

Diversity Data - Annual report 2020/21

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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 1 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 1 – Staff by unit and staff type (academic or professional services)

	Academic	Professional Support
Epidemiology and Population Health	405	99
Infectious and Tropical Diseases	361	133
Public Health and Policy	299	52
Professional Support Services	3	279
Other (including international staff based at the MRC units)	41	116
Total	1109	679
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)

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, however, collaborative work related to EDI is incorporated into this report – for example, on tackling bullying and harassment and with the newly formed EDI function at MRC Unit The Gambia.

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 568 DL members of staff. Of all DL staff on record, 68% are female and 32% male; 63% are white and 24% ethnic minority (Unknown 13%); 52% are from the UK, 42% Non-UK (Unknown 6%).

Staff Recruitment data

Overall, analysis of both academic and professional services staff recruitment data shows that applicants who are white are more likely to be appointed than applicants who identify as from an ethnic minority. The picture for gender shows that appointment rates also intersect with grade.

In terms of ethnicity (Tables 2-3), we appear to **attract diverse applicants** at a similar proportion at each grade for professional services roles. Similarly, for academic roles with exception of professor roles for which we attract fewer ethnic minority applicants. When we look at this by gender alone or intersecting ethnicity with gender, we can see that we attract fewer women as we progress through the professional services grades, and for academic grades, a lower proportion of female academics to Associate Professor and Professor grades; this is further exacerbated when intersecting with ethnicity.

Table 2 – Academic and Professional support staff applications by gender and grade

	All		BME Only	
Academic (Applicants)	Female	Male	Female	Male
Research Assistant	65%	34%	59%	39%
Research Fellow	52%	46%	46%	53%
Assistant Professor	47%	51%	37%	63%
Associate Professor	41%	57%	31%	69%
Professor	40%	59%	29%	69%
	All		BME Only	
Professional Support (Applicants)	Female	Male	Female	Male
PSP Grade 1	67%	33%	100%	0%
PSP Grade 2	66%	31%	76%	24%
PSP Grade 3	64%	35%	65%	34%
PSP Grade 4	61%	37%	59%	40%
PSP Grade 5	64%	34%	59%	41%
PSP Grade 6	51%	47%	41%	59%
PSP Grade 7	45%	53%	33%	66%

PSP Grade 8	45%	53%	34%	66%
PSP Grade 9	35%	62%	38%	62%
Grand Total	59%	40%		

Table 3 – Academic and Professional support staff applications by ethnicity and grade

Academic (Applicants)	BME	Not known	White
Research Assistant	53%	5%	42%
Research Fellow	59%	6%	34%
Assistant Professor	51%	9%	40%
Associate Professor	50%	4%	46%
Professor	36%	6%	59%
PS (Applicants)	BME	Not known	White
PSP Grade 1	50%	0%	50%
PSP Grade 2	30%	8%	62%
PSP Grade 3	48%	7%	45%
PSP Grade 4	49%	7%	44%
PSP Grade 5	49%	8%	43%
PSP Grade 6	56%	7%	37%
PSP Grade 7	57%	7%	36%
PSP Grade 8	48%	6%	45%
PSP Grade 9	53%	6%	41%

More effort has been devoted to improving promotion processes (see below) than recruitment processes, from tables 4-7 we can see the recruitment outcome gaps at both shortlisting and interview stage are still significant and on average over the time period there were 14% and 7% outcome gaps at shortlisting and interview stages respectively for professional services, and 17% and 9% outcome gaps at shortlisting and interview stage respectively for academics. Anonymous shortlisting was introduced for professional support staff in 2020. But appears to have had minimal impact.

In terms of gender, women are more likely to be appointed than men in both academic and professional roles once applications are received.

This suggests that the barriers in relation to ethnicity are at both shortlisting and interview stage and that more needs to be done to attract ethnic minority applicants to higher academic grades. We recognise also that lower representation of ethnic minority academics at higher grades is a sector wide issue impacting the pool of applicants and, therefore, the need for additional strategies to develop the pipeline internally. LSHTM's flexible working policy was revised during 2019/20 removing the minimum employment period stipulation

which may help to attract more female applicants. Implementation of hybrid working may potentially positively impact recruitment of women to higher grades.

Table 4 - Academic staff recruitment by gender

Academic Year	Total N	%>		%v	
		Female	Male	Female	Male
2016-2017	2634	58%	40%		
Applied	2087	57%	41%		
Shortlisted	448	57%	41%	21%	20%
Appointed	99	70%	28%	21%	13%
2017-2018	2568	55%	44%		
Applied	1969	54%	45%		
Shortlisted	468	57%	41%	25%	21%
Appointed	131	63%	37%	24%	20%
2018-2019	2907	57%	42%		
Applied	2269	56%	43%		
Shortlisted	456	57%	41%	23%	20%
Appointed	182	64%	34%	31%	25%
2019-2020	2920	61%	37%		
Applied	2310	61%	37%		
Shortlisted	419	59%	40%	21%	21%
Appointed	191	68%	30%	34%	26%
2020-2021	3306	55%	43%		
Applied	2493	53%	45%		
Shortlisted	608	58%	40%	26%	22%
Appointed	205	62%	38%	27%	24%
Grand Total	18061	57%	42%		

Table 5 - Professional support staff recruitment by gender

Academic Year	Total N	%>		%v	
		Female	Male	Female %v	Male %v
2016-2017	2535	56%	43%		
Applied	1948	53%	45%		
Shortlisted	467	64%	34%	26%	19%
Appointed	120	61%	36%	20%	21%
2017-2018	2323	60%	38%		
Applied	1684	56%	42%		
Shortlisted	504	69%	28%	32%	20%
Appointed	135	73%	27%	22%	20%
2018-2019	2314	61%	37%		
Applied	1710	58%	40%		
Shortlisted	467	67%	31%	29%	21%
Appointed	137	71%	27%	24%	20%
2019-2020	2410	58%	41%		
Applied	1866	56%	43%		

Shortlisted	405	63%	34%	25%	19%
Appointed	139	65%	33%	26%	25%
2020-2021	2179	62%	36%		
Applied	1628	60%	38%		
Shortlisted	440	68%	31%	28%	21%
Appointed	111	70%	28%	21%	19%
Grand Total	16897	60%	38%		

Table 6 – Recruitment percentage at each stage for academic staff by ethnicity

Academic Year	Total N	%>			%v			Gap - BME / White
		BME	Not known	White	BME	Not known	White	
2016-2017	2634	48%	9%	44%				
Applied	2087	53%	8%	39%				
Shortlisted	448	30%	11%	59%	12%	25%	29%	17%
Appointed	99	16%	10%	74%	11%	17%	22%	11%
2017-2018	2568	56%	6%	38%				
Applied	1969	61%	6%	33%				
Shortlisted	468	41%	7%	53%	16%	27%	33%	17%
Appointed	131	31%	9%	60%	18%	28%	24%	6%
2018-2019	2907	56%	5%	39%				
Applied	2269	60%	5%	35%				
Shortlisted	456	42%	5%	54%	16%	23%	31%	15%
Appointed	182	35%	7%	59%	25%	35%	30%	6%
2019-2020	2920	55%	5%	40%				
Applied	2310	59%	5%	36%				
Shortlisted	419	42%	6%	52%	14%	25%	29%	15%
Appointed	191	28%	6%	66%	23%	30%	37%	14%
2020-2021	3306	64%	6%	31%				
Applied	2493	69%	5%	25%				
Shortlisted	608	50%	6%	45%	18%	25%	38%	19%
Appointed	205	42%	5%	53%	22%	22%	28%	6%
Grand Total	18061	54%	7%	39%				

Table 7 – Recruitment percentage at each stage for professional staff by ethnicity

Academic Year	Total N	%>			%v			Gap - BME / White
		BME	Not known	White	BME	Not known	White	
2016-2017	2535	48%	9%	44%				
Applied	1948	52%	9%	39%				
Shortlisted	467	37%	8%	55%	17%	19%	31%	15%
Appointed	120	23%	4%	73%	14%	12%	25%	11%
2017-2018	2323	47%	7%	45%				

Applied	1684	51%	7%	42%				
Shortlisted	504	39%	9%	52%	22%	28%	33%	10%
Appointed	135	36%	2%	61%	20%	6%	24%	4%
2018-2019	2314	52%	7%	41%				
Applied	1710	57%	7%	36%				
Shortlisted	467	38%	6%	56%	19%	21%	36%	18%
Appointed	137	34%	4%	62%	21%	18%	24%	4%
2019-2020	2410	51%	6%	43%				
Applied	1866	54%	6%	40%				
Shortlisted	405	41%	5%	54%	17%	20%	29%	12%
Appointed	139	33%	5%	62%	22%	25%	28%	7%
2020-2021	2179	56%	6%	38%				
Applied	1628	61%	6%	33%				
Shortlisted	440	45%	5%	51%	19%	22%	35%	16%
Appointed	111	32%	6%	61%	16%	26%	23%	8%
Grand Total	16897	48%	8%	44%				

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. We have, therefore, aggregated the data for rolling three-year periods (figures 1-4). Analysis includes 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.

Over recent years effort has been made to refine the academic promotion process and we can see in the data that the promotion outcome gaps appear to be closing by when comparing by ethnicity with a 5% or less gap in the last rolling period of promotions rounds (2019-2021).

By gender only, men appear have a higher success rate at earlier career transition points and women at later career transition points (to Associate Professor and Professor) which is reflected in a more balance pattern in the pipeline data by gender. Intersectionally with ethnicity a more complex picture is found (this may in part be due to small numbers and greater fluctuation).

Comparison by working pattern shows fairly similar rates of application for promotion and successful outcome, although some fluctuation at more senior grades.

Professional Services promotions – there is no promotions route for professional services staff and so no data shown.

Figure 1 – Analysis of Academic Promotions by grade and ethnicity

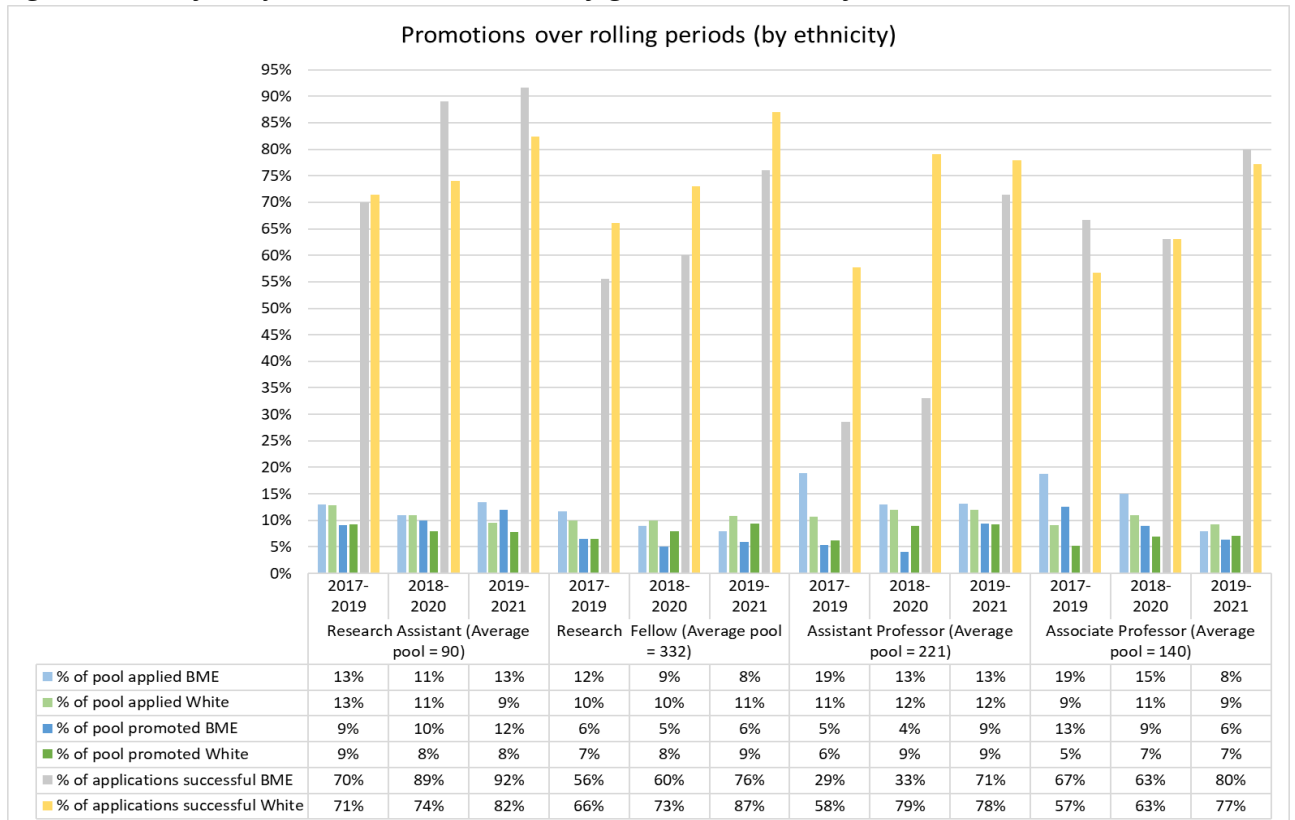


Figure 2 – Analysis of Academic Promotions by grade and gender

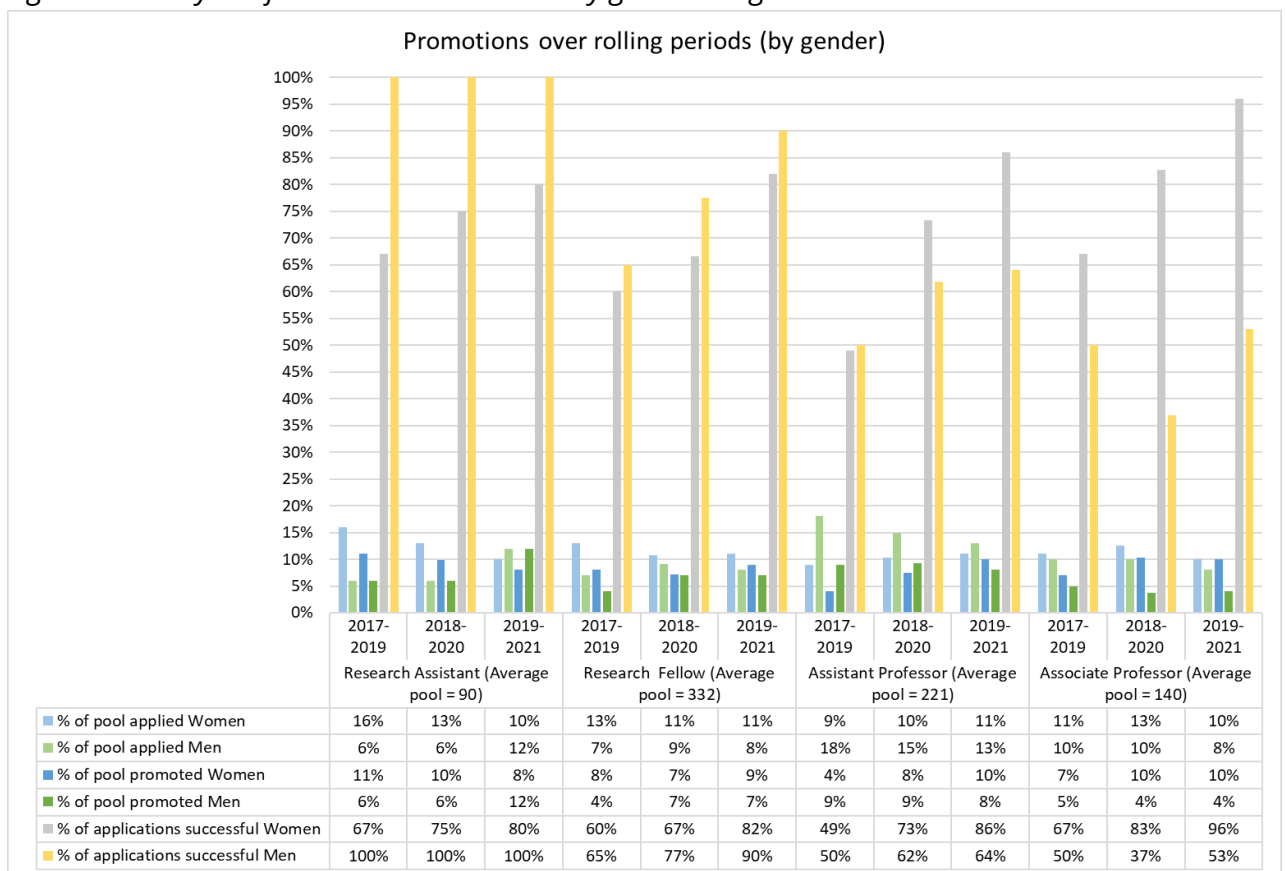


Figure 3 – Analysis of Academic Promotions by grade and gender (BME only)

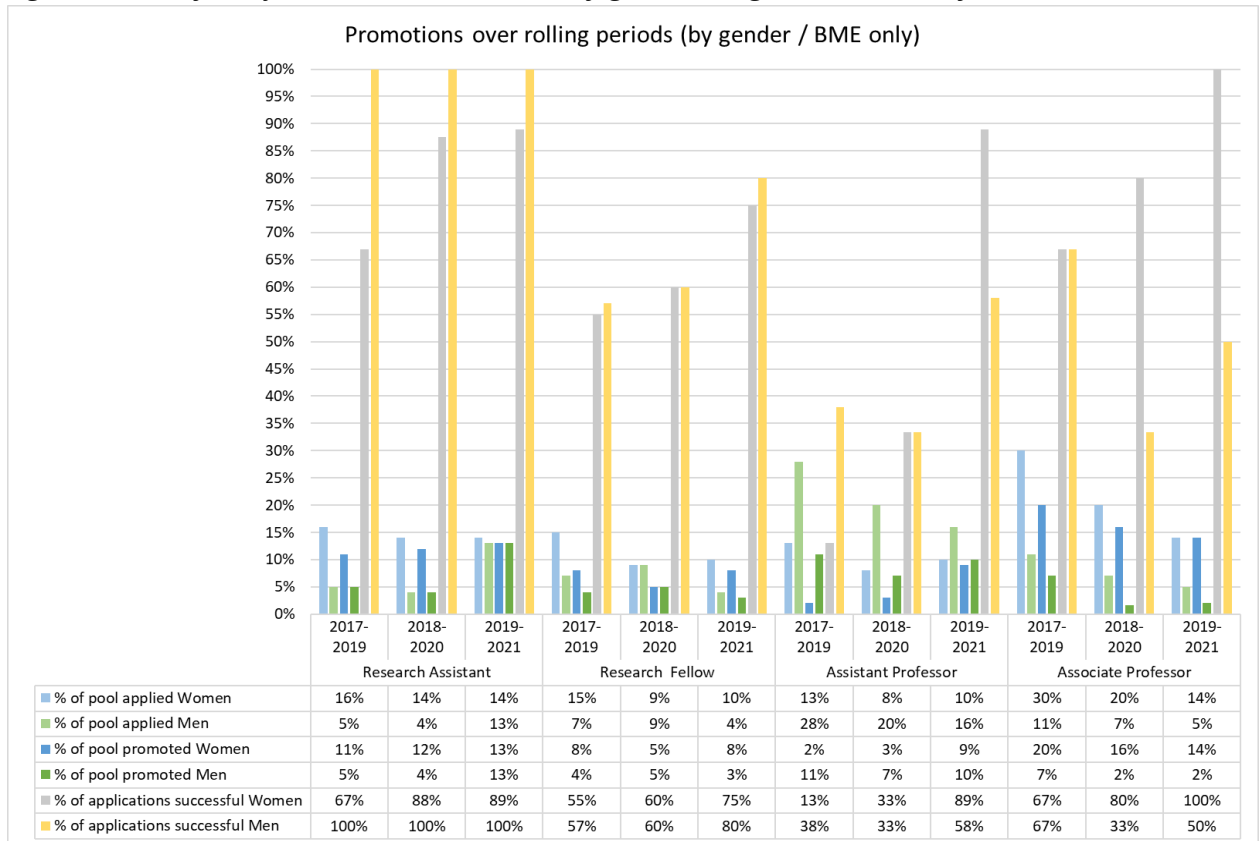
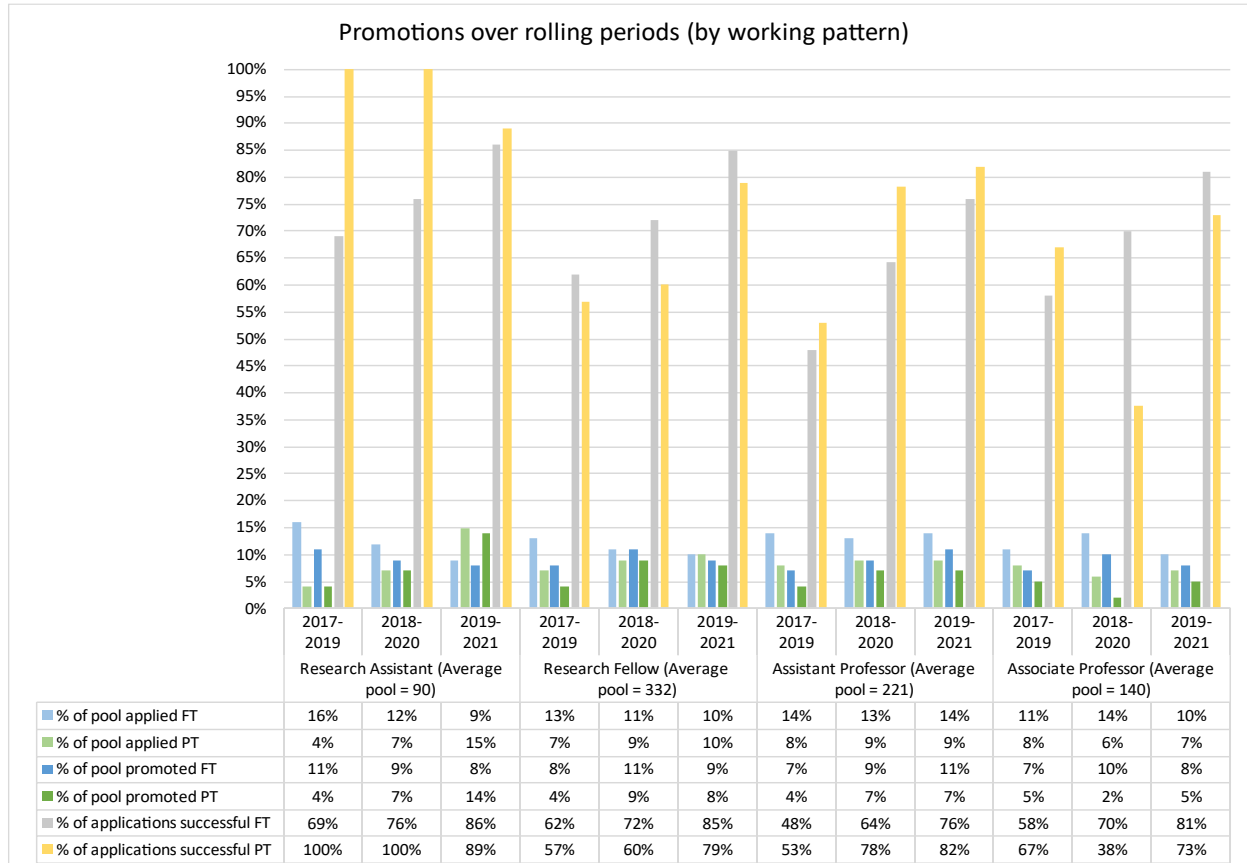


Figure 4 – Analysis of Academic Promotions by grade and working pattern



Staff demographic analysis

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

Age

Table 8 shows an analysis of staff population by age in comparison to benchmark.

Table 8 – Staff by age

	Academic	Professional Support	Benchmark[1]
30 and under	11%	16%	
31-40	37%	33%	
41-50	28%	28%	
51-60	14%	19%	
61 and over	10%	5%	

Disability

Table 9 represents the staff by those who have stated that they have a disability or not for both professional support staff and academic staff¹. The proportion of staff disclosing a disability has increased each year over the analysis period. For academic staff the percentage of staff who have declared a disability is 5.0% which is slightly above the benchmark and increased from last academic year. The percentage of professional support staff is also higher than benchmark at 7.7%.

Table 9 – Staff population by disability / no known disability

		Disability	No known disability	Not Known
Academic	2017/18	3.2%	95.5%	1.3%
	2018/19	4.5%	94.1%	1.4%
	2019/20	4.8%	93.6%	1.6%
	2020/21	5.0%	93.4%	1.6%
	Benchmark	4.3%	95.7%	
Professional Support	2017/18	6.6%	92.4%	1.0%
	2018/19	7.1%	91.5%	1.4%
	2019/20	7.0%	91.7%	1.4%
	2020/21	7.7%	90.6%	1.8%
	Benchmark	6.1%	93.9%	

¹ 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.

Ethnicity and nationality

Across LSHTM, 28% identify as from an ethnic minority, 68% as White and 5% are unknown (Table 10). This is higher for professional support staff than academics, 32% and 25% respectively. This is a slight increase in proportion of staff who identify as from an ethnic minority from the previous year.

Table 10 also shows LSHTM staff proportions as UK and non-UK intersecting with ethnicity and against benchmark data²; 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.

Table 10 – Staff population by ethnicity (2020/2021)

		Asian / Asian British	Black / Black British	Mixed	Not known	Other	White
All	Non-UK (n=630)	10%	16%	4%	6%	6%	59%
	UK (n=1156)	9%	6%	5%	4%	4%	72%
Academic	Non-UK (n=481)	10%	15%	5%	6%	6%	58%
	UK (n=628)	7%	3%	3%	4%	3%	80%
Professional Services	Non-UK (n=149)	7%	17%	3%	5%	5%	62%
	UK (n=528)	12%	10%	6%	4%	4%	63%
Benchmark (All)	Non-UK	11.0%	4.5%	3.2%	9.0%	12.0%	69.3%
	UK	4.4%	2.2%	1.8%	5.7%	1.8%	89.7%

Table 11 – Staff population by nationality / ethnicity (2020/21)

		EU	Rest of the World	UK
Academic	BME (n=276)	6%	57%	37%
	Not Known (n=53)	25%	30%	45%
	White (n=780)	25%	11%	64%
Professional Services	BME (n=220)	4%	18%	78%
	Not Known (n=29)	10%	17%	72%
	White (n=428)	18%	4%	78%

There has continued to be an increase in the proportion of academic staff who identify as from an ethnic minority at all grades, above research assistant, over the past four years. The below charts show drops in the pipeline as is reflected by the ethnicity pay gap and exacerbated when intersected with gender.

² All 'benchmark' data are taken from [Advance HE, Equality in higher education: staff statistical report 2019](#)

Figure 5-6 – Academic pipeline by ethnicity (2017-2021)

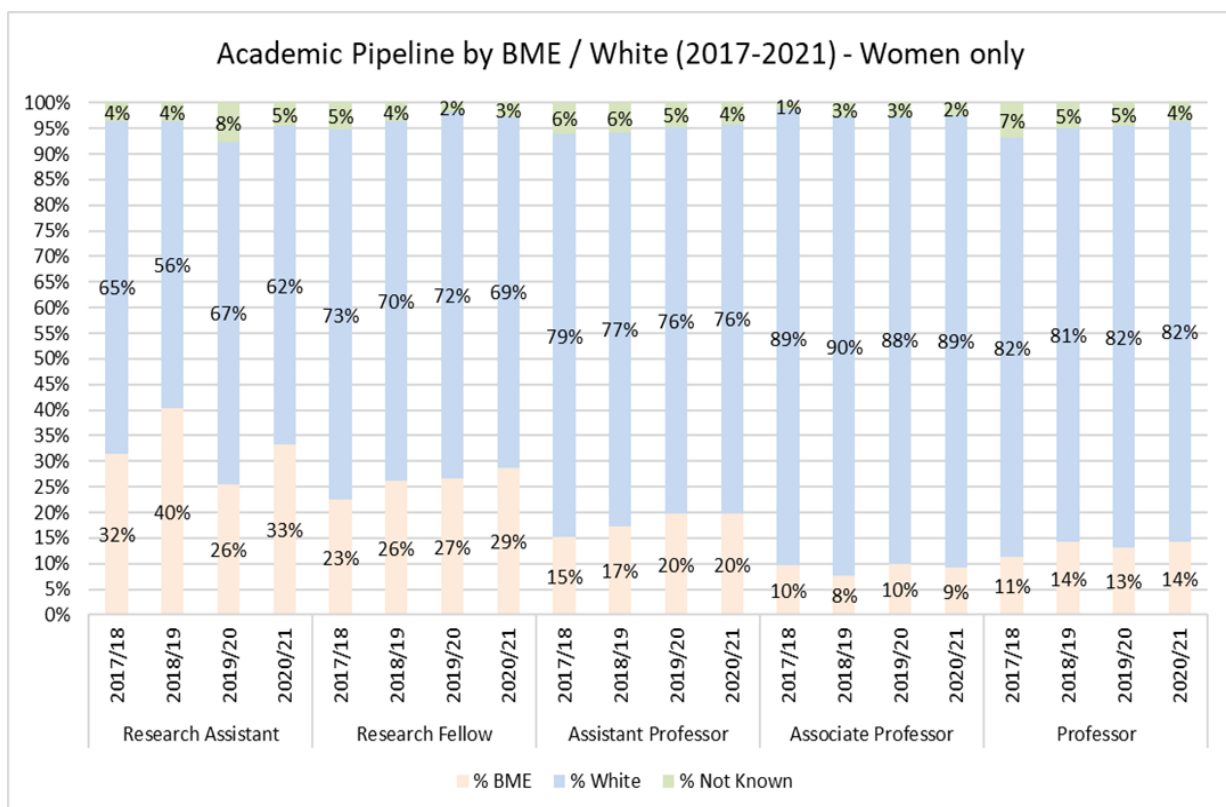
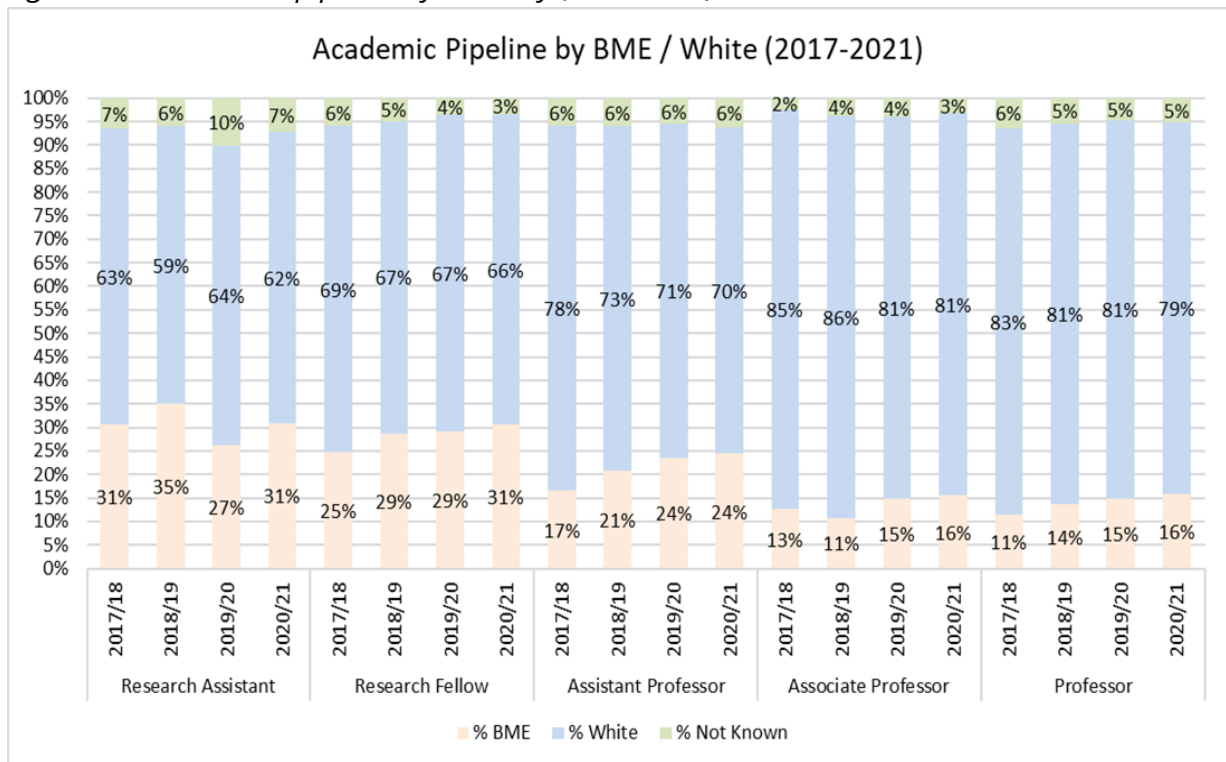


Figure 7 – Academic pipeline by ethnic group (2017 – 2021)

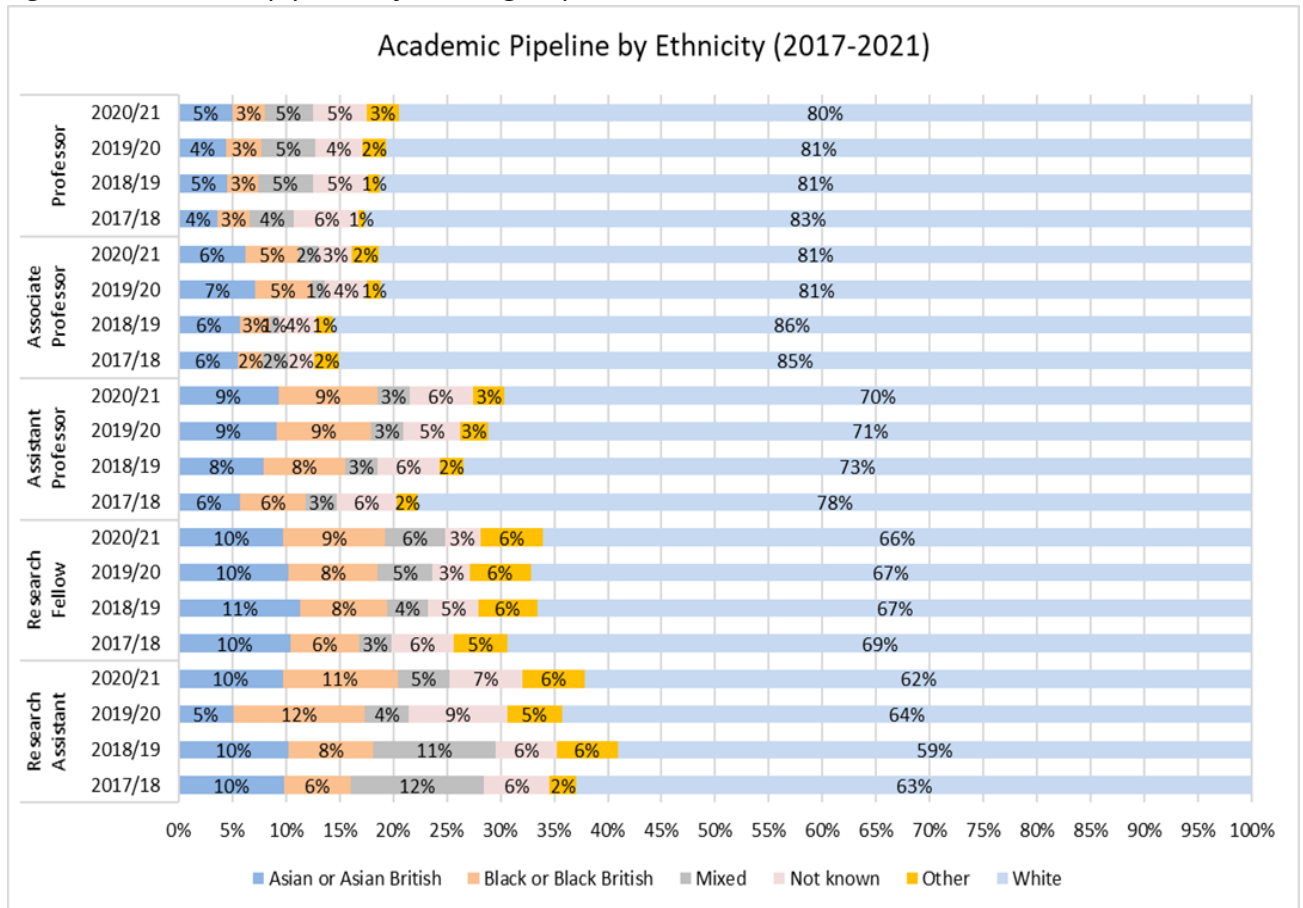


Table 12

	Prof Band A & B			Prof Band C		
	BME%	Not Known%	White%	BME%	Not Known%	White%
2016/17	11%	3%	85%	8%	14%	78%
2017/18	11%	3%	85%	11%	17%	72%
2018/19	12%	3%	85%	18%	13%	69%
2019/20	14%	4%	82%	18%	8%	75%
2020/21	15%	4%	81%	18%	7%	75%

As with the academic staff pipeline there has an increased % of staff who identify as from an ethnic minority at each grade. However, the drop off points in the PS pipeline are particularly from grade 7.

Figure 8 – Professional Support pipeline by ethnicity (2017 – 2021)

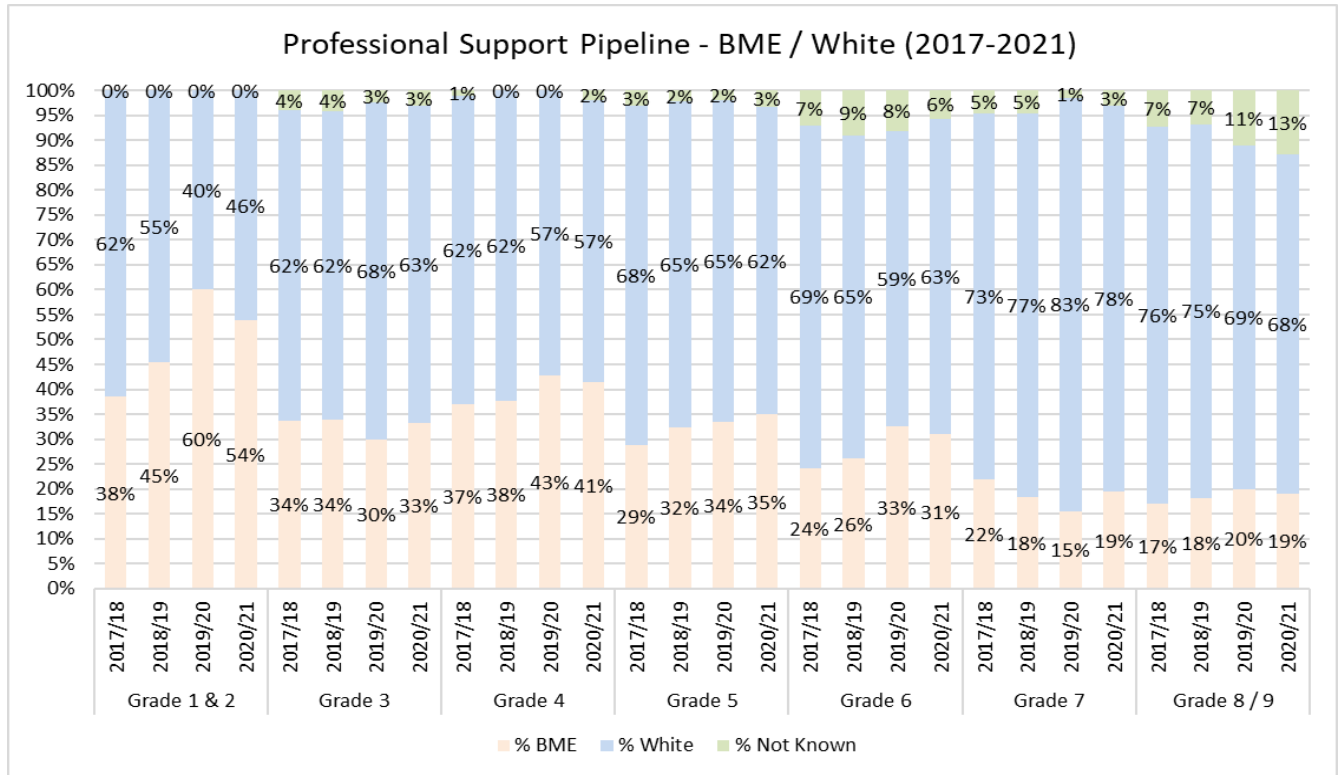
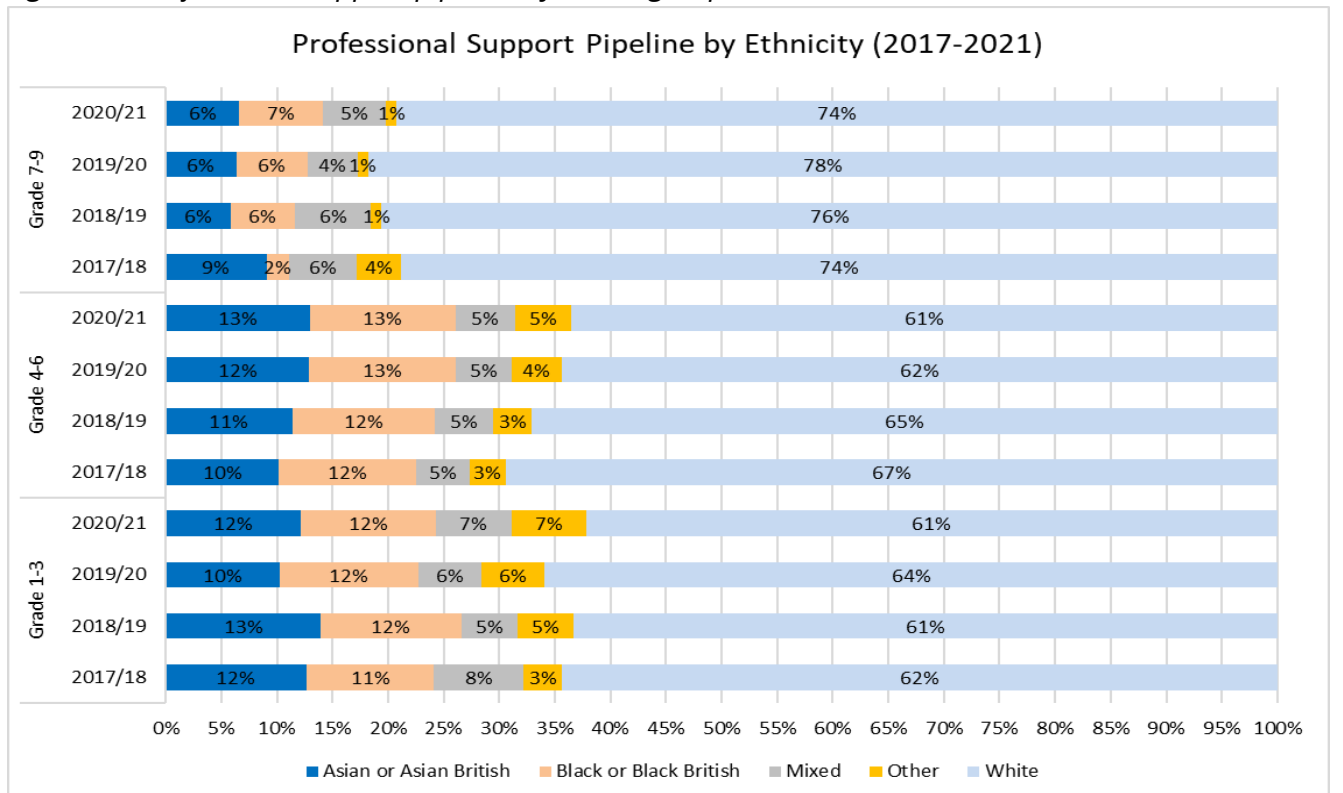


Figure 9 – Professional Support pipeline by ethnic group (2017 – 2021)



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 than men work part time.

Figure 10 – Staff population by gender

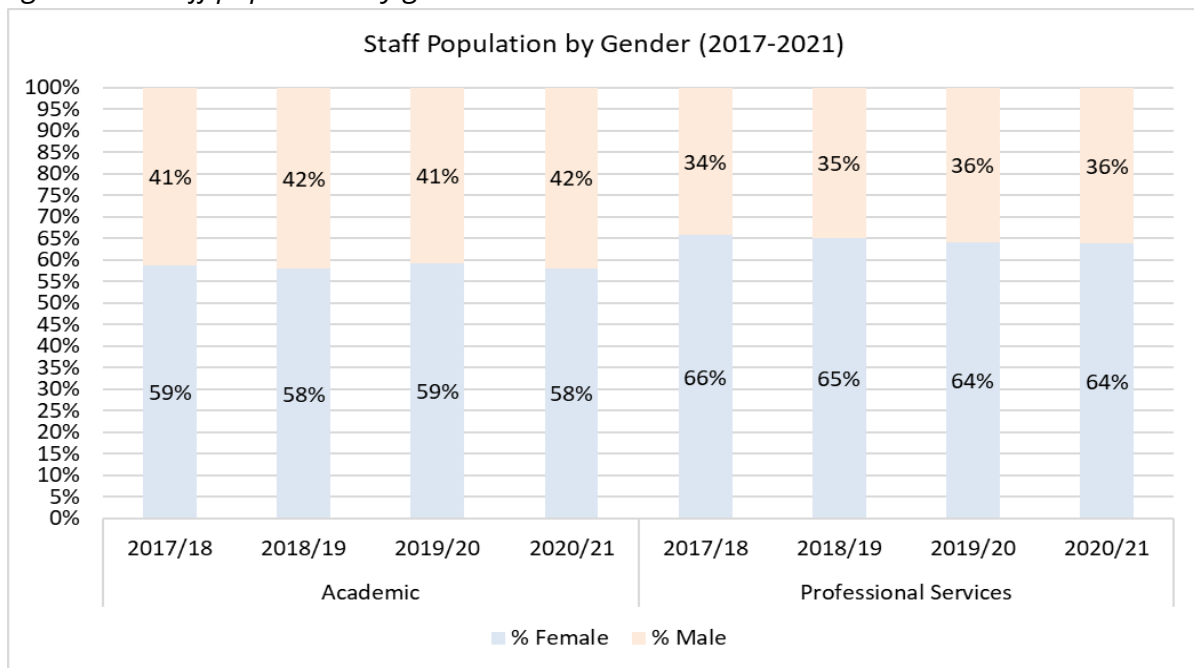
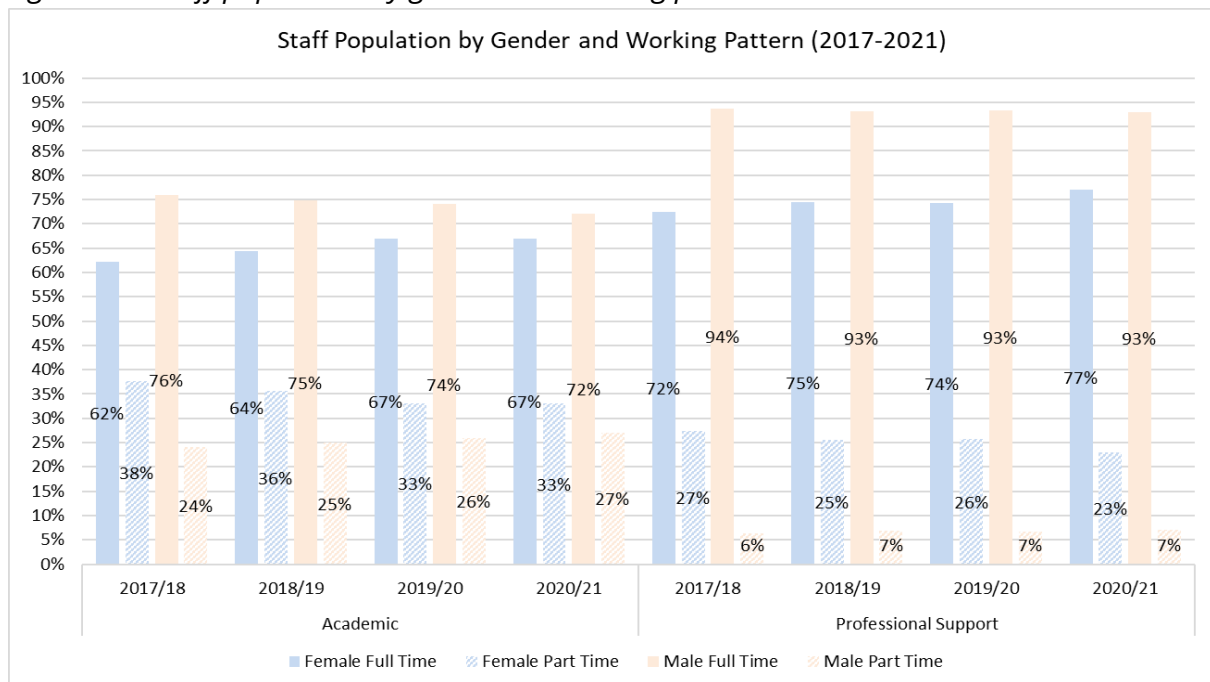


Figure 11 – Staff population by gender and working pattern



Analysis of the academic pipeline by gender shows there have not been significant changes over the last few years of years (Figure 12), except that there has continued to be an increased proportion of female professors and more senior female professors – as shown in figure 13 and 14.

Figure 12 – Academic pipeline by gender

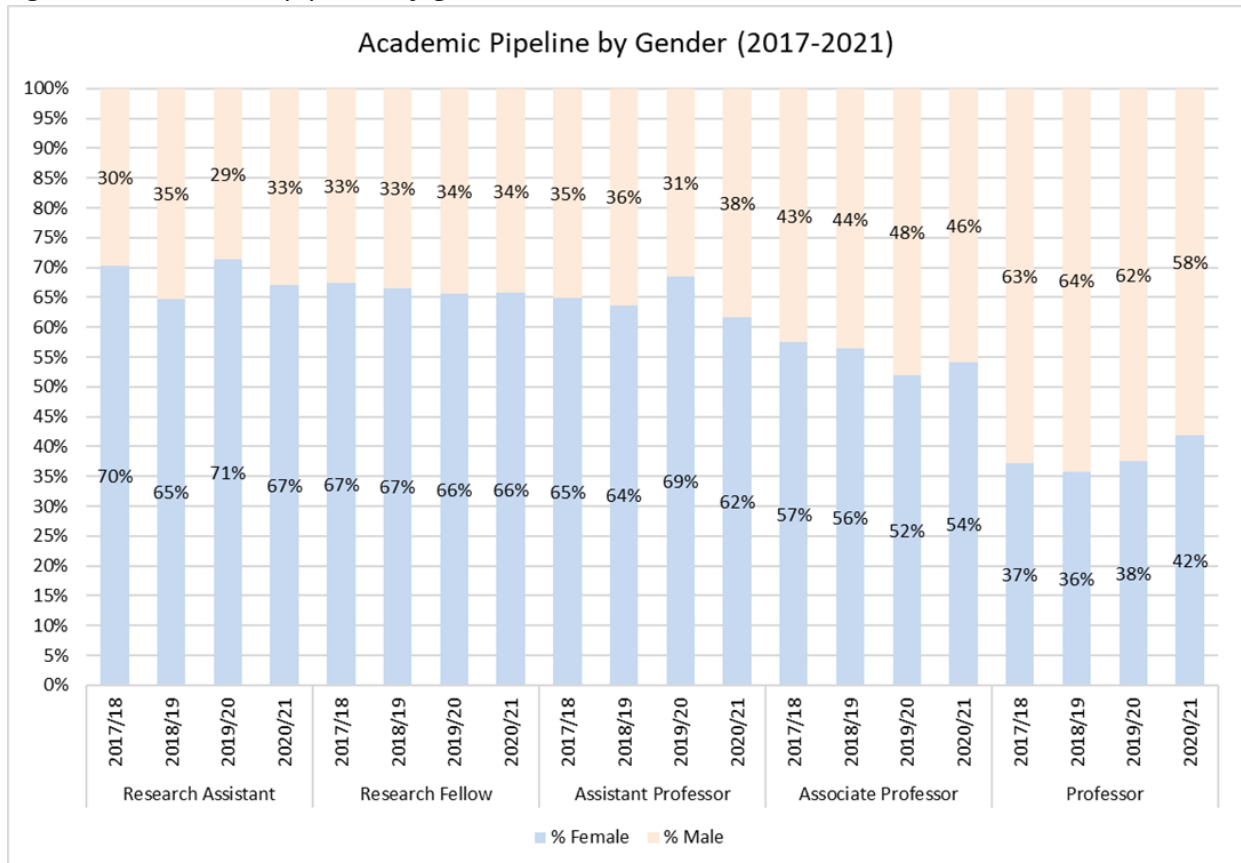


Figure 13 – Academic pipeline by gender – Professor Band A/B

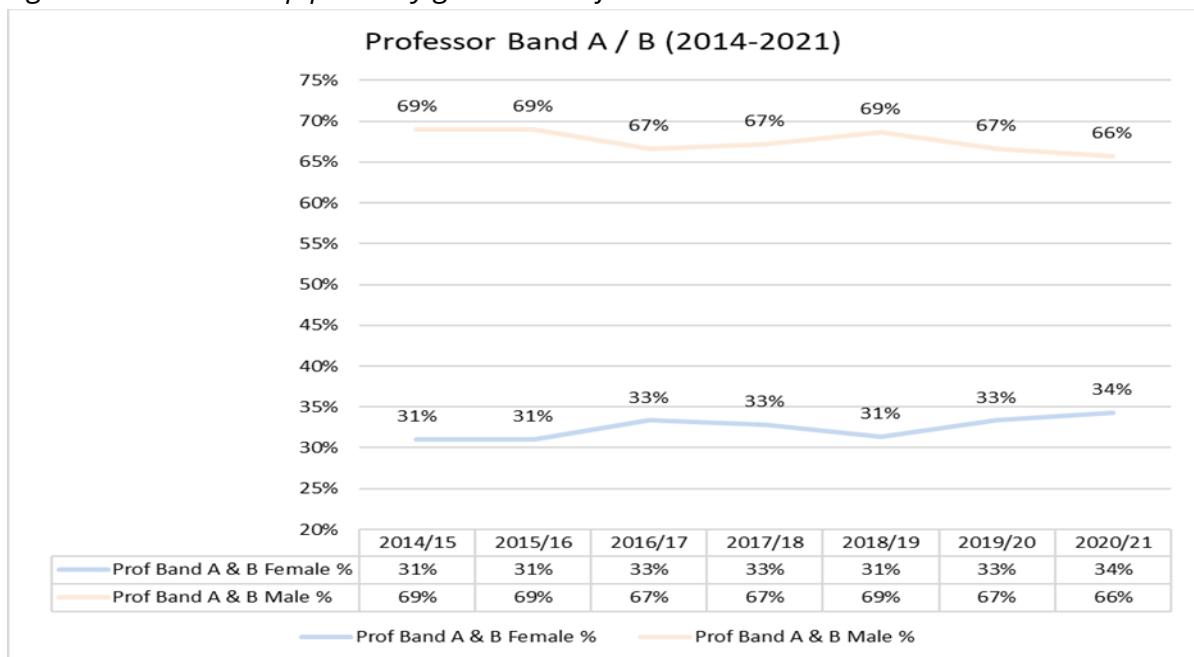
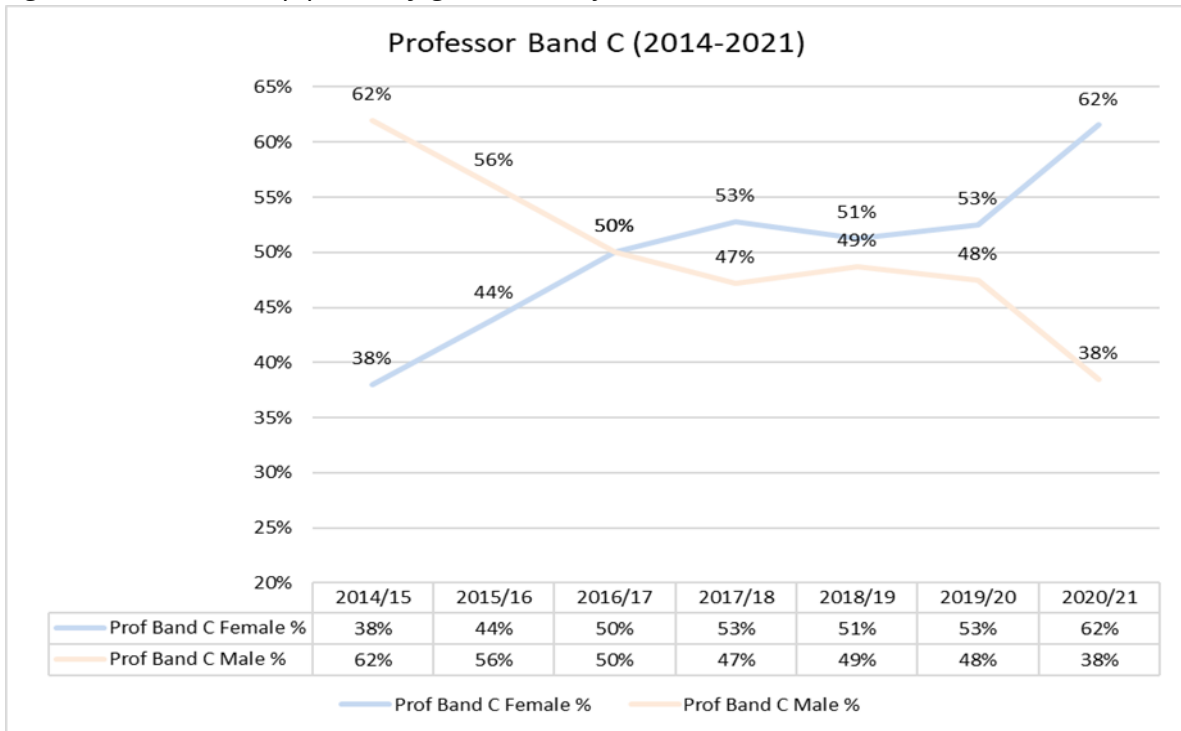
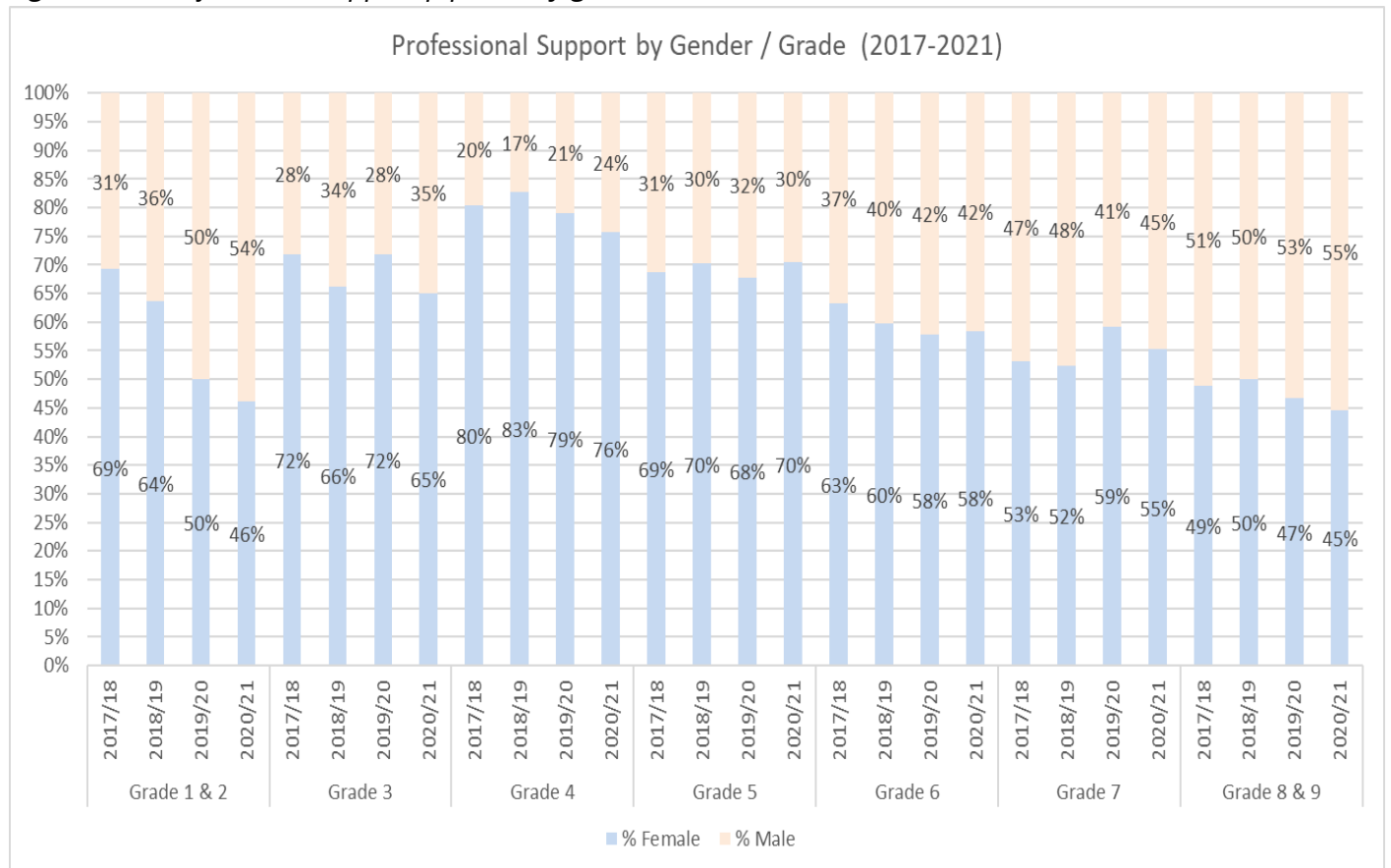


Figure 14 – Academic pipeline by gender – Professor Band C



For professional services staff, the pipeline shows a decrease in women at the most grades 8/9 (Figure 15).

Figure 15 – Professional Support pipeline by gender



Contract type analysis - by ethnicity and gender

Overall, there has been an increase in the proportion of academic staff on fixed term contracts between 2017 – 2021, from 67%-73%. The proportion of professional support staff on fixed term contracts has remained constant at approximately 35%.

Tables 14-15 show contract type for academic staff by grade – comparing proportions by gender at each grade show a similar proportion of male and female staff on fixed terms contracts although there is greater difference at Associate Professor and Professor grade, with higher percentage of men on fixed term contracts at these grades. This is a similar pattern when looking at by ethnicity, with a higher percentage of minority ethnic staff on fixed term contracts at these grades.

Tables 13 – Contract type by gender (Academic and PS)

Academic	Female						Male						Total
	Fixed Term		Permanent		Total		Fixed Term		Permanent		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	
17/18	390	71%	157	29%	547	59%	234	61%	148	39%	382	41%	929
18/19	429	74%	150	26%	579	58%	271	65%	149	35%	420	42%	999
19/20	463	75%	152	25%	615	59%	281	66%	142	34%	423	41%	1038
20/21	494	77%	150	23%	644	58%	319	69%	146	31%	465	42%	1109
PS	Female						Male						Total
	Fixed Term		Permanent		Total		Fixed Term		Permanent		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	
17/18	145	37%	246	63%	391	66%	62	30%	142	70%	204	34%	595
18/19	161	40%	243	60%	404	65%	68	31%	150	69%	218	35%	622
19/20	158	38%	262	62%	420	64%	69	29%	170	71%	239	36%	659
20/21	163	38%	268	62%	431	64%	77	31%	169	69%	246	36%	677

Tables 14 – Contract type / grade by gender (Academic)

	Female			Male		
	Fixed Term	Permanent	Total	Fixed Term	Permanent	Total
Research Assistant	99%	1%	68%	100%	0%	32%
Research Fellow	97%	3%	66%	97%	3%	34%
Assistant Professor	81%	19%	64%	86%	14%	36%
Associate Professor	32%	68%	55%	46%	54%	45%
Professor	9%	91%	38%	18%	82%	62%

Tables 15 – Contract type / grade by ethnicity (Academic)

	BME			Not known			White		
	Fixed Term	Permanent	Total	Fixed Term	Permanent	Total	Fixed Term	Permanent	Total
Research Assistant	100%	0%	30%	100%	0%	7%	99%	1%	64%
Research Fellow	98%	2%	28%	100%	0%	4%	97%	3%	68%
Assistant Professor	78%	22%	21%	95%	5%	6%	83%	17%	74%
Associate Professor	55%	45%	14%	35%	65%	3%	35%	65%	83%
Professor	19%	81%	13%	9%	91%	5%	14%	86%	81%

Tables 16 – Contract type by ethnicity (Academic and PS)

Academic	BME						Not Known						White					
	Fixed Term		Permanent		Total		Fixed Term		Permanent		Total		Fixed Term		Permanent		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
17/18	137	77%	40	23%	177	19%	43	70%	18	30%	61	7%	444	64%	247	36%	691	74%
18/19	181	82%	41	18%	222	22%	40	70%	17	30%	57	6%	479	67%	241	33%	720	72%
19/20	199	83%	41	17%	240	23%	39	71%	16	29%	55	5%	514	69%	233	31%	747	72%
20/21	233	84%	43	16%	276	25%	37	70%	16	30%	53	5%	543	70%	237	30%	780	70%
PSS	BME						Not Known						White					
	Fixed Term		Permanent		Total		Fixed Term		Permanent		Total		Fixed Term		Permanent		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
17/18	56	33%	114	67%	170	29%	12	41%	17	59%	29	5%	139	35%	257	65%	396	67%
18/19	69	37%	117	63%	186	30%	11	39%	17	61%	28	5%	149	37%	259	63%	408	66%
19/20	76	37%	129	63%	205	31%	9	33%	18	67%	27	4%	142	33%	285	67%	427	65%
20/21	79	36%	141	64%	220	32%	9	31%	20	69%	29	4%	152	36%	276	64%	428	63%

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 (23%) which is below the sector benchmark (9.4% information refused / 44.4% 'blank').

Table 17 – Religion and belief of all staff

Religion/belief	Staff (%)
Any other religion/belief	1%
Buddhist	1%
Christian	25%
Hindu	3%
Info refused/not known	23%
Jewish	1%
Muslim	4%
No religion	41%
Sikh	0%
Spiritual	1%

Sexual Orientation

67% of staff identify as heterosexual and 7% as bisexual, gay man, gay woman/lesbian or other (Table 18). 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 9.8% information refused (45.3% 'blank'). As with religion and belief, continuing work should be taken to decrease the number of 'unknown' within this category.

Table 18 – Sexual orientation of all staff

Sexual Orientation	Staff (%)
Bisexual	2%
Gay man	3%
Gay woman/Lesbian	1%
Heterosexual	67%
Info Refused	24%
Other	1%

Student demographic analysis

Overview

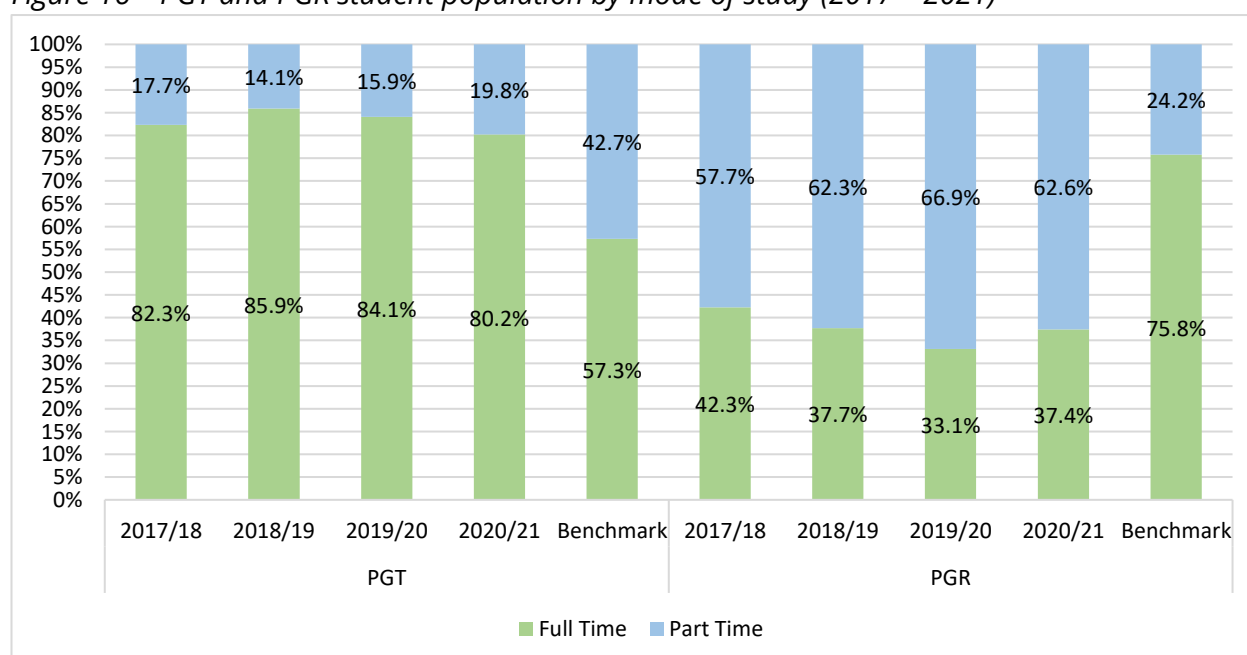
LSHTM offers postgraduate degrees via MSc courses (PGT) and in Research (PGR) there are MPhil/PhD and DrPH options. MSc courses are offered in London and by distance learning. The latter are admitted by the International Programmes of the University of London and are not reported here. Programmes belong 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 2020/21 there were 769 postgraduate taught degree (PGT) students on our London-based MSc programmes and 419 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 19 – Student by Faculty and Level of Study (2020-2021)

Faculty	PGT	PGR
Epidemiology and Population Health (EPH)	29.3%	32.6%
Infectious and Tropical Disease (ITD)	23.7%	30.9%
Public Health and Policy (PHP)	47.0%	36.5%
Grand Total	100%	100%

Programmes are undertaken on a full time (FT) or part time (PT) basis, with 80.2% of PGT student enrolled FT compared to 37.4% of PGR students (Figure 161). We have a higher proportion of FT PGT and lower proportion of FT PGR students than the sector benchmark.

Figure 16 – PGT and PGR student population by mode of study (2017 – 2021)



Impact of COVID-19 on Student Representation

According to the Higher Education Statistics Agency (HESA), the number of students enrolled on full-time taught masters programmes increased to 330,470 in 2020/21 (up from 277, 360 in 2019/20). Likewise, there was an increase in the number of part-time students taught masters students enrolled (153, 595 in 2020/21 compared with 134,140 in 2019/20). Students enrolled on doctoral research degrees similarly increased (104,965 in 2020/21 whereas in 2019/20 there were 101,350).¹ This increase has, in part, been put down to the uncertainty of the job market in the wake of COVID-19, with students thought to be applying for post-graduate degrees in the hope that, when finished, there will be more employment opportunities.²

But if the pandemic has increased the number of students enrolling onto courses in 2020/21, HESA recently reported that none of the changes in the make-up of the cohort that year were unusually large, suggesting ‘very few differences that went beyond the bounds of normal year-on-year variation’.³ In the same article the HESA acknowledge that COVID-19 will continue to affect students for many years in ways that may not be seen directly in the data. Nonetheless, we will be watching closely to see if COVID-19 has had any significant impact on the School’s student population in the future.

Student Admissions data

We have analysed student application data by application/offer/acceptance. For PGT in 2020/21, the proportion of applicants disclosing an impairment has increased since 2018/19 from 3.6% to 7.4%. A slightly higher proportion of disabled applicants received offers and a higher proportion again of disabled offer holders accepted a place to study. For PGR, there is also a slight increase in disclosures though minimal – offer and acceptance proportions roughly match application.

Figure 17 – Percentage of PGT applications/offers/acceptances by disability marker (2017 – 2021)

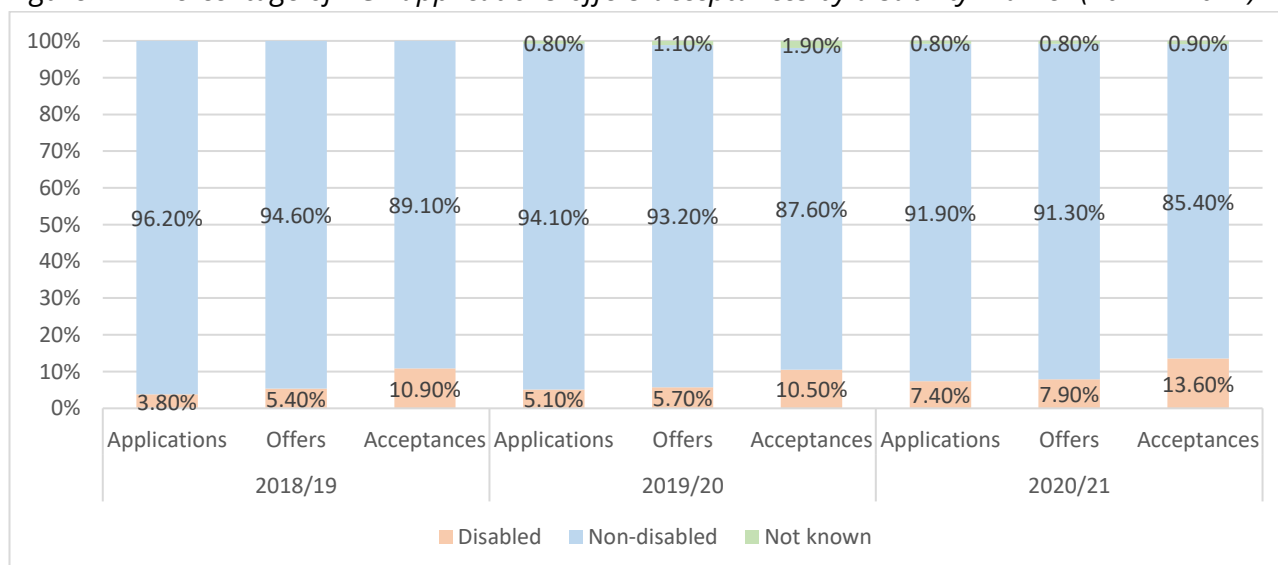
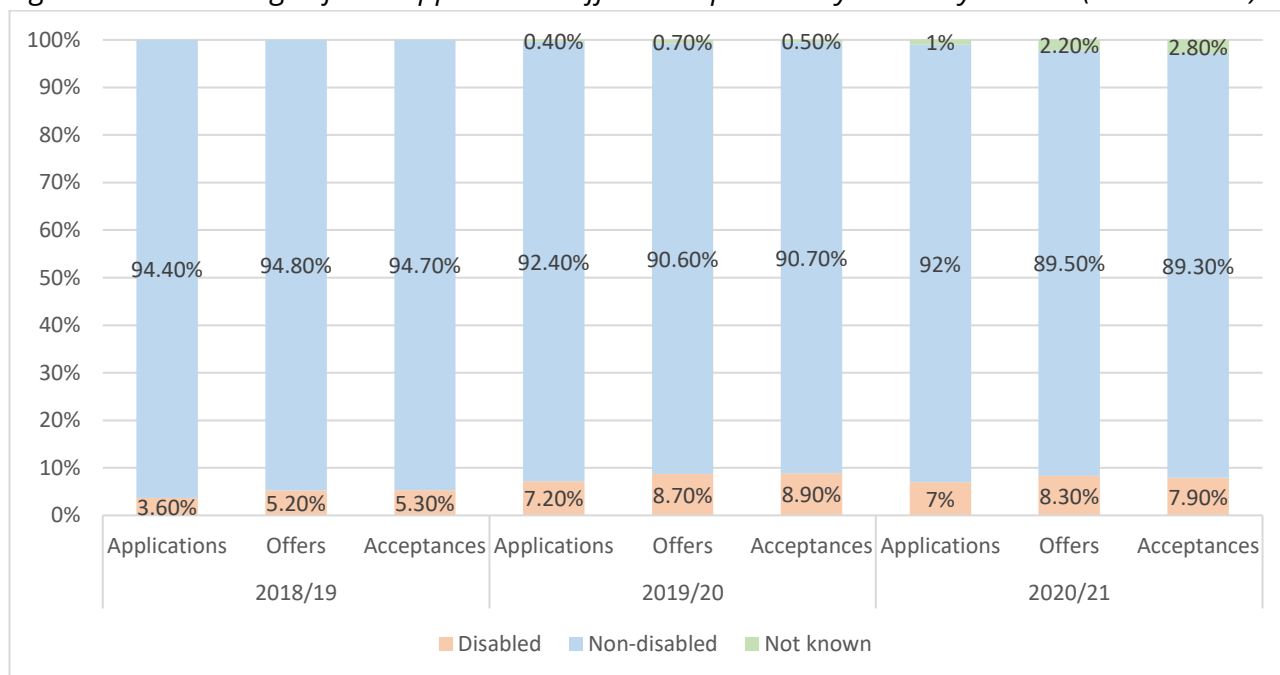


Figure 18 – Percentage of PGR applications/offers/acceptances by disability marker (2017 – 2021)



Analysis of PGT application data shows that around 43% of UK applications are from applicants from an ethnic minority background. Analysis by ethnicity shows offer and acceptance outcome diversity gaps, in that white applicants are more likely to be offered a place and to accept. The offer gap has closed slightly from 9% in 2018/19 to 3.6% in 2020/21. While for PGR the application / offer outcome gap has remained constant at approx. 17% and the acceptance outcome gap of approx. 4.5%.

Figure 19: Percentage of PGT applications/offers/acceptances by ethnicity (2018 – 2021)

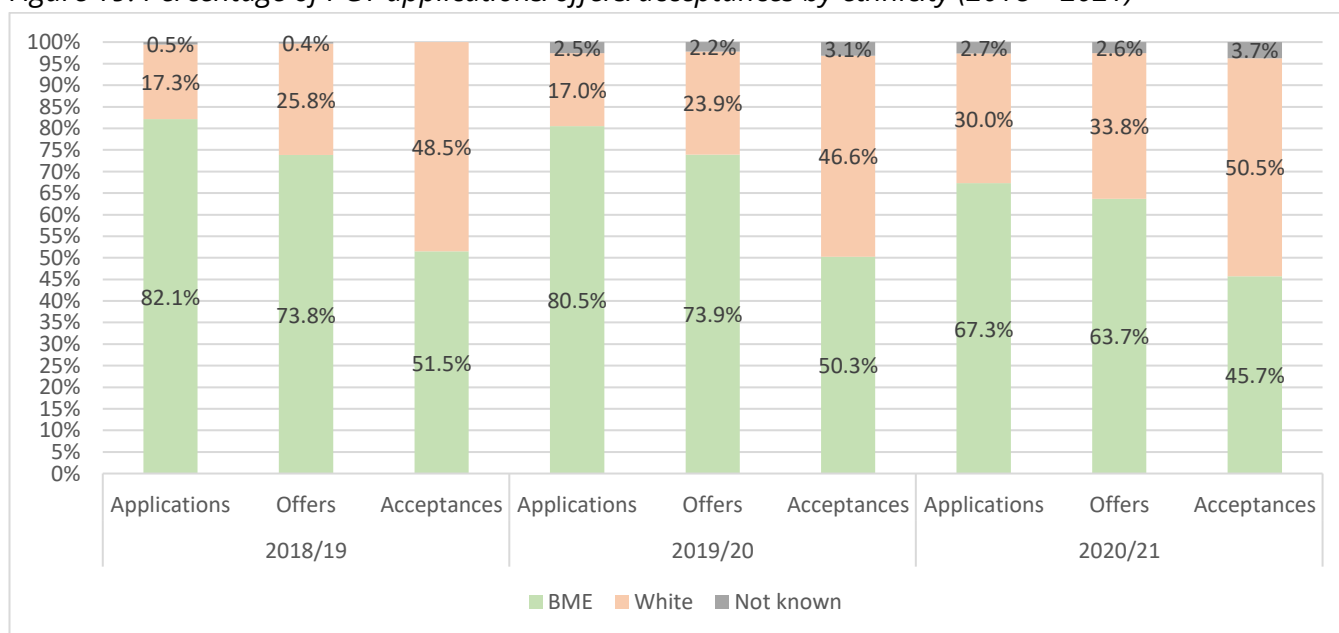
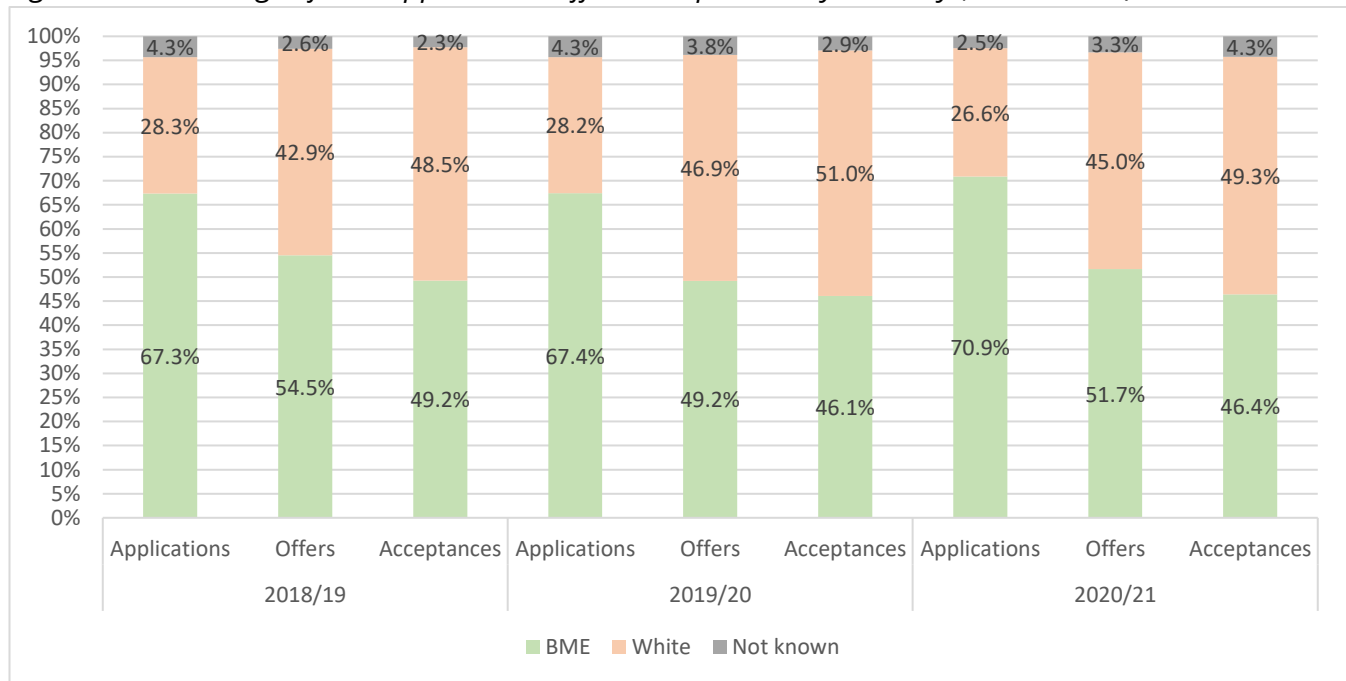
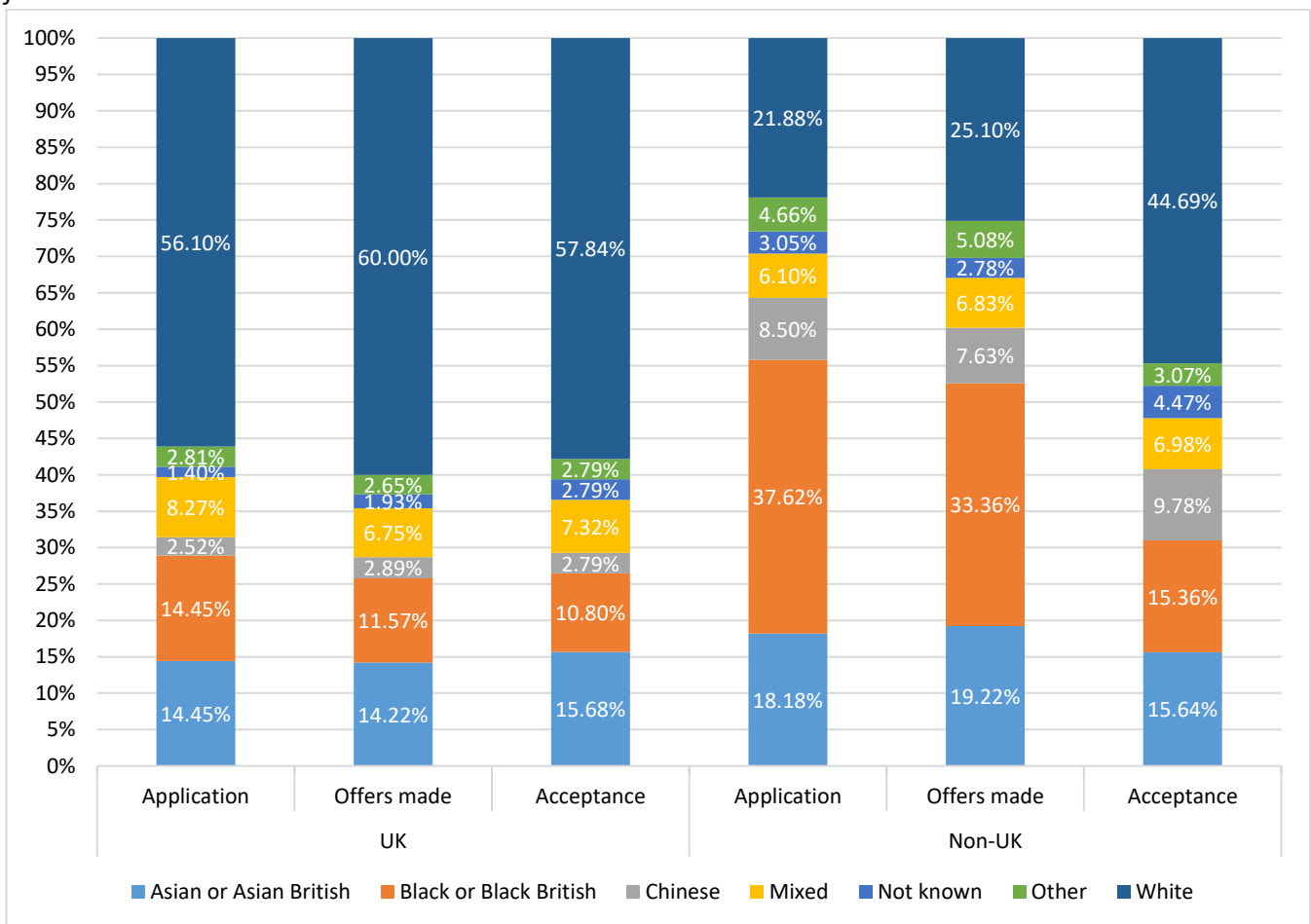


Figure 20: Percentage of PGR applications/offers/acceptances by ethnicity (2018 – 2021)



When the PGT data is broken down by ethnic group, the proportion of those receiving an offer is similar to the proportions who applied, except for Black or Black British applicants where the offer proportion drops and for White applicants which increases. These gaps are greater with our non-UK applicants between application and offer, with the proportion of Black or Black British applicants dropping and a significant drop in the proportions of non-UK Black or Black British offer holders accepting their place at LSHTM, with just 15.36% accepting their place.

Figure 21 – Percentage of PGT applications/offers/acceptances by ethnicity and UK/non-UK marker for 2020/21



For PGR applications data we see UK ethnic minority 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 ethnic minority 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 49.52% of applicants to 38.40% of offer holders.

Figure 22 – Percentage of PGR applications/offers/acceptances by ethnicity and UK/non-UK marker for 2020/21

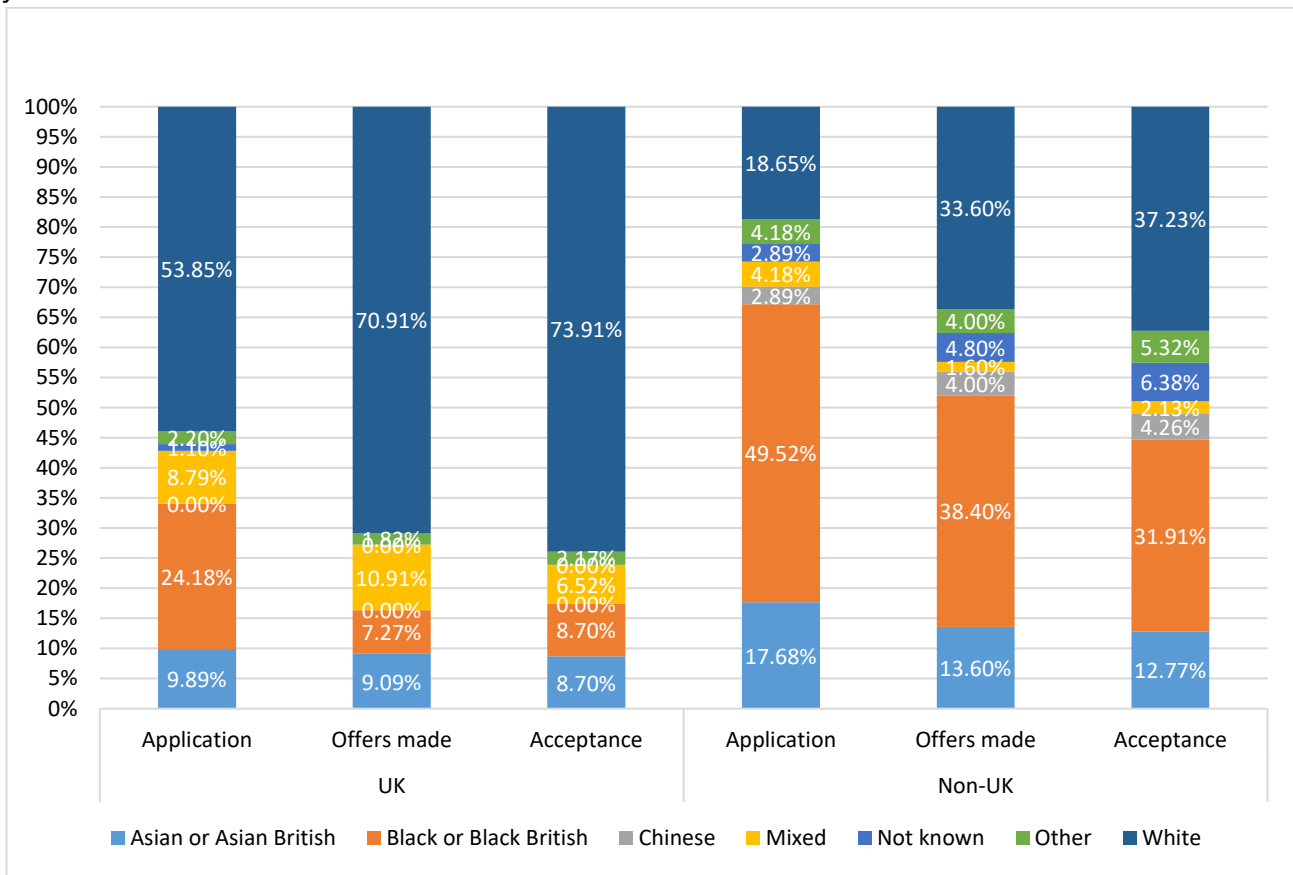
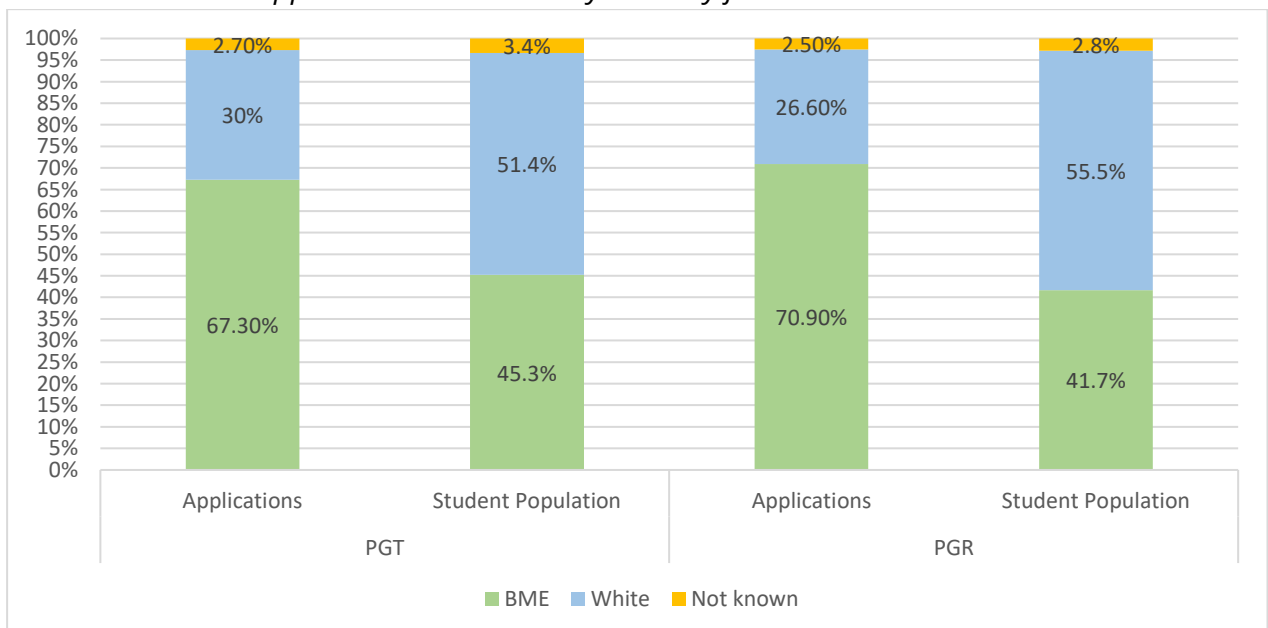


Figure 23 below shows that despite the majority of applications to study at LSHTM are from those who identify as from an ethnic minority, this population make up a minority of the student population.

Figure 23 – PGT and PGR applicants and enrolled by ethnicity for 2020/21



At PGT level, the proportion of female applicants has grown since last year (51.0% in 2018/19 and 58.8% in 2019/20 to 63.8% in 2020/21). 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. Similarly, the proportion of female applicants in PGR has decreased since last year (55.4% in 2018/19 and 62.4% in 2019/20 to 58% in 2020/21). Men are less likely to be offered a place and are less likely to accept when offered, especially compared to last year.

Figure 24 – Percentage of PGT applications/offers/acceptances by gender (2018/19 & 2019/20)

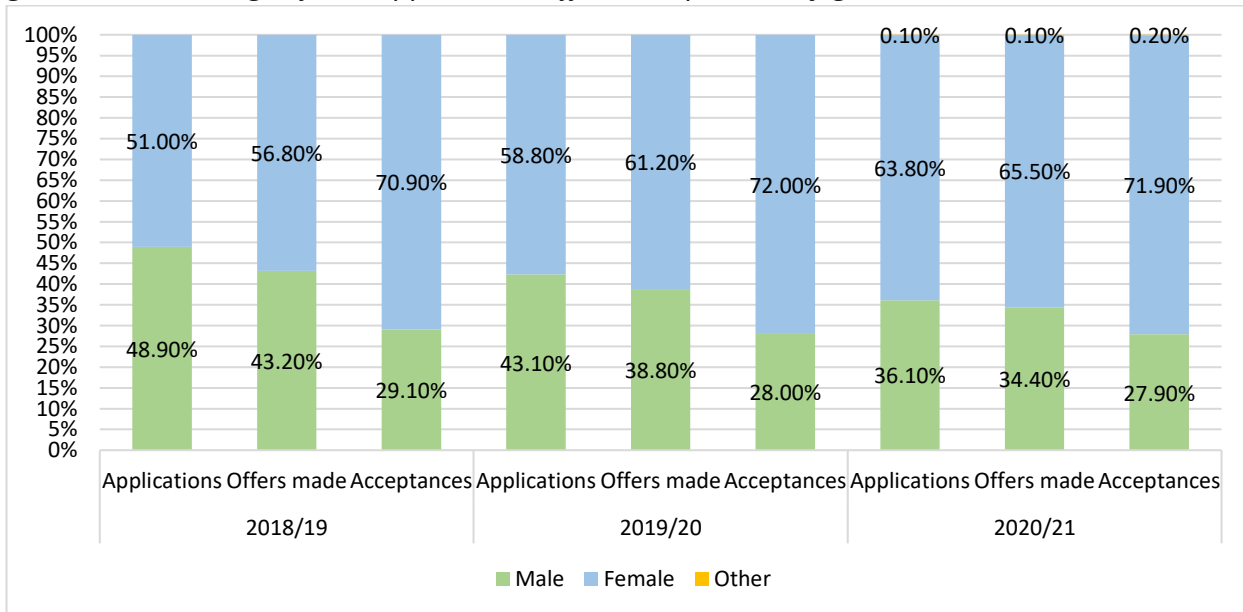
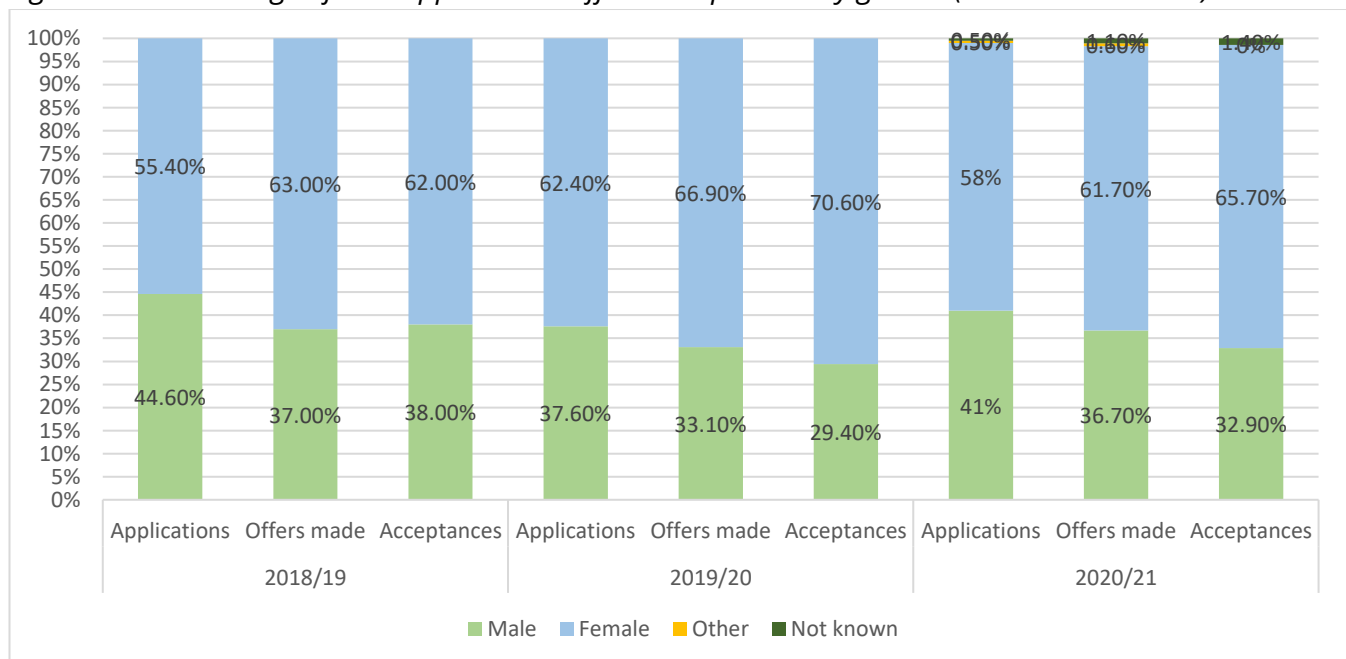


Figure 25 – Percentage of PGR applications/offers/acceptances by gender (2018/19 - 2020/21)



Note that fewer than 5 applicants selected "Other" as their gender and therefore have been removed from this analysis.

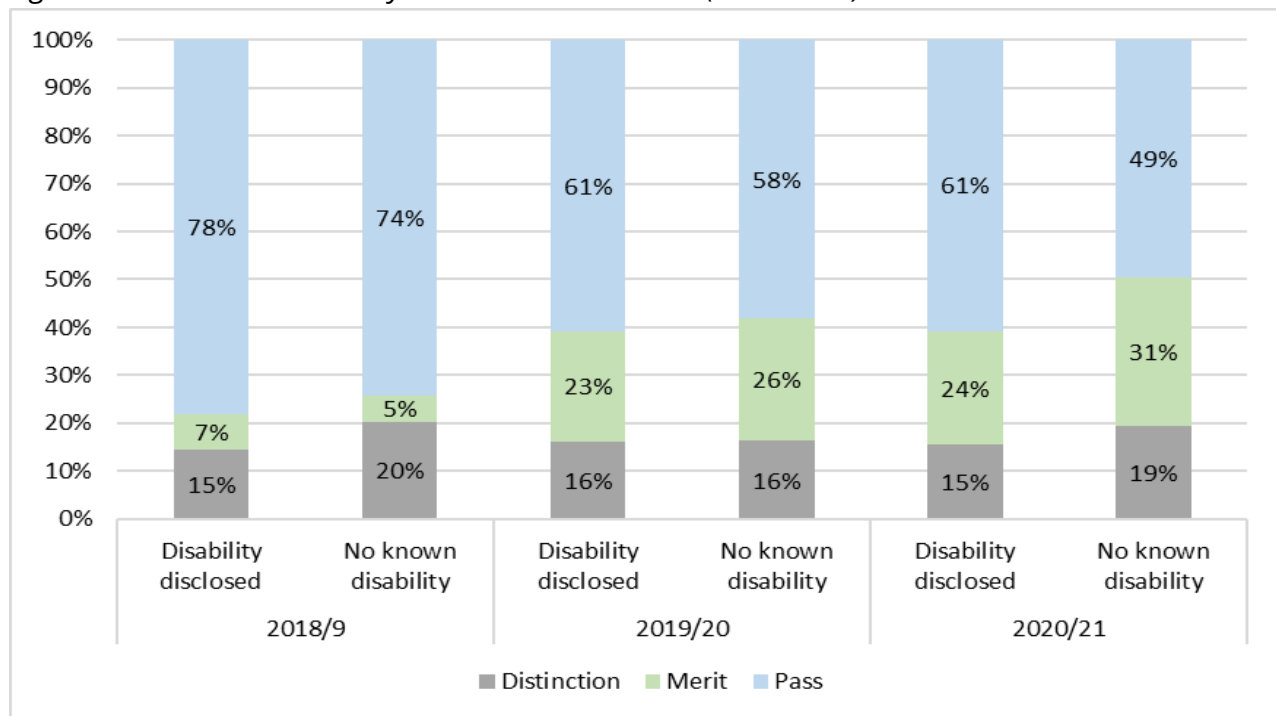
As noted in the EDI narrative report, a widening participation working group is to be set up in 2020/21 to explore admissions data in more detail and develop LSHTM's widening participation strategy.

Student Outcomes

The following charts show awards analysis for our intensive Masters programme.

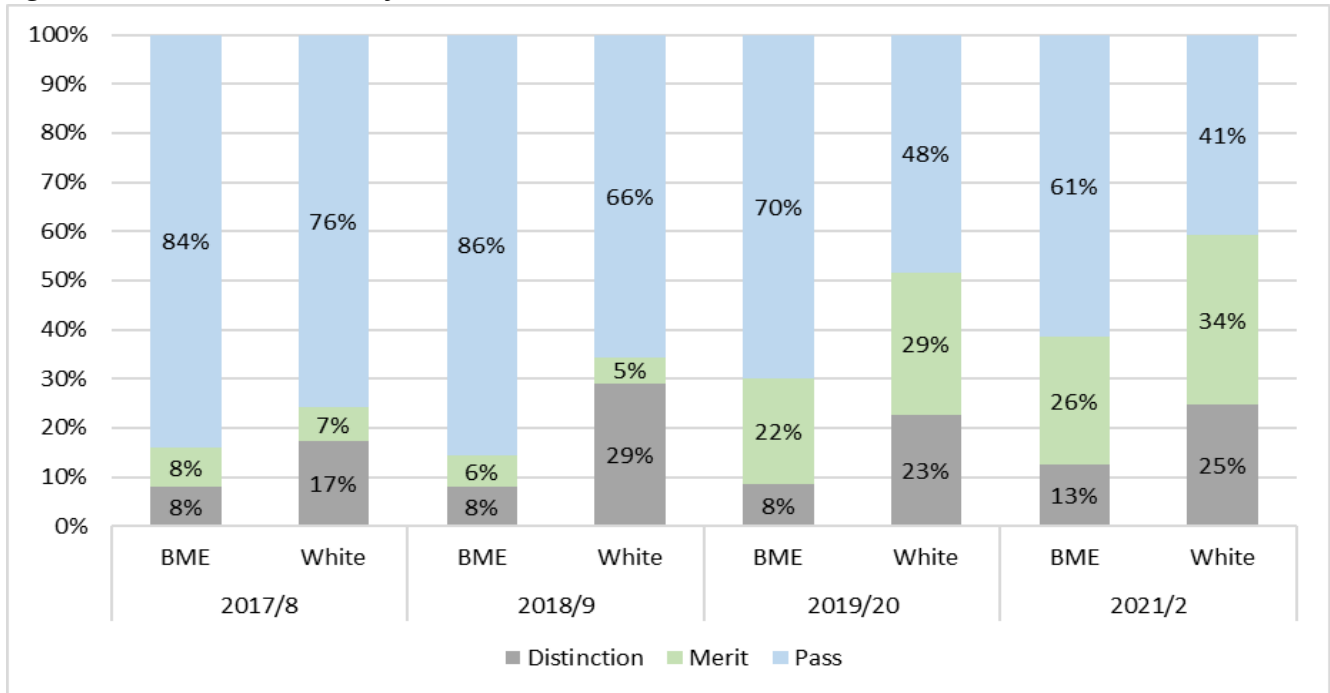
The gap between the proportion of disabled students and non-disabled students graduating with a distinction has increased in 2020/21 compared to previous years. There are 4% and 7% gaps between the awards for distinction and merit respectively (Figure 26)

Figure 26 - PGT award level by disabled/non-disabled (2018-2021)



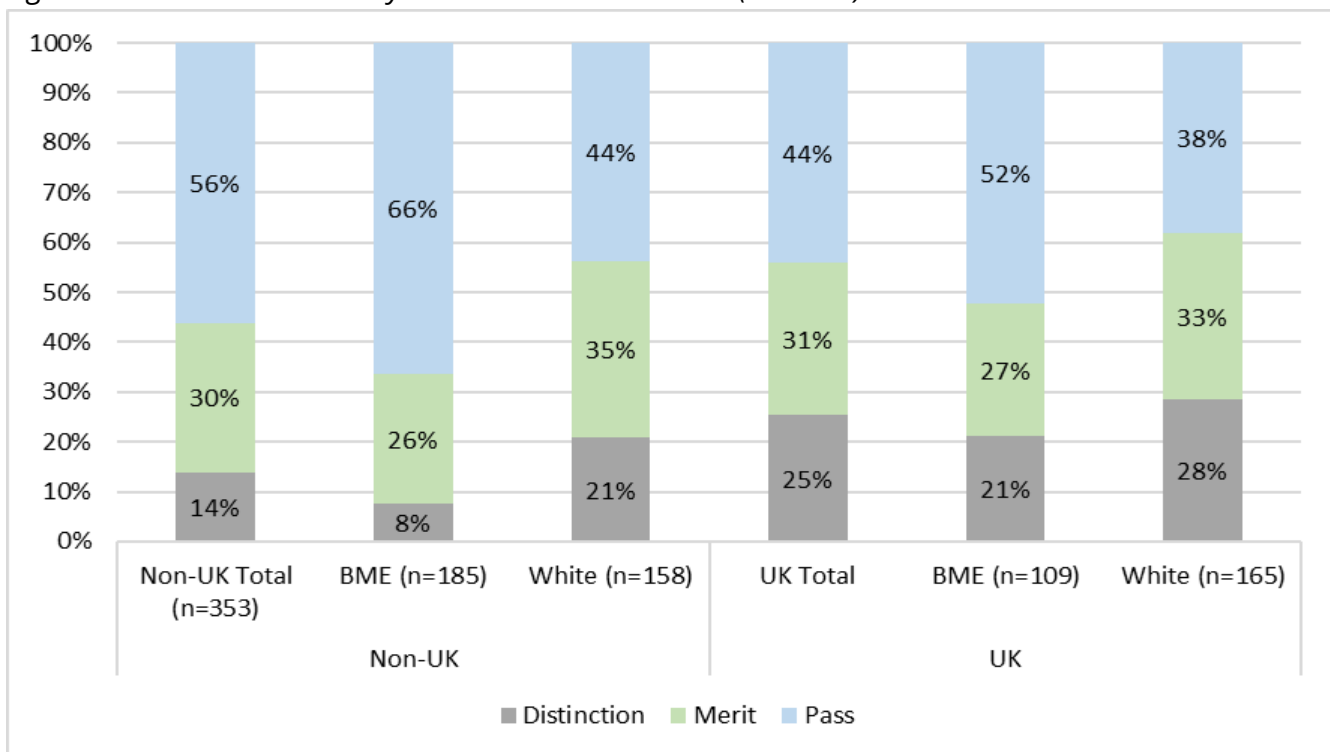
In terms of the percentage of PGT students graduating with distinctions by ethnicity, there is a gap between ethnic minority and White students. This has fluctuated across the last few years, with an overall distinction awarding gap between White and ethnic minority students of 9% in 2017/18, 21% in 2018/19, and then falling to 14% in 2019/20 and a further fall to 12% in 2020/21 (Figure 27).

Figure 27 - PGT award data by BME/White (2017 - 2021)



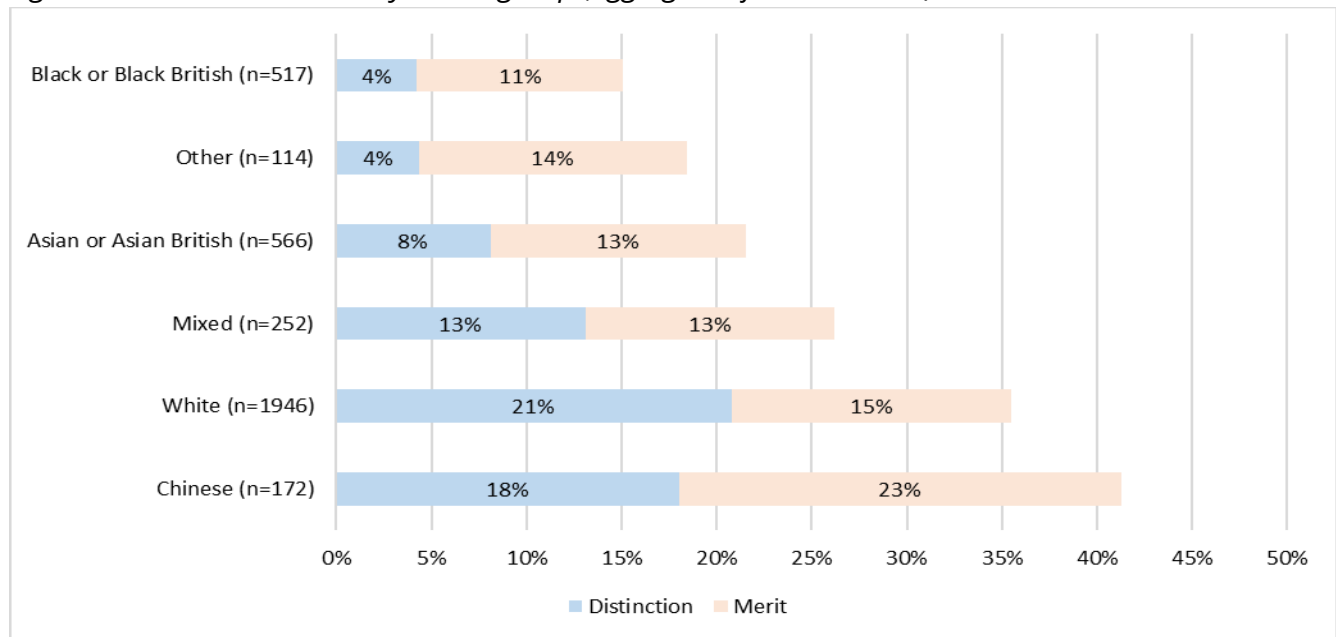
When broken down further by UK/Non-UK (Figure 28), this gap is bigger between non-UK ethnic minority students and non-UK White students (a gap of 13%). The gap between UK ethnic minority students and UK White students is 7% dropping from 12% in 2019/20.

Figure 28 - PGT award data by BME/White & UK/Non-UK (2020/21)



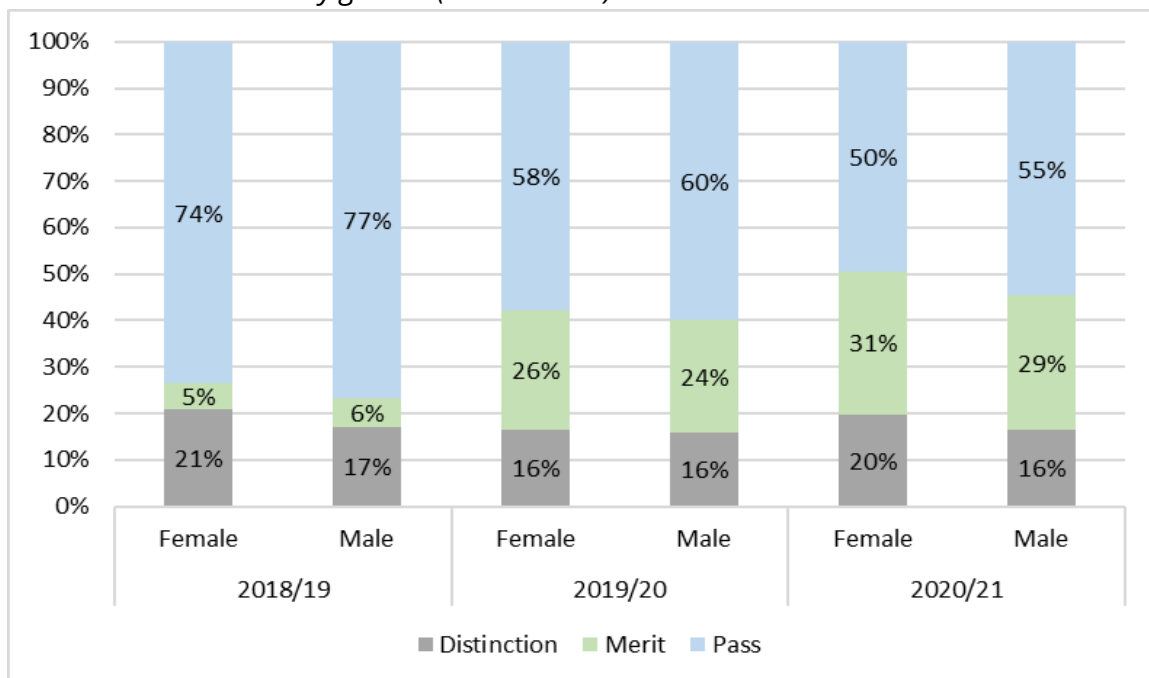
We have analysed awards data disaggregated by ethnic group. This shows that 4% of Black or Black British students, 4% students from other ethnic groups and 8% of Asian or Asian British students have been awarded a distinction over the 2015-2021 period in comparison to 21% of White students. The gap between Black or Black British students and White students is 17% (Figure 29).

Figure 29 - PGT award data by ethnic group (aggregated for 2015-2021)



When looking at the percentage of PGT students graduating with distinctions by gender there is a small difference of between 2-4% over the period (Figure 30).

Figure 30 - PGT award data by gender (2018 - 2021)

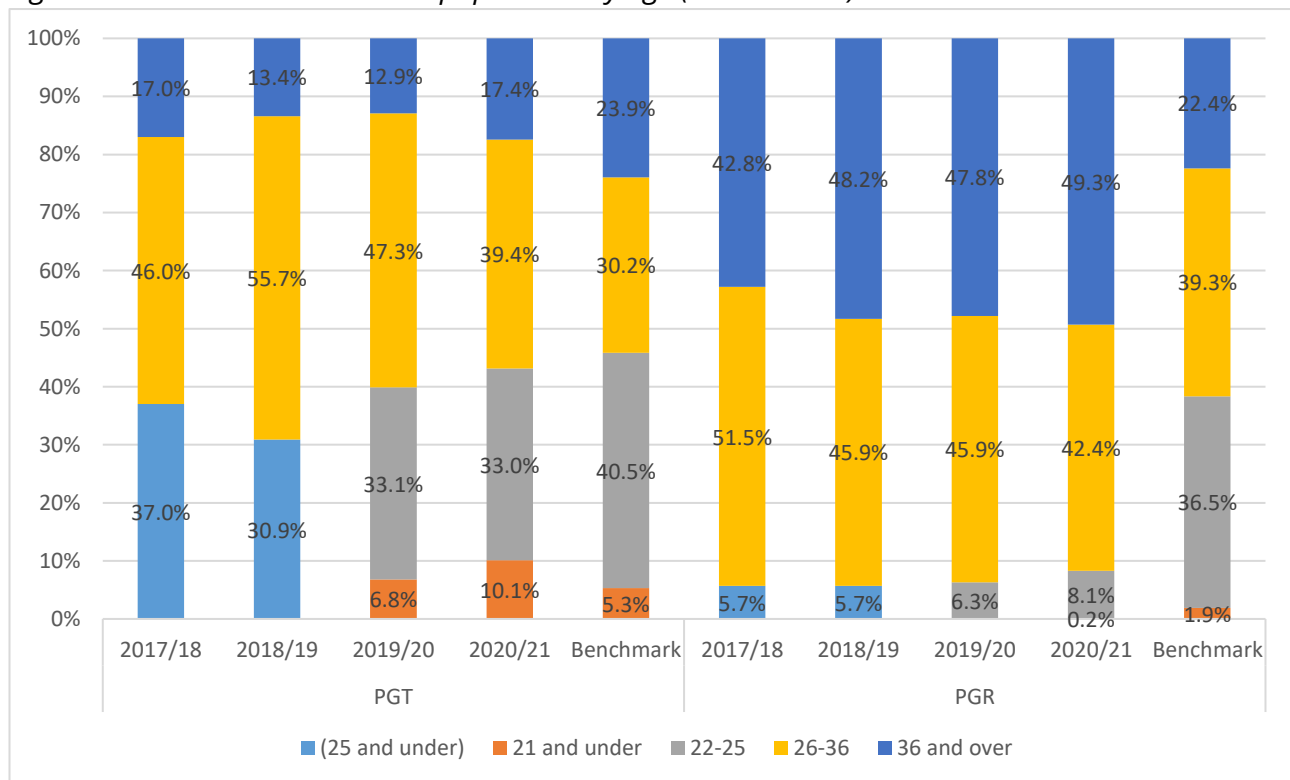


Student demographic analysis

Age

Compared to the sector LSHTM has a greater proportion of PGT students in the 26-35 category, 39.4% compared to 30.2%, although this has fallen by almost 10 percentage points from the previous year with the proportion of PGT students over 36 increasing. The proportion of PGR students 36 or over is more than double the sector, 49.3% compared to 22.4% while the proportion under 25 below the sector (38.4% in total).

Figure 31 – PGT and PGR student population by age (2017 – 2021)



Note: The '25 & under' category has been split into '21 and under' and '22 – 25' from 2019/20, in line with the benchmark.

Disability

At PGT level the percentage of those disclosing an impairment is 14.7% which is higher than the sector average (9.9%) and reflects an increase since last academic year. For PGR students, the proportion of students disclosing an impairment has also increased (9.2%) though is lower than the sector average (10.0%).

Table 20 – PGT and PGR student population by disabled/non-disabled (2017 – 2021)

		Disability	No known disability
PGT	2017/18	10.3%	89.7%
	2018/19	10.6%	89.4%

	2019/20	10.5%	89.5%
	2020/21	14.7%	85.3%
	Benchmark	9.9%	90.1%
PGR	2017/18	6.2%	93.8%
	2018/19	8.2%	91.8%
	2019/20	8.4%	91.6%
	2020/21	9.2%	90.8%
	Benchmark	10.0%	90.0%

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 (Tables 21).

Table 21 – PGT and PGR disabled student population by impairment

	PGT students	PGR students
A disability, or medical condition - Not listed	9.73%	16.95%
A mental health condition	21.24%	15.25%
A physical impairment or mobility issues	2.65%	3.39%
Blind or a serious visual impairment	0.88%	0%
Deaf or a serious hearing impairment	1.77%	1.69%
Long standing illness or health condition	20.35%	20.34%
Social/Communication impairment eg Asperger's	0.88%	1.69%
Specific learning difficulty - dyslexia, dyspraxia	36.28%	40.68%
Two or more impairments and/or disabling medical condition	6.19%	0%

Ethnicity

As with staff, due to the global remit of LSHTM we have a large proportion of ethnic minority students enrolled across the institution. At PGT, 45% of students identify as from an ethnic minority, as slight decrease from the previous year. At PGR it is 42%, which is a slight increase over the past 3 years (Figure 32). For both PGT and PGR we have a larger population of students from an ethnic minority compared to the sector average (23% and 18% respectively).

Figure 33 shows we have a higher proportion of non-UK ethnic minority students than the UK, which is not unexpected given LSHTM's global remit. As a global institution, LSHTM has PGT students from 67 countries. The six countries with the largest number of students after United Kingdom (47.8%) are the USA (10.4%), Ireland (2.6%), Hong Kong (Special Administrative Region of China) (2.3%), Italy (2.3%) and Germany (2.2%). PGR students come from 73 countries, the five largest after United Kingdom (38.4%) being the USA (11.1%), Canada (4.8%), France (3%), Nigeria (2.5%) and Uganda (2.5%).

Figure 32 – PGT and PGR student population by ethnicity (BME/White) (2017 – 2021)

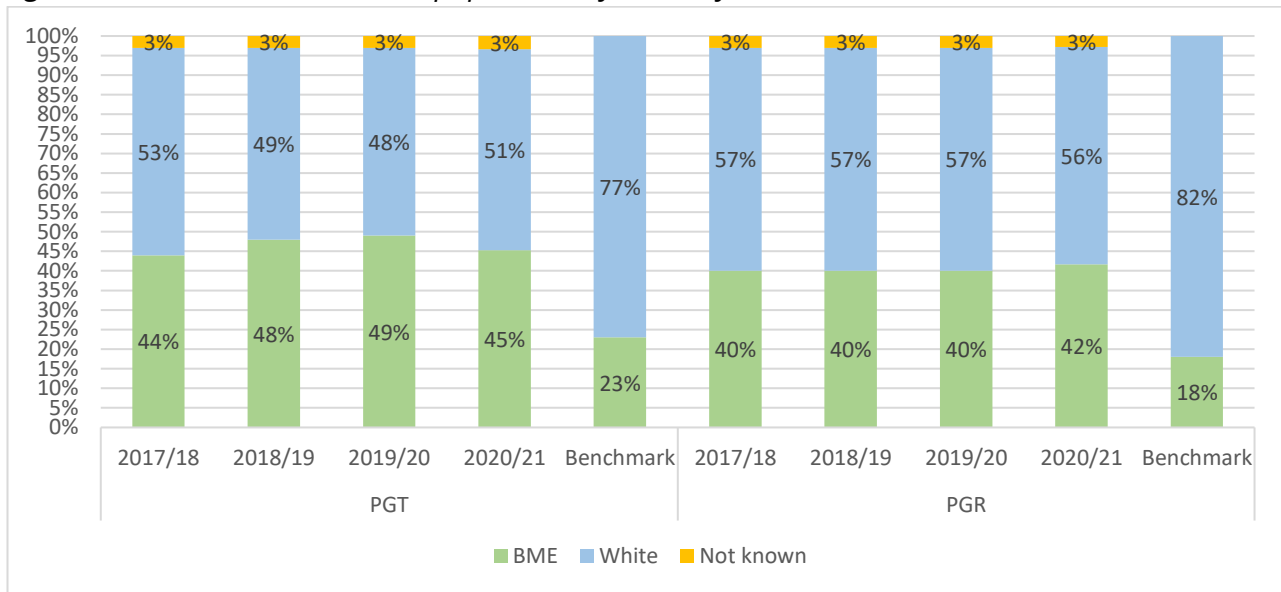
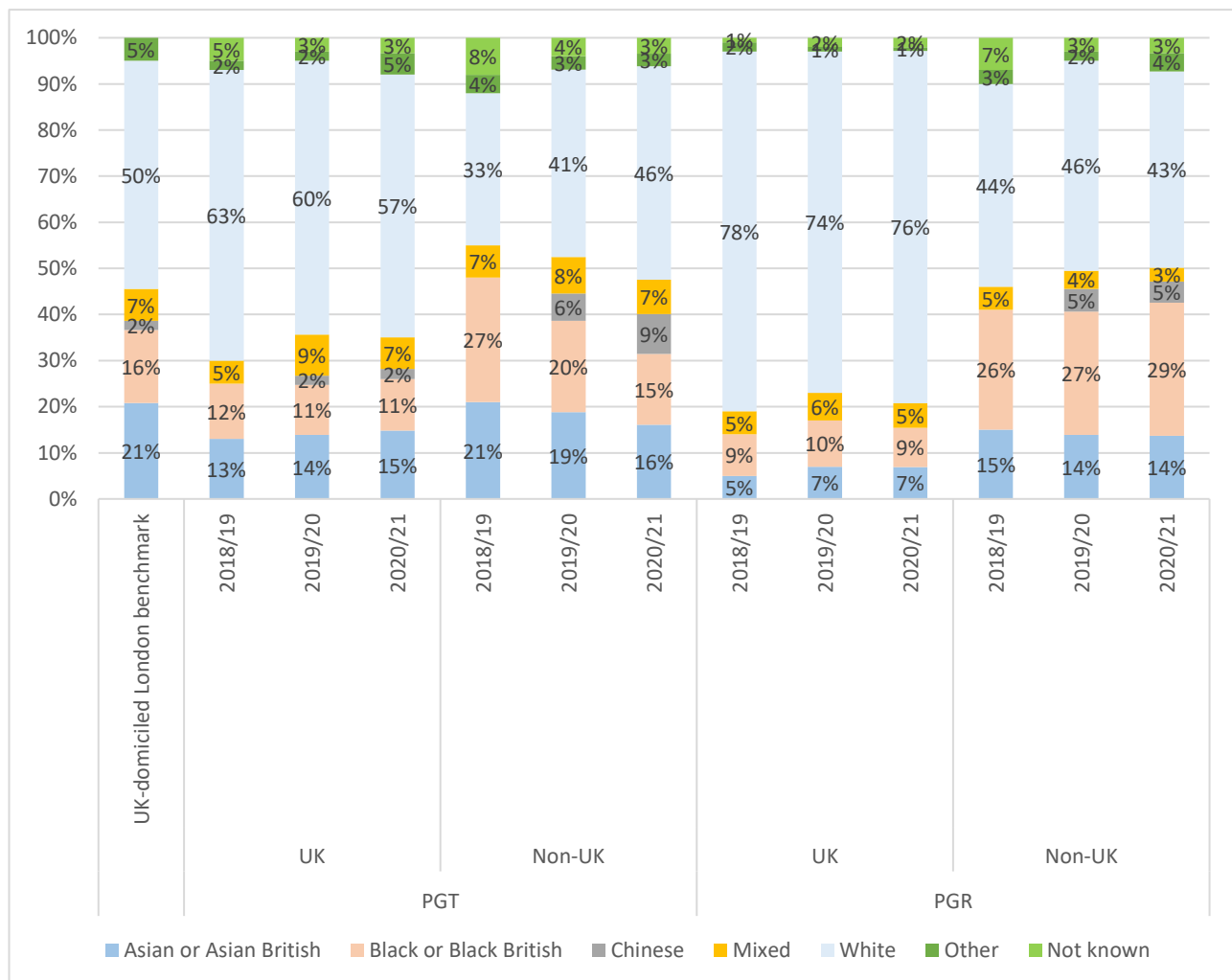


Figure 33 – PGT and PGR student population by ethnicity and UK/non-UK (2018 – 2020) - Headcount

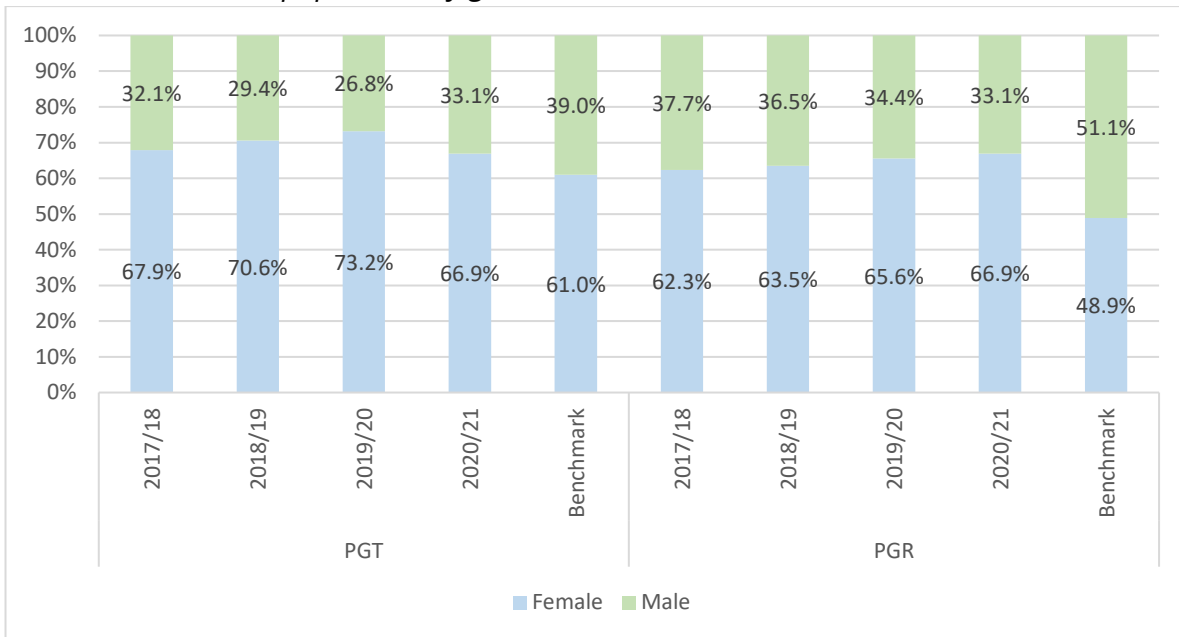


Note that for 2019/20, Chinese has been separated as an ethnic group to align with the benchmark data.

Gender

At PGT 66.9% of students are women, which is higher than the sector benchmark of 61.0% and is a decrease of 6.3% from last year. At PGR this increases slightly to 72.6%. Again, this is above the overall sector benchmark of 48.9% and an increase of 7% from last year (Figure 34). Note that fewer than 5 PGT and PGR students selected 'Other' as their gender and are therefore not included in this analysis.

Figure 34 – PGT and PGR population by gender (2017 – 2021)



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.

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 x).

Table 22 – Analysis of student data by religion and belief

Religion/belief	PGT (%)	PGR (%)
Any other religion or belief	1.17%	1.09%
Buddhist	0.52%	2.65%

Christian	29.26%	34.95%
Hindu	3.38%	2.50%
Info Refused	7.80%	7.02%
Jewish	0.78%	0.62%
Muslim	8.71%	7.02%
No religion	42.52%	40.41%
Not known	1.30%	0.16%
Sikh	0.52%	0.16%
Spiritual	4.03%	3.43%

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 inclusion.

Table 23 – Analysis of student data by sexual orientation

Sexual Orientation	PGT (%)	PGR (%)
Bisexual	5.46%	1.56%
Gay man	2.99%	2.50%
Gay woman/Lesbian	1.56%	0.47%
Heterosexual	79.58%	83.93%
Info Refused	9.49%	10.30%
Other	0.91%	1.25%

Distance Learning Students

Data for Distance Learning students is held by University of London. We have been provided with the following summary data. Going forward it is anticipated that we will include more detailed EDI analysis for DL students where possible.

Table 24 - Distance learning students 2018-2021

		2018/19	2019/20	2020/21
UK	Applications	328 (14%)	324 (16%)	475 (15%)
	New Registrations	181 (26%)	168 (24%)	249 (24%)
	Headcount	692 (23%)	687 (23%)	833 (24%)
	Awards	82 (20%)	101 (22%)	
Non-UK	Applications	1945 (86%)	1746 (84%)	2698 (85%)
	New Registrations	525 (74%)	537 (76%)	777 (76%)
	Headcount	2370 (77%)	2341 (77%)	2707 (76%)
	Awards	337 (80%)	359 (78%)	

Figure 35 DL student application to award – ethnicity

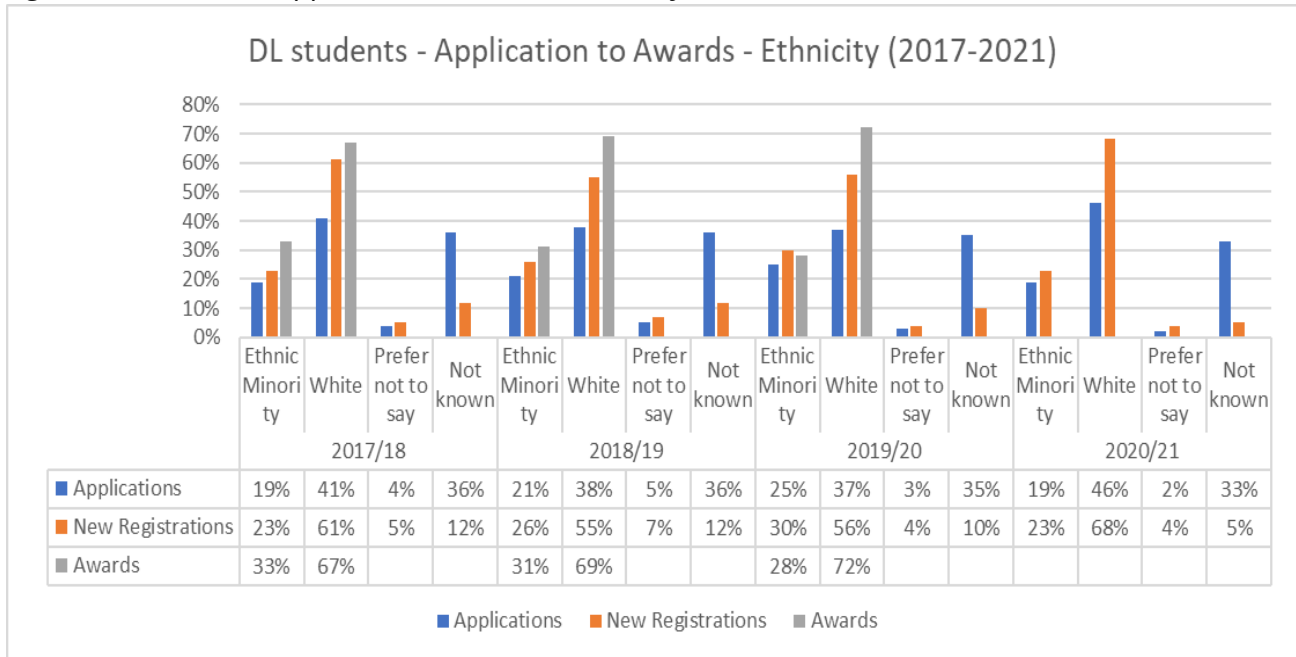


Figure 36 DL student application to award - gender

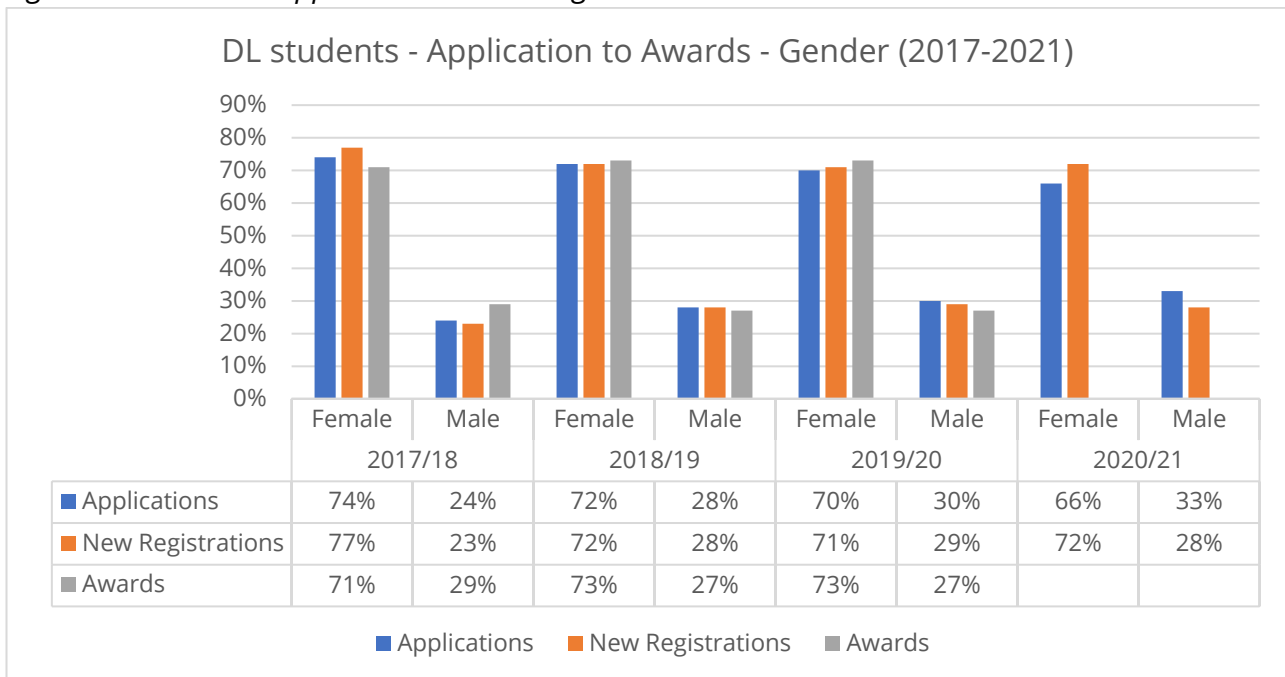


Figure 37 DL student application to award - disability

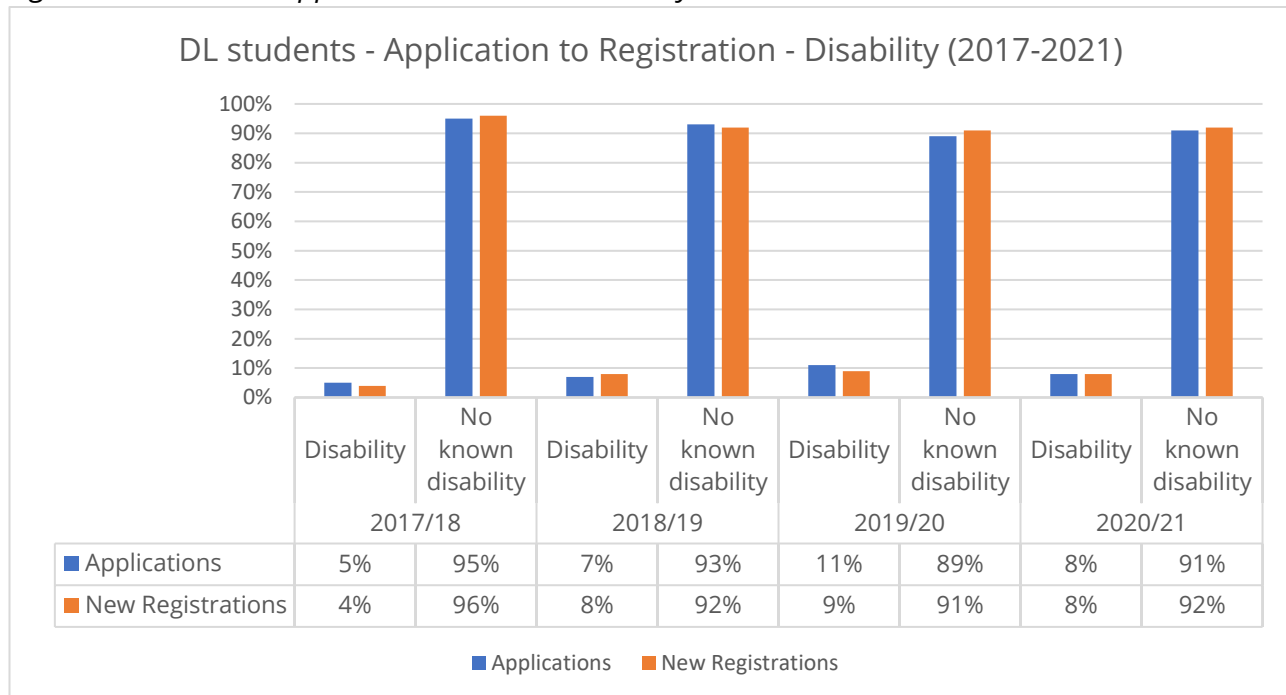


Figure 38 DL student application to award - age

