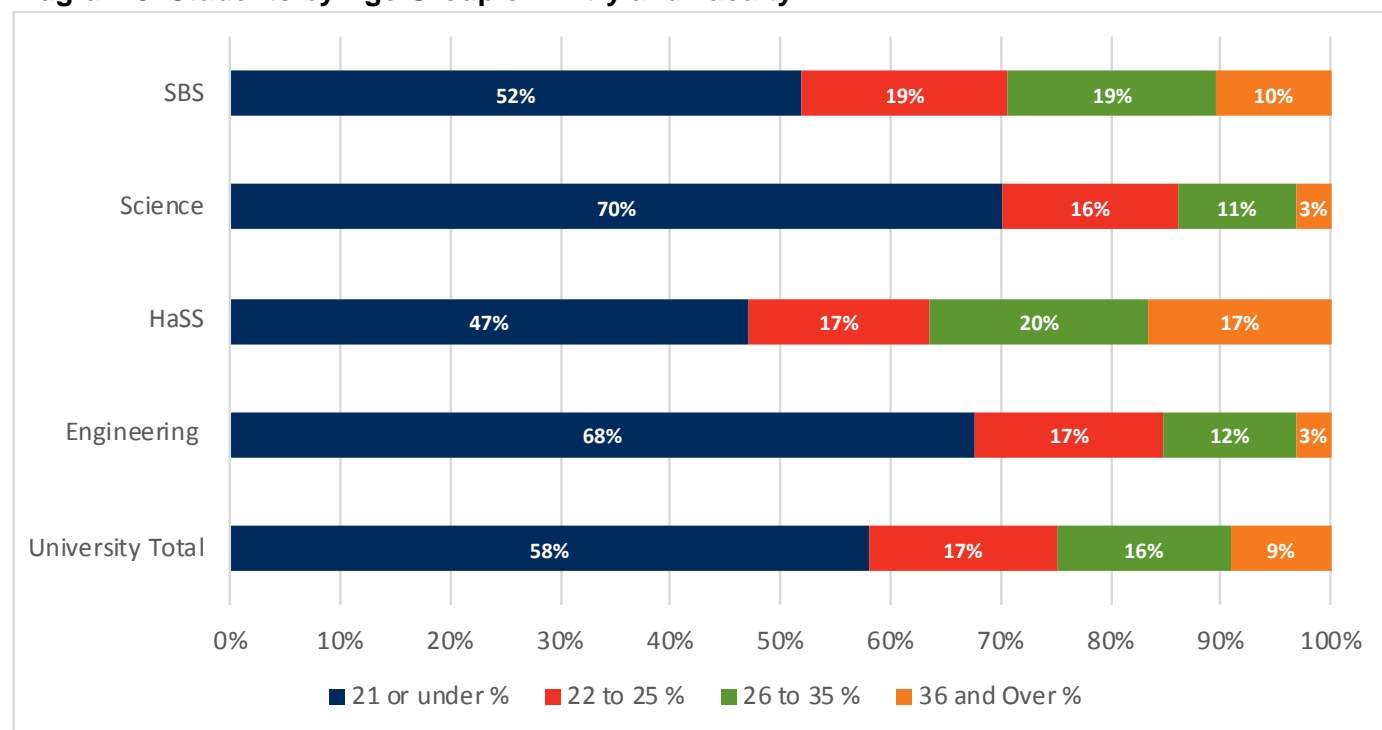
HaSS has the highest proportion of students in the 26-35 age group – 4% higher than the University overall. Science has the lowest percentage of students in this age group.

HaSS has the highest representation of students who are age 36 and over at the point of entry – 8% 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	12868	3930	3476	3124	2334
22 to 25	3788	1002	1223	705	847
26 to 35	3494	692	1469	479	849
36 and Over	2027	189	1222	142	469
Total	22177	5813	7390	4450	4499
	University Total	Engineering	HaSS	Science	SBS
21 or under %	58%	68%	47%	70%	52%
22 to 25 %	17%	17%	17%	16%	19%
26 to 35 %	16%	12%	20%	11%	19%
36 and Over %	9%	3%	17%	3%	10%
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. Almost half of the student population (48%) indicated they had no religion. 32% disclosed they were of Christian faith (2% lower than 2017). 7% are Muslim (1% higher than 2017) and 4% indicated other religious and belief groups.

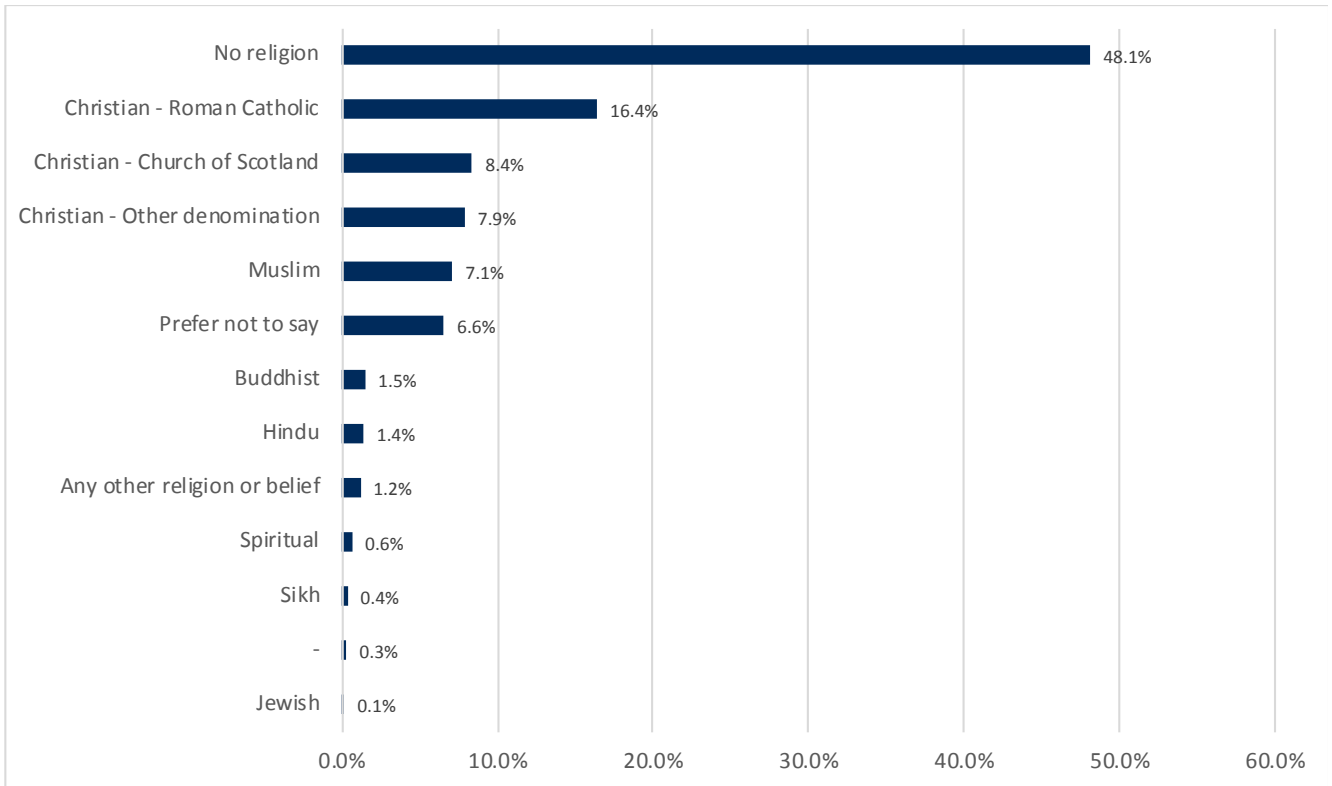
Of the students in institutions that returned religion and belief data to HESA, 70.5% provided information, 6.8% refused to provide information and for 22.8% the data field was blank. 93% of Strathclyde students provided information on their religion and belief.

Table 7: Students by Religion and Belief and Faculty

	Engineering		HaSS		Science		Office of CCO		SBS		University	
-	0	0%	64	1%	0	0%	0	0%	0	0%	65	0%
Any other religion/belief	78	1%	82	1%	51	1%	0	0%	51	1%	262	1%
Buddhist	72	1%	38	1%	42	1%	0	0%	176	4%	330	1%
Christian: Church of Scotland	368	6%	852	12%	322	7%	0	0%	319	7%	1861	8%
Christian: Other denomination	552	9%	502	7%	300	7%	0	0%	398	9%	1752	8%
Christian: Roman Catholic	757	13%	1561	21%	608	14%	0	0%	711	16%	3637	16%
Hindu	98	2%	24	0%	35	1%	0	0%	153	3%	310	1%

Jewish	6	0%	13	0%	6	0%	0	0%	8	0%	33	0%
Muslim	483	8%	246	3%	444	10%	9	36%	394	9%	1576	7%
No religion	2929	50%	3493	47%	2305	52%	9	36%	1935	43%	10671	48%
Prefer not to say	425	7%	416	6%	296	7%	5	20%	314	7%	1456	7%
Sikh	14	0%	23	0%	24	1%	0	0%	19	0%	80	0%
Spiritual	31	1%	76	1%	17	0%	0	0%	20	0%	144	1%
Grand Total	5813	100%	7390	100%	4450	100%	23	100%	4498	100%	22177	100%

Diagram 6: Students by Religion and Belief: University



3.5 Sexual Orientation by Faculties

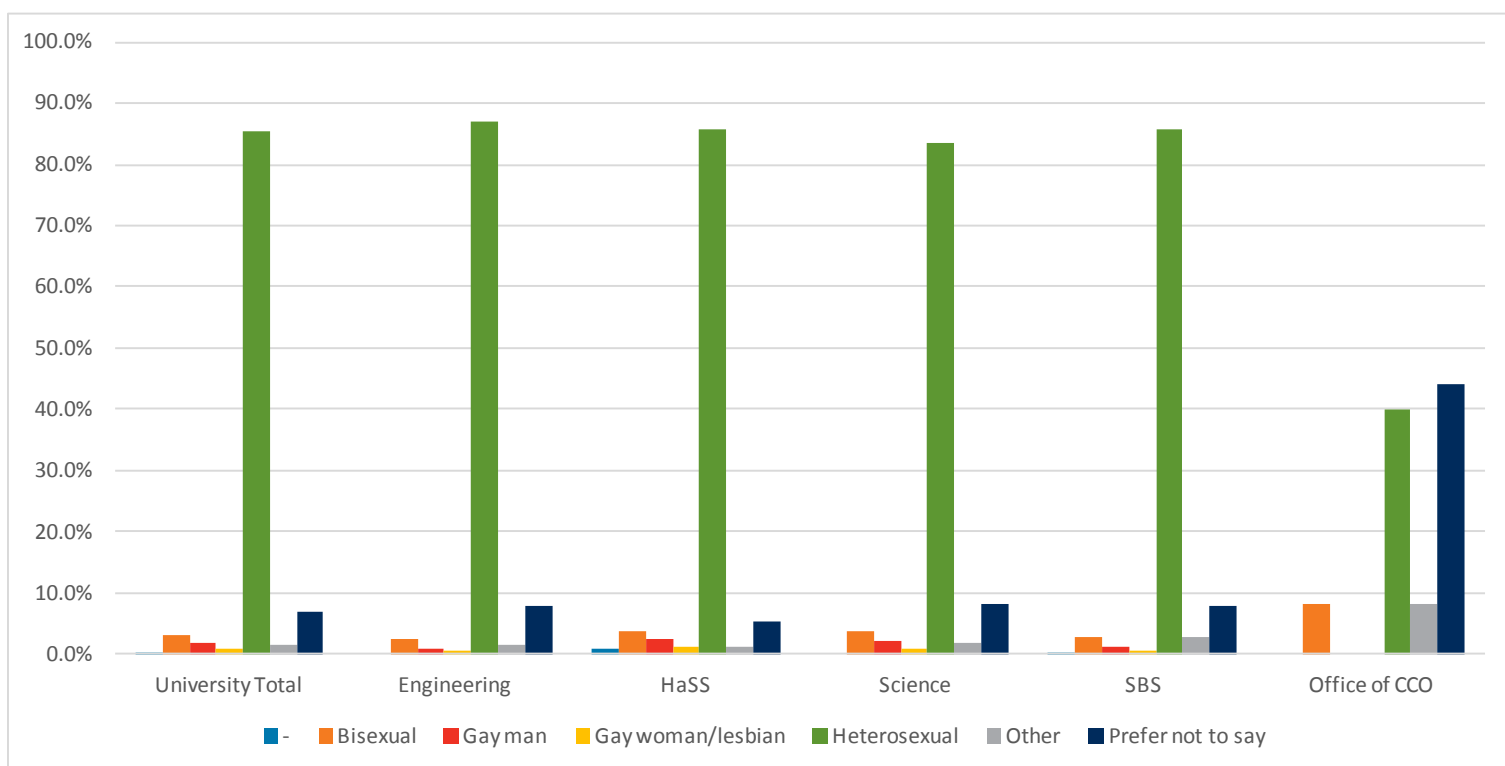
Students are asked the question at registration: *How would you describe your sexual orientation?* (Table 8 and Diagram 7). 3.6% of students indicated that they were Lesbian, Gay or Bisexual. A significant proportion of students indicated that they are straight or heterosexual (87%). 1.5% described their orientation as other, while 7.8% opted not to disclose.

Of the students in institutions that returned sexual orientation data to HESA, 70.4% provided information, 7.8% refused to provide information and for 21.8% the data field was blank. 93% of Strathclyde students provided information on their sexual orientation.

Table 8: Students Sexual Orientation by Faculty

	University Total	Engineering	HaSS	Science	SBS	Office of CCO
-	65	0	64	0	0	0
Bisexual	700	139	268	168	123	0
Gay man	366	55	168	99	44	0
Gay woman/lesbian	159	20	92	31	16	0
Heterosexual	18977	5062	6333	3721	3851	10
Other	354	86	77	72	117	0
Prefer not to say	1556	451	388	359	347	11
	University Total	Engineering	HaSS	Science	SBS	Office of CCO
-	0.3%	0.0%	0.9%	0.0%	0.0%	0.0%
Bisexual	3.2%	2.4%	3.6%	3.8%	2.7%	0.0%
Gay man	1.7%	0.9%	2.3%	2.2%	1.0%	0.0%
Gay woman/lesbian	0.7%	0.3%	1.2%	0.7%	0.4%	0.0%
Heterosexual	85.6%	87.1%	85.7%	83.6%	85.6%	40.0%
Other	1.6%	1.5%	1.0%	1.6%	2.6%	0.0%
Prefer not to say	7.0%	7.8%	5.3%	8.1%	7.7%	44.0%

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?* 0.4% (84 respondents) indicated that they are transgender². (Table 9)

Of the students in UK institutions that returned gender reassignment information to HESA, 69.3% provided information, 3.4% refused to provide information, and for 27.3% the data field was blank. 98% of Strathclyde students provided information on their gender identity.

Table 9: Gender Reassignment by Faculty

	Trans Students	(%)	Prefer not to say	(%)
Faculty Of Engineering	19	23%	94	34%
Faculty Of Humanities And Social Sciences	22	27%	63	23%
Faculty Of Science	25	30%	54	20%
Strathclyde Business School	16	19%	56	20%
Office Of The Chief Commercial Officer	0	20%	8	3%
Total	82	100%	275	100%
% of University population	0.4%		1.2%	

4. Students by level of study

4.1 Gender by level of study

Strathclyde has a total of 22177 students of which 64% are enrolled at the undergraduate level, 28% at postgraduate taught and 8% at postgraduate research level.

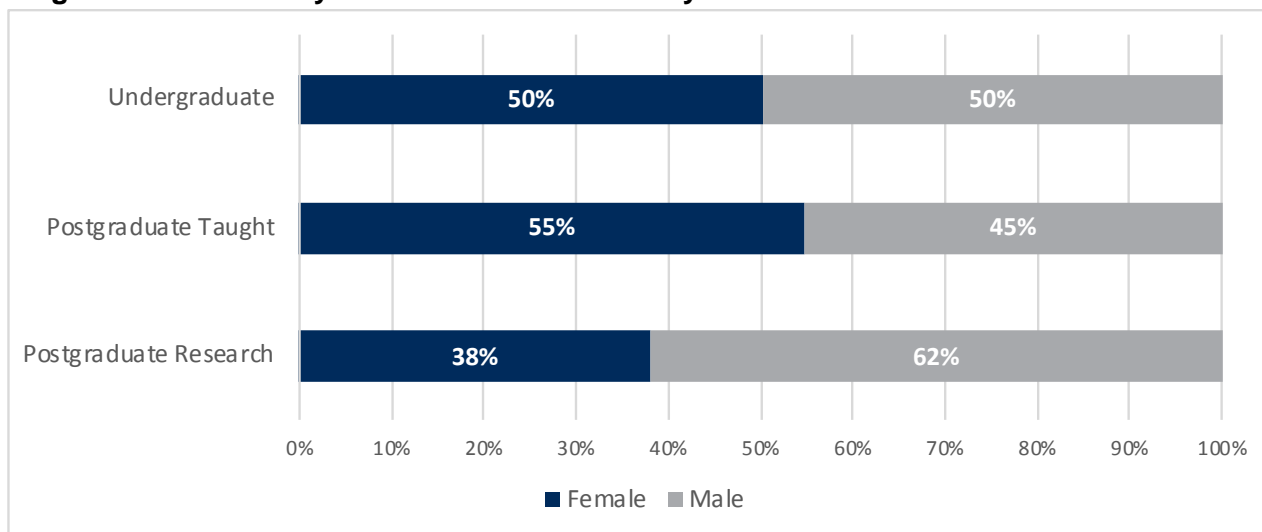
The proportion of men studying at the undergraduate level is equal to that of women (Table 10 and Diagram 8). Proportionately more women are studying at the postgraduate taught level (2% increase since 2017). At the postgraduate research level there are significantly more men enrolled than women.

Table 10: Students by Gender and level of study

	Female	(%)	Male	(%)	Total	(%)	
Undergraduate	7173	50%	7097	50%	14270	100%	64%
Postgraduate Taught	3357	55%	2780	45%	6137	100%	28%
Postgraduate Research	674	38%	1096	62%	1770	100%	8%
Grand Total	11204	51%	10973	49%	22177	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

With regard to students who disclosed their ethnicity, the proportion of Black and Minority Ethnic (BME) students who are undergraduate is slightly lower than the percentage of the total student population who are undergraduate (Table 11 and Diagram 9), although this gap has reduced by 7% since 2017.

A higher percentage of BME students are studying at Postgraduate Taught (PGT) level compared to the total University PGT percentage. 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 12).

Table 11: BME and White students by level of study

	BME	(%)	White	(%)	Unknown	(%)	Total Headcount	Total (%)
Undergraduate	1196	60%	10863	72%	2211	44%	14270	64%
Postgraduate Taught	632	32%	3545	23%	1960	39%	6137	28%
Postgraduate Research	171	9%	749	5%	850	17%	1770	8%
Grand Total	1999	100%	15157	100%	5021	100%	22177	100%

Diagram 9: BME students by level of study

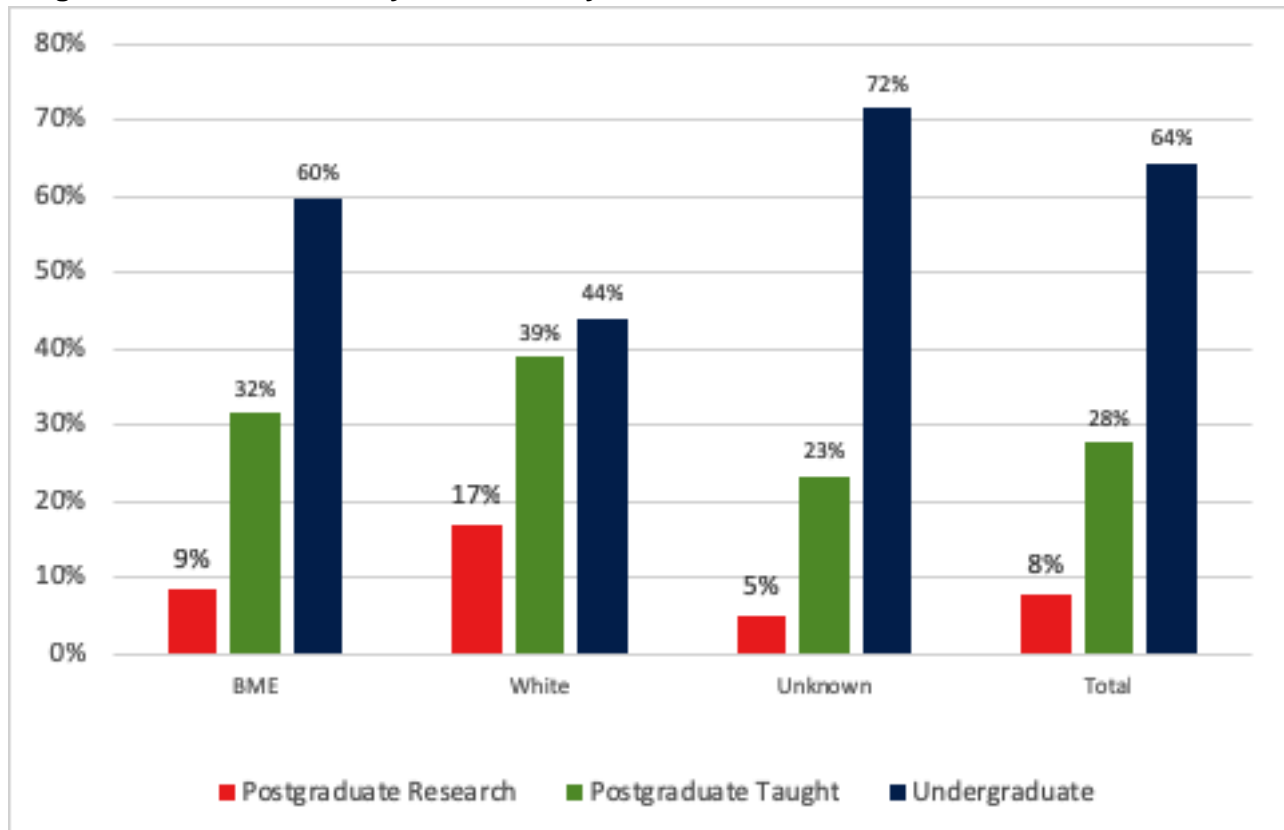


Table 12: BME students by level of study

	BME	% of University Total	University Total
Undergraduate	1196	8%	14270
Postgraduate Taught	632	10%	6137
Postgraduate Research	171	10%	1770
Total	1999	9%	22177

4.3 Students with Disabilities by level of study

The proportion of disabled students at undergraduate level is 6% higher than the undergraduate percentage of the total student population (Table 13 and Diagram 10). In 2017, this figure was 1% lower than the overall undergraduate percentage. 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	1241	70%	13029	64%	14270	64%
Postgraduate Taught	426	24%	5711	28%	6137	28%
Postgraduate Research	115	6%	1655	8%	1770	8%
Grand Total	1782	100%	20395	100%	22177	100%

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

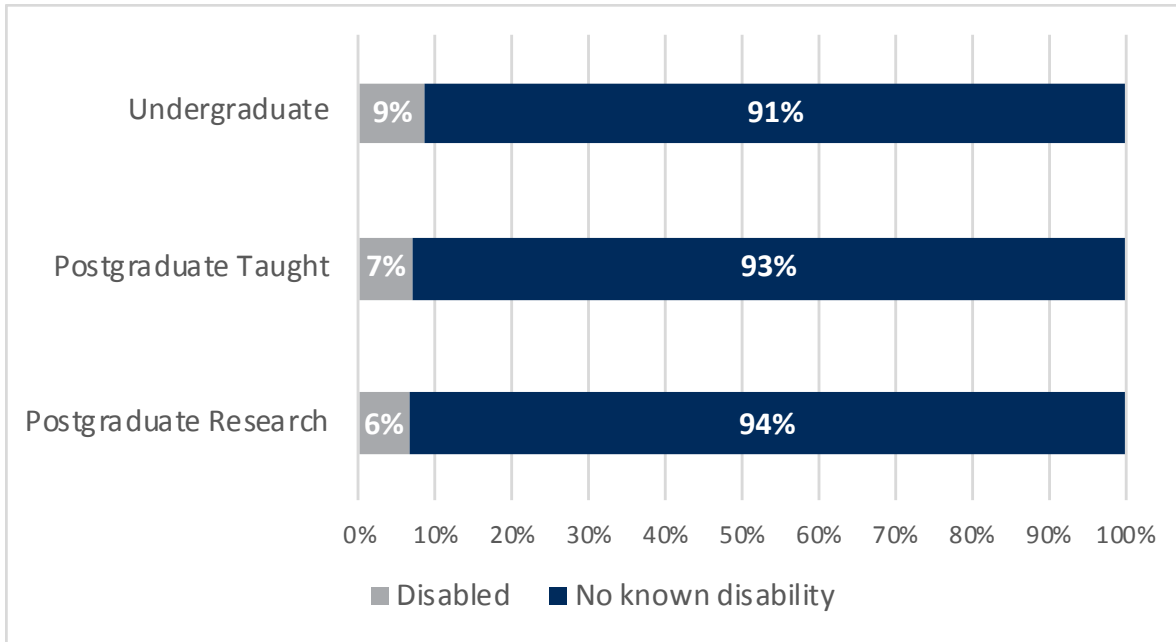


Table 14: Students with Disabilities by level of study

	Disabled	Disabled%	No known disability	No known disability%	Total Headcount	(%)
Undergraduate	1241	9%	13029	91%	14270	100%
Postgraduate Taught	426	7%	5711	93%	6137	100%
Postgraduate Research	115	6%	1655	94%	1770	100%
Grand Total	1782	8%	20395	92%	22177	1

Information by type of disabilities and trends for the period between 2013-2019 is provided in Table 15 and Diagram 11.

Table 15: Students with Disabilities by type of Disability

	2014/15	2014/15	2015/16	2015/16	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19
A disability not listed above	0	0%	0	0%	0	0%	0	0%	0	0%
A disability, impairment or medical condition that is not listed above	203	14%	202	12%	186	10%	190	10%	184	10%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	198	13%	219	13%	249	14%	273	15%	248	14%
A mental health condition, such as depression, schizophrenia or anxiety disorder	251	17%	303	18%	328	18%	370	20%	352	20%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	44	3%	41	2%	59	3%	59	3%	64	4%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	79	5%	86	5%	81	5%	75	4%	89	5%
A specific learning difficulty e.g. dyslexia	0	0%	0	0%	0	0%	0	0%	0	0%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	486	32%	589	35%	627	35%	643	35%	638	36%
An unseen disability, e.g. diabetes, epilepsy, asthma	0	0%	0	0%	0	0%	0	0%	0	0%
Autistic Spectrum Disorder	0	0%	0	0%	0	0%	0	0%	0	0%
Blind or a serious visual	25	2%	23	1%	27	2%	21	1%	19	1%

impairment uncorrected by glasses										
Blind/partially sighted	0	0%	0	0%	0	0%	0	0%	0	0%
Deaf or a serious hearing impairment	40	3%	48	3%	47	3%	51	3%	51	3%
Mental health difficulties	0	0%	0	0%	0	0%	0	0%	0	0%
Personal care support	0	0%	0	0%	0	0%	0	0%	0	0%
Two or more impairments and/or disabling medical conditions	177	12%	178	11%	170	10%	165	9%	137	8%
Grand Total	1503	100%	1689	100%	1774	100%	1847	100%	1782	100%

Diagram 11: Students by type of disability

