Diversity Data - Annual report 2019/20

Contents

Staff and Student Data analysis

Overview

LSHTM is comprised of three Faculties (Epidemiology and Population Health, Infectious and Tropical Diseases and Public Health and Policy), the MRC Unit The Gambia and the MRC/UVRI Uganda Research Unit and the Professional Services (PS) departments. The MRC Units joined LSHTM in 2018 and have equivalent status to that of faculties. Additionally, the London International Development Centre (LIDC) is a collaboration of several University of London Colleges, whose staff are employed by LSHTM.

Table 3 shows a breakdown of academic, PS staff and students in Epidemiology and Population Health (EPH), Infectious and Tropical Diseases (ITD), Public Health and Policy (PHP), Professional Services and 'other'. Other includes Division of Education, LIDC and international staff based at the MRC Unit The Gambia and the MRC/UVRI Uganda Research Unit.

Table 3 – Staff by unit and staff type (academic or professional services)

	Academic	Professional Support
Epidemiology and Population Health	385	96
Infectious and Tropical Diseases	345	139
Public Health and Policy	297	48
MRC Unit The Gambia (LESO)	823 (scientific staff)	541 (non-scientific staff
MRC/UVRI Uganda Research Unit (LESO)	243 (scientific staff)	187 (non-scientific staff)
Professional Support Services	8	268
Other (including international staff based at the MRC units)	35	119

The majority of staff in the MRC Units are Locally Employed Staff Overseas (LESO staff) who hold a local employment contract. Equality legislation is different in Uganda and the Gambia with some differences in terms of protected characteristics and limited requirements on organisations to collect equality data for their staff. Equality data on MRC Units, therefore, have not been included in the analysis in this report.

LSHTM run a number of distance learning programmes via the International Programmes of the University of London, which are taught by Distance Learning (DL) Tutors. DL Tutors have not been included in the analysis here, however, since

records do not provide an accurate representation of currently active DL tutors. DL Tutor contracts have no end date and individuals are not removed if inactive. As a snapshot, currently there are 535 DL members of staff. Of all DL staff on record, 69% are female and 31% male; 63% are white and 23% BME (Unknown 14%); 51% are from the UK, 43% Non-UK and 6% unknown. Distance Learning students are also not reported here, however, going forward it is anticipated that we include EDI analysis for DL students where possible.

Staff Recruitment data

When looking at recruitment (Figures 2 and 3), women are more likely to be appointed than men in both academic and professional roles. However, analysis by grade suggests relatively fewer women apply to higher grades (Figure 4) suggesting the need to do more to attract female applicants to higher grades. LSHTM's flexible working policy has been revised during 2019/20 removing the minimum employment period stipulation which may help to attract more female applicants.

In terms of ethnicity, and recruitment of both academic and professional services staff (Figures 5 and 6), applicants who are white are more likely to be appointed than BME applicants. For professional services recruitment, the difference gap between %BME shortlisted and %BME appointed is 6%, while for academics it is 12%. The gap between the proportions of white and BME applicants that are shortlisted remains as in previous years.

This suggests that the barriers in relation to ethnicity are at both shortlisting and interview stage. Analysis by grade suggests there are fewer BME applicants for higher academic grades while fairly consistent proportion for professional services across all grades (Figure 7) suggesting that more needs to be done to attract BME applicants to higher academic grades.
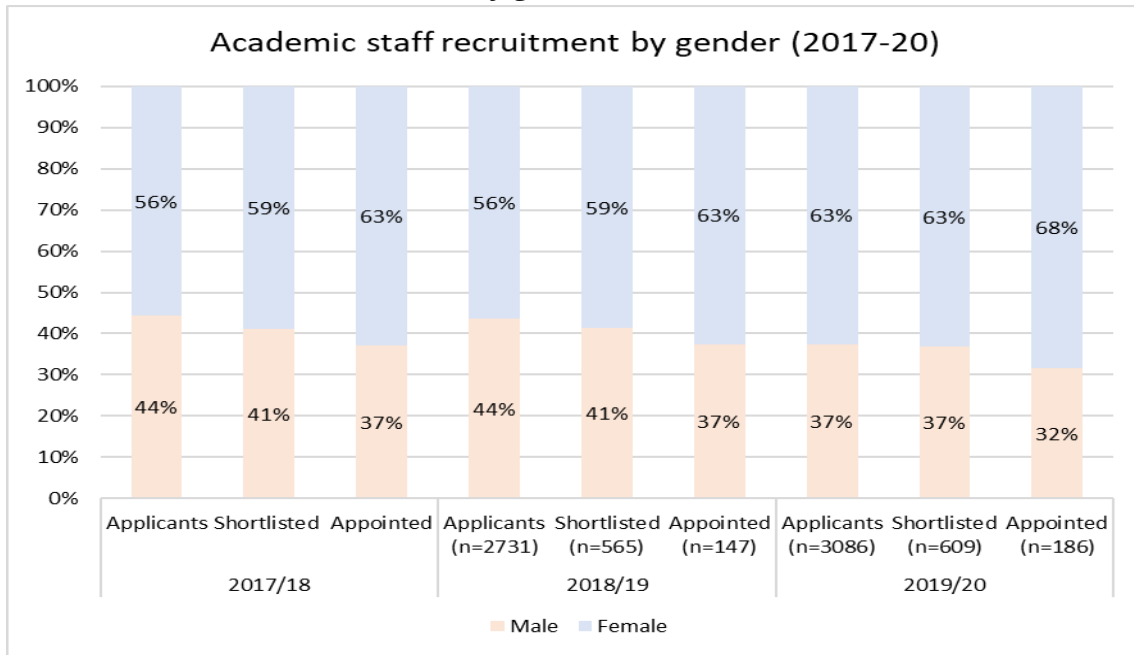
Figure 2 - Academic staff recruitment by gender

Academic staff recruitment by gender (2017-20)

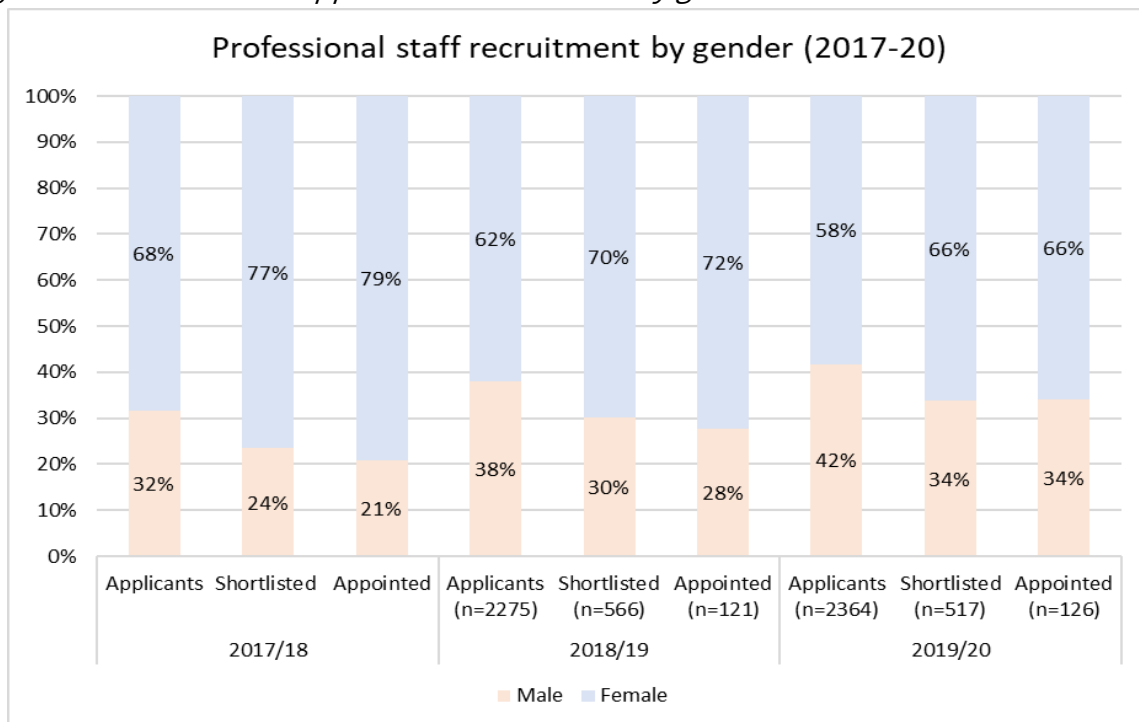|	2017/18			2018/19			2019/20		
	Applicants	Shortlisted	Appointed	Applicants (n=2731)	Shortlisted (n=565)	Appointed (n=147)	Applicants (n=3086)	Shortlisted (n=609)	Appointed (n=186)
Female	56%	59%	63%	56%	59%	63%	63%	63%	68%
Male	44%	41%	37%	44%	41%	37%	37%	37%	32%

Figure 3 – Professional support staff recruitment by gender

Professional staff recruitment by gender (2017-20)

	2017/18			2018/19			2019/20		
	Applicants	Shortlisted	Appointed	Applicants (n=2275)	Shortlisted (n=566)	Appointed (n=121)	Applicants (n=2364)	Shortlisted (n=517)	Appointed (n=126)
Female	68%	77%	79%	62%	70%	72%	58%	66%	66%
Male	32%	24%	21%	38%	30%	28%	42%	34%	34%

Figure 4 – Academic and Professional support staff applications by gender and grade

Analysis by Gender / Grade - Applicants (2019/20)

Male / Female
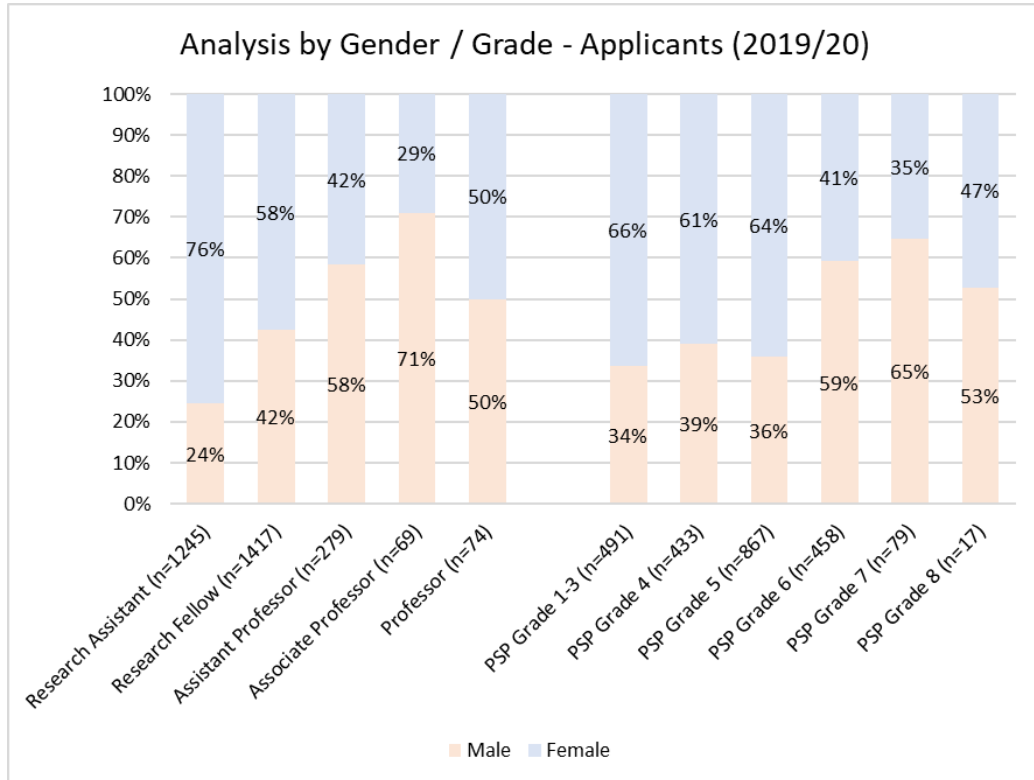
Figure 5 – Recruitment percentage at each stage for academic staff by ethnicity

Academic staff recruitment by ethnicity (2017-2019)

White / BME / Not known
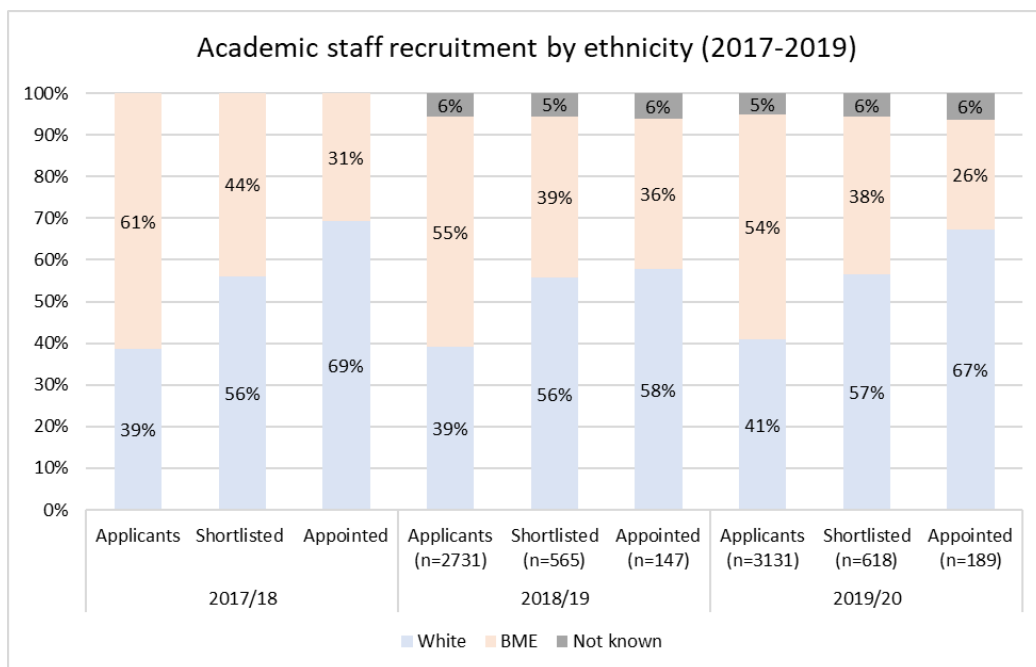
Figure 6 – Recruitment percentage at each stage for professional staff by ethnicity

Professional staff recruitment by ethnicity (2017-2019)
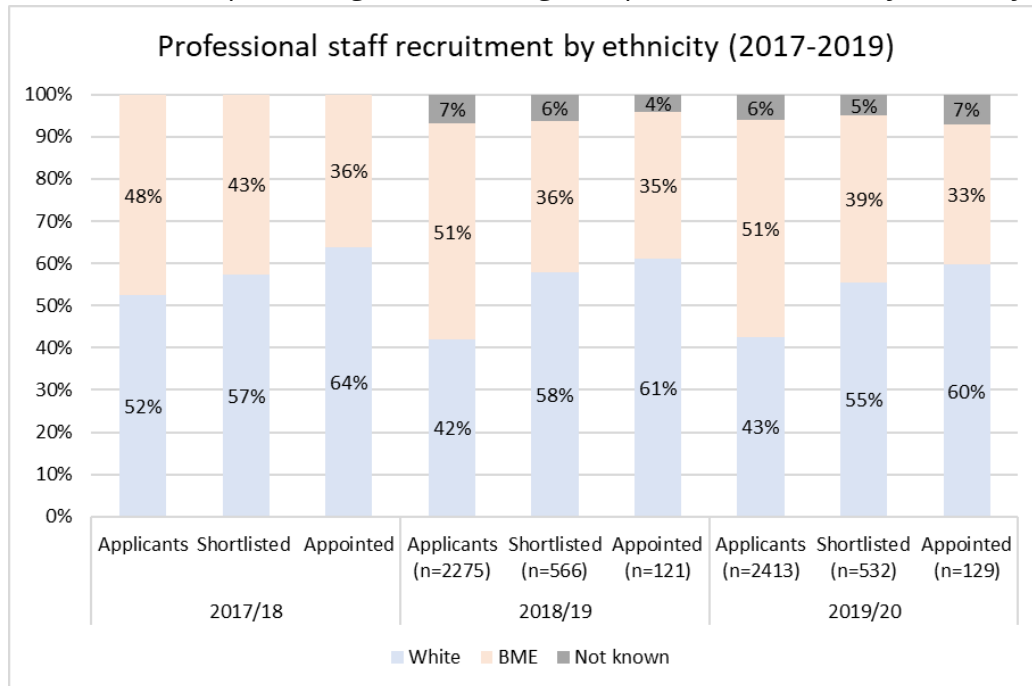
Figure 7 – Academic and Professional support staff applications by ethnicity and grade

Analysis by Ethnicity / Grade - Applicants (2019/20)
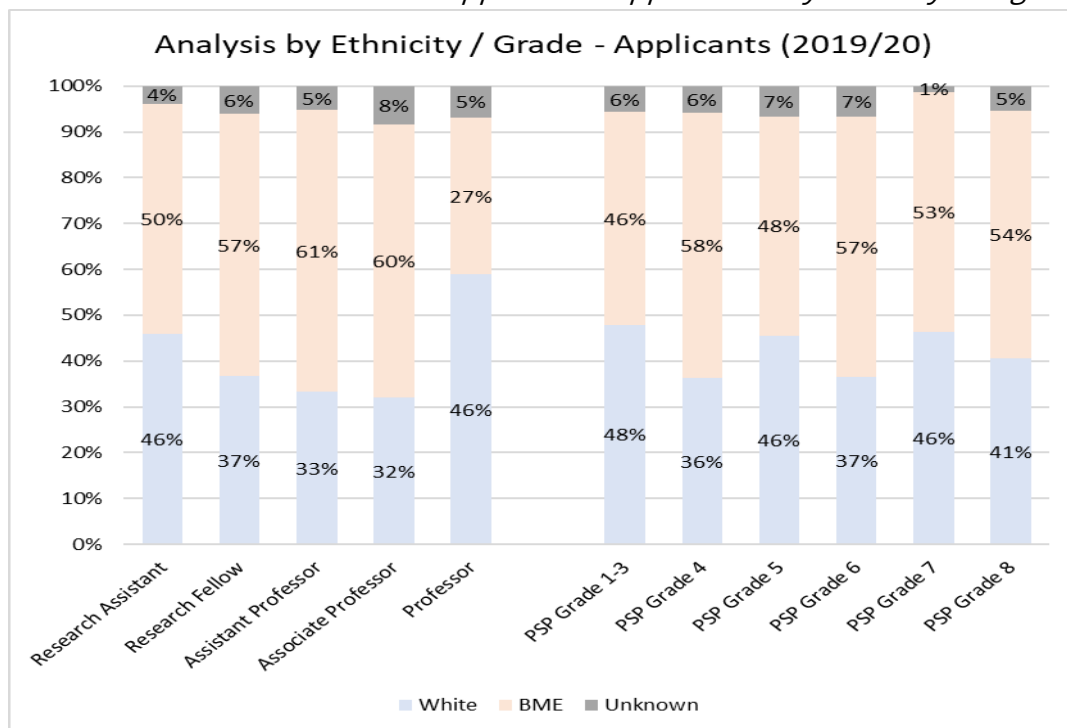
Academic Staff Promotions data

Promotions applications and outcomes are monitored annually, but in any one year there can be small numbers in specific sub-groups making interpretation difficult. Table 2 pools the data for the years 2017-20 on proportion of applications from the pool at a grade, proportion of those successful relative to the pool, and proportion

successful of those who applied, by ethnicity and gender. The indicator 'proportion successful relative to the pool' allows for the possibility that different groups may have different probabilities of applying for promotion.

Table 2 – Analysis of Academic Promotions by grade

LSHTM (2017-2020) - Ethnicity	% pool applied		% pool promoted		% applications successful	
	BME	White	BME	White	BME	White
Research Assistant	11%	12%	8%	8%	73%	73%
Research Fellow	10%	10%	6%	8%	59%	73%
Assistant Professor	15%	11%	5%	7%	32%	65%
Associate Professor	17%	10%	11%	7%	64%	64%

LSHTM (2017-2020) - Gender	% pool applied		% pool promoted		% applications successful	
	Women	Men	Women	Men	Women	Men
Research Assistant	14%	6%	9%	6%	69%	100%
Research Fellow	12%	9%	7%	7%	64%	78%
Assistant Professor	10%	16%	6%	8%	60%	53%
Associate Professor	12%	10%	9%	5%	75%	50%

LSHTM (2017-2020) - Gender / BME only	% pool applied		% pool promoted		% applications successful	
	Women	Men	Women	Men	Women	Men
Research Assistant	13%	4%	9%	4%	70%	100%
Research Fellow	11%	8%	6%	5%	57%	64%
Assistant Professor	11%	21%	2%	8%	20%	40%
Associate Professor	26%	10%	19%	5%	71%	50%

Staff demographic analysis

Staff data has been analysed using a staff point in time of 31st July each year.

Age
Table 4 shows an analysis of staff population by age in comparison to benchmark.

Table 4 – Staff by age

	Academic	Professional Support	Benchmark[1]
30 and under	11%	18%	17%
31-40	38%	32%	29%
41-50	26%	26%	25%
51-60	14%	19%	22%
61 and over	10%	4%	7%

Disability
Figure 8 represents the staff by those who have stated that they have a disability or not for both professional support staff and academic staff [2]. For academic staff the percentage of staff who have declared a disability is 4.8% which is slightly above the benchmark and increased from last academic year. The percentage of professional support staff is also higher than benchmark at 7%.

Review of LSHTM's disability policy commenced in 2019/20 and consultation on this is planned via the above-mentioned disability staff network alongside efforts to raise awareness of disability related issues and actions during 2019/20. The EDI team has begun to work with the Estates team to ensure that accessibility issues are more proactively embedded within the Estates redevelopment programme of work.

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[1] All 'benchmark' data reflects the HE sector and are taken from Advance HE, Equality in higher education: staff statistical report 2019
[2] The category 'No known disability' includes both those who indicated that they are not disabled, and those have chosen not to answer the question; this aligns with changes made to HESA reporting standards in 2012.

*Figure 8 – Staff population by disability / no known disability*

Staff population by disability / no known disability (2017-2020)

	Academic				Professional Support			
	2017/18	2018/19	2019/20	Benchmark	2017/18	2018/19	2019/20	Benchmark
Not Known	1.3%	1.4%	1.6%		1.0%	1.4%	1.4%	
No known disability	95.5%	94.1%	93.6%	95.7%	92.4%	91.5%	91.7%	93.9%
Disability	3.2%	4.5%	4.8%	4.3%	6.6%	7.1%	7.0%	6.1%

Legend: ■ Disability ■ No known disability ■ Not Known
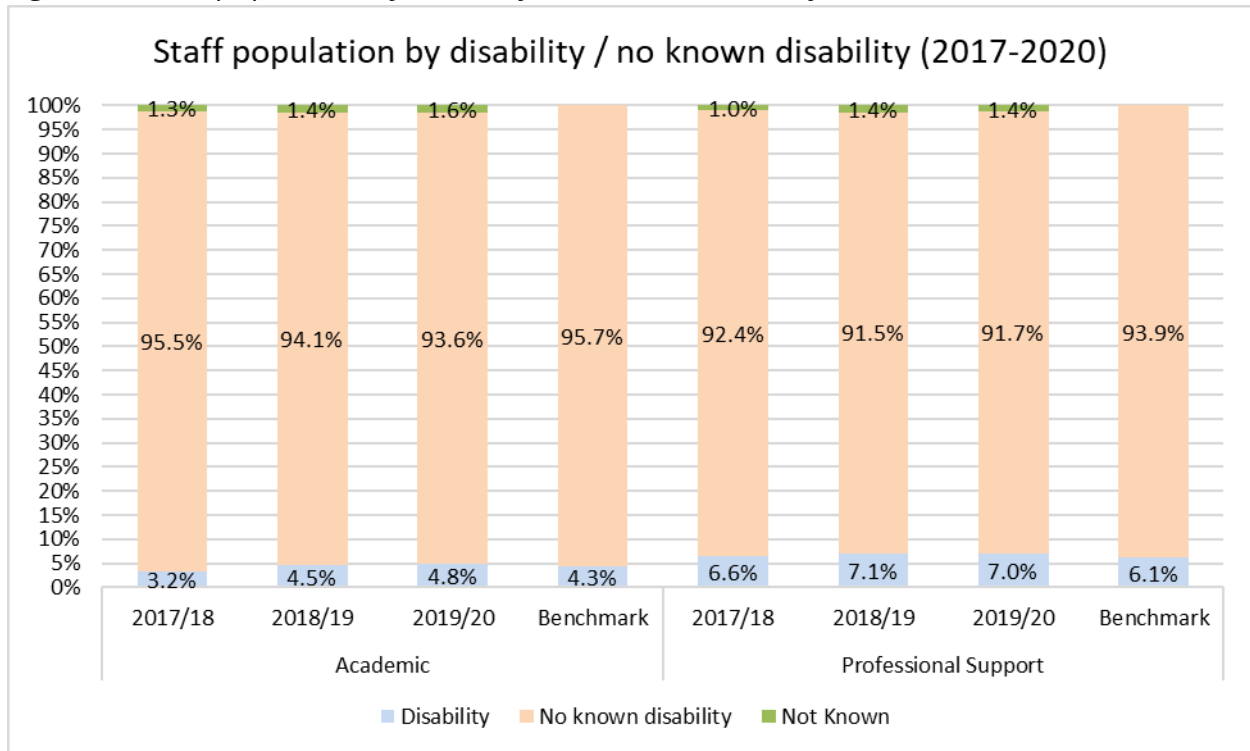
Ethnicity and nationality

Across LSHTM, 26% identify as BME, 69% as White and 5% are unknown (Figure 9). This is higher for professional support staff than academics, 31% and 23% respectively.

Figure 9 also shows LSHTM staff proportions as UK and non-UK intersecting with ethnicity and against benchmark data[3]; this shows that the School has a higher proportion of ethnic minority staff than the benchmark. This may be due to the global remit of LSHTM.

Figure 9 – Staff population by ethnicity (2019/2020)

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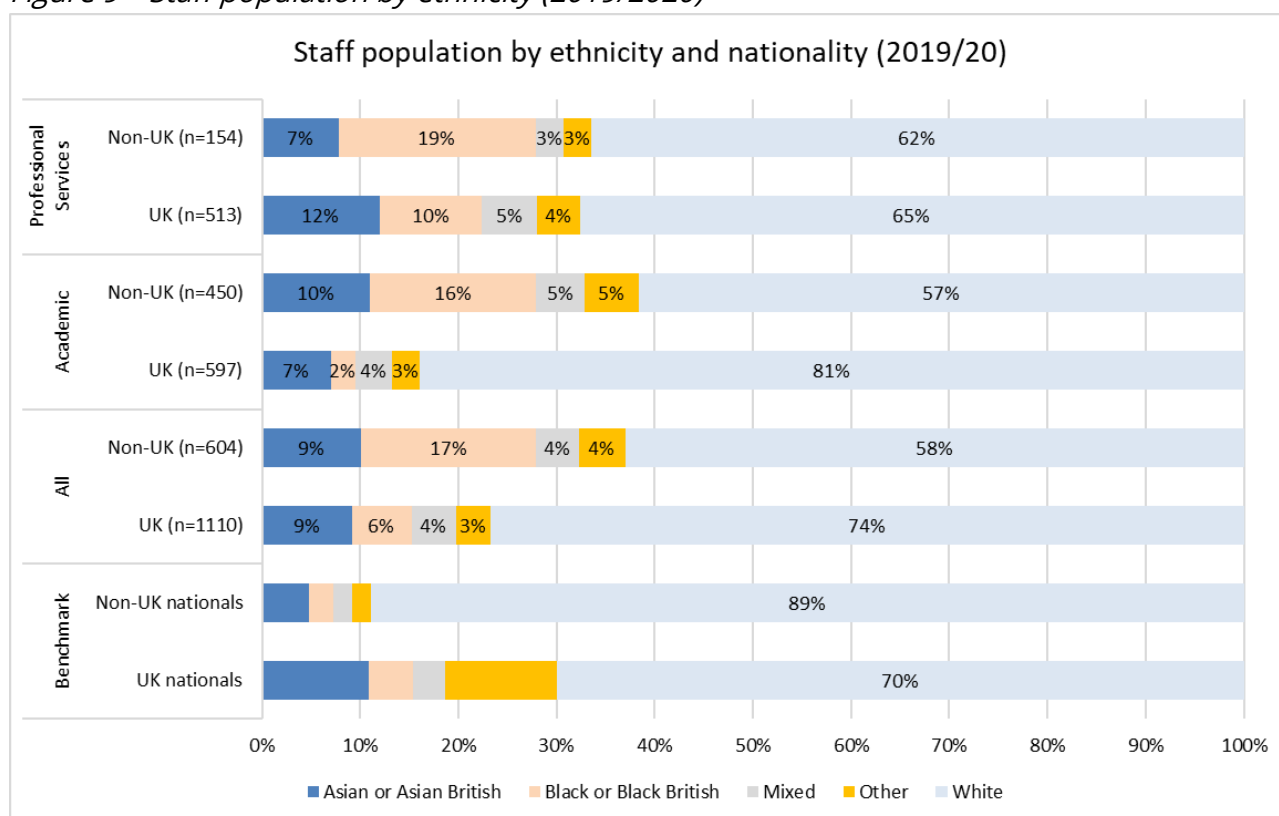
[3] All 'benchmark' data are taken from Advance HE, Equality in higher education: staff statistical report 2019

When considering nationality and ethnicity, the highest proportion of academic BME staff come from outside the UK and the EU with BME staff accounting for 57% of non-UK or EU academic staff (Figure 10). This is not the case for PS staff where only 19% of BME staff are from outside the UK/EU.

Figure 10 – Staff population by nationality / ethnicity (2019/20)
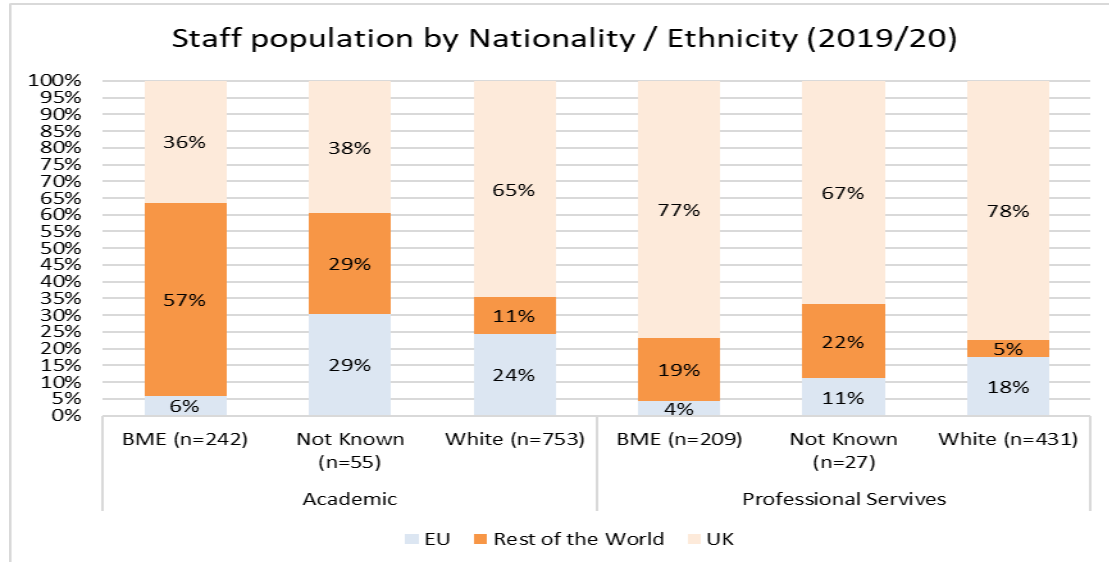
At research assistant level, 27% of academic staff identify as BME; this decreases to 14% at professorial level (Figure 11). However, it is positive that there has been an increase in the proportion of BME academic staff at all grades, above research assistant, over the past three years. As discussed in the above section on staff promotions, during 2020/21 a number of changes and initiatives are planned to progress this area. Figure 12 shows analysis of data by ethnic group and grade.

Figure 11 – Academic pipeline by ethnicity (2017-2020)
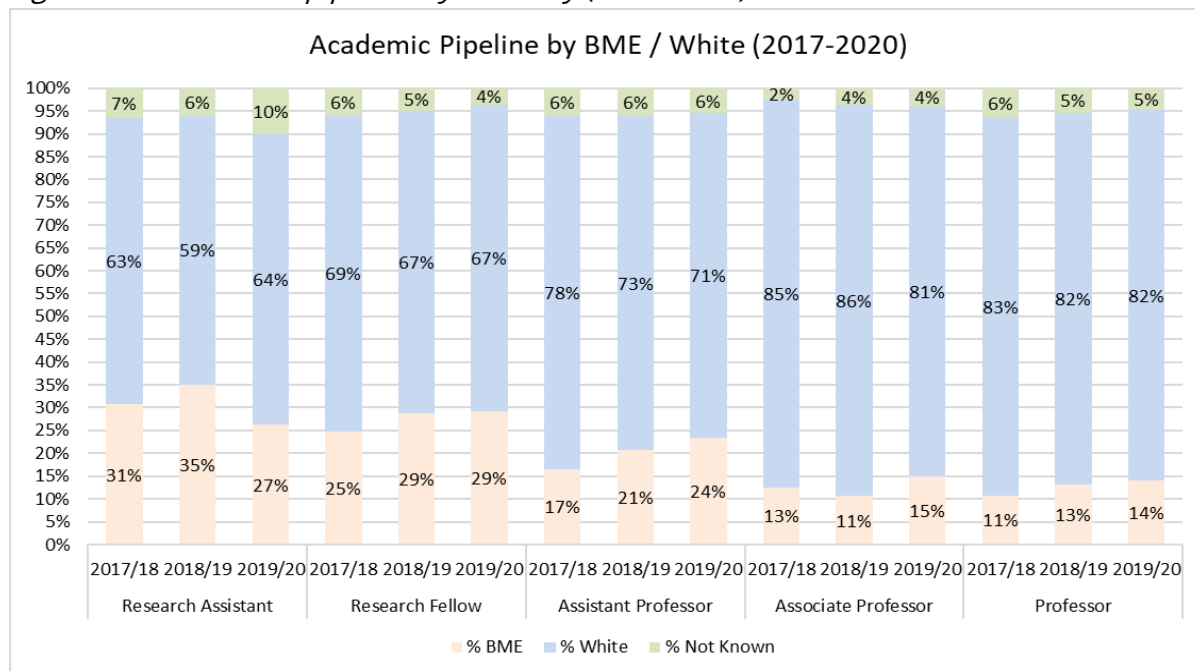
Figure 12 – Academic pipeline by ethnic group (2017 – 2020)
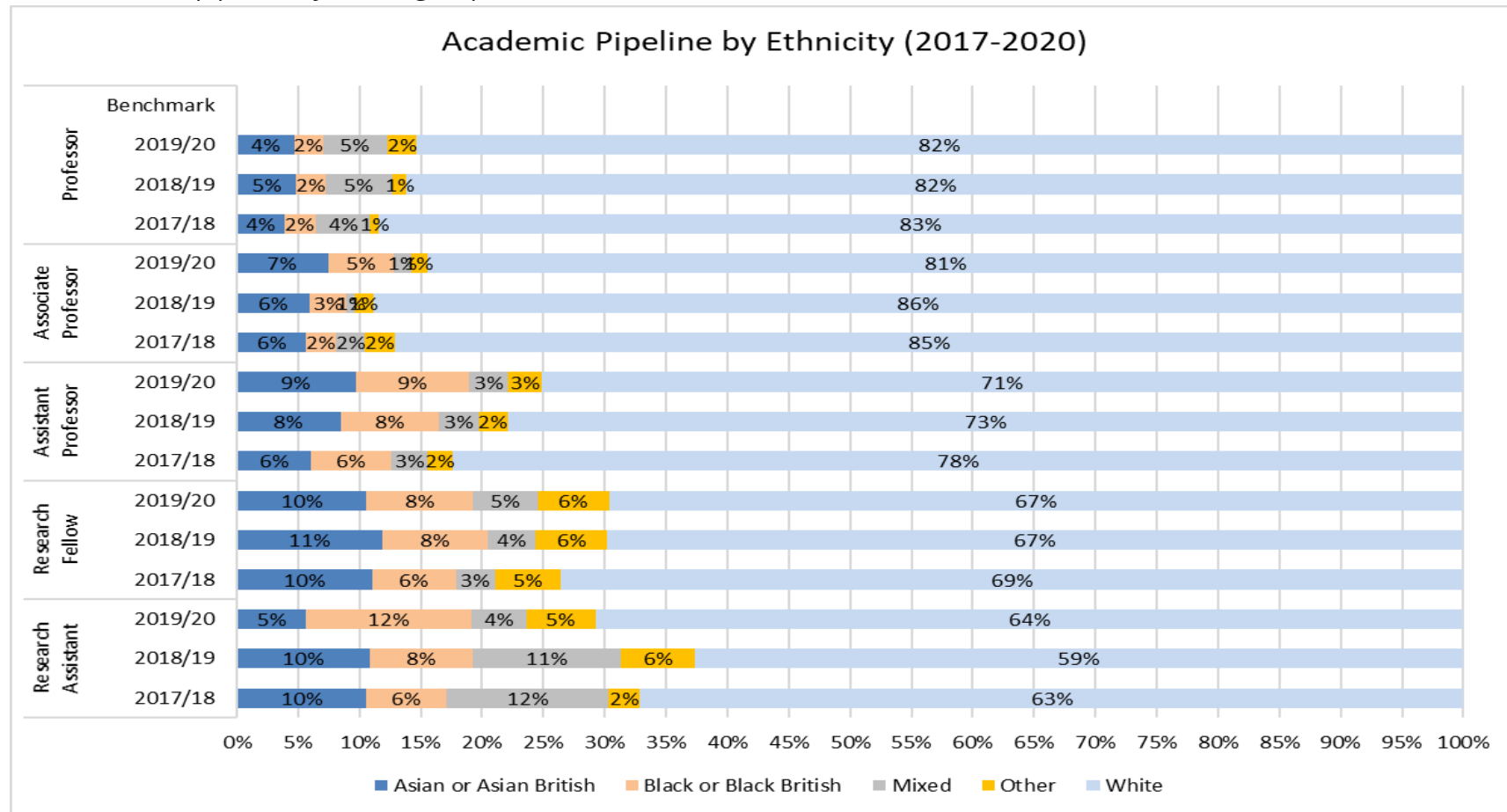
A similar trend is seen among professional services staff. In grades 1-2, 60% of professional services staff identify as BME but in grades 8-9 this is 20% although this has increased over the last three years (Figures 13). It should be noted that the number of staff are very small for grades 1 and 2. It is positive to note an increased % of BME staff at each grade including grades 8-9.

However, the exception is grade 7 which shows a drop in the last two years. This grade perhaps corresponds to transitions through increasing management responsibility.

Figure 13 – Professional Support pipeline by ethnicity (2017 – 2020)
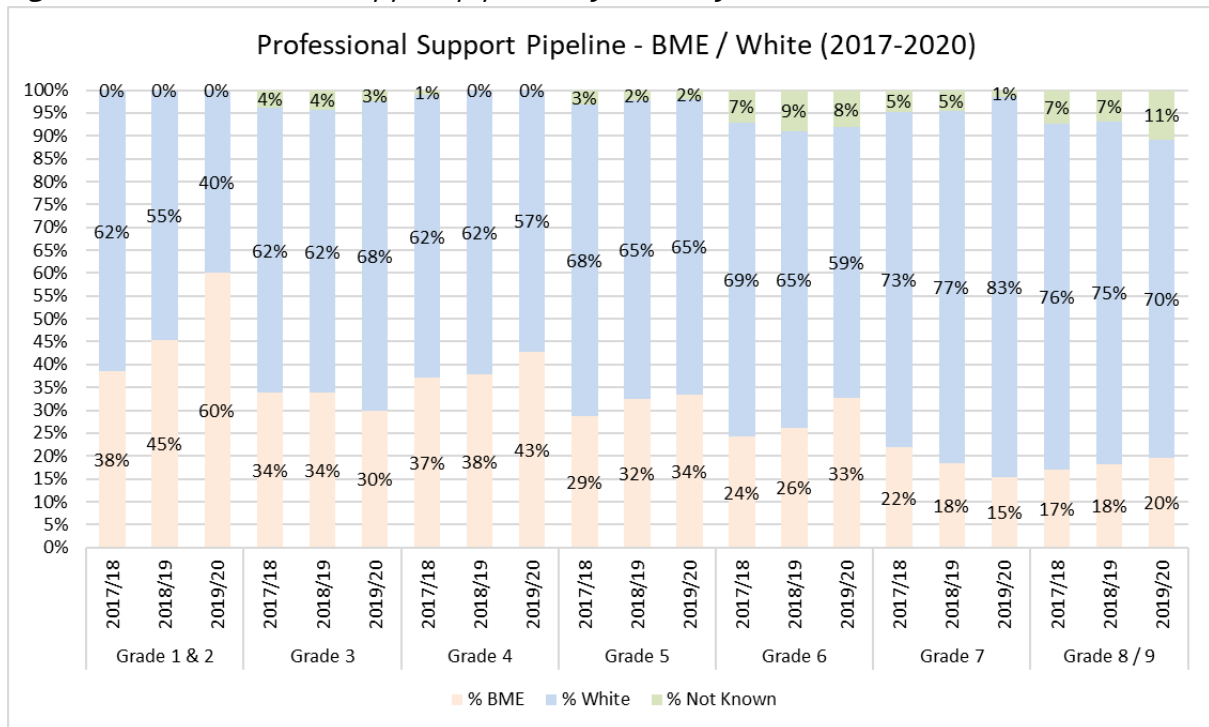
Figure 14 – Professional Support pipeline by ethnic group (2017 – 2020)
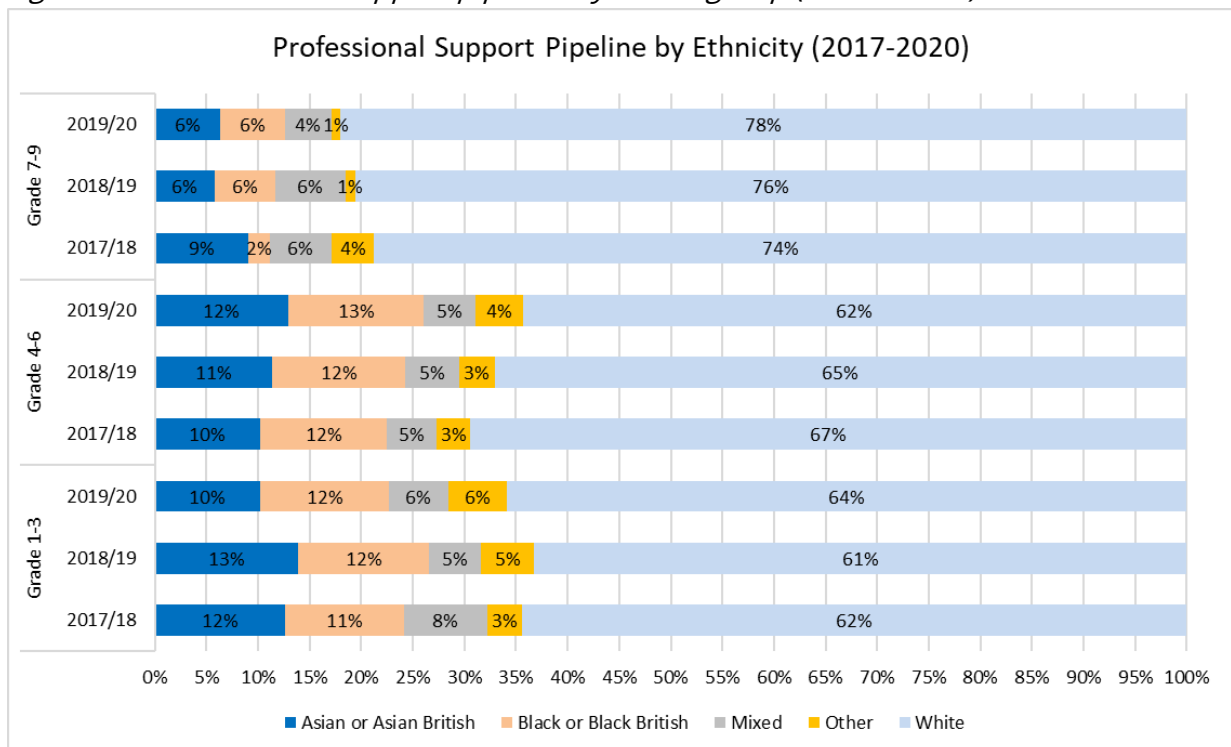
Gender

LSHTM has a majority female population for both academics and professional services staff at all career stages except the most senior grades (Figures 15). Across all staff groups 61% identify as female and 39% as male; for academic staff 59% are women and for professional services staff 64% are women. Analysis by working patterns also shows a higher proportion of women work part time.

In 2017/18 LSHTM successfully submitted an Institutional Athena SWAN application and will be working through our action plan to improve gender equality across all levels, which includes improving support for the progression of women to senior posts for both academic and professional services staff.

Figure 15 – Staff population by gender
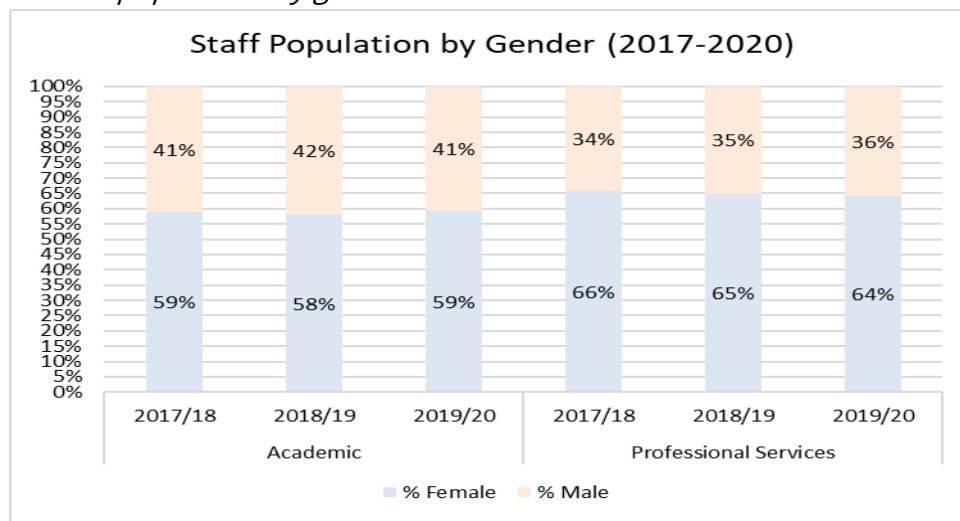
Figure 16 – Staff population by gender and working pattern
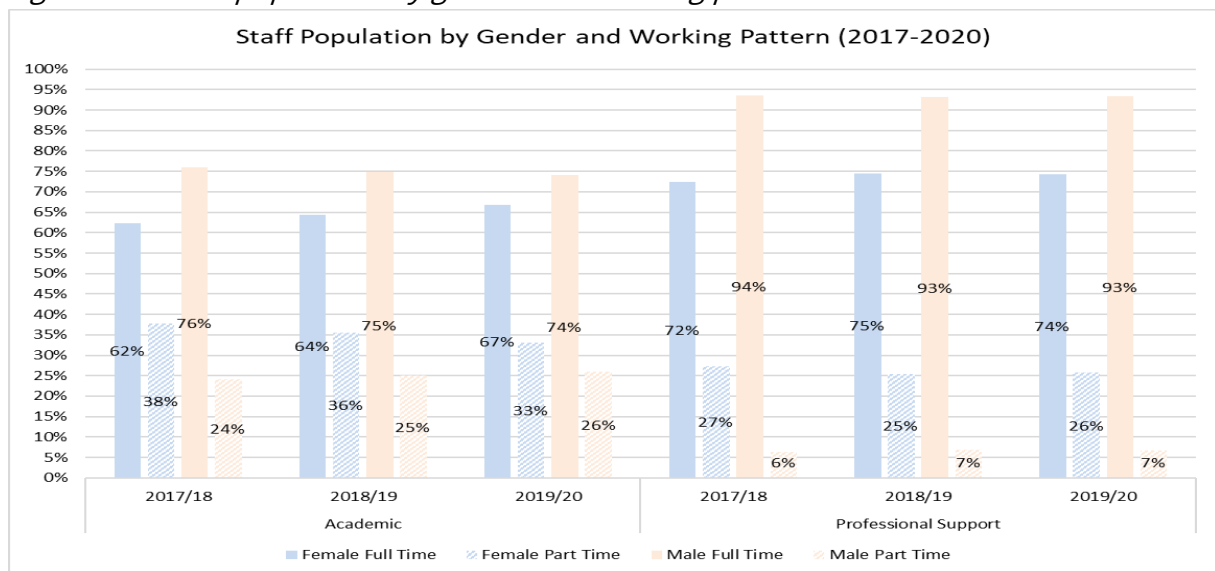
Analysis of the academic pipeline by gender shows there have not been significant changes over the last couple of years (Figure 17). This follows fairly significant

change at Professor grade between 2015/16 and 2016/17 – as shown in figure 18 and 19.

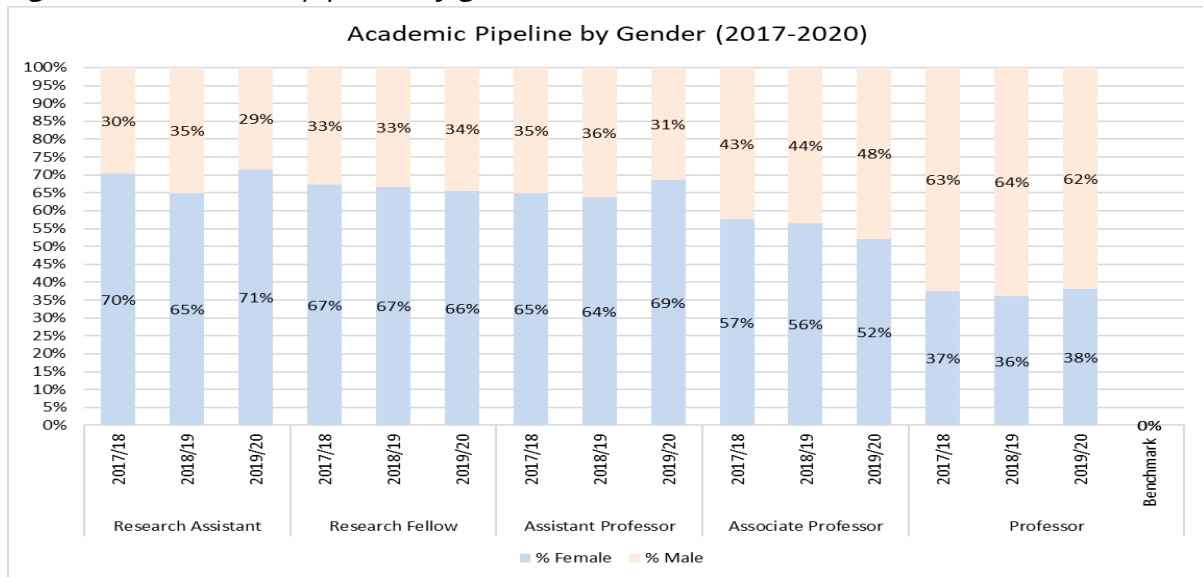*Figure 17 – Academic pipeline by gender*

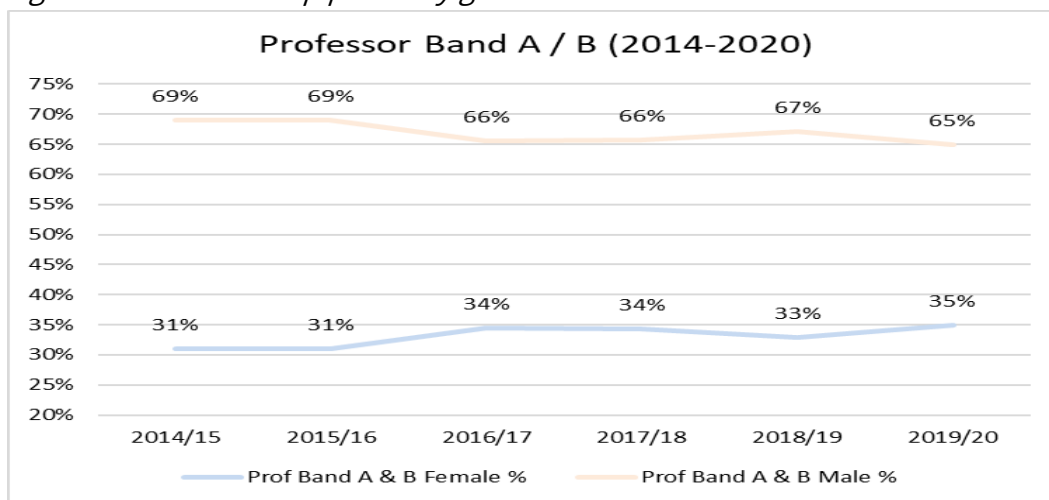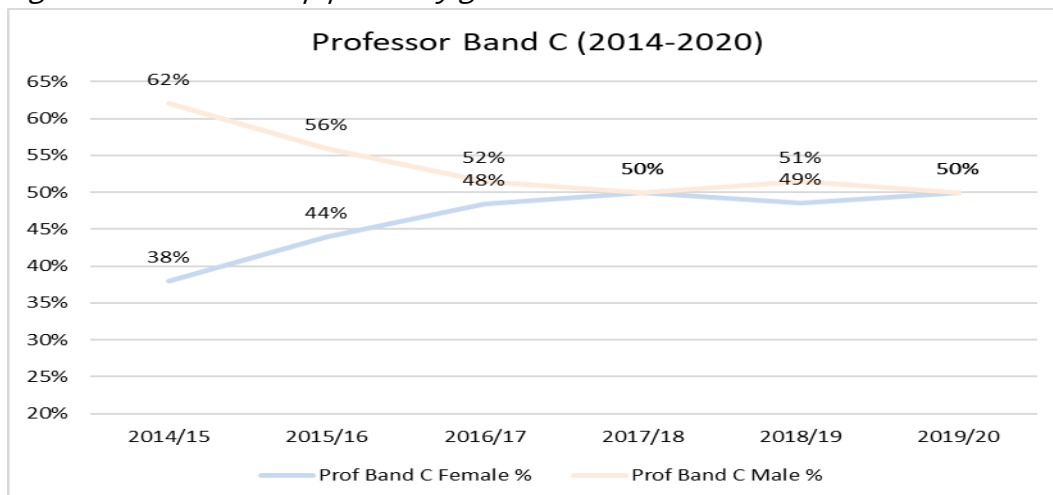*Figure 18 – Academic pipeline by gender – Professor Band A/B*

Figure 19 – Academic pipeline by gender – Professor Band C

For professional services staff, the pipeline shows a slight decrease in women at the most senior grades (Figures 20); the proportion of women at grade 9 has increased, though numbers are very small at this grade. This will continue to be an area of focus via the School's Athena SWAN action plan.

Figure 20 – Professional Support pipeline by gender
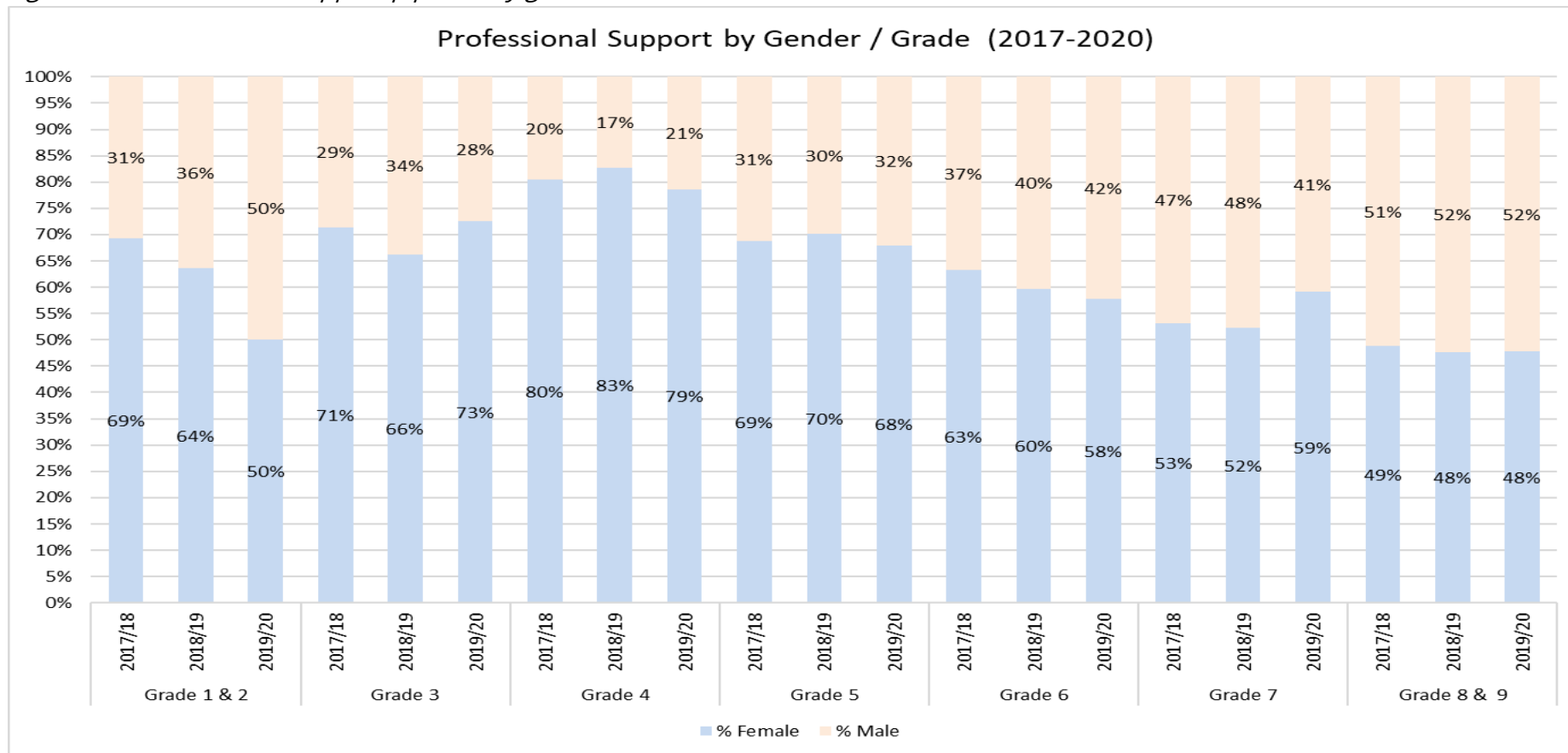
Gender Identity

Whilst staff are asked a question on gender identity, the number of respondents is small. Very few state that their gender identity is not the same as that identified at birth and this is therefore not represented in this report to maintain anonymity.

Religion and belief

No religion (40%) and information unknown (24%) are the two largest percentages for staff religion and belief. The three largest religious groups represented among LSHTM staff are Christian (24%), Muslim (4%) and Hindu (2%) (Table 5). There was an initiative to increase disclosure in 2017/18-2018/19 which has resulted in a reduced proportion of 'unknown'. from 29% in 2017/18, however, the current 24% remains significantly above the benchmark of 12%.

During 2019/20, we have developed guidance on time for prayer and religious observance and held a specific focus group on religion and belief which resulted in a number of recommendations. These will be taken forward via the above-mentioned EDI strategy and action plan. LSHTM also adopted the IHRA definition of Antisemitism in 2020. This will also be considered further in terms of how this statement will be used in the context of LSHTM's EDI strategy/action plan and specifically our approach to tackling all forms of discrimination including Islamophobia and religious based hate crimes more broadly.

Table 5 – Religion and belief of all staff

Religion/belief	Staff (%)
Any other religion/belief	1%
Buddhist	1%
Christian	24%
Hindu	2%
Info refused/not known	24%
Jewish	1%
Muslim	4%
No religion	40%
Sikh	0.5%
Spiritual	1%

Sexual Orientation

67% of staff identify as heterosexual and 6% as bisexual, gay man, gay woman/lesbian or other (Table 6). The percentage of staff whose sexual orientation is 'unknown' has reduced to 26% (from 31.7% in 2016/2017), which compares to a benchmark figure of 12.2%.

As with religion and belief, continuing work should be taken to decrease the number of 'unknown' within this category.

Our Stonewall membership was renewed in 2020 and as mentioned above, an focus group facilitated for LSHTM's LGBTQ+ community resulting in a number of recommendations, for example, work is due to commence in 2020/21 on developing more comprehensive international travel guidance for staff and students. Recommendations will be embedded within the EDI strategy / action plan.

Table 6 – Sexual orientation of all staff

Sexual Orientation	Staff (%)
Bisexual	2%
Gay man	3%
Gay woman/Lesbian	1%
Heterosexual	67%
Info Refused	26%
Other	1%

Student demographic analysis

LSHTM offers postgraduate degrees via MSc courses (PGT) and in Research (PGR) there are MPhil/PhD and DrPH options. MSc courses are offered in London and by distance learning. The latter are admitted by the International Programmes of the University of London and are not reported here.

Programmes belong in general to one of three faculties: Epidemiology and Population Health (EPH), Infectious and Tropical Disease (ITD), and Public Health and Policy (PHP), though one programme is shared across all 3 Faculties and one across two.

For 2019/20 there were 622 postgraduate taught degree (PGT) students on our London-based MSc programmes and 381 doctoral students (PGR). Almost half of PGT students
were on a programme within PHP whilst each faculty accounted for around a third of PGR students.

Table 7 – Student by Faculty and Level of Study

Faculty	PGT	PGR
Epidemiology and Population Health (EPH)	25.4%	31.8%
Infectious and Tropical Disease (ITD)	25.9%	31.5%
Public Health and Policy (PHP)	48.7%	36.7%
Grand Total	100%	100%

Mode of Study
Programmes are undertaken on a full time (FT) or part time (PT) basis, with 84.1% of PGT student enrolled FT compared to 33.1% of PGR students (Figure 21). The proportion of FT PGT students has remained stable over the last 3 years whereas the proportion of FT PGR students continues to fall with a growing proportion studying PT. We have a higher proportion of FT PGT and lower proportion of FT PGR students than the sector benchmark.

Figure 21 – PGT and PGR student population by mode of study (2017 – 2020)
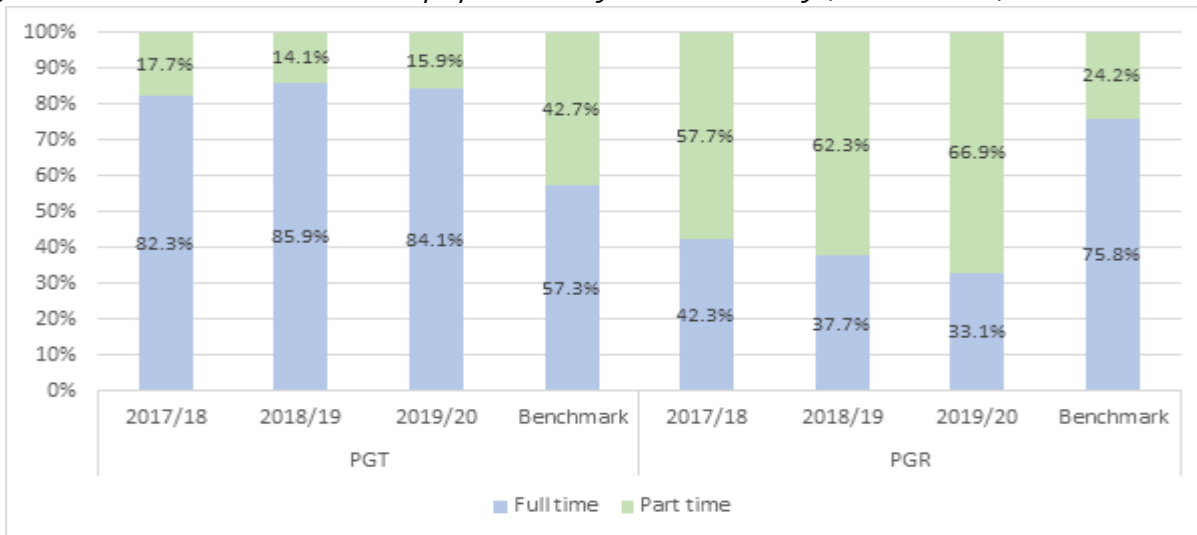

Age

Compared to the sector LSHTM has a greater proportion of PGT students in the 26-35 category, 47.3% compared to 30.2%, although this has fallen by almost 10 percentage points from the previous year. The proportion of PGT students 36 and over has fallen year on year since 2017/18 but the proportion of students under 25 has grown.

At PGR level, the number of students under 25 has grown slightly since 2017/8 but remains below the sector (38.4% in total). The proportion of PGR students 36 or over is more than double the sector, 47.8% compared to 22.4%.
Note: The '25 & under' category has been split into '21 and under' and '22 – 25' for 2019/20, in line with the benchmark.

Figure 22 – PGT and PGR student population by age (2017 – 2020)
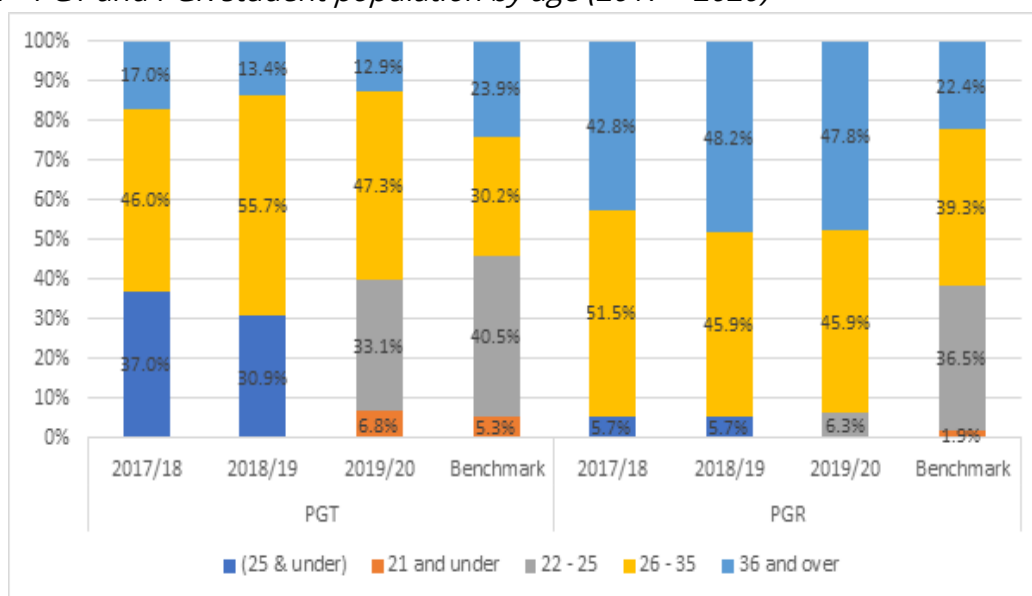
Disability

At PGT level the percentage of those disclosing an impairment is 10.5% which is slightly higher than the sector average (9.9%) and has remained stable over the last 3 years. However, for PGR students, the proportion of students disclosing an impairment is lower than the sector average at 10.0%. However, this figure has increased by 2.2 percentage points since 2017/18.

Note: Information refused was removed from the analysis but accounts for 0.2% of PGT students and 0.3% of PGR students.

Figure 23 – PGT and PGR student population by disabled/non-disabled (2017 – 2020)
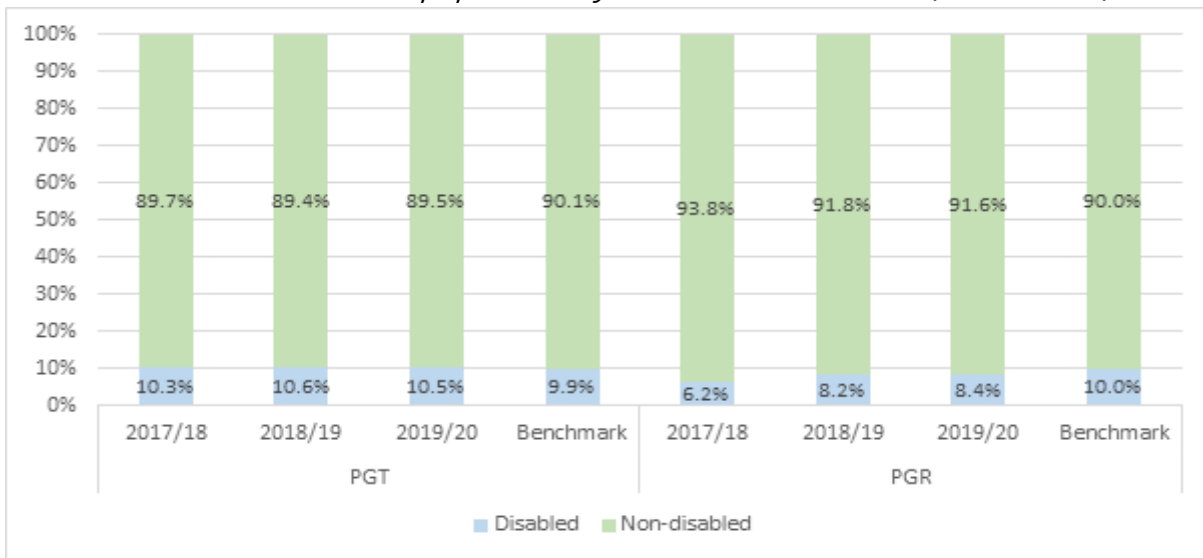
Of those who disclosed an impairment, the three most common impairments were a specific learning difficulty (dyslexia, dyspraxia), a mental health condition, and a long-standing illness or health condition, respectively (Table 8 and 9).

Table 8 – PGT disabled student population by impairment

|	Proportion of PGT students
A disability, or medical condition - Not listed	13.8%
A mental health condition	24.6%
A physical impairment or mobility issues	4.6%
Blind or a serious visual impairment	3.1%
Long standing illness or health condition	18.5%
Social/Communication impairment e.g., Asperger's	3.1%

Specific learning difficulty - dyslexia, dyspraxia	29.2%
Two or more impairments and/or disabling medical condition	3.1%
Grand Total	100.0%

Table 9 – PGR disabled student population by impairment

	Proportion of PGR students
A disability, or medical condition - Not listed	15.6%
A mental health condition	18.8%
Deaf or a serious hearing impairment	3.1%
Long standing illness or health condition	18.8%
Social/Communication impairment e.g., Asperger's	3.1%
Specific learning difficulty - dyslexia, dyspraxia	40.6%
Grand Total	100.0%

We have analysed application data by application/offer/acceptance which shows that for PGT in 2019/20, a slightly higher proportion of disabled applicants received offers and almost twice as many disabled offer holders accepted a place to study (Figure 24). The proportion of applicants disclosing an impairment has increased since 2018/19 from 3.6% to 5.1%. Otherwise, the proportion of those receiving offers and accepting offers has remained stable.

Figure 24 – Percentage of PGT applications/offers/acceptances by disability marker (2017 – 2020)
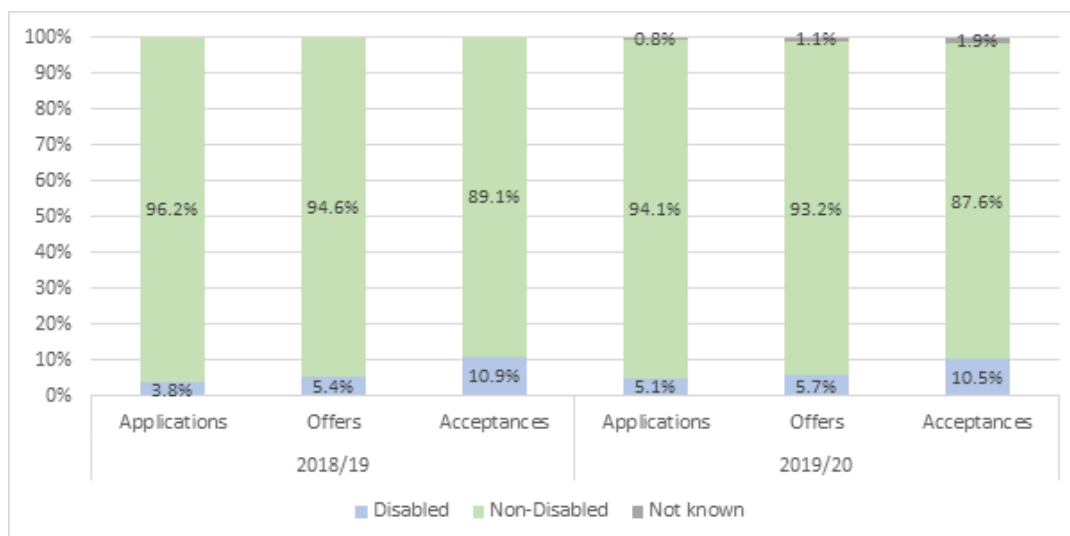
For PGR, in 2019/20 a slightly higher proportion of disabled applicants received offers. The proportion of applicants, those receiving offers and accepting a place has increased since 2018/19.

Figure 25 – Percentage of PGR applications/offers/acceptances by disability marker (2017 – 2020)
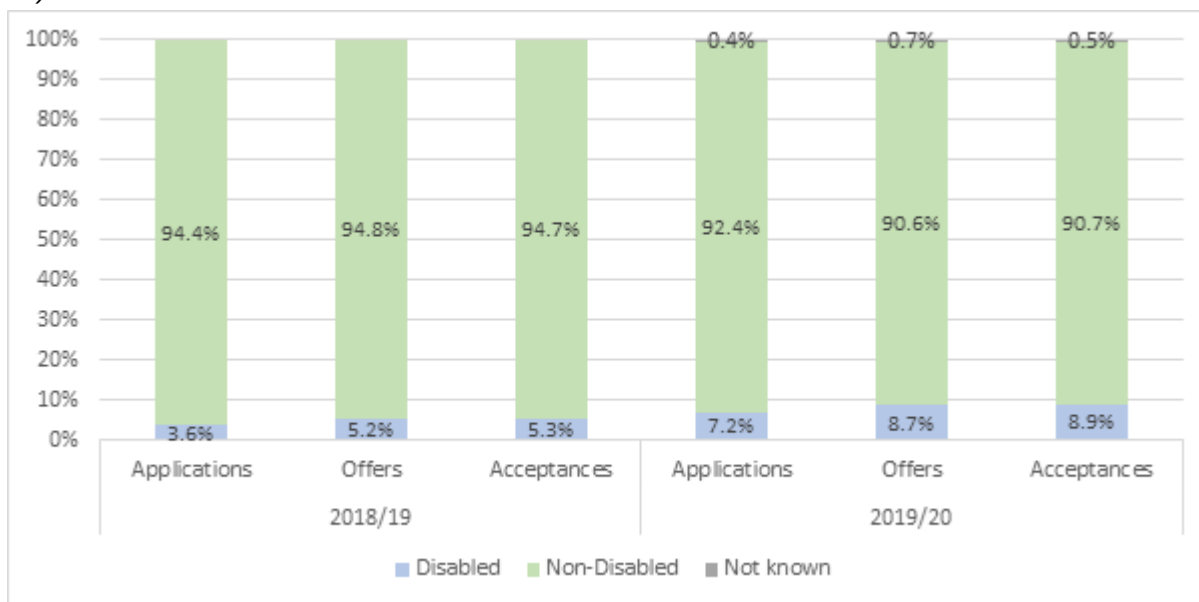
The gap between the proportion of disabled students and non-disabled students graduating with a distinction has almost disappeared in 2019/20, compared to previous years. There are small gaps between the groups at merit and pass (Figure 26)

Note: 'Merit' grades were introduced across all programmes in 2018/19.

Figure 26 – PGT award level by disabled/non-disabled (2017-2020)
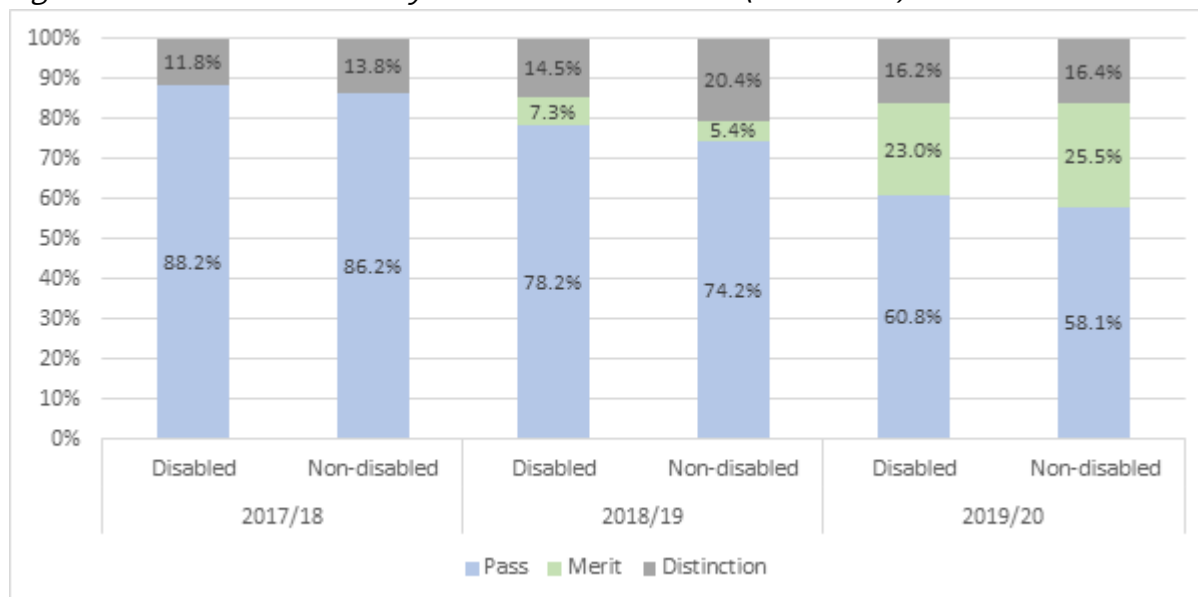
Ethnicity

As with staff, due to the global remit of LSHTM we have a large proportion of BME students enrolled across the institution. At PGT, 49% of students are from a BME background which has increased in the last couple of years from 44% in 2017/18. At PGR it is 40% which has remained stable over the past 3 years (Figure 27). For both PGT and PGR we have a larger population of students from a BME background compared to the sector average (23% and 18% respectively).

Figure 27 – PGT and PGR student population by ethnicity (BME/White) (2017 – 2020)
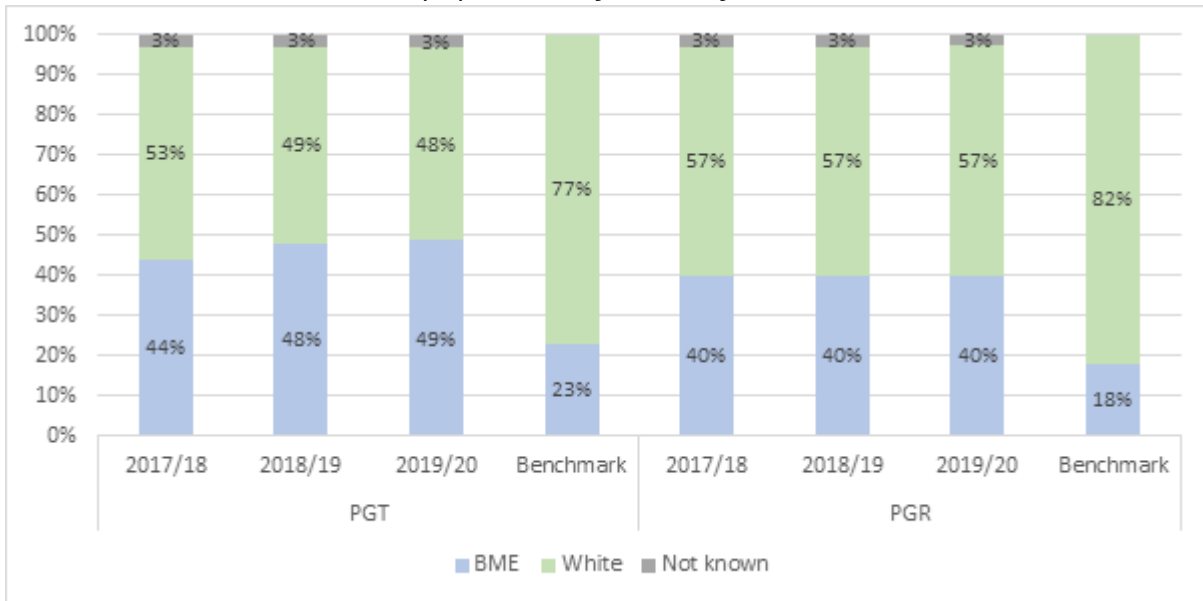

Figure 28 shows we have a higher proportion of non-UK BME students than UK, which is not unexpected given the School's global remit. For PGT UK students the data remains relatively stable across the two years; however the proportion of students from a mixed background has increased from 5% to 9%. For non-UK PGT students the proportions for all ethnicity groups remain stable except for an increase in the proportion of non-UK white students (from 33% in 2018/19 to 41% in 2019/20) and a drop in the proportions of non-UK black students (from 27% in 2018/19 to 20% in 2019/20). For PGR, there has been a small increase in the proportion of UK BME students from 21% in 2018/19 to 24% in 2019/20. The proportions of non-UK PGR students have remained stable across all groups, with more students sharing their ethnicity data (just 3% choosing information refused/not known, down from 7%). Overall, the proportion of non-UK students who chose not to share their ethnicity data with the School has dropped which may suggest a change in attitude around students sharing their ethnicity data.

Figure 28 – PGT and PGR student population by ethnicity and UK/non-UK (2018 – 2020)
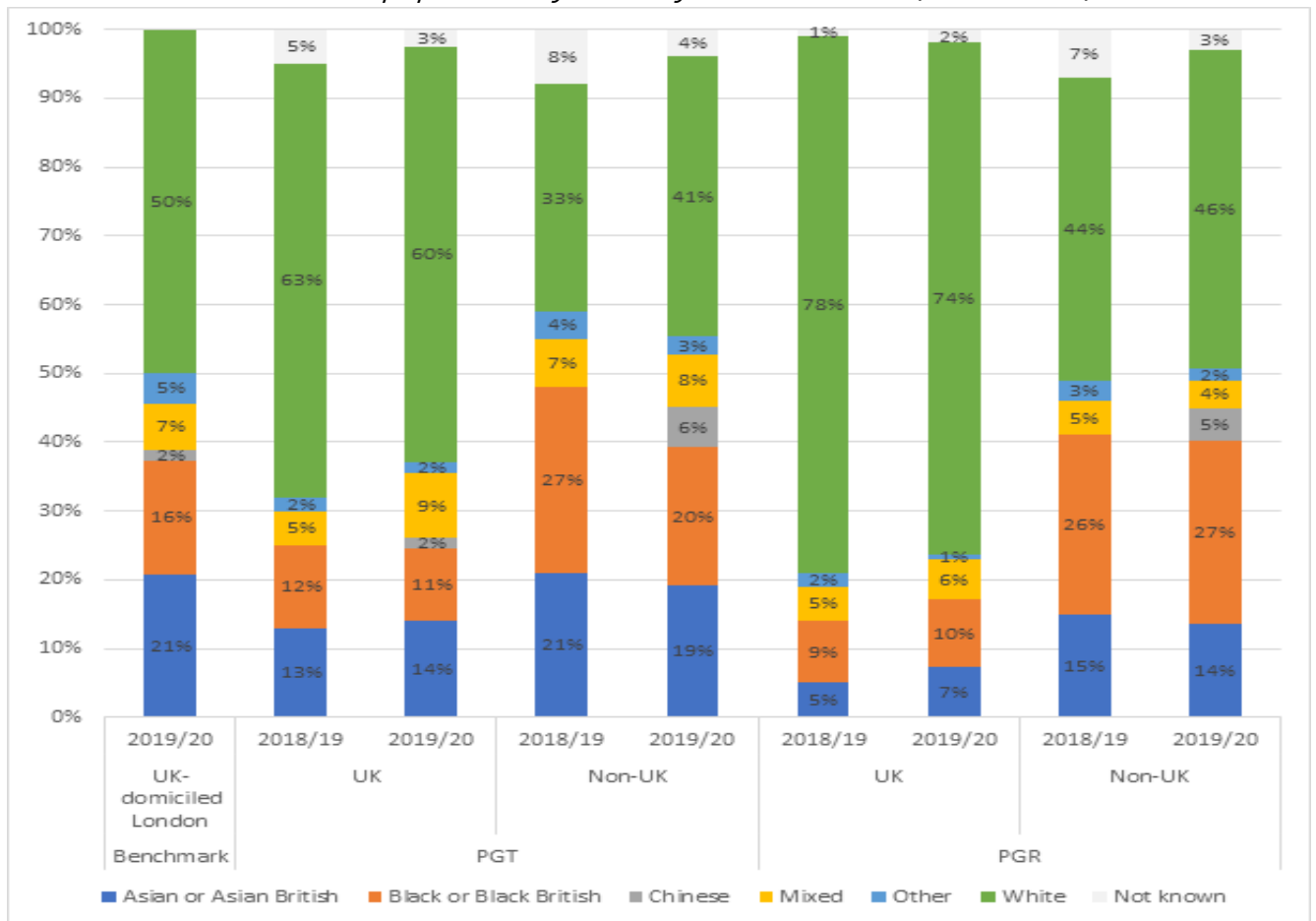

Note that for 2019/20, Chinese has been separated as an ethnic group to align with the benchmark data.

As a global institution, LSHTM has PGT students from 73 countries. The five countries with the largest number of students after the UK (38.1%) are the USA (12.5%), Canada (3.5%), India (2.9%) and Japan (2.7%) and Germany (2.7%). PGR students come from 70 countries, the five largest after the UK (39.5%) being the USA (11.7%), Canada (5.6%), France (3.0%), Uganda (2.2%), and Italy (2.0%).

Analysis of PGT application data shows that around 43% of UK applications are from applicants from a BME background. The proportion of those receiving an offer is similar to the proportions who applied, except for Black or Black British applicants where the proportion drops by 3.4 percentage points and increases for White applicants by 5.1 percentage points. The proportions of those accepting their place remains similar to the proportions who were offered a place. A similar observation is seen with our non-UK applicants between application and offer, with the proportion of Black of Black British applicants dropping by 6.3 percentage points at offer stage and increasing by 3.5% for White applicants. There is a significant drop in the

proportions of non-UK Black or Black British offer holders accepting their place at LSHTM, with just 18.4% accepting their place.

Figure 29 – Percentage of PGT applications/offers/acceptances by ethnicity and UK/non-UK marker for 2019/20
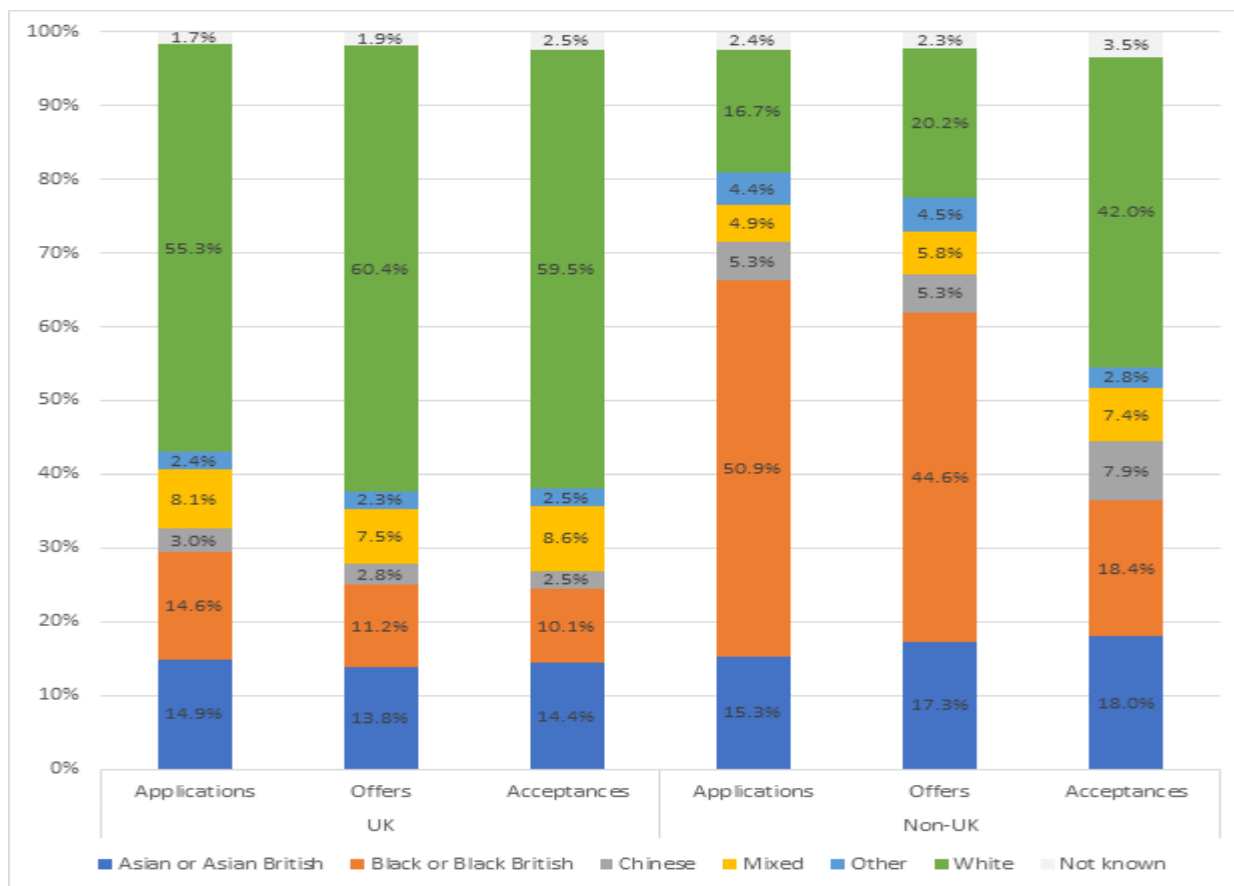
For PGR applications data we see UK BME applicants account for 36.9% of all applications but only 29.4% of offer holders, with the most significant drop in the proportion of the Black or Black British population (from 14.4% of applicants to 7.1% of offer holders). For non-UK applications we see a similar pattern with BME applicants accounting for 72.5% of all applications and dropping to 61.3% of offer holders. Again, Black or Black British applicants show the biggest drop from 44.6% of applicants to 37.2% of offer holders. There is also a drop in the proportions of non-UK Black or Black British offer holders accepting their place.

Figure 30 – Percentage of PGR applications/offers/acceptances by ethnicity and UK/non-UK marker for 2019/20
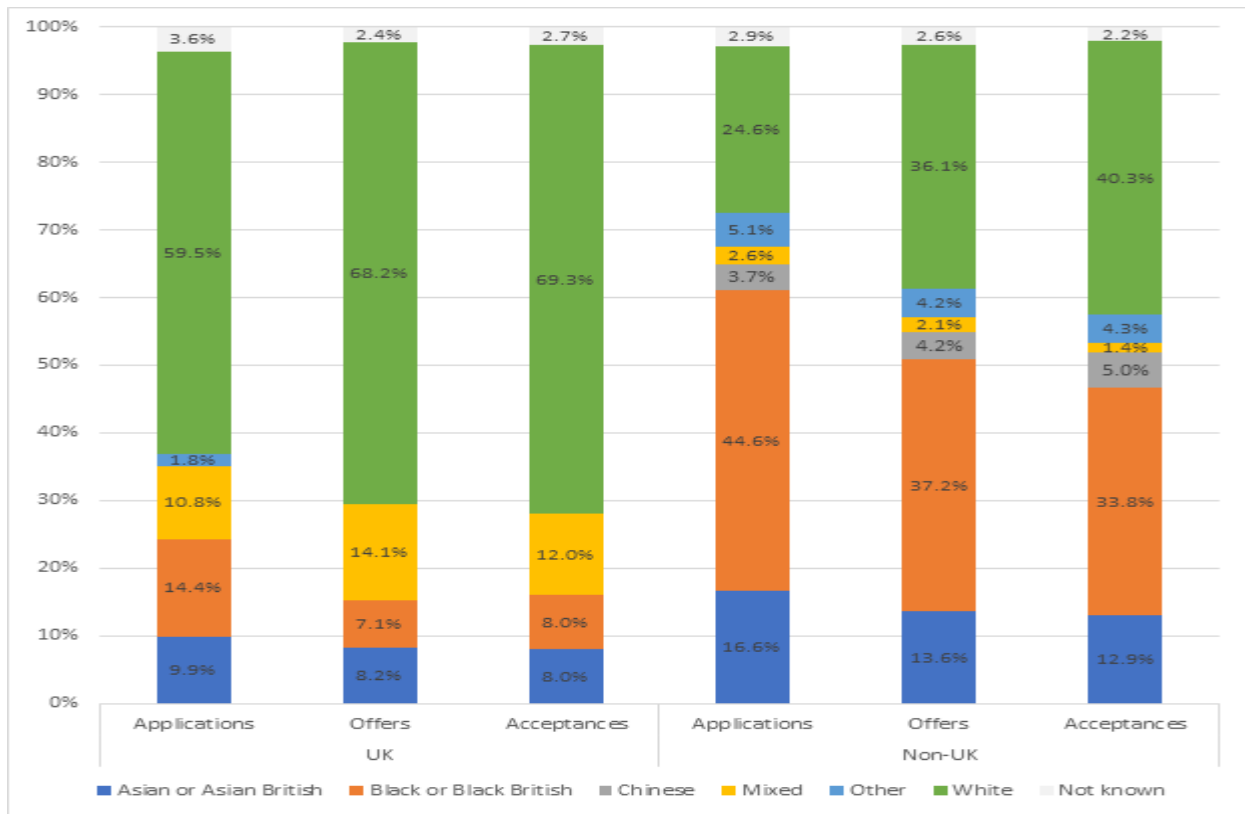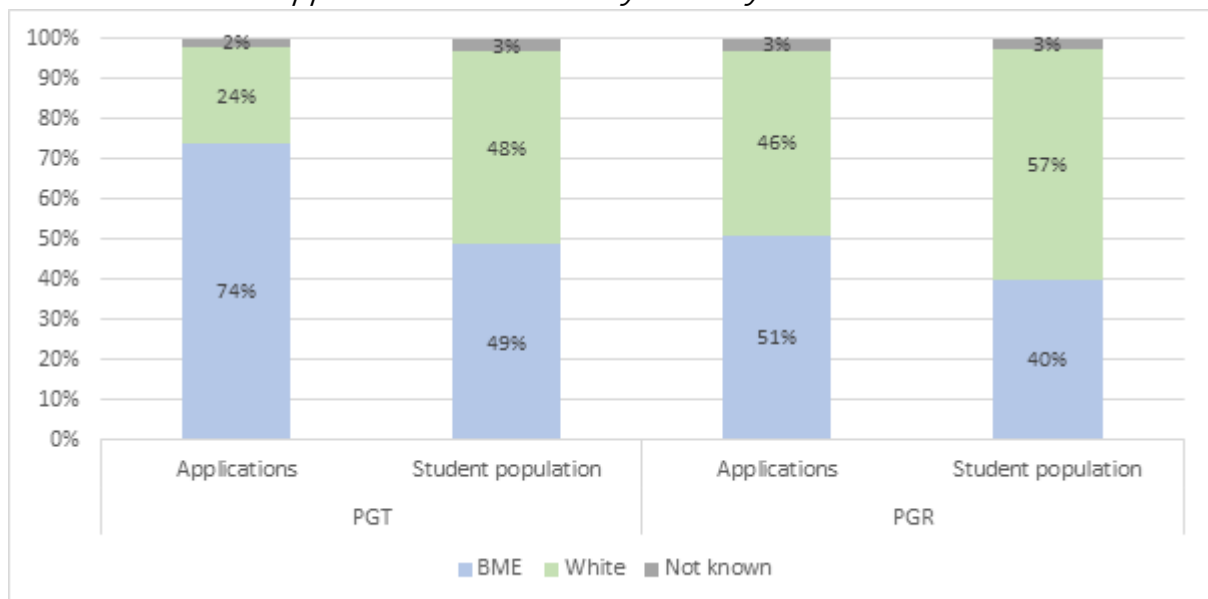

Figure 31 below shows that despite the majority of applications to study at LSHTM are from those from a BME background, this population make up a minority of the student population.

Figure 31 – PGT and PGR applicants and enrolled by ethnicity for 2019/20

In terms of the percentage of PGT students graduating with distinctions by ethnicity, there is a gap between BME and White students. This has fluctuated across the last

three years, with an overall gap between White and BME students of 9.4% in 2017/18, 21% in 2018/19, and then falling to 14.2% in 2019/20 (Figure 32).

Figure 32 – PGT award data by BME/White (2017 – 2020)
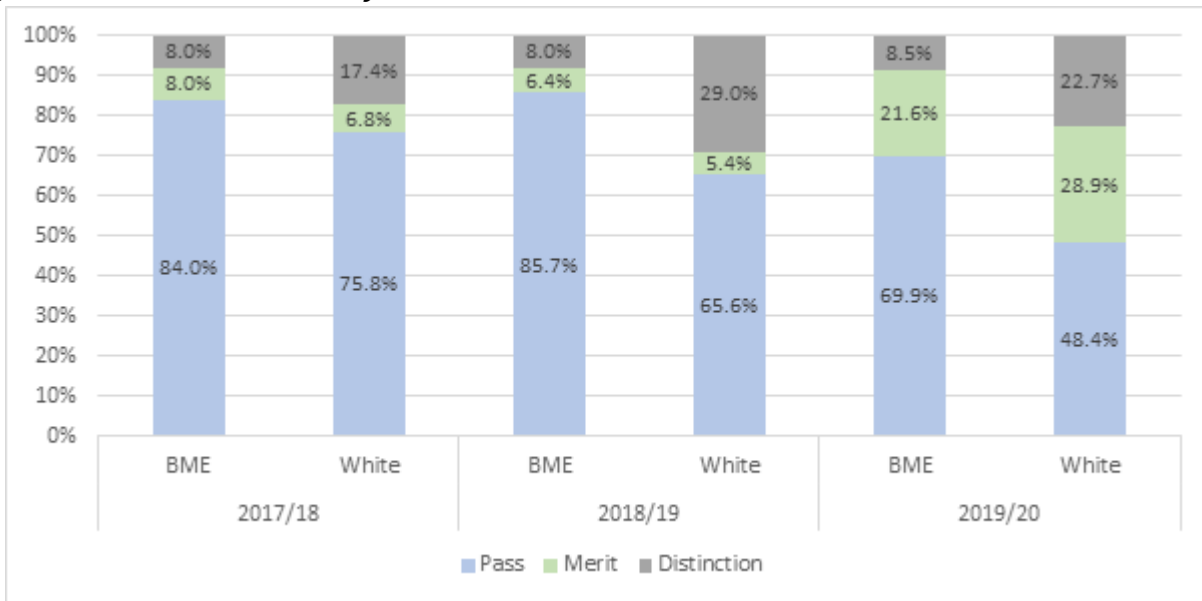
When broken down further by UK/Non-UK (Figure 33), this gap is bigger between non-UK BME students and non-UK White students (a gap of 14%). The gap between UK BME students and UK White students is 11.8%. The degree awarding gap for undergraduate students is a sector wide issue, with postgraduate awards receiving less attention. These gaps warrant further investigation.

Figure 33 – PGT award data by BME/White & UK/Non-UK (2019/20)
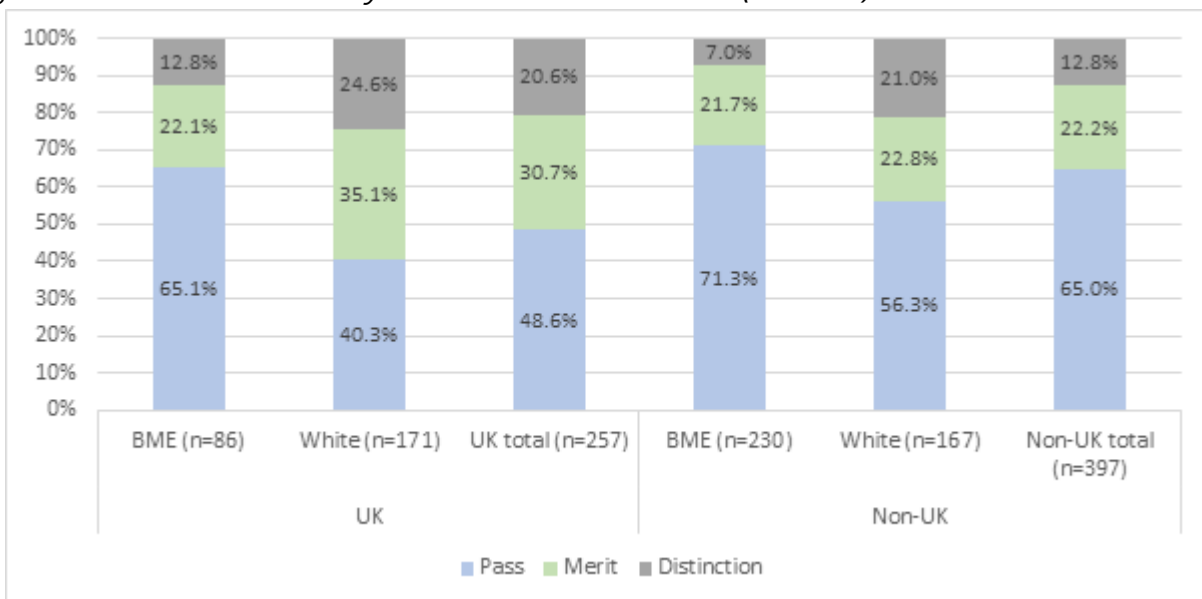
In 2019/20, students from an Other Ethnic Background were awarded the lowest proportion of distinctions (0%, n=25), followed by Black or Black British students

(6.4%) and Asian or Asian British students (7.6%). Almost a quarter (22.7%) of White students were awarded a distinction. The gap between Black or Black British students and White students is 16% (Figure 34).

Figure 34 – PGT award data by ethnicity (2019/20)
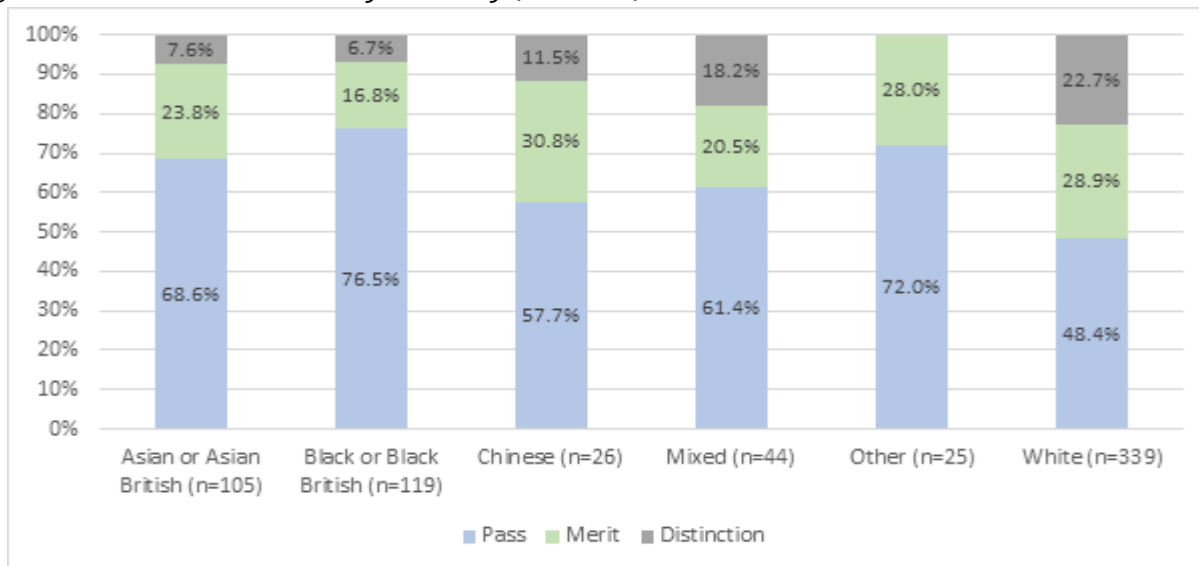
Note: 16 students did not share their ethnicity and 4 students did not have a nationality recorded and have been excluded from the analysis.

Gender

At PGT 73.2% of students are women, which is higher than the sector benchmark of 61.0% and is an increase of 2.6% from last year. At PGR this drops slightly to 65.6% but again this is still above the overall sector benchmark of 48.9% and an increase of 2.1% from last year (Figure 35). Note that fewer than 5 PGT and PGR students selected 'Other' as their gender.

*Figure 35 – PGT and PGR population by gender (2017 – 2020)*
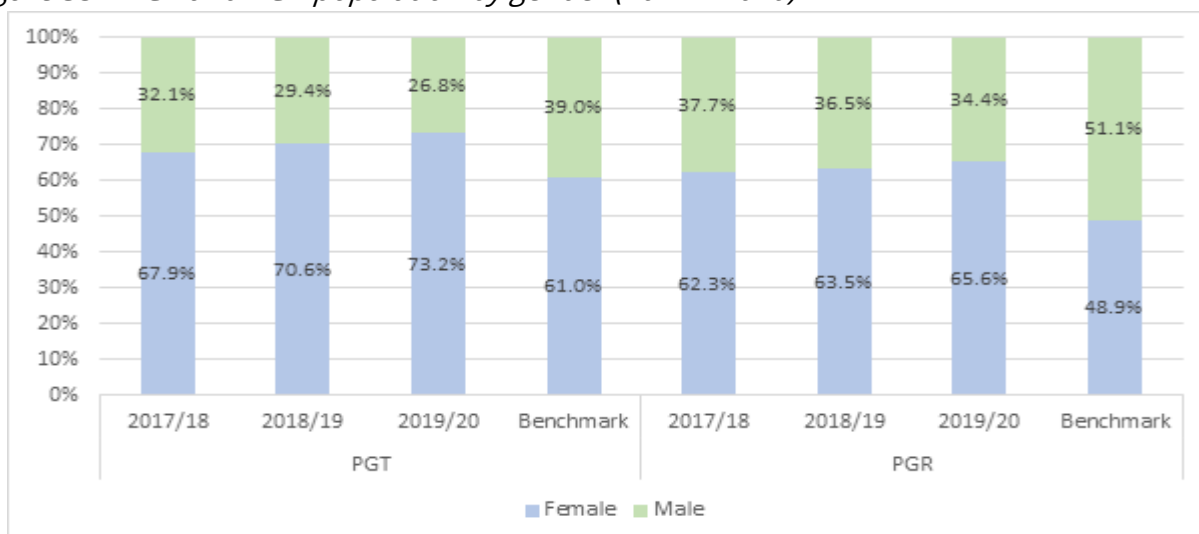
At PGT level, the proportion of female applicants has grown since last year (51.0% in 2018/19 to 58.8% in 2019/20). Female applicants are slightly more successful than male applicants, although this has levelled off since last year, and are more likely to accept their offer of study. Note that fewer than 5 applicants selected "Other" as their gender and therefore have been removed from this analysis.

Figure 36 – Percentage of PGT applications/offers/acceptances by gender (2018/19 & 2019/20)
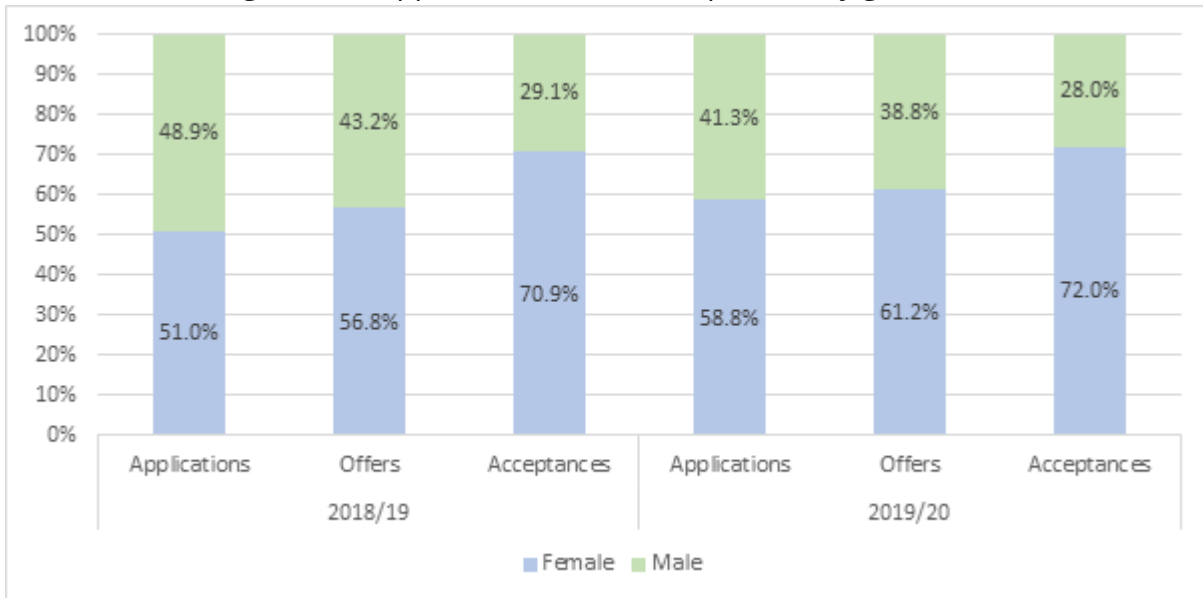
Similar to PGT, the proportion of female applicants has increased since last year (55.4% in 2018/19 to 62.4% in 2019/20). Men are less likely to be offered a place and are less likely to accept when offered, especially compared to last year. Note that fewer than 5 applicants selected "Other" as their gender and therefore have been removed from this analysis.

Figure 37 – Percentage of PGR applications/offers/acceptances by gender (2018/19 & 2019/20)
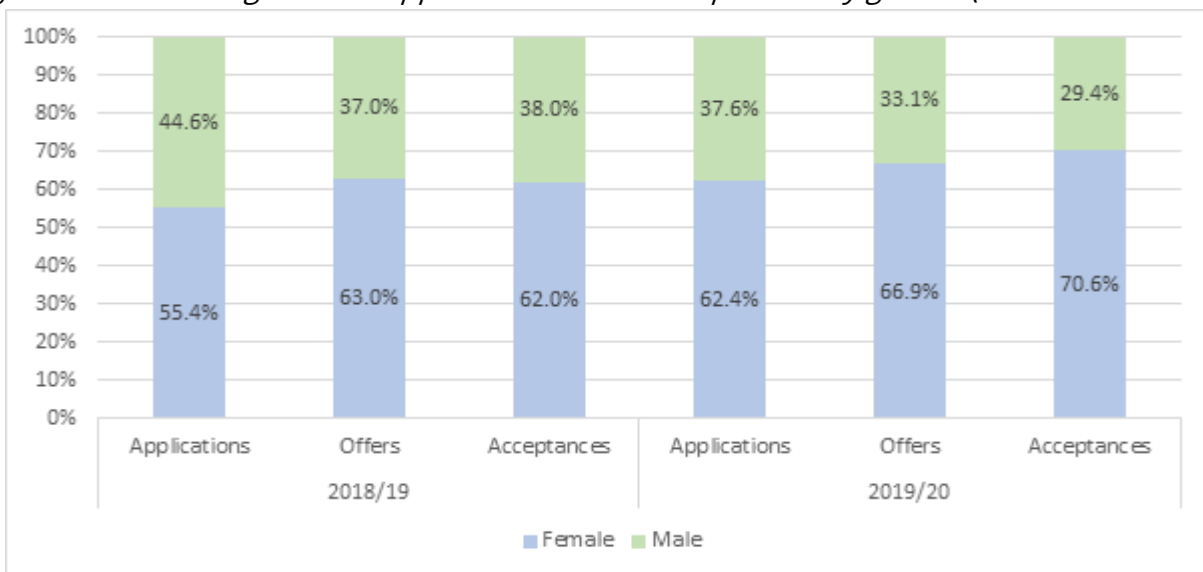
As noted above on widening participation, a working group is to be set up in 2020/21 to explore admissions data in more detail and develop LSHTM's widening participation strategy.

When looking at the percentage of PGT students graduating with distinctions by gender there was almost no difference with 13.6% of female students and 13.9% of male students achieving a distinction in 2017/18 while there was a gap of 4% for 2018/19. That gap has closed in 2019/20, with a gap of just 0.6% (Figure 38).

Figure 38 - PGT award data by gender (2017 – 2020)
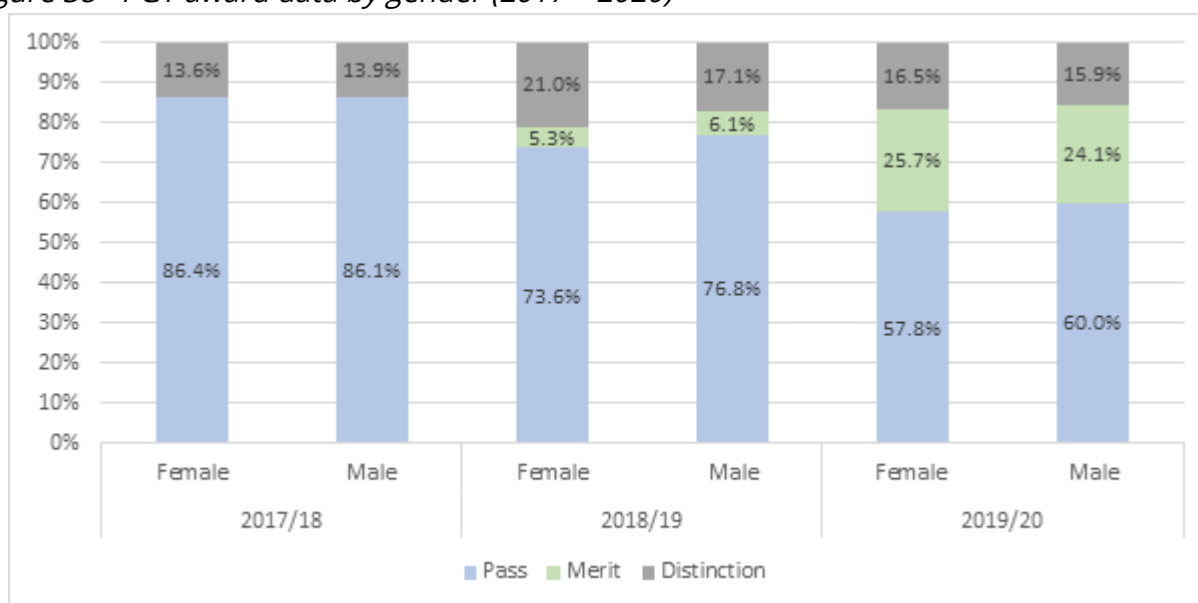
Note: 'Merit' grades were introduced across all programmes in 2018/19.

Gender Identity
While students are asked a question on gender identity, very few disclose that their gender identity does not match their sex as registered at birth (fewer than 5) and therefore have not been included in this report. Despite few students disclosing, the School continues its work to provide an inclusive environment for trans and non-binary students.

It is important to note that 4% of PGT students and 4% of PGR students refused to provide this information which may reflect concerns about data protection and/or how this information is used.

Religion and belief
Half of students disclosed that they follow some form of religion or belief (49.6% of PGT students and 53.0% of PGR students) while no religion accounts for 40% of

students. The three largest religions and beliefs represented among students are Christian (33%), Muslim (6%) and Spiritual (4%) (Table 10).

Table 10 – Analysis of student data by religion and belief

Religion/belief	PGT (%)	PGR (%)
Any other religion/belief	1.0%	1.0%
Buddhist	1.9%	1.8%
Christian	29.4%	37.5%
Hindu	2.7%	3.1%
Info refused/not known	10.7%	6.8%
Jewish	2.6%	0.5%
Muslim	6.9%	5.8%
No religion	39.7%	40.2%
Sikh	0.6%	0.3%
Spiritual	4.3%	2.9%

Sexual Orientation

82% of students identify as heterosexual and 8% identify as bisexual, gay man, gay woman/lesbian or other (Table 11). 10% of students refused to share this information which may suggest concerns around data protection/how data is used.

Table 11 – Analysis of student data by religion and belief

Sexual Orientation	PGT (%)	PGR (%)
Bisexual	4.3%	2.4%
Gay man	2.6%	4.2%
Gay woman/Lesbian	1.0%	0.5%
Heterosexual	81.2%	82.4%
Info Refused	10.1%	10.0%
Other	0.8%	0.5%