London School of Hygiene and Tropical Medicine

Annual diversity data analysis
2021-22

LSHTM annual diversity data analysis, 2021-22

Contents

Introduction

This report is published by the London School of Hygiene and Tropical Medicine ('LSHTM') as part of its public sector equality duty. It sets out staff and student diversity data for the academic year 2021-22, and trend data for previous academic years. This report should be read alongside the narrative annual diversity report 2021-22, which provides an update on progress against LSHTM's equity, diversity and inclusion ('EDI') goals.

LSHTM is comprised of three faculties (Epidemiology and Population Health, Infectious and Tropical Diseases, and Public Health and Policy), the MRC Unit The Gambia, the MRC/UVRI Uganda Research Unit and the professional support ('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.

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 in terms of protected characteristics and limited requirements on organisations to collect data for their staff. Diversity data for MRC Unit staff in Uganda and The Gambia is therefore not included in this report.

LSHTM runs several distance learning programmes via the International Programmes of the University of London, which are taught by Distance Learning Tutors ('DLTs'). DLT contracts have no end date and individuals are not removed if inactive. As records do not provide an accurate representation of currently active DLTs, DLTs are not included in this report.

For some sections of this report, the number of respondents in different categories is small, increasing the risk of identifying an individual from the data. For this reason, absolute numbers of staff and students have been intentionally omitted from selected tables and figures to ensure that individual confidentiality is protected and that LSHTM meets its data protection obligations. Also for these reasons, data on gender identity has not been included in this report, and ethnicity categories have been grouped in some sections. Where ethnicities have been grouped, this has been done in line with the groupings used in the 2021 UK Census. A full list of groups is included in the Glossary.

Benchmark data is included in some sections of this report to provide comparative context. This is based on data provided by the Higher Education Statistics Authority ('HESA'), as published in the Advance HE student and staff Statistical Reports for 2022.[1]

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[1] Advance HE Statistical Reports 2022

Staff recruitment and promotions data analysis

Staff - overview

Table 1 shows a breakdown of academic and professional support staff in Epidemiology and Population Health ('EPH'), Infectious and Tropical Diseases ('ITD'), Public Health and Policy ('PHP'), Professional Support services and 'other'. 'Other' includes the 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 support) in 2021-22

	Academic	Professional support
Epidemiology and Population Health	437	106
Infectious and Tropical Diseases	344	118
Public Health and Policy	269	49
Professional support	12	343
Other (including international staff based at the MRC units)	24	28
Total	**1086**	**644**

Note: Casual staff and staff employed directly by the MRC Units are not included

Staff recruitment in 2022

Gender

Table 2 shows a breakdown of applicants for academic and professional support roles by gender and grade.

For academic roles in 2022, 67% of all applicants for research assistant roles and 50% of all applicants for professor roles were female. Less than 50% of all applicants for other academic roles were female. The proportion of female applicants for academic roles decreases at each grade from research assistant to associate professor.

Intersecting gender and ethnicity in 2022, 63% of BME applicants for research assistant roles and 50% of BME applicants for professor roles were female. Less than 50% of BME applicants for other academic roles were female. The proportion of female applicants for academic roles who are from minoritised ethnic backgrounds decreases at each grade from research assistant to associate professor.

For professional support roles in 2022, female applicants accounted for over 50% of all applications in posts at grades 3 to 6 inclusive, and 48% of applicants for posts at grade 7. The proportion of female applicants for posts at grades 8 and 9 was lower, at 28%. The overall proportion of female applicants for professional support posts decreases from grade 5 upwards.

Ethnicity

For academic roles, the proportion of applicants from minoritised ethnic backgrounds decreases at each grade up to professor grade (Table 3).

The overall proportion of applicants from minoritised ethnic backgrounds generally increases at each professional support grade, with the exception of applications for grade 6 posts (Table 3). The proportion of male applicants from minoritised ethnic backgrounds increases at each level of grade seniority, and the proportion of female applicants decreases accordingly, with 84% of applicants from

minoritised ethnic backgrounds for professional support roles at grades 8 or 9 being male, and 16% being female (Table 2).

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

	All			BME only		
Academic (Applicants)	**Female**	**Male**	**Prefer not to say**	**Female**	**Male**	**Prefer not to say**
Research Assistant	67%	31%	1%	63%	36%	0%
Research Fellow	48%	51%	1%	43%	57%	0%
Assistant Professor	46%	53%	1%	38%	62%	0%
Associate Professor	39%	60%	1%	22%	78%	0%
Professor	50%	50%	0%	50%	50%	0%
	All			BME only		
Professional Support (Applicants)	**Female**	**Male**	**Prefer not to say**	**Female**	**Male**	**Prefer not to say**
PSP Grade 1	N/A	N/A	N/A	N/A	N/A	N/A
PSP Grade 2	N/A	N/A	N/A	N/A	N/A	N/A
PSP Grade 3	58%	40%	2%	58%	42%	0%
PSP Grade 4	62%	37%	1%	57%	42%	1%
PSP Grade 5	55%	43%	2%	51%	48%	1%
PSP Grade 6	53%	46%	2%	41%	59%	0%
PSP Grade 7	48%	52%	0%	39%	61%	0%
PSP Grade 8/9	28%	73%	0%	16%	84%	0%

Note: The denominator for the figures in the table is the total number of submitted applications for jobs at each of the specified grades from all applicants and from BME applicants only, as indicated.

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

Academic (Applicants)	White	BME	Unknown/Refused
Research Assistant	33%	63%	4%
Research Fellow	23%	73%	4%
Assistant Professor	39%	57%	4%
Associate Professor	46%	52%	2%
Professor	50%	50%	0%
Professional Support (Applicants)	White	BME	Unknown/Refused
PSP Grade 1	N/A	N/A	N/A
PSP Grade 2	N/A	N/A	N/A
PSP Grade 3	46%	48%	6%
PSP Grade 4	38%	56%	5%
PSP Grade 5	31%	63%	6%
PSP Grade 6	38%	54%	8%
PSP Grade 7	29%	70%	1%
PSP Grade 8/9	20%	78%	3%

Note: The denominator for the figures in the table is the total number of submitted applications for jobs at each of the specified grades.

Trends over time

This section shows application, shortlisting and appointment data for academic and professional support staff applying in response to job advertisements released between 1 August 2018 and 31 July 2022. The recruitment outcome 'shortlisted' is positive if an applicant is selected for interview, regardless of whether they attended the interview or not. The recruitment outcome 'appointed' is positive if an applicant is selected for the position, regardless of whether or not they eventually took up the position. Using this approach helps to identify any potential biases in the institutional selection process.

Each 'year' listed in tables 4-7 covers release dates from 1 August to 31 July of the following calendar year.

Tables 4-7 show the distribution of applications, shortlistings or appointments by gender or ethnicity over the total number of applications, shortlistings or appointments.

The tables also show the percentage of shortlistings over the total number of applications, or the percentage of appointments over the total number of applications and shortlistings for the listed gender or ethnicity group.

Table 4 - Academic staff recruitment by gender

Academic year	Total N	Distribution of applications, shortlistings, appointments across gender (row %)			% of applicants shortlisted and % of shortlistings appointed by gender (column %)		
		Female	Male	Prefer not to say	Female	Male	Prefer not to say
2019							
Applied	2,758	56%	43%	1%			
Shortlisted	612	58%	40%	2%	23%	21%	38%
Appointed	172	62%	34%	3%	30%	24%	40%
2020							
Applied	3,179	62%	37%	1%			
Shortlisted	657	62%	36%	2%	21%	20%	23%
Appointed	205	67%	31%	2%	34%	27%	36%
2021							
Applied	3,014	54%	44%	2%			
Shortlisted	748	59%	39%	2%	27%	22%	23%
Appointed	186	64%	35%	1%	27%	22%	7%
2022							
Applied	2,893	57%	42%	1%			
Shortlisted	653	59%	39%	2%	23%	21%	30%
Appointed	196	63%	36%	1%	32%	28%	9%

Note: The recruitment outcome 'shortlisted' is positive if an applicant is selected for interview, regardless of whether they attended the interview or not. The recruitment outcome 'appointed' is positive if an applicant is selected for the position, regardless of whether or not they eventually took up the position.

Table 5 – Professional support staff recruitment by gender

Academic year	Total N	% of applications, shortlistings, appointments across gender (row %)			% of applicants shortlisted and % of shortlistings appointed by gender (column %)		
		Female	Male	Prefer not to say	Female	Male	Prefer not to say
2019							
Applied	2,292	61%	37%	2%			
Shortlisted	595	69%	29%	2%	29%	21%	23%
Appointed	132	72%	27%	2%	23%	20%	18%
2020							
Applied	2,436	57%	41%	2%			
Shortlisted	570	64%	33%	3%	26%	19%	35%
Appointed	143	66%	32%	2%	26%	24%	18%
2021							
Applied	1,944	63%	36%	2%			
Shortlisted	485	67%	31%	1%	27%	22%	22%
Appointed	105	69%	30%	2%	22%	20%	29%
2022							
Applied	1,831	55%	43%	1%			
Shortlisted	687	63%	36%	1%	43%	31%	30%
Appointed	129	67%	32%	1%	20%	17%	13%

Note: The recruitment outcome 'shortlisted' is positive if an applicant is selected for interview, regardless of whether they attended the interview or not. The recruitment outcome 'appointed' is positive if an applicant is selected for the position, regardless of whether or not they eventually took up the position.

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

Academic year	Total N	% of applications, shortlistings, appointments across ethnicity (row %)			% of applicants shortlisted and % of shortlistings appointed by ethnicity (column %)			Gap BME-White
		White	BME	Unknown / Refused	White	BME	Unknown/ Refused	
2019								
Applied	2,758	39%	55%	6%				
Shortlisted	612	55%	40%	5%	31%	16%	21%	15%
Appointed	172	58%	36%	6%	29%	26%	33%	4%
2020								
Applied	3,179	41%	54%	5%				
Shortlisted	657	57%	37%	6%	29%	14%	24%	15%
Appointed	205	68%	26%	6%	37%	22%	33%	15%
2021								
Applied	3,014	31%	64%	6%				
Shortlisted	748	46%	48%	5%	38%	19%	24%	19%
Appointed	186	51%	45%	4%	27%	23%	20%	4%
2022								
Applied	2,893	29%	67%	4%				
Shortlisted	653	46%	49%	4%	35%	17%	26%	19%
Appointed	196	54%	41%	5%	35%	25%	31%	10%

Note: The recruitment outcome 'shortlisted' is positive if an applicant is selected for interview, regardless of whether they attended the interview or not. The recruitment outcome 'appointed' is positive if an applicant is selected for the position, regardless of whether or not they eventually took up the position. The 'Gap BME-White' is calculated as the percentage point difference between the percentage of white and the percentage of BME applicants shortlisted, or shortlisted applicants appointed. For example, for shortlisting, a positive value indicates that a greater percentage of white than BME applicants are shortlisted.

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

Academic year	Total N	% of applications, shortlistings, appointments across ethnicity (row %)			% of applicants shortlisted and % of shortlistings appointed by ethnicity (column %)			Gap BME-White
		White	BME	Unknown/ Refused	White	BME	Unknown/ Refused	
2019								
Applied	2,292	42%	51%	7%				
Shortlisted	595	58%	36%	6%	36%	18%	23%	17%
Appointed	132	62%	34%	4%	24%	21%	14%	3%
2020								
Applied	2,436	43%	51%	6%				
Shortlisted	570	55%	40%	5%	30%	18%	19%	12%
Appointed	143	61%	33%	6%	28%	21%	32%	7%
2021								
Applied	1,944	41%	53%	6%				
Shortlisted	485	56%	40%	5%	34%	18%	19%	16%
Appointed	105	67%	30%	4%	26%	16%	18%	10%
2022								
Applied	1,831	36%	58%	6%				
Shortlisted	687	48%	47%	5%	50%	30%	33%	20%
Appointed	129	50%	46%	5%	19%	18%	18%	1%

Note: The recruitment outcome 'shortlisted' is positive if an applicant is selected for interview, regardless of whether they attended the interview or not. The recruitment outcome 'appointed' is positive if an applicant is selected for the position, regardless of whether or not they eventually took up the position. The 'Gap BME-White' is calculated as the percentage point difference between the percentage of white and the percentage of BME applicants shortlisted, or shortlisted applicants appointed. For example, for shortlisting, a positive value indicates that a greater percentage of white than BME applicants are shortlisted.

From tables 4 and 5 we can see that the majority of applicants for both academic and professional roles in each year from 2019 to 2022 were female. Female applicants were more likely to be shortlisted and appointed than male applicants in both academic and professional roles in all of those years.

Tables 6 and 7 also show that the majority of applicants for both academic and professional roles in each year from 2019 to 2022 were from minoritised ethnic backgrounds. However, white applicants were more likely to be shortlisted and appointed to academic and professional roles than minoritised ethnic applicants in each year from 2019 to 2022.

We recognise that lower representation of minoritised ethnic academics at higher grades is a sector-wide issue impacting the pool of applicants and this means LSHTM must do more to develop its internal pipeline of applicants. However, tables 6 and 7 show that there are still barriers facing applicants from minoritised ethnic backgrounds. LSHTM, as part of its response to the 2021 Independent Review, is resourcing measures to enable minoritised ethnic staff to progress within the organisation (for example the development of a leadership programme for minoritised ethnic staff). It is also increasing awareness amongst majoritised ethnic staff of issues related to racial inequity through, among other initiatives, the introduction of an anti-racism training programme.

Academic staff promotions data

Background and methodology

The data in this section shows applications for promotion. Applications for contribution points or bonus awards are not included.

Promotion applications and outcomes are monitored annually at LSHTM. However, in any one year there can be small numbers of applicants in specific sub-groups making interpretation difficult, and increasing the risk of being able to identify specific individuals from the data. Data has therefore been aggregated into rolling three-year periods in figures 1 to 4.

In figures 1 to 4, 'pool' indicates the average number of staff employed at the specified grade on 31 July of the years included in the three-year rolling period, and from the specific group, such as gender, ethnicity and/or Faculty. 'Applications' refers to the number of applications received from staff at that grade for promotion to the next grade. 'Successful applications' refers to the number and/or percentage of applicants at that grade who were successful in their applications to the next grade.

Ethnicity has been grouped into 'BME' and 'white' due to small numbers in some categories. Approximately 5% of LSHTM staff have not disclosed ethnicity in our HR records. Where ethnicity information was not disclosed, the data have not been included in this section.

It should be noted that there is no promotions route for professional support staff and so no data is shown for this.

Academic promotions data

Promotions data from 2020-22 shows that a higher proportion of women were successfully promoted than men among research fellow, assistant professor and associate professor roles (figure 1).

Figure 2 shows that, during 2020-22, the proportions of minoritised ethnic research fellows and associate professors who were promoted was higher than the proportions of white research fellows and associate professors who were promoted. The proportion of minoritised ethnic research assistant and assistant professors who were promoted was lower than the proportion of white research assistants and assistant professors who were promoted.

Looking specifically at female applicants from minoritised ethnic backgrounds (figure 3), this group was more successful than male applicants for roles at all academic grades during 2020-22.

Data also shows that a higher proportion of part time applicants were promoted among research assistants, research fellow and assistant professor roles compared to full time applicants during 2020-22. The opposite was the case for associate professor roles (figure 4).

Figure 1 – Analysis of academic promotions by grade and gender, 2017 - 2022

Promotions over rolling periods (by gender)

	Research Assistant (Average pool = 94)				Research Fellow (Average pool = 330)				Assistant Professor (Average pool = 218)				Associate Professor (Average pool = 140)			
	2017-2019	2018-2020	2019-2021	2020-2022	2017-2019	2018-2020	2019-2021	2020-2022	2017-2019	2018-2020	2019-2021	2020-2022	2017-2019	2018-2020	2019-2021	2020-2022
■ % of pool applied Women	16%	13%	10%	10%	12%	10%	11%	11%	9%	10%	12%	12%	11%	13%	11%	13%
■ % of pool applied Men	6%	6%	12%	13%	7%	10%	8%	10%	17%	14%	12%	9%	10%	10%	8%	9%
■ % of pool promoted Women	11%	9%	8%	8%	8%	7%	9%	10%	5%	8%	10%	10%	7%	10%	10%	12%
■ % of pool promoted Men	6%	6%	12%	12%	5%	7%	7%	8%	9%	9%	8%	5%	5%	4%	4%	6%
■ % of applications successful Women	67%	74%	79%	82%	62%	68%	83%	87%	51%	75%	88%	88%	61%	79%	92%	91%
■ % of applications successful Men	100%	100%	100%	92%	65%	77%	90%	79%	51%	63%	62%	55%	50%	37%	53%	67%

12

Figure 2 – Analysis of academic promotions by grade and ethnicity, 2017 - 2022

Promotions over rolling periods (by ethnicity)

	Research Assistant (Average pool = 94)				Research Fellow (Average pool = 330)				Assistant Professor (Average pool = 218)				Associate Professor (Average pool = 140)			
	2017-2019	2018-2020	2019-2021	2020-2022	2017-2019	2018-2020	2019-2021	2020-2022	2017-2019	2018-2020	2019-2021	2020-2022	2017-2019	2018-2020	2019-2021	2020-2022
% of pool applied BME	13%	11%	13%	10%	12%	9%	8%	9%	17%	12%	11%	11%	20%	15%	8%	9%
% of pool applied White	13%	11%	9%	11%	10%	10%	11%	11%	11%	12%	12%	11%	9%	11%	10%	11%
% of pool promoted BME	9%	10%	12%	8%	6%	5%	6%	8%	5%	4%	8%	8%	14%	10%	7%	8%
% of pool promoted White	10%	8%	7%	9%	7%	8%	10%	10%	6%	9%	9%	9%	5%	7%	8%	9%
% of applications successful BME	70%	89%	92%	80%	54%	57%	76%	87%	28%	31%	71%	74%	70%	63%	80%	86%
% of applications successful White	71%	72%	81%	86%	68%	75%	88%	85%	58%	80%	79%	80%	52%	62%	75%	81%

Figure 3 – Analysis of academic promotions by grade and gender (BME only), 2017 - 2022

Promotions over rolling periods (by gender/BME only)

	Research Assistant				Research Fellow				Assistant Professor				Associate Professor			
	2017-2019	2018-2020	2019-2021	2020-2022	2017-2019	2018-2020	2019-2021	2020-2022	2017-2019	2018-2020	2019-2021	2020-2022	2017-2019	2018-2020	2019-2021	2020-2022
% of pool applied Women	16%	14%	14%	9%	14%	8%	10%	11%	12%	8%	11%	12%	30%	25%	14%	10%
% of pool applied Men	5%	4%	12%	13%	8%	10%	5%	7%	23%	18%	11%	10%	14%	9%	5%	9%
% of pool promoted Women	11%	12%	12%	8%	7%	4%	7%	10%	2%	3%	10%	10%	20%	20%	14%	10%
% of pool promoted Men	5%	4%	12%	9%	5%	6%	4%	6%	9%	5%	6%	6%	10%	3%	3%	6%
% of applications successful Women	67%	88%	89%	83%	53%	54%	74%	90%	14%	33%	89%	82%	67%	80%	100%	100%
% of applications successful Men	100%	100%	100%	75%	57%	60%	83%	80%	36%	30%	50%	63%	75%	33%	50%	75%

Figure 4 – Analysis of academic promotions by grade and working pattern, 2017 - 2022

Promotions over rolling periods (by working pattern)

	Research Assistant (Average pool = 94)				Research Fellow (Average pool = 330)				Assistant Professor (Average pool = 218)				Associate Professor (Average pool = 140)			
	2017-2019	2018-2020	2019-2021	2020-2022	2017-2019	2018-2020	2019-2021	2020-2022	2017-2019	2018-2020	2019-2021	2020-2022	2017-2019	2018-2020	2019-2021	2020-2022
% of pool applied FT	15%	12%	9%	10%	11%	10%	10%	11%	14%	13%	13%	12%	12%	14%	11%	12%
% of pool applied PT	6%	7%	16%	14%	10%	11%	12%	11%	10%	10%	9%	8%	8%	7%	8%	8%
% of pool promoted FT	10%	9%	8%	8%	7%	7%	9%	9%	7%	8%	10%	9%	6%	10%	8%	11%
% of pool promoted PT	6%	7%	14%	12%	6%	7%	9%	9%	5%	7%	7%	7%	5%	2%	6%	5%
% of applications successful FT	69%	75%	86%	85%	63%	74%	87%	84%	52%	67%	78%	74%	55%	68%	77%	89%
% of applications successful PT	100%	100%	89%	89%	59%	62%	79%	86%	50%	74%	78%	86%	63%	38%	73%	62%

Staff demographic analysis

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

Age

Figure 5 shows an analysis of the LSHTM staff population by age.

From the data, we can see that the proportion of academic staff in the 18 to 24, 25 to 34, and 35 to 44 age brackets has increased over time. There has been a decrease in the proportion of academic staff in other age brackets.

The proportion of professional support staff has increased in the 18 to 24 and 25 to 34 age brackets. The proportion of professional support staff in other age brackets has decreased.

Figure 5 – Academic and professional support staff by age, 2018 – 2022
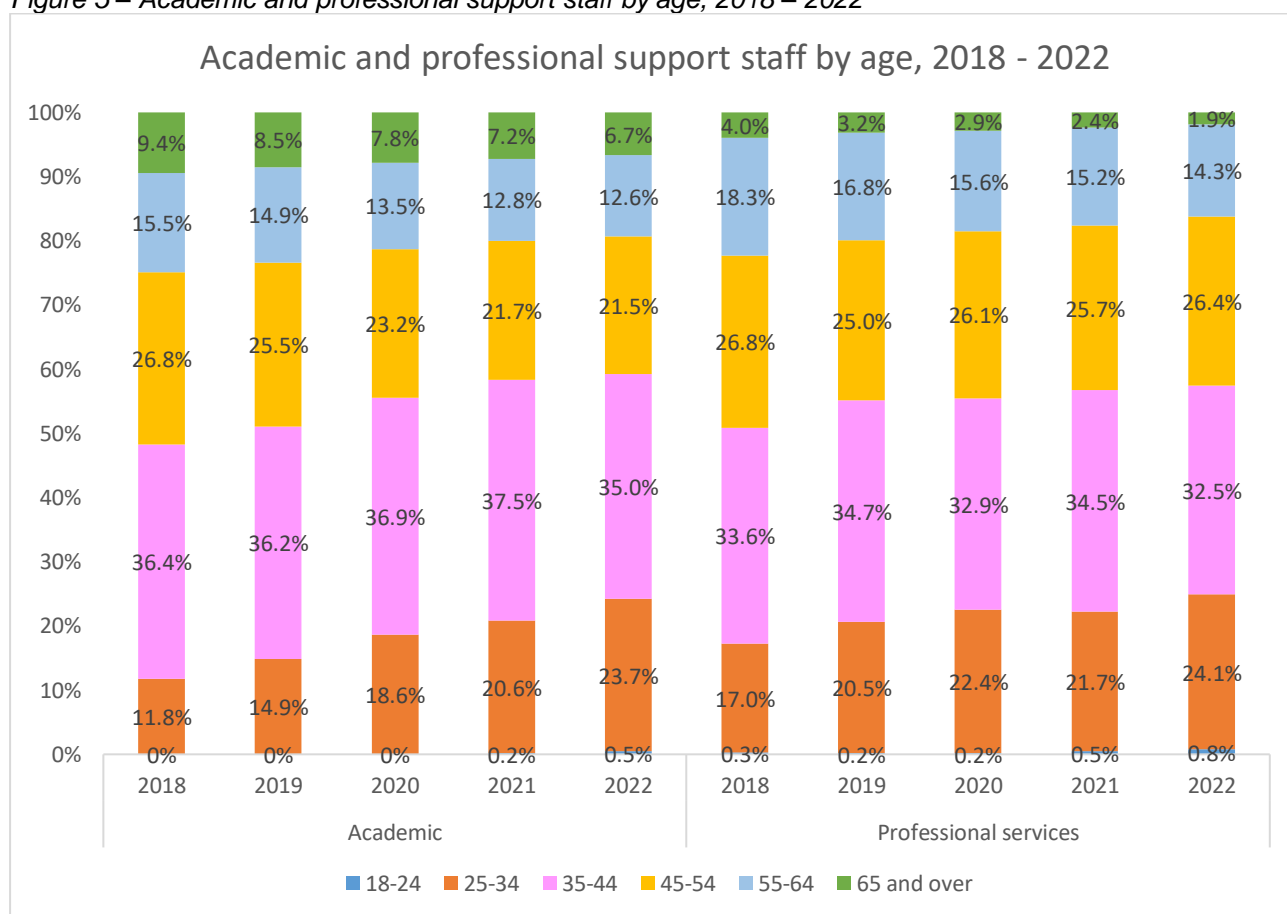
Disability

Figure 6 and table 8 represent the proportion of academic and professional support staff who declared a disability from 2018 to 2022 inclusive.

The proportion of staff declaring a disability has increased or stayed the same each year from 2018 to 2022. In 2022, 5.8% of academic staff declared a disability, a slight increase from 5.4% in 2021. In 2022, 8.3% of professional support staff declared a disability, compared to 8.1% in 2021.

The proportion of academic and professional support staff declaring a disability is slightly higher than the proportions in UK higher education generally. HESA data published by from Advance HE shows

that 5.1% of academic staff and 7.0% of professional and support staff in in UK higher education declared a disability in 2020-21.[2]

Figure 6 – Academic and professional support staff by disability, 2018 – 2022
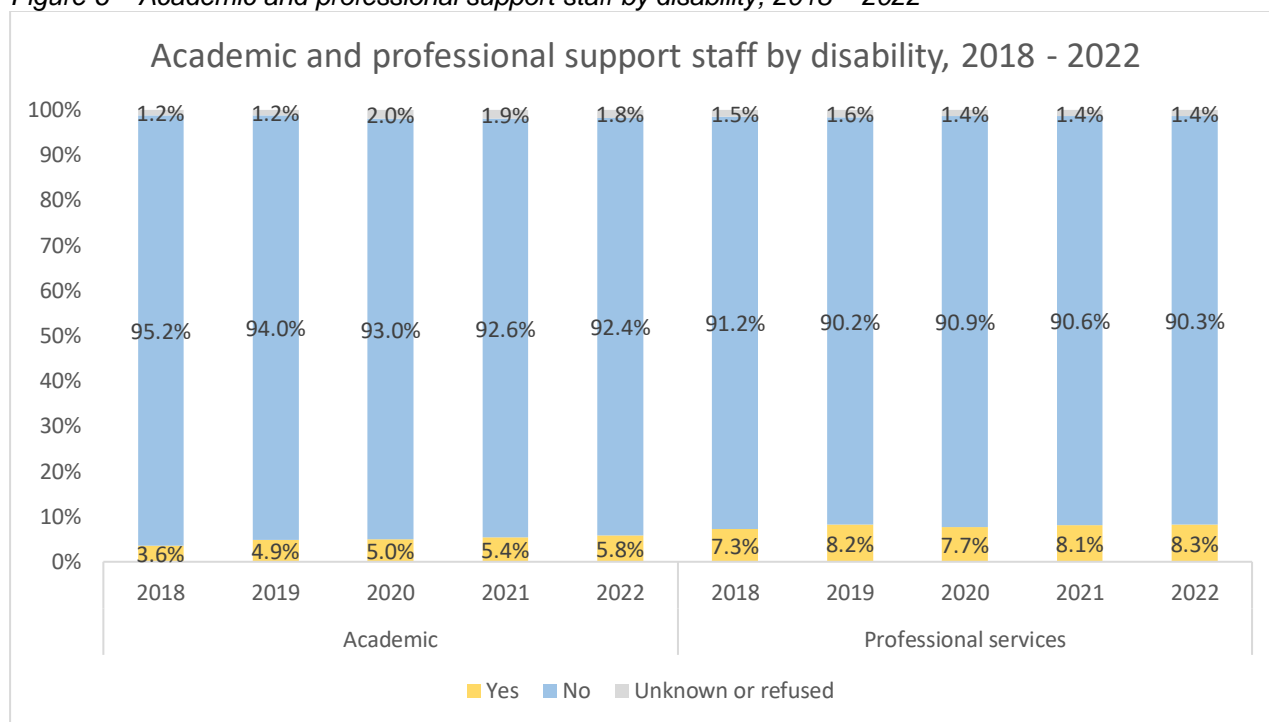
Table 8 – Academic and professional support staff by disability, 2018 – 2022

		Yes	No	Unknown or refused
Academic	**2018**	3.6%	95.2%	1.2%
	2019	4.9%	94.0%	1.2%
	2020	5.0%	93.0%	2.0%
	2021	5.4%	92.6%	1.9%
	2022	5.8%	92.4%	1.8%
Professional support	**2018**	7.3%	91.2%	1.5%
	2019	8.2%	90.2%	1.6%
	2020	7.7%	90.9%	1.4%
	2021	8.1%	90.6%	1.4%
	2022	8.3%	90.3%	1.4%

[2] Advance HE staff statistical report 2022

Ethnicity and nationality

Academic staff pipeline

The data in this section shows the proportion of academic staff employed at each grade, and from the specific group (for example, gender or ethnicity) from 2017 to 2022 inclusive.

Figures 7 and 8 show the academic pipeline by ethnicity. From this data, we can see that the proportion of minoritised ethnic academic staff at each grade has increased over the period analysed. The proportion of minoritised ethnic research assistants has risen from 25% in 2017 to 31% in 2022, the proportion of minoritised ethnic research fellows from 22% to 37%, and the proportion of minoritised ethnic assistant professors from 15% to 29%. At associate professor grade, the proportion of minoritised ethnic staff has increased from 15% in 2017 to 23% in 2022. The proportion of minoritised ethnic professors has seen a smaller increase, from 12% to 15% over the period.

Looking at the proportion of minoritised ethnic academic staff who are female, there has been a steady increase in the proportion at each grade over time, except for research assistants, which has fluctuated over time (figure 8). The proportion of minoritised ethnic female research fellows has increased from 19% in 2017 to 31% in 2022, and the proportion of minoritised ethnic assistant professors from 14% to 26% over the same period. At associate professor grade, the proportion of minoritised ethnic female staff has increased from 10% in 2017 to 18% in 2022. The proportion of minoritised ethnic female professors has increased from 10% to 14% over the period analysed.

Figure 9 shows a more detailed breakdown by ethnicity. From this data, we can see that there has been a steady increase in the proportion of academic staff from Asian and Asian British backgrounds, and the proportion of staff from Black and Black British backgrounds, at all grades except for professor from 2017 to 2022. At professor grade, the proportion of staff from Black and Black British backgrounds has remained at around 2% over the period. There has been little change in the proportion of academic staff from mixed and other ethnic backgrounds at each grade over the period analysed, and staff from white backgrounds continue to be the largest proportion of academic staff at each grade.

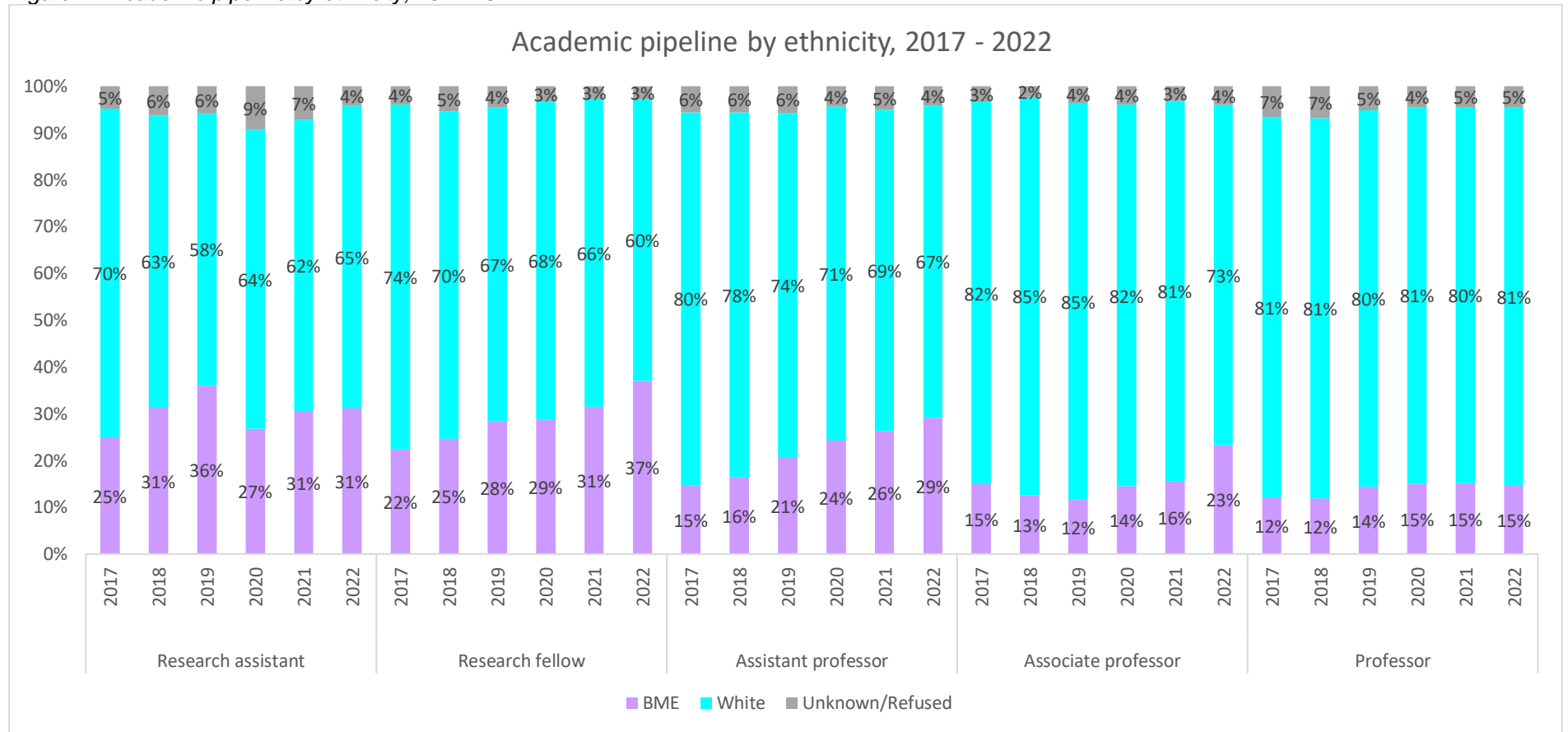Figure 7 - Academic pipeline by ethnicity, 2017-2022

Figure 7 - Academic pipeline by ethnicity, 2017-2022

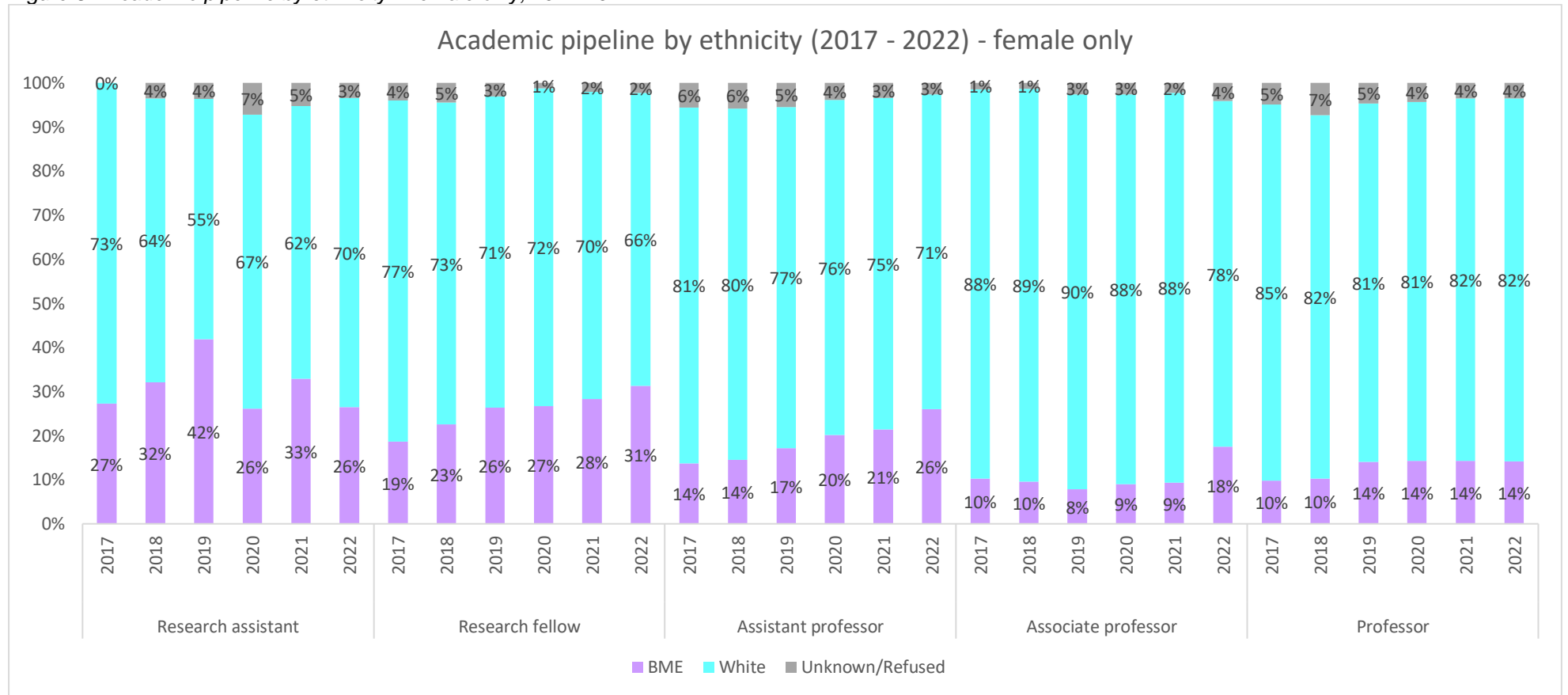*Figure 8 - Academic pipeline by ethnicity – female only, 2017-2022*

Academic pipeline by ethnicity (2017 - 2022) - female only

Legend: ■ BME ■ White ■ Unknown/Refused

Categories: Research assistant, Research fellow, Assistant professor, Associate professor, Professor (each showing years 2017–2022)

Figure 9 – Academic pipeline by ethnicity (2016-17 to 2021-22)

Academic pipeline by ethnicity (2016-17 to 2021-22)
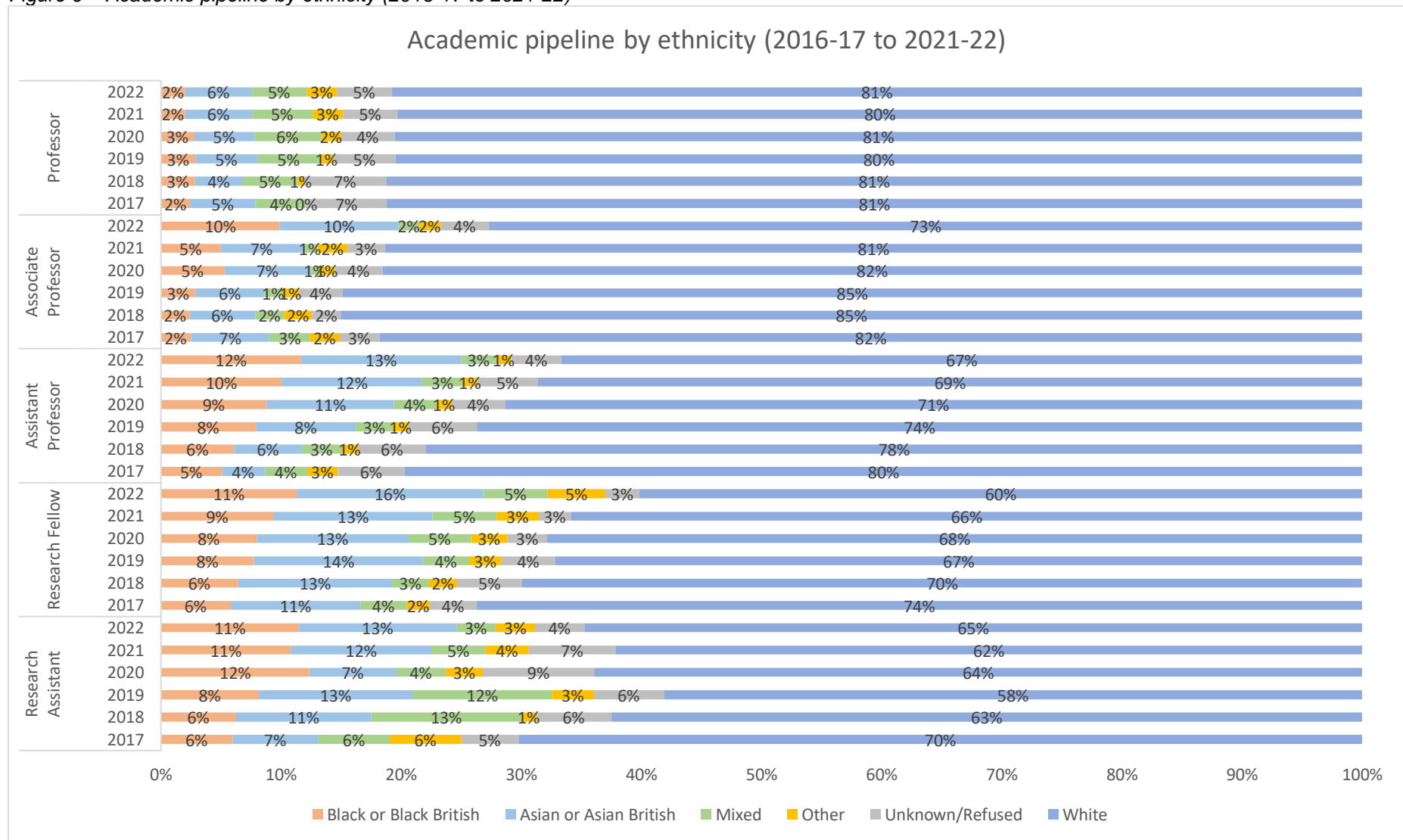
Professional support staff pipeline

The data in this section shows the headcount number of professional support staff employed at each grade on 31 July of each relevant year and from the specific group, for example, gender or ethnicity.

Figure 10 shows that the proportion of minoritised ethnic professional support staff decreases with seniority of grade. Grades 1 and 2 have the highest proportion of staff who identify as from minoritised ethnic backgrounds (60%) and grades 8 and 9 the lowest proportion (21%). However, figure 10 also shows that the proportion of minoritised ethnic staff has increased at each grade from 2017 to 2022.

Figure 11 shows a more detailed breakdown of professional support staff ethnicity at different grades. From this figure, we can see that the majority of professional support staff at each grade are from white backgrounds. At each of grades 1 to 6, staff from Asian and Asian British, or staff from Black and Black British backgrounds, are the next largest groups. This is also the case for grades to 7 to 9, except for in 2018 and 2019, when the next largest groups after white were staff from Asian and Asian British backgrounds, and staff from mixed backgrounds. Across all years and all grades analysed, there has been relatively little change in the proportion of staff in each ethnicity category.

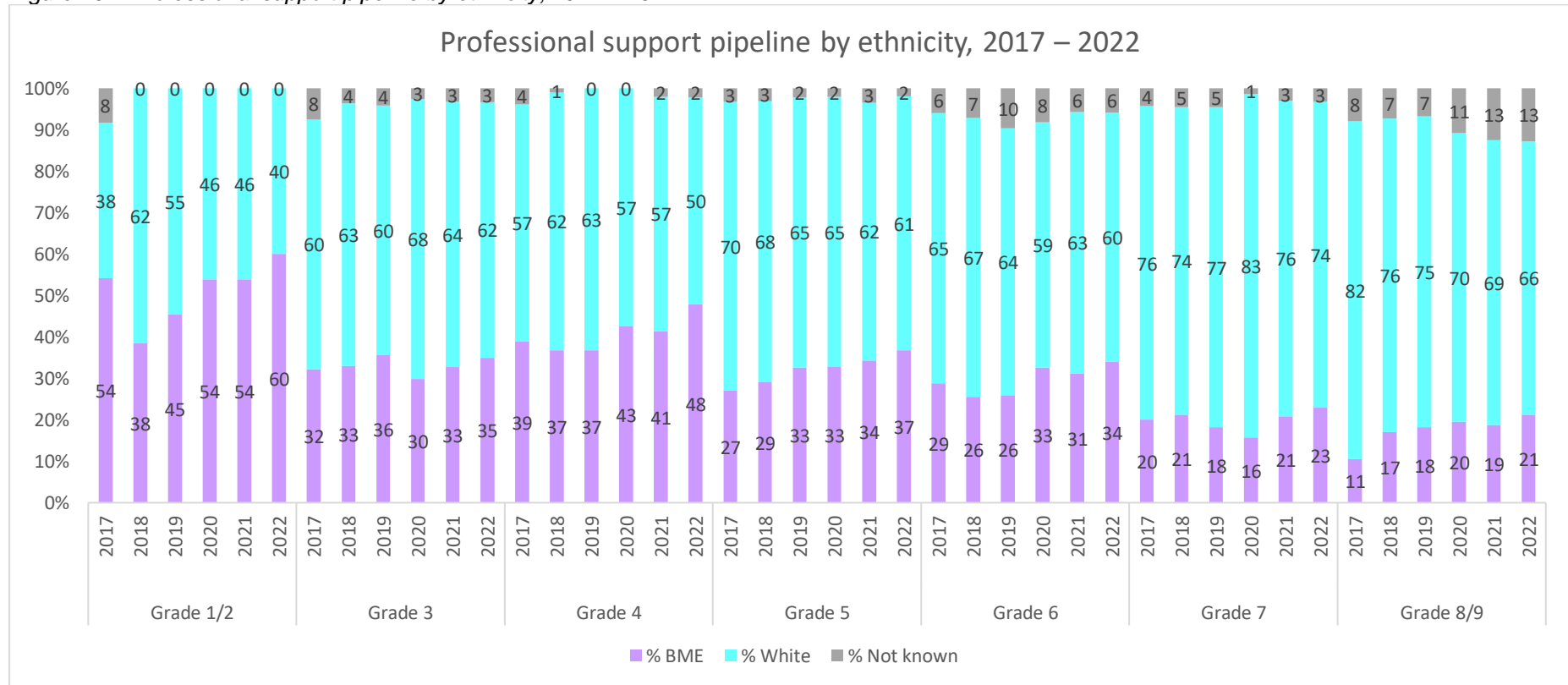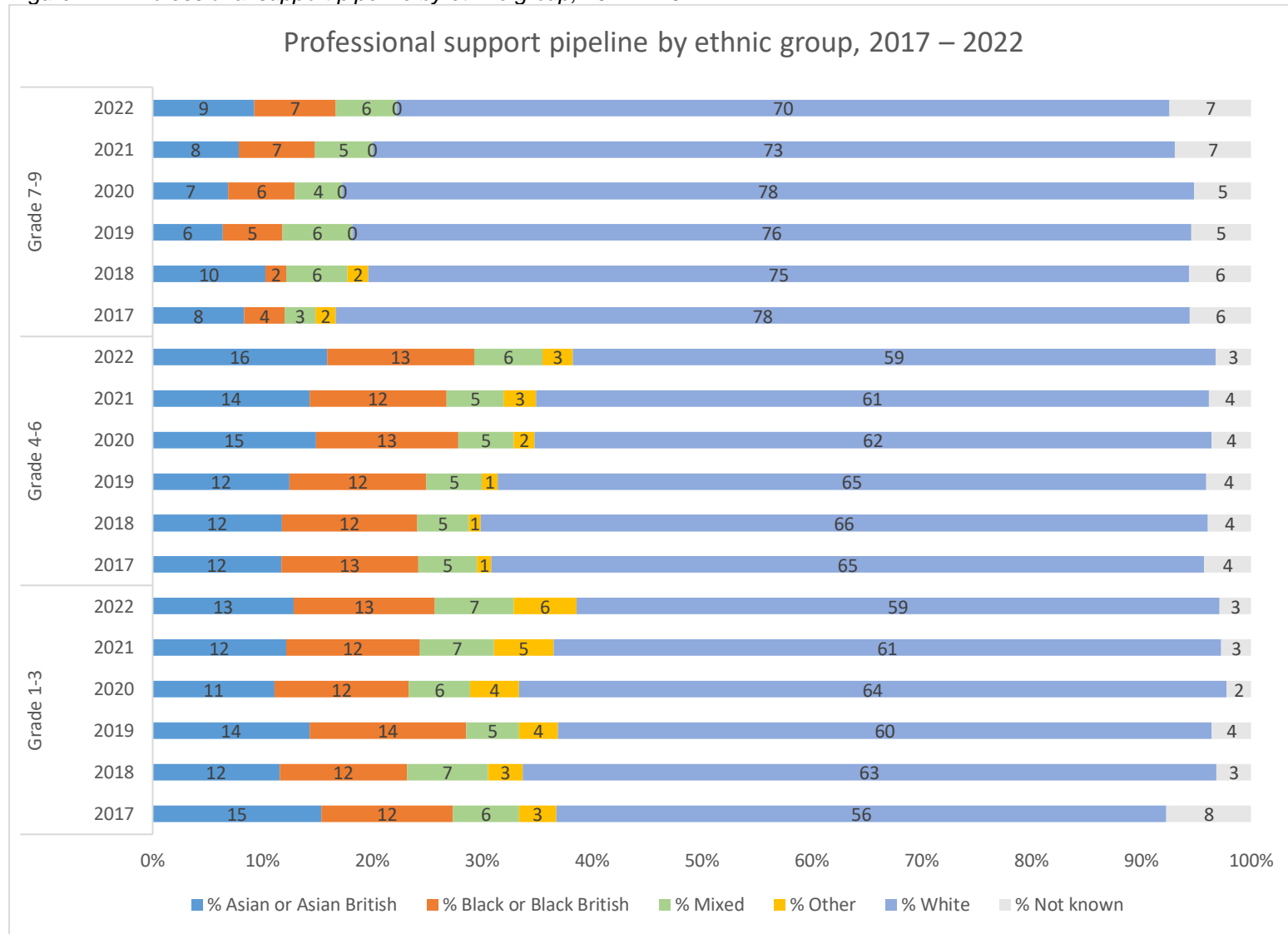*Figure 10 – Professional support pipeline by ethnicity, 2017 – 2022*

Professional support pipeline by ethnicity, 2017 – 2022

■ % BME   ■ % White   ■ % Not known

Figure 11 – Professional support pipeline by ethnic group, 2017 – 2022

Professional support pipeline by ethnic group, 2017 – 2022

Grade 7-9

Year	% Asian or Asian British	% Black or Black British	% Mixed	% Other	% White	% Not known
2022	9	7	6	0	70	7
2021	8	7	5	0	73	7
2020	7	6	4	0	78	5
2019	6	5	6	0	76	5
2018	10	2	6	2	75	6
2017	8	4	3	2	78	6

Grade 4-6

Year	% Asian or Asian British	% Black or Black British	% Mixed	% Other	% White	% Not known
2022	16	13	6	3	59	3
2021	14	12	5	3	61	4
2020	15	13	5	2	62	4
2019	12	12	5	1	65	4
2018	12	12	5	1	66	4
2017	12	13	5	1	65	4

Grade 1-3

Year	% Asian or Asian British	% Black or Black British	% Mixed	% Other	% White	% Not known
2022	13	13	7	6	59	3
2021	12	12	7	5	61	3
2020	11	12	6	4	64	2
2019	14	14	5	4	60	4
2018	12	12	7	3	63	3
2017	15	12	6	3	56	8

% Asian or Asian British ■ % Black or Black British ■ % Mixed ■ % Other ■ % White ■ % Not known

Gender

The majority of academic and professional support staff were female in each year from 2018 to 2022. In 2022 itself, 58.6% of academic staff were female. Of professional support staff in 2022, 66.2% were female (figure 12 and Table 11).

The proportion of female academic and professional support staff at LSHTM is higher than the proportions in UK higher education institutions generally. HESA data published by Advance HE shows that the proportion of female academic staff in UK higher education institutions was 47.0% in 2020-21 and the proportion of female professional and support staff in UK higher education institutions was 62.6%.[3]

At LSHTM, 41.4% of academic staff and 33.8% of professional support staff were male in 2022, compared to 53.0% and 37.4% in UK higher education institutions in 2020-21.[4]

Figure 12 – Academic and professional support staff by gender, 2018 - 2022

Academic and professional services staff by gender, 2018 to 2022

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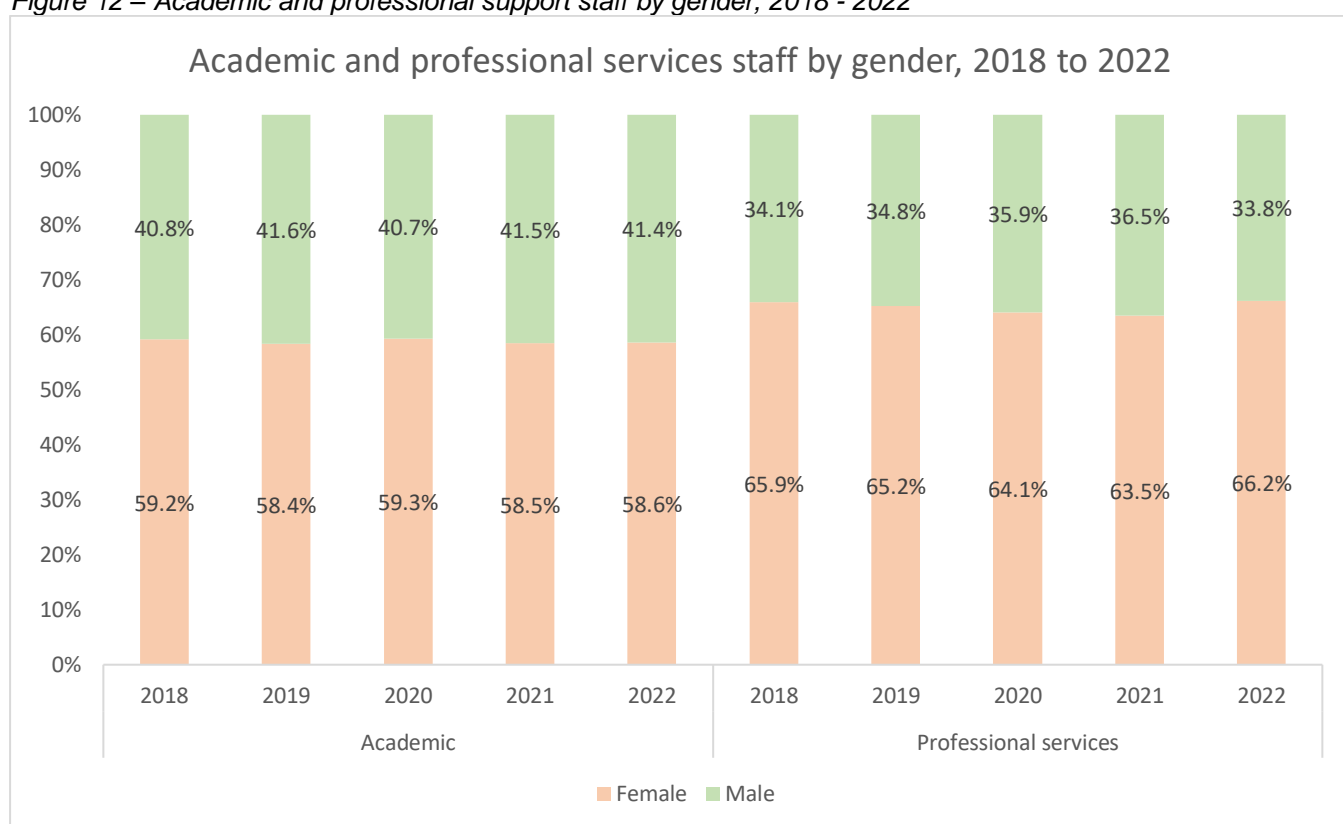
[3] Advance HE staff statistical report 2022
[4] Advance HE staff statistical report 2022

Table 11 – Proportion of academic and professional support staff by gender, 2018 - 2022

	Year	Female	Male
Academic	2018	59.2%	40.8%
	2019	58.4%	41.6%
	2020	59.3%	40.7%
	2021	58.5%	41.5%
	2022	58.6%	41.4%
Professional support	2018	65.9%	34.1%
	2019	65.2%	34.8%
	2020	64.1%	35.9%
	2021	63.5%	36.5%
	2022	66.2%	33.8%

Academic staff – pipeline

Figure 13 shows the academic and professional support staff populations broken down by gender and working pattern. It shows that a higher proportion of male academic staff work part time compared to male professional support staff, and that the proportion of male part time academic staff has increased over time, from 23% in 2017 to 29% in 2022. The proportion of male part time professional support staff has decreased over the period analysed, from 10% in 2017 to 6% in 2022.

There has also been an increase in the proportion of female academic staff working part time, from 30% in 2017 to 35% in 2022. The proportion of female professional support staff working part time has decreased over the same time period, from 26% in 2017 to 22% in 2022.

Figure 13 – Staff population by gender and working pattern, 2017 to 2022

Staff population by gender and working pattern (2017 to 2022)

	Academic						Professional Support					
	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
Female Full-Time	70%	69%	68%	67%	67%	65%	71%	74%	76%	75%	78%	78%
Female Part-Time	30%	31%	32%	33%	33%	35%	29%	26%	24%	25%	22%	22%
Male Full-Time	77%	77%	75%	74%	72%	71%	90%	94%	94%	94%	93%	94%
Male Part-Time	23%	23%	25%	26%	28%	29%	10%	7%	6%	6%	7%	6%
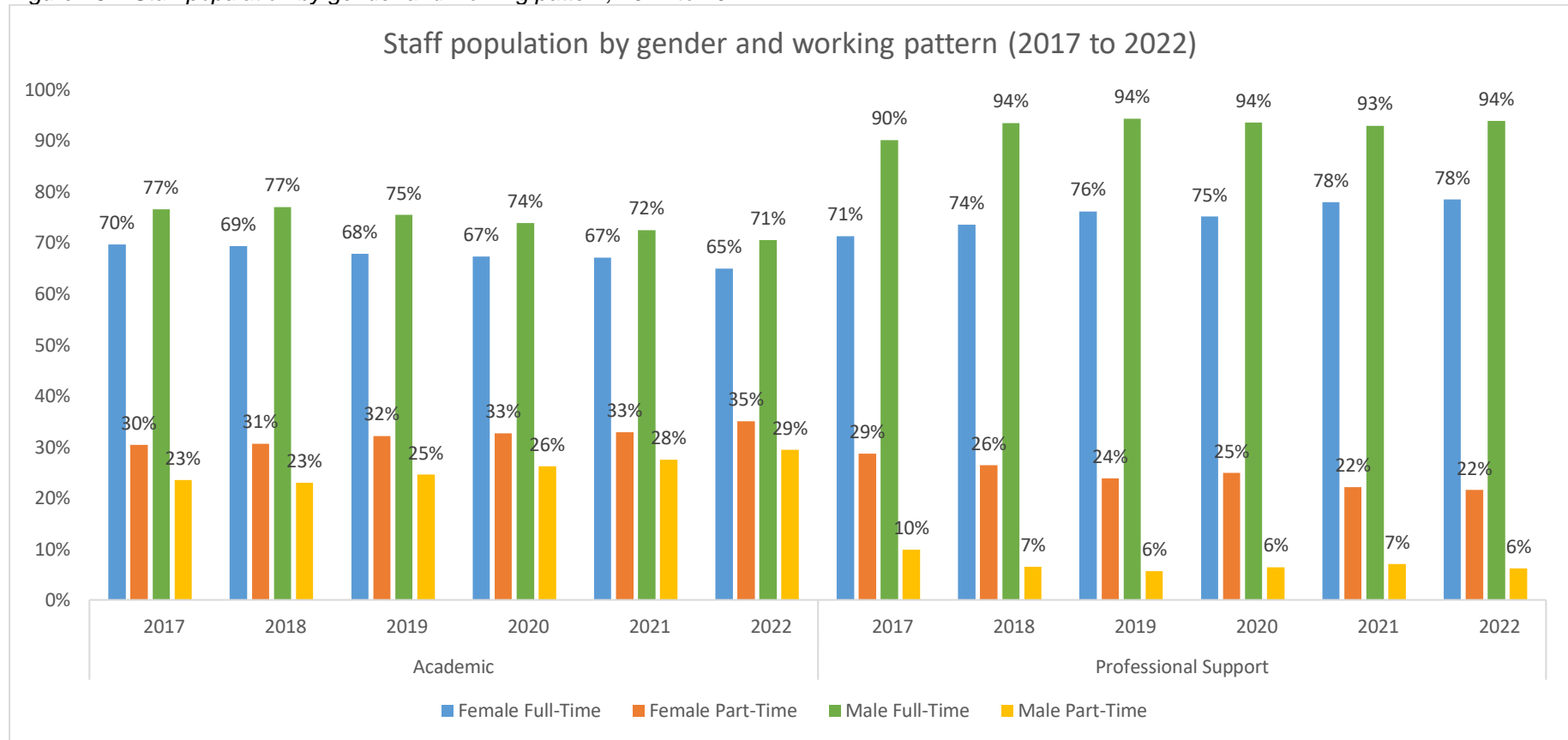
Analysis of the academic pipeline by gender shows there have not been significant changes in the proportion of male and female academics at each grade during the period analysed, except for the proportion of female professors, which has steadily increased from 37% in 2017 to 43% in 2022 (figure 14).

Figure 14 – Academic pipeline by gender, 2017 - 2022
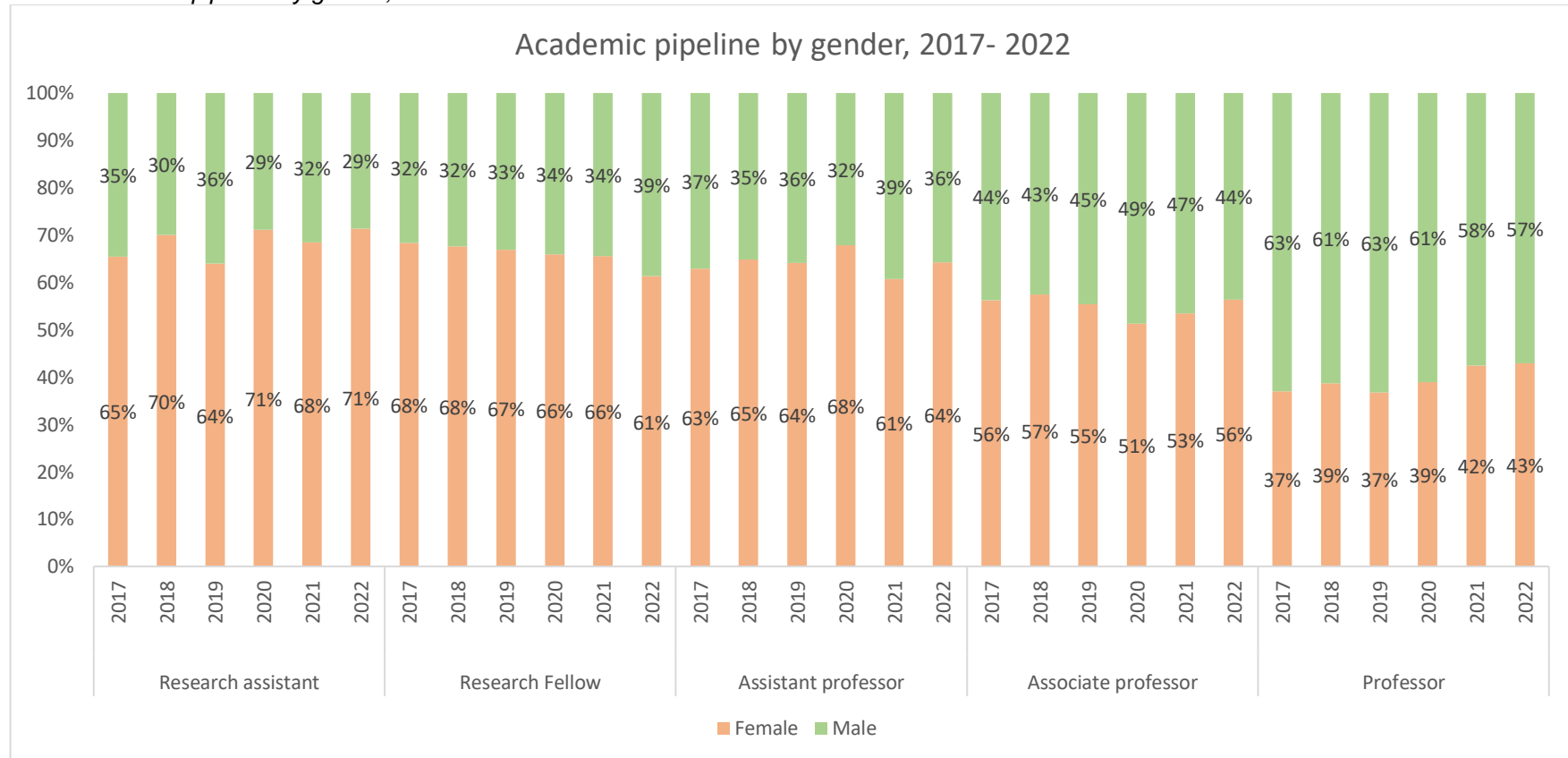
Professorial bands

There are four professorial bands at LSHTM. These differ in the expected behaviours, and the categories and types of activity, that academic staff are expected to undertake. The bands range in seniority from Band C, Band B (ii), B (i) to Band A (most senior).

Figures 15 to 18 show the proportion of professors in bands A and B combined, and band C, from 2017 to 2022, by ethnicity and gender.

The proportion of female professors in bands A and B has increased from 33% in 2017 to 37% in 2022 (figure 15), and the proportion at band C from 53% to 60% (figure 16).

The proportion of professors in bands A and B from minoritised ethnic backgrounds has increased from 12% in 2017 to 15% in 2022 (figure 17). The proportion of professors from minoritised ethnic backgrounds in band C increased from 6% in 2017 to 17% in 2020, but has since decreased to 13% in 2022 (figure 18).

Figure 15 – Academic pipeline by gender – Professor Bands A and B, 2017 to 2022

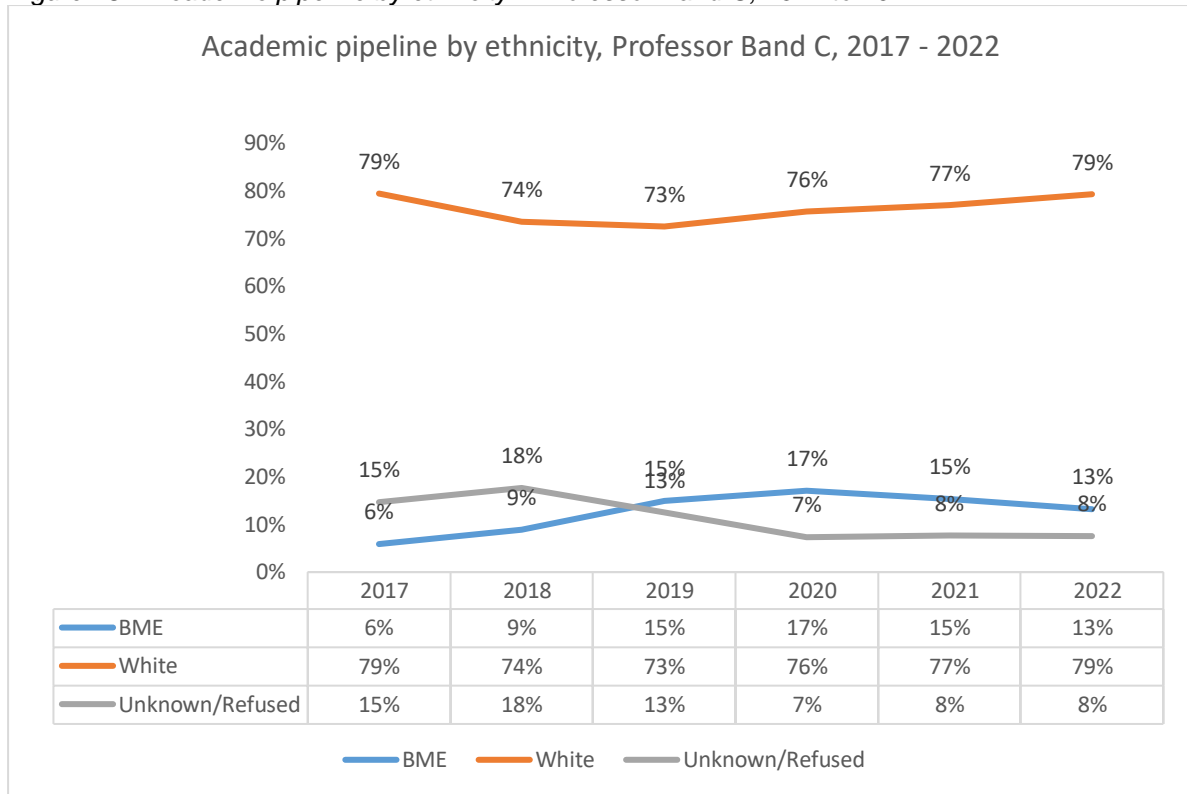Academic pipeline by gender – Professor Bands A and B, 2017 to 2022

	2017	2018	2019	2020	2021	2022
Female	33%	32%	31%	34%	34%	37%
Male	67%	68%	69%	66%	66%	63%
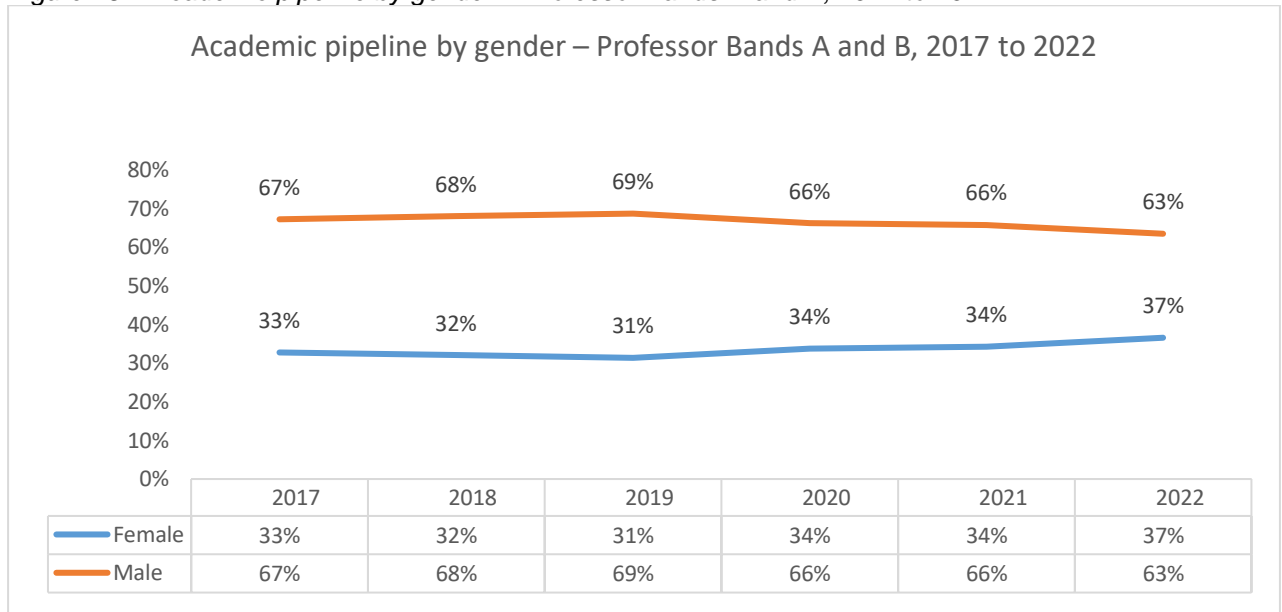
Figure 16 – Academic pipeline by gender – Professor Band C, 2017 to 2022

Academic pipeline by gender – Professor Band C, 2017 to 2022

	2017	2018	2019	2020	2021	2022
Female	53%	56%	55%	56%	65%	60%
Male	47%	44%	45%	44%	35%	40%
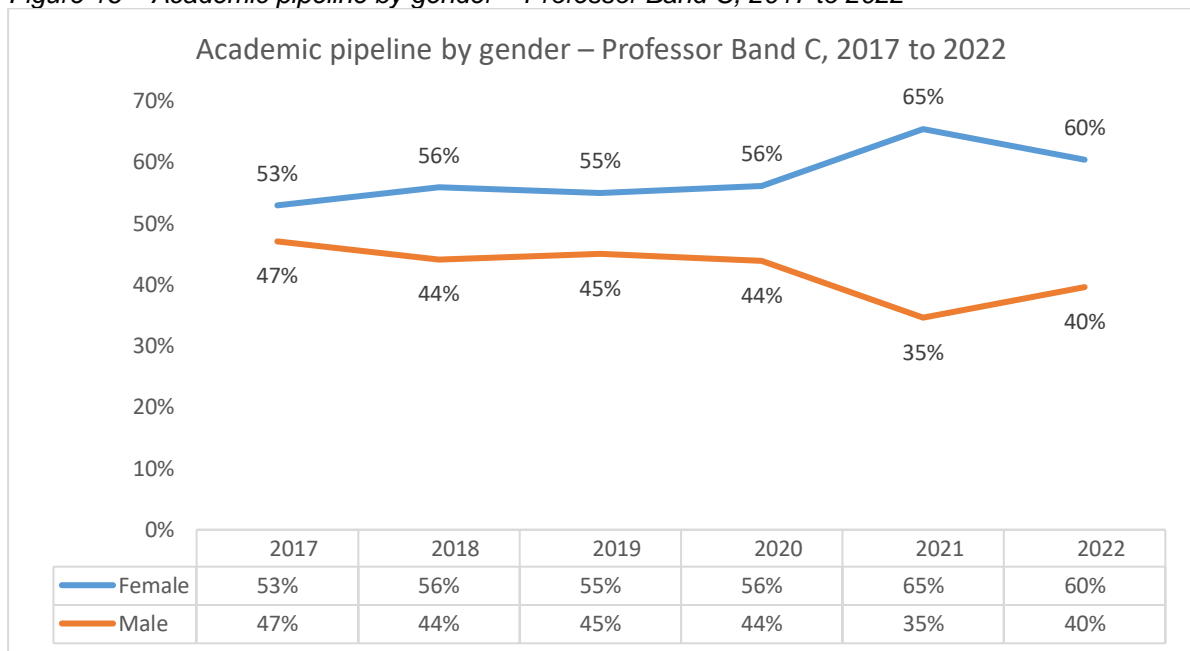
Figure 17 – Academic pipeline by ethnicity – Professor Bands A and B, 2017 to 2022

### Academic pipeline by ethnicity, Professor Bands A and B, 2017 - 2022

	2017	2018	2019	2020	2021	2022
BME	12%	13%	14%	14%	15%	15%
White	84%	84%	83%	82%	82%	81%
Unknown/Refused	3%	3%	3%	4%	3%	3%
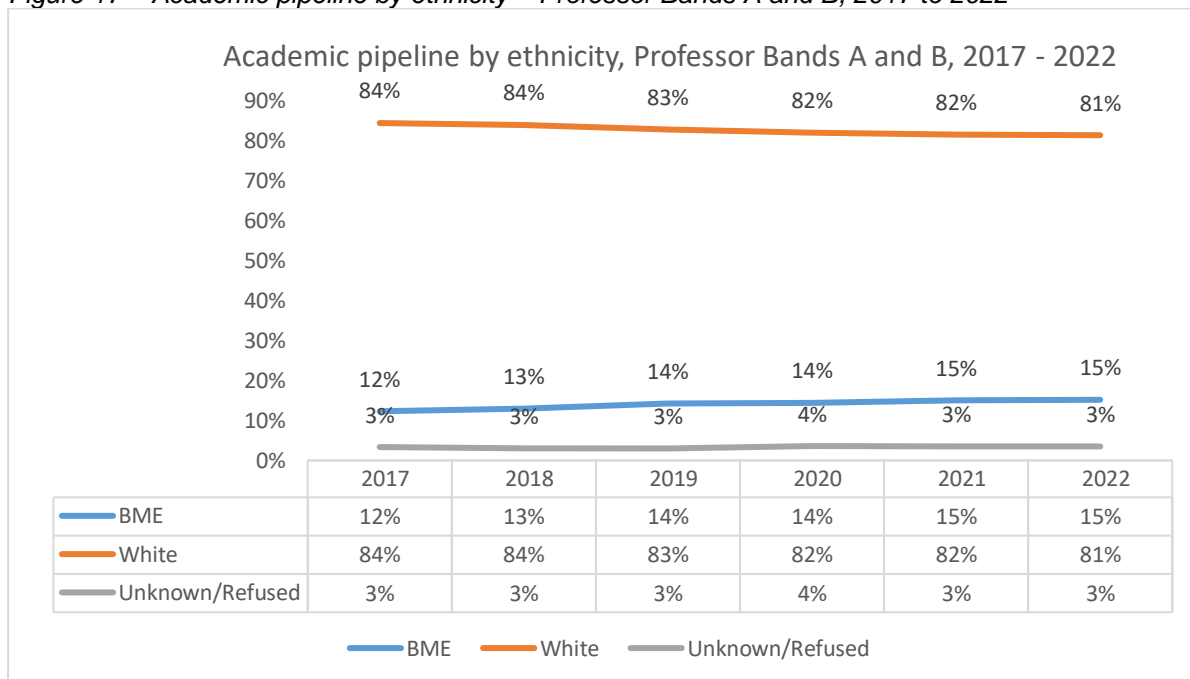
Figure 18 – Academic pipeline by ethnicity – Professor Band C, 2017 to 2022

Academic pipeline by ethnicity, Professor Band C, 2017 - 2022

	2017	2018	2019	2020	2021	2022
BME	6%	9%	15%	17%	15%	13%
White	79%	74%	73%	76%	77%	79%
Unknown/Refused	15%	18%	13%	7%	8%	8%

BME — White — Unknown/Refused

Professional support staff – pipeline

For professional support staff, the proportion of female staff at grades 8 and 9 has remained relatively consistent from 2017 to 2022 (figure 19).

The proportion of female professional support staff at grades 1 to 3 has decreased over the period analysed. The proportion of female staff at grades 4 is the same in 2022 as in 2017 (74%), though there have been fluctuations in the proportions in the intervening years. It should be noted that the very small number of staff working at grades 1 and 2 compared to other grades means that the percentage figures are more sensitive to small changes in the number and balance of staff across genders, as reflected in the figures for this grade over time.

The proportion of female staff at grade 5 has increased from 69% in 2017 to 74% in 2022, while the proportion at grades 6 and 7 has decreased over the same time period (from 68% to 62% for grade 6 and from 60% to 57% for grade 7).

Figure 19 – Professional support staff pipeline by gender and grade, 2017 to 2022

Professional support staff by gender and grade, 2017 to 2022

PSP 1/2 | PSP 3 | PSP 4 | PSP 5 | PSP 6 | PSP 7 | PSP 8/9
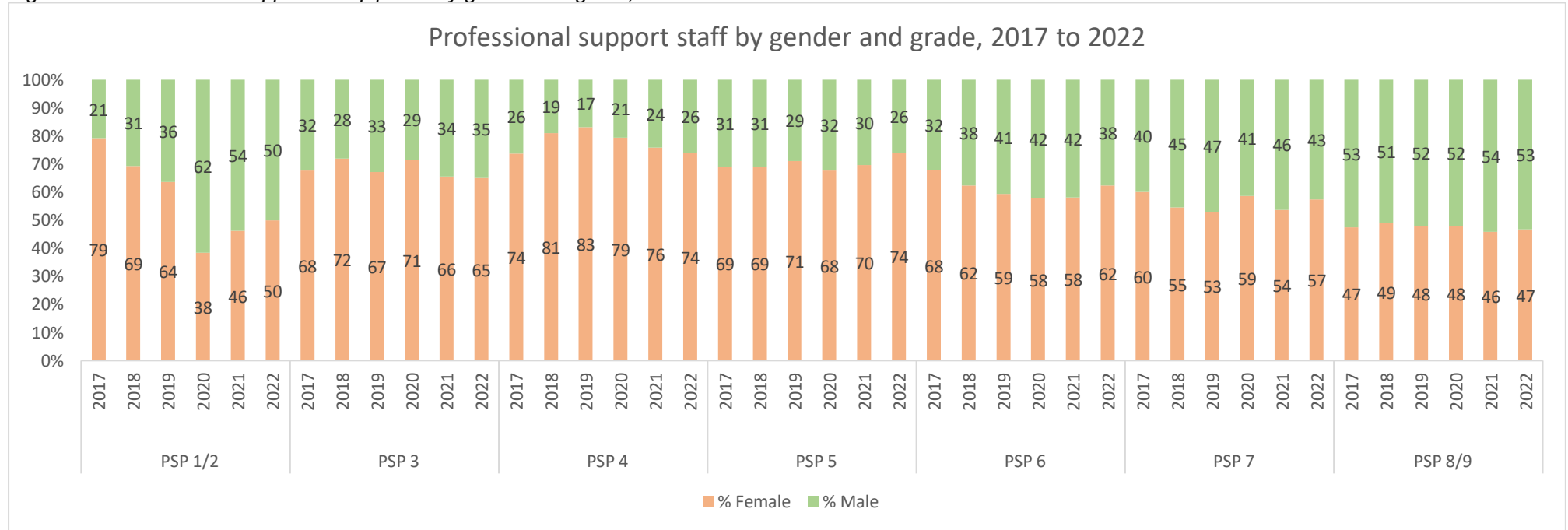
■ % Female   ■ % Male

Contract type analysis – by ethnicity and gender

Figure 20 shows the proportion of male and female academic staff on fixed term and permanent contracts. It shows that there is a higher proportion of female academic staff on fixed term contracts compared to male academic staff, and that this has been a trend over the period analysed. In 2021-22, the proportion of female academic staff on fixed term contracts was 78% and the proportion of male academic staff on fixed term contracts 70%. Over time, the gap between the proportions of male and female academic staff on permanent contracts has reduced slightly from a 10 percentage point difference in 2018 to an 8 percentage point difference in 2022.

Figure 21 shows the proportion of male and female professional support staff by contract type. It shows that around two thirds of female professional support staff were on permanent contracts in 2022 (63%), a proportion that has remained consistent over the period analysed. A slightly higher proportion of male professional support staff were on permanent contracts in 2022 (68%), a proportion that has also remained consistent over the period analysed.

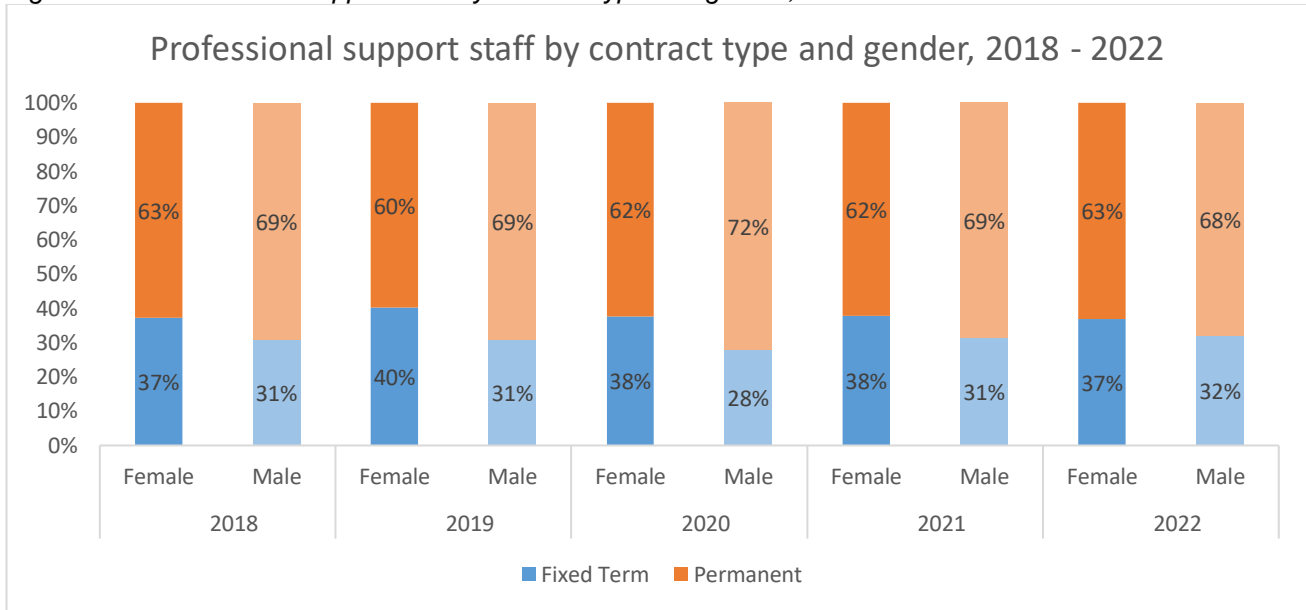*Figure 20 – Academic staff by contract type and gender 2018 - 2022*
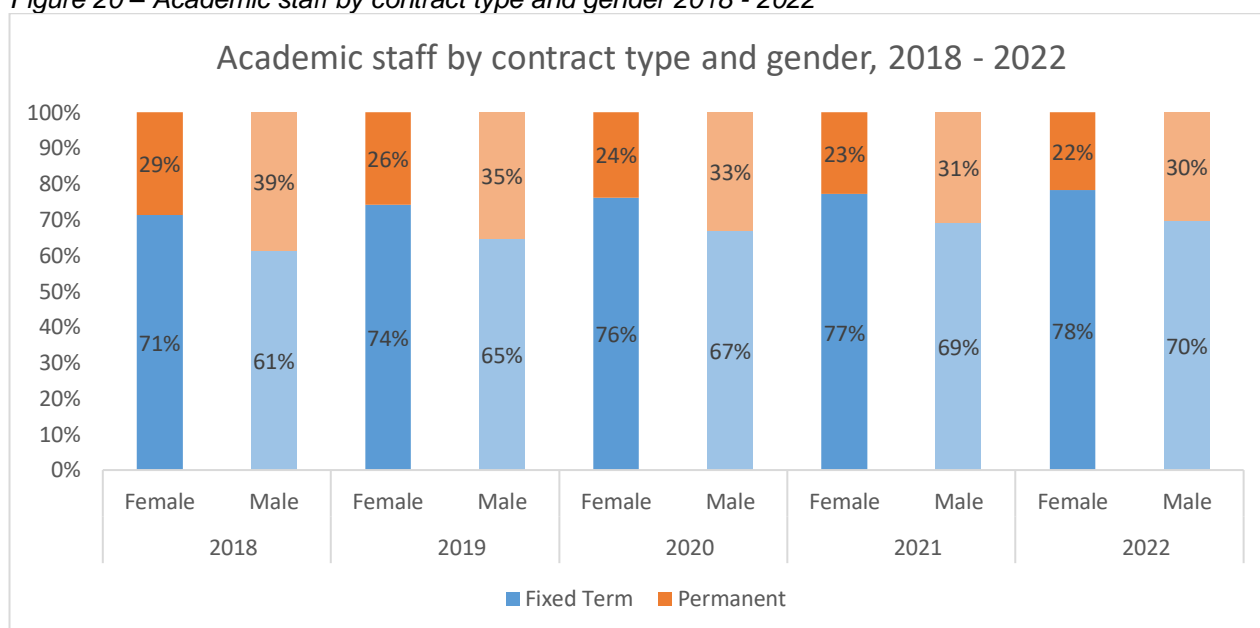
Professional support staff by contract type and gender, 2018 - 2022

Tables 12 and 13 show the proportion of academic staff on fixed term and permanent contracts by grade, gender and ethnicity in 2021-22.

Table 12 shows that there is a similar proportion of male and female research assistants, research fellows, assistant professors and professors on fixed term and permanent contracts. There is a higher proportion of male associate professors on fixed term contracts than female.

Table 13 shows that there is a similar proportion of minoritised ethnic research assistants, research fellows and assistant professors on fixed term and permanent contracts. At associate professor and professor grades, there is a higher proportion of minoritised ethnic staff on fixed term contracts compared to white staff. At associate professor grade, 74% of minoritised ethnic staff are on fixed term contracts compared to 56% of white staff, and at professor grade, 28% of minoritised ethnic staff are on fixed term contracts compared to 15% of white staff.

Table 12 – Contract type by grade and gender (academic) in 2021-22

	Female			**Male**		
	Fixed Term	**Permanent**	**Total**	**Fixed Term**	**Permanent**	**Total**
Research assistant	100%	0%	71%	100%	0%	29%
Research fellow	99%	1%	61%	99%	1%	39%
Assistant professor	92%	8%	64%	91%	9%	36%
Associate professor	46%	54%	56%	57%	43%	44%
Professor	16%	84%	43%	18%	82%	57%

Note: Casual staff and staff employed directly by the MRC Units are not included in the figures in this table.

Table 13 – Contract type by grade and ethnicity (academic) in 2021-22.

	BME			White			Not known		
	Fixed Term	**Permanent**	**Total**	**Fixed Term**	**Permanent**	**Total**	**Fixed Term**	**Permanent**	**Total**
Research Assistant	100%	0%	31%	100%	0%	65%	100%	0%	4%
Research Fellow	99%	1%	37%	98%	2%	60%	100%	0%	3%
Assistant Professor	91%	9%	29%	91%	9%	67%	100%	0%	4%
Associate Professor	74%	26%	23%	44%	56%	73%	43%	57%	4%
Professor	28%	72%	15%	15%	85%	81%	22%	78%	5%

Note: Casual staff and staff employed directly by the MRC Units are not included in the figures in this table.

Table 14 shows the proportion of academic and professional support staff on fixed term and permanent contracts by ethnicity over the last six years. It also shows that the number of academic staff has increased over the last six years from 825 to 1,082 in 2022.

Table 14 shows that the proportion of minoritised ethnic academic staff on fixed term contracts has been higher than the proportion of white staff on fixed term contracts in each year during the period analysed. The proportion of minoritised ethnic academic staff on fixed term contracts has increased overall during the time period, from 75% in 2017 to 88% in 2022. The proportion of white academic staff on fixed term contracts has also increased overall, though by a smaller proportion – from 63% in 2017 to 69% in 2022.

For professional support staff, the majority of minoritised ethnic staff are on permanent contracts (64% in 2022). This has been the case in each year during the period analysed. The proportion of minoritised ethnic professional support staff on fixed term contracts has increased over the last six years, from 32% in 2017 to 36% in 2022. The proportion on permanent contracts has decreased from 68% in 2017 to 64% in 2022 (table 14).

Table 14 also shows that the proportion of white professional support staff on fixed term contracts has remained at around a third over the last six years, at 36% in 2017 and 35% in 2022. The proportion on permanent contracts has also stayed fairly consistent, at 64% in 2017 and 65% in 2022.

Table 14 – Academic and professional support staff by contract type and ethnicity, 2017 – 2022

	BME						Not known						White						
	Fixed Term		Permanent		Total		Fixed Term		Permanent		Total		Fixed Term		Permanent		Total		
Academic	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	**Total**
2017	109	75%	37	25%	146	18%	31	80%	8	21%	39	5%	403	63%	237	37%	640	78%	825
2018	133	78%	37	22%	170	19%	35	73%	13	13%	48	5%	430	64%	241	36%	671	76%	889
2019	173	82%	39	18%	212	22%	35	75%	12	26%	47	5%	464	66%	235	34%	699	73%	958
2020	195	83%	39	17%	234	23%	34	76%	11	24%	45	4%	509	69%	230	31%	739	73%	1,018
2021	228	85%	41	15%	269	25%	32	74%	11	26%	43	4%	534	70%	230	30%	764	71%	1,076
2022	269	88%	38	12%	307	28%	30	73%	11	27%	41	4%	509	69%	225	31%	734	68%	1,082
	BME						Not known						White						
Professional support	Fixed Term		Permanent		Total		Fixed Term		Permanent		Total		Fixed Term		Permanent		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	**Total**
2017	57	32%	122	68%	179	29%	11	36%	20	65%	31	5%	144	36%	257	64%	401	66%	611
2018	57	34%	112	66%	169	29%	8	33%	16	67%	24	4%	144	36%	257	64%	401	68%	594
2019	68	37%	116	63%	184	30%	9	35%	17	65%	26	4%	153	37%	257	63%	410	66%	620
2020	73	37%	127	64%	200	31%	6	25%	18	75%	24	4%	142	34%	281	66%	423	65%	647
2021	77	36%	136	64%	213	32%	8	29%	20	71%	28	4%	149	36%	269	64%	418	63%	659
2022	78	36%	140	64%	218	35%	7	29%	17	71%	24	4%	134	35%	245	65%	379	61%	621

Gender identity

Whilst staff can record their gender identity, the number of respondents is small and therefore not reportable in the quantitative analyses of LSHTM data.

Religion and belief

In 2022, the highest proportion of academic staff and professional support staff stated 'no religion' in relation to their religion and belief (48.2% of academic staff and 40.8% of professional support staff). This has been the case in each year from 2018 to 2022 inclusive (table 15). The proportion of professional support staff stating 'no religion' has remained consistent over the period analysed, while the proportion of academic staff identifying as 'no religion' has decreased during that time, from 52.2% in 2018 to 48.2% in 2022.

After 'no religion', 'Christian', 'Muslim' and 'Hindu' were the next largest groups among academic staff in 2022, at 26.4%, 4.7% and 2.8% respectively. These three religions were also the next largest groups among professional support staff, which in 2022 was 31.9% Christian, 6.4% Muslim, and 3.6% Hindu. These three groups have been the largest after 'no religion' in each year from 2018 to 2022 inclusive.

Table 15 shows that the proportion of academic staff who identify as Buddhist, Hindu, Jewish, Muslim, Spiritual and Christian has increased each year from 2018 to 2022. In 2022, the academic staff was 1.2% Buddhist, 2.8% Hindu, 1.5% Jewish, 4.7% Muslim, 2.2% Spiritual and 26.4% Christian. There was an overall decrease in the proportion of staff stating 'any other religion' over the last five years, from 1.9% to 1.0%. The proportion of academic staff who are Sikh has remained between 0% and 0.2% over the period.

The proportions of professional support staff who identify as Hindu, Jewish, and Muslim has increased each year over the period analysed, and now stand at 3.6% Hindu, 1.4% Jewish and 6.4 Muslim. The proportion of professional support staff who are Buddhist and Christian has decreased over the last five years, from 1.5% to 1.0%, and from 34.0% to 31.9% respectively. The proportion who are Sikh has remained at 1.0% over the last five years. The proportion that identify as Spiritual has remained relatively consistently, apart from 2021, when it dropped to 1.1%.

In 2022, 11.6% of academic staff and 11.0% of professional support staff preferred not to provide information about their religion and belief. The proportion of academic staff preferring not to provide information about their religion and belief has decreased over the last 5 years, from 13.6% in 2018 to 11.6% in 2022. For professional support staff, the proportion preferring not to provide information about their religion and belief decreased from 2018 to 2020, increased to 13.0% in 2021, and decreased to 11.0% in 2022.

Table 15 – Academic and professional support staff by religion and belief, 2018 to 2022

	Academic					Professional support				
	2018	**2019**	**2020**	**2021**	**2022**	**2018**	**2019**	**2020**	**2021**	**2022**
Buddhist	0.6%	0.7%	0.7%	0.9%	1.2%	1.5%	1.3%	1.0%	1.2%	1.0%
Christian	23.8%	25.3%	25.2%	25.2%	26.4%	34.0%	34.2%	32.5%	32.8%	31.9%
Hindu	1.8%	2.5%	2.6%	2.6%	2.8%	2.5%	2.5%	3.1%	3.2%	3.6%
Jewish	1.0%	1.3%	1.7%	1.7%	1.5%	0.7%	0.5%	0.8%	1.0%	1.4%
Muslim	3.5%	3.7%	3.6%	4.2%	4.7%	4.8%	4.9%	5.3%	5.6%	6.4%
No religion	52.2%	49.8%	49.9%	49.6%	48.2%	40.0%	41.2%	41.3%	40.2%	40.1%
Sikh	0.0%	0.1%	0.1%	0.0%	0.2%	1.0%	1.0%	1.0%	1.0%	1.0%
Spiritual	1.3%	1.5%	1.8%	2.0%	2.2%	1.5%	1.4%	1.5%	1.1%	1.4%
Any other religion or belief	1.9%	1.5%	1.5%	1.8%	1.0%	1.3%	1.2%	1.2%	0.8%	1.4%
Information refused	13.6%	13.4%	12.6%	11.8%	11.6%	12.5%	11.5%	11.9%	13.0%	11.0%

Sexual orientation

In 2022, most academic and professional support staff stated their sexual orientation as heterosexual (78.8% and 80.0% respectively). This group has been the largest among LSHTM staff over the last five years (table 16).

The proportion of bisexual academic and professional support staff, and the proportion of staff who identify their sexual orientation as 'other', have increased overall from 2018 to 2022. The proportion of bisexual staff has increased from 1.8% in 2018 to 2.7% in 2022 for academic staff, and from 1.2% to 2.9% in 2022 for professional support staff. The proportion of staff identifying as 'other' has increased from 0.4% in 2018 to 0.6% in 2022 for academics, and from 0.8% to 1.2% for professional support staff.

The proportions of staff who identify as gay man, and the proportion who identify as gay woman or lesbian, have been broadly consistent over the period for academic staff, with around 3% identifying as gay men each year, and between 1.0 and 1.2% identifying as gay women or lesbian.

The proportion of professional support staff identifying as gay men has increased over the last five years, from 2.7% in 2018 to 3.3% in 2022, though the latter figure is a decrease from 3.7% in 2021. The proportion of professional support staff identifying as gay women or lesbian increased each year from 2018 to 2020, but has since decreased from 1.9% in 2020 to 1.2% in 2022.

Table 16 – Sexual orientation of all staff, 2018 - 2022

	Academic					Professional support				
	2018	**2019**	**2020**	**2021**	**2022**	**2018**	**2019**	**2020**	**2021**	**2022**
Bisexual	1.8%	2.5%	2.2%	2.2%	2.7%	1.2%	2.3%	2.6%	2.2%	2.9%
Gay man	3.0%	3.1%	3.0%	3.3%	2.8%	2.7%	3.6%	3.5%	3.7%	3.3%
Gay woman/lesbian	1.0%	1.2%	1.2%	1.1%	1.1%	1.6%	1.8%	1.9%	1.5%	1.2%
Heterosexual	77.0%	77.4%	77.6%	78.6%	78.8%	80.1%	78.9%	79.1%	79.2%	80.0%
Other	0.4%	0.4%	0.5%	0.5%	0.6%	0.8%	1.1%	0.9%	0.8%	1.2%
Information refused	16.5%	15.3%	15.4%	14.1%	13.8%	13.6%	12.2%	12.0%	12.5%	11.4%

Student admissions and outcomes analysis

Overview

LSHTM offers postgraduate degrees via MSc courses (postgraduate taught – 'PGT') and in research (postgraduate research - 'PGR'), where there are MPhil/PhD and DrPH options. MSc courses are offered in London and by distance learning. Distance learning course students are admitted by the International Programmes of the University of London and are not included in this report.

Programmes belong in general to one of LSHTM's three faculties: Epidemiology and Population Health ('EPH'), Infectious and Tropical Diseases ('ITD'), and Public Health and Policy ('PHP'). For PGT students there are two cross-faculty MSc programmes, one across PHP and ITD, the other across the three faculties. These are represented as 'ITD/PHP' and 'EPH/ITD/PHP' respectively in Table 17 below.

Table 17 – Student by Faculty and level of study, 2021-22

Faculty	PGT	PGR
Epidemiology and Population Health ('EPH')	32.7%	34.9%
Infectious and Tropical Disease ('ITD')	14.9%	29.6%
Public Health and Policy ('PHP')	40.4%	35.5%
EPH/ITD/PHP	4.7%	
ITD/PHP	7.3%	
Total	**100%**	**100%**

Programmes are undertaken on a full time or part time basis. Figure 23 shows that 78.9% of PGT students were enrolled full time compared to 35.9% of PGR students in 2021-22. The proportion of full time PGT students at LSHTM is higher than the proportion in the sector generally (78.9% at LSHTM compared to 60.5% across the sector). The proportion of full time PGR students at LSHTM is lower than the sector generally (35.9% at LSHTM compared to 76.0% across the sector).

At LSHTM, 21.1% of PGT students were studying part time in 2021-22, which is lower than the sector benchmark (39.5%). For PGR students, 64.1% were studying part time in 2021-22, which is higher than the sector benchmark (24.0%) (figure 23).

There was a marked increase in the proportion of part time PGT students in 2020-21 (57.0%, increased from 15.7% the previous year). This most likely reflects the impact of covid-19 restrictions in place during that academic year, when more than half of LSHTM PGT students were studying part time.

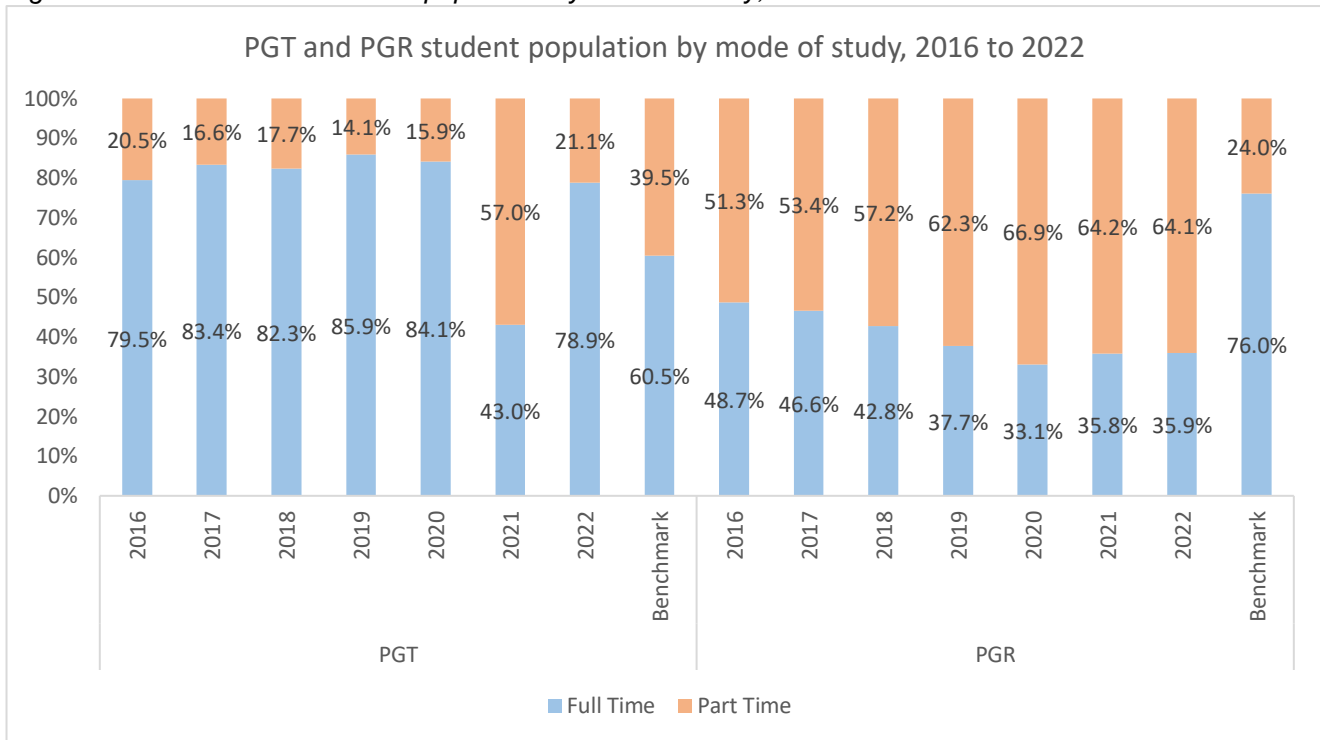*Figure 23 – PGT and PGR student population by mode of study, 2016 to 2022*

Table 18 – PGT and PGR student population by mode of study, 2016 to 2022

		Full time	Part time
PGT	**2016**	79.5%	20.5%
	2017	83.4%	16.6%
	2018	82.3%	17.7%
	2019	85.9%	14.1%
	2020	84.1%	15.9%
	2021	43.0%	57.0%
	2022	78.9%	21.1%
	Benchmark[5]	60.5%	39.5%
PGR	**2016**	48.7%	51.3%
	2017	46.6%	53.4%
	2018	42.8%	57.2%
	2019	37.7%	62.3%
	2020	33.1%	66.9%
	2021	35.8%	64.2%
	2022	35.9%	64.1%
	Benchmark[6]	76.0%	24.0%

[5] Advance HE Students Statistical Report 2022
[6] Advance HE Students Statistical Report 2022

Student admissions

This section provides analysis of student admissions data. It shows application, offer and acceptance data for postgraduate taught ('PGT') and postgraduate research ('PGR') courses at LSHTM.

Disability

For PGT, the proportion of applicants declaring a disability has increased from 6.4% in 2020-21 to 7.2% in 2021-22. In the latter year, the proportion of disabled applicants that received offers was higher than the proportion of disabled applicants at 7.3%, and the proportion of disabled offer holders who accepted a place to study was 11.1% (Figure 24). In 2020-21, the proportion of PGT students declaring a disability across UK higher education institutions was 10.6%.[7]

For PGR, the proportion of applicants who declared a disability in 2021-22 was 4.4%, a smaller proportion than in 2020-21 (7.3%). The proportion of disabled PGR applicants who received an offer was 6.1% in 2021-22, and the proportion of disabled offer holders who accepted their place was 6.7%. In 2020-21, the proportion of postgraduate research students declaring a disability across UK higher education institutions was 12.1%.[8]

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[7] Advance HE Students Statistical Report 2022
[8] Advance HE Students Statistical Report 2022

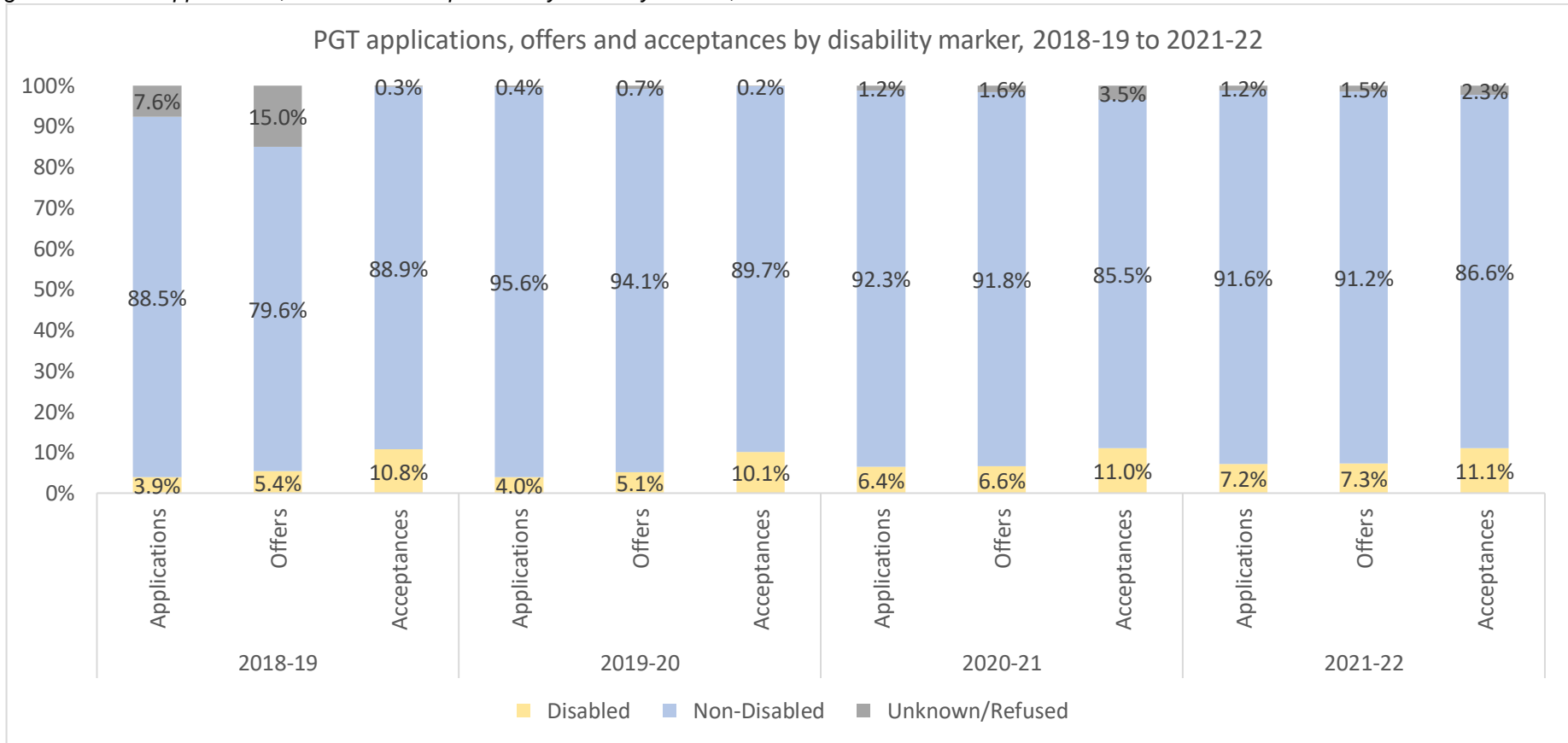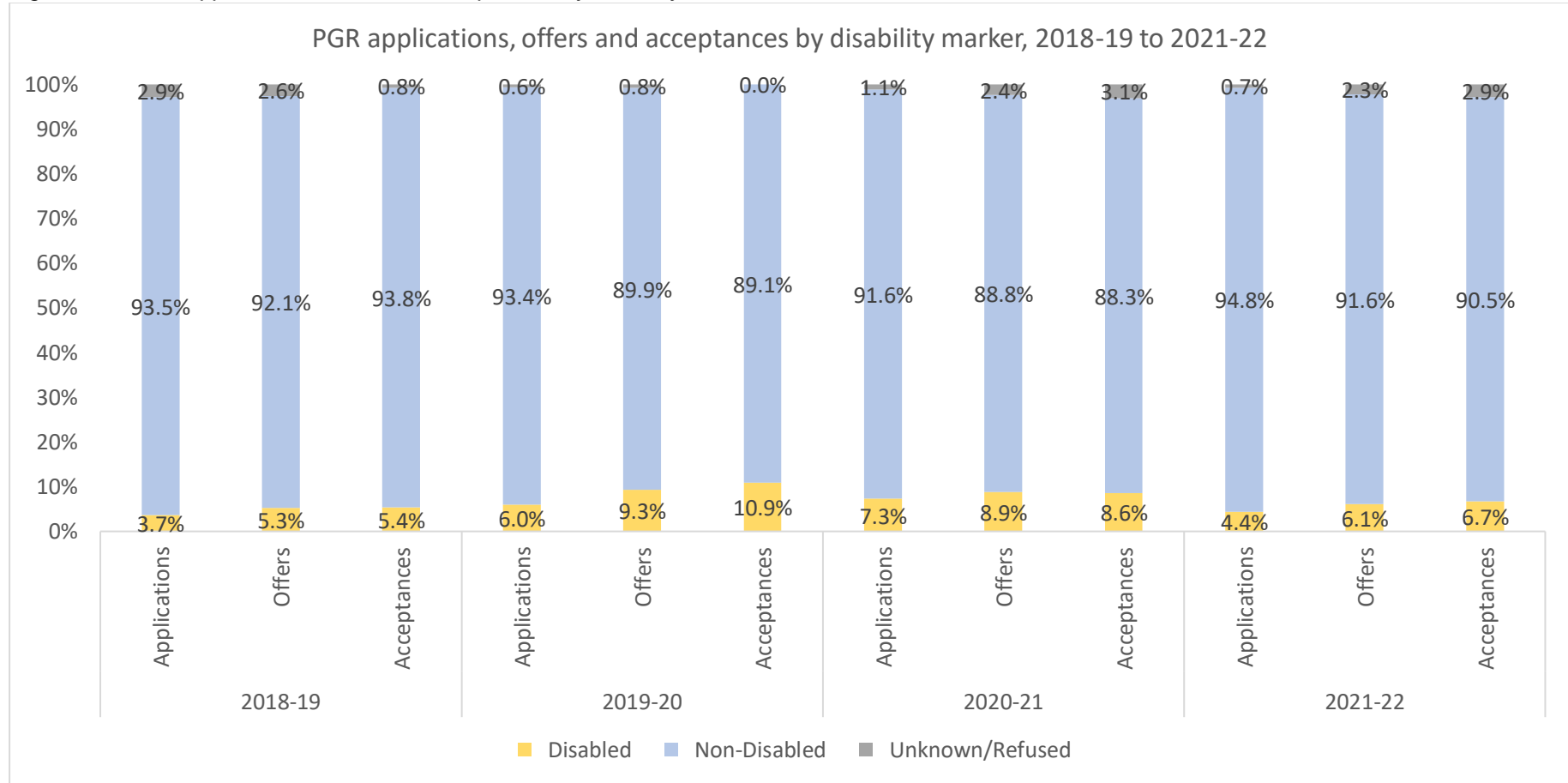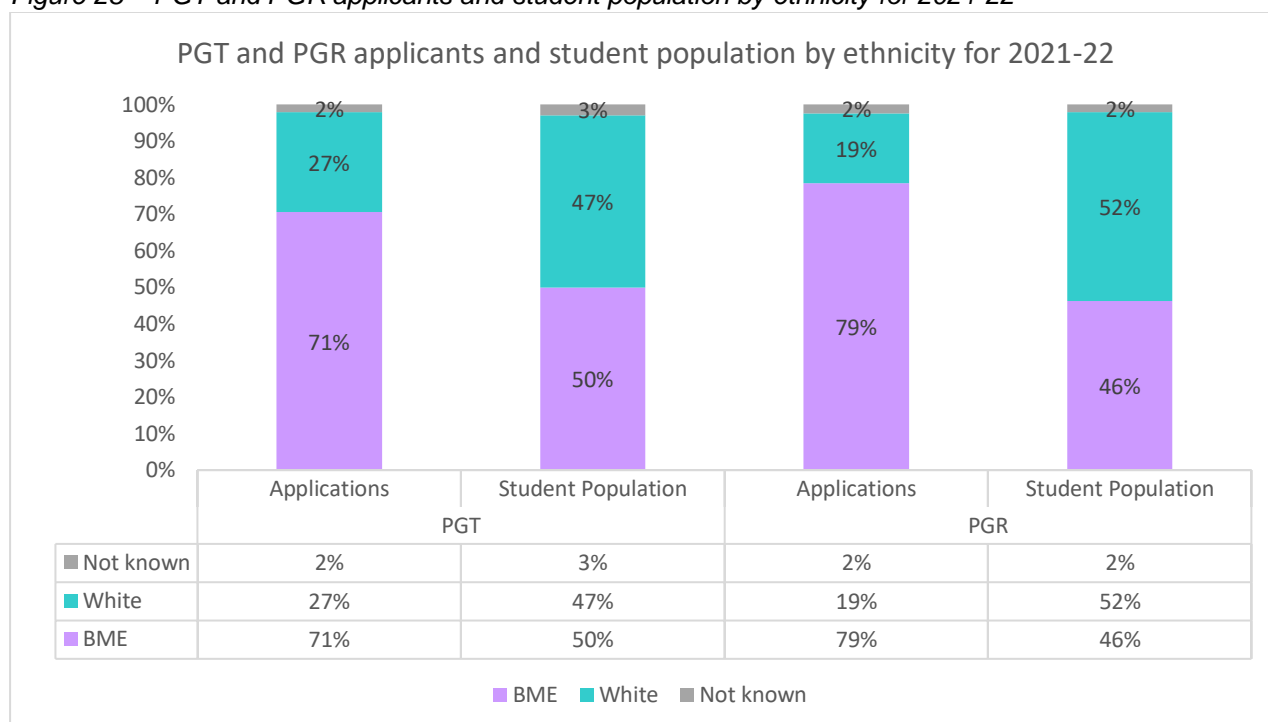*Figure 24 – PGT applications, offers and acceptances by disability marker, 2018-19 to 2021-22*

PGT applications, offers and acceptances by disability marker, 2018-19 to 2021-22

		2018-19			2019-20			2020-21			2021-22	
	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
Unknown/Refused	7.6%	15.0%	0.3%	0.4%	0.7%	0.2%	1.2%	1.6%	3.5%	1.2%	1.5%	2.3%
Non-Disabled	88.5%	79.6%	88.9%	95.6%	94.1%	89.7%	92.3%	91.8%	85.5%	91.6%	91.2%	86.6%
Disabled	3.9%	5.4%	10.8%	4.0%	5.1%	10.1%	6.4%	6.6%	11.0%	7.2%	7.3%	11.1%

Disabled Non-Disabled Unknown/Refused

Figure 25 – PGR applications, offers and acceptances by disability marker, 2018-19 – 2021-22

PGR applications, offers and acceptances by disability marker, 2018-19 to 2021-22

	2018-19			2019-20			2020-21			2021-22		
	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
Unknown/Refused	2.9%	2.6%	0.8%	0.6%	0.8%	0.0%	1.1%	2.4%	3.1%	0.7%	2.3%	2.9%
Non-Disabled	93.5%	92.1%	93.8%	93.4%	89.9%	89.1%	91.6%	88.8%	88.3%	94.8%	91.6%	90.5%
Disabled	3.7%	5.3%	5.4%	6.0%	9.3%	10.9%	7.3%	8.9%	8.6%	4.4%	6.1%	6.7%

Legend: ■ Disabled ■ Non-Disabled ■ Unknown/Refused

Figure 28 below shows that a high proportion of applications to study at LSHTM are from students who identify has from minoritised ethnic backgrounds (71% of PGT applications and 79% of PGR applications). This proportion is higher than the proportions of minoritised ethnic students in the current 2021-22 LSHTM student population, which was 50% for PGT students and 46% for PGR students.[9]

Figure 28 – PGT and PGR applicants and student population by ethnicity for 2021-22

PGT and PGR applicants and student population by ethnicity for 2021-22

	PGT		PGR	
	Applications	Student Population	Applications	Student Population
■ Not known	2%	3%	2%	2%
■ White	27%	47%	19%	52%
■ BME	71%	50%	79%	46%

■ BME ■ White ■ Not known

Analysis of the proportions of applications, offers and acceptances shows outcome differences for PGT and PGR students.

Figures 29 and 30 show that the proportion of minoritised ethnic students decreases at each stage of the admissions pipeline for PGT and PGR courses.

In 2021-22, the proportion of minoritised ethnic applicants for PGT courses was 70.5%. The proportion of minoritised ethnic applicants who received offers was 66.3% in the same year, and the proportion of acceptances 55.4%. There was a corresponding increase in the proportion of white students at each stage of the admissions process. This is a trend that has occurred in each year of the last four academic years.

For PGR courses in 2021-22, the proportion of minoritised ethnic applicants was 78.5%. The proportion of minoritised ethnic applicants who received offers was 52.7% in the same year, and the proportion of acceptances 53.3%. There was a corresponding increase in the proportion of white students at each stage of the admissions process. This is a trend that has occurred in each year of the last four academic years.

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[9] Advance HE Students Statistical Report 2022

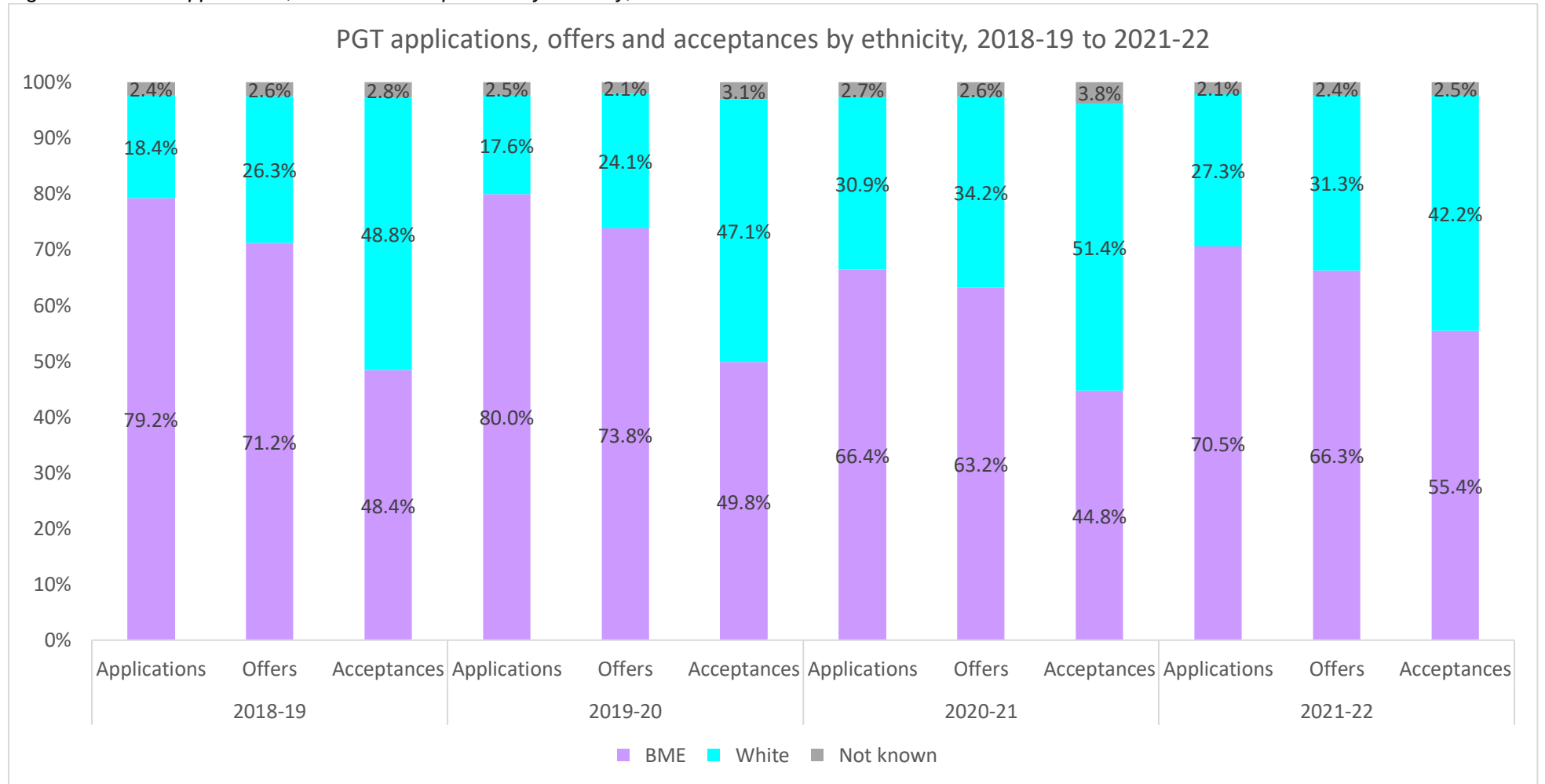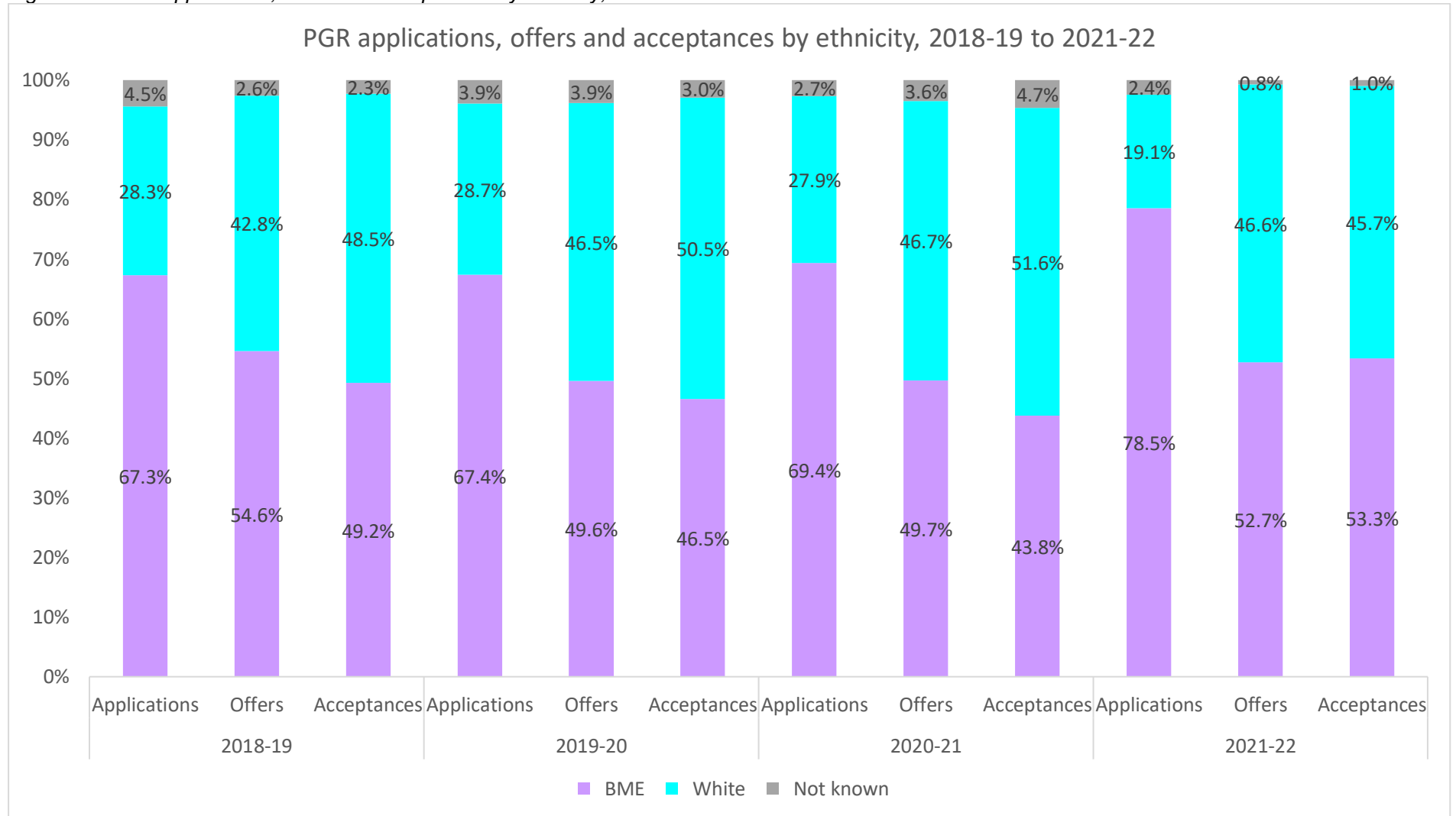*Figure 29 - PGT applications, offers and acceptances by ethnicity, 2018-19 to 2021-22*

PGT applications, offers and acceptances by ethnicity, 2018-19 to 2021-22

	BME	White	Not known
2018-19 Applications	79.2%	18.4%	2.4%
2018-19 Offers	71.2%	26.3%	2.6%
2018-19 Acceptances	48.4%	48.8%	2.8%
2019-20 Applications	80.0%	17.6%	2.5%
2019-20 Offers	73.8%	24.1%	2.1%
2019-20 Acceptances	49.8%	47.1%	3.1%
2020-21 Applications	66.4%	30.9%	2.7%
2020-21 Offers	63.2%	34.2%	2.6%
2020-21 Acceptances	44.8%	51.4%	3.8%
2021-22 Applications	70.5%	27.3%	2.1%
2021-22 Offers	66.3%	31.3%	2.4%
2021-22 Acceptances	55.4%	42.2%	2.5%

Figure 30 - PGR applications, offers and acceptances by ethnicity, 2018-19 to 2021-22

PGR applications, offers and acceptances by ethnicity, 2018-19 to 2021-22

	2018-19			2019-20			2020-21			2021-22		
	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
Not known	4.5%	2.6%	2.3%	3.9%	3.9%	3.0%	2.7%	3.6%	4.7%	2.4%	0.8%	1.0%
White	28.3%	42.8%	48.5%	28.7%	46.5%	50.5%	27.9%	46.7%	51.6%	19.1%	46.6%	45.7%
BME	67.3%	54.6%	49.2%	67.4%	49.6%	46.5%	69.4%	49.7%	43.8%	78.5%	52.7%	53.3%

■ BME   ■ White   ■ Not known

Figures 31 and 32 show a more detailed breakdown of the PGR and PGT admissions pipelines by ethnicity and UK/non UK domicile. They show that the proportions of UK and non-UK white students increased throughout the admissions pipeline for PGT and PGR courses. Figures 31 and 32 also show differences in outcomes for minoritised ethnic students from UK and non-UK domiciles.

PGT students in 2021-22

For PGT courses in 2021-22, 59.1% of applications were from white UK students. The proportion of offers made to white UK PGT students was 64.9%, and the proportion of acceptances from white UK students was 65.4%. For non-UK white PGT students, the proportions of applications, offers and acceptances were 18.7%, 21.6% and 30.5% respectively.

For PGT courses in 2021-22, the proportions of UK students from mixed and other ethnic backgrounds both increased over the admissions process. Mixed students were 2.5% of applications, 2.4% of offers, and 3.4% of acceptances. UK students from other ethnic backgrounds were 8.4% of applications and offers, and 9.3% of acceptances. The proportion of Asian and Asian British UK students decreased from 12.2% at application stage to 8.8% of acceptances, Chinese UK students from 4% at application stage to 3.4% of offers and acceptances, and Black or Black British UK students from 10.8% of applications to 6.8% of offers and acceptances (figure 31).

For non-UK PGT students, the proportion from mixed backgrounds increased over the admissions process. Non-UK mixed students were 5.7% of applications, 6.4% of offers, and 6.6% of acceptances. Non-UK students from other ethnic backgrounds stayed relatively consistent at 6.1% of applications, 6.2% of offers, and 6.1% of acceptances. The proportion of Asian and Asian British non-UK PGT students increased from 20.7% at application stage to 24.8% of acceptances, and Chinese non-UK PGT students from 9.6% at application stage to 10.6% of acceptances. However, the proportion of Black or Black British non-UK PGT students decreased from 37.3% at application (the largest group of applicants) to 19.2% of acceptances (figure 31).

Figure 31 – PGT applications, offers and acceptances by ethnicity and UK/non-UK marker for 2021-22

PGT applications, offers and acceptances by ethnicity and UK/non-UK marker for 2021-22
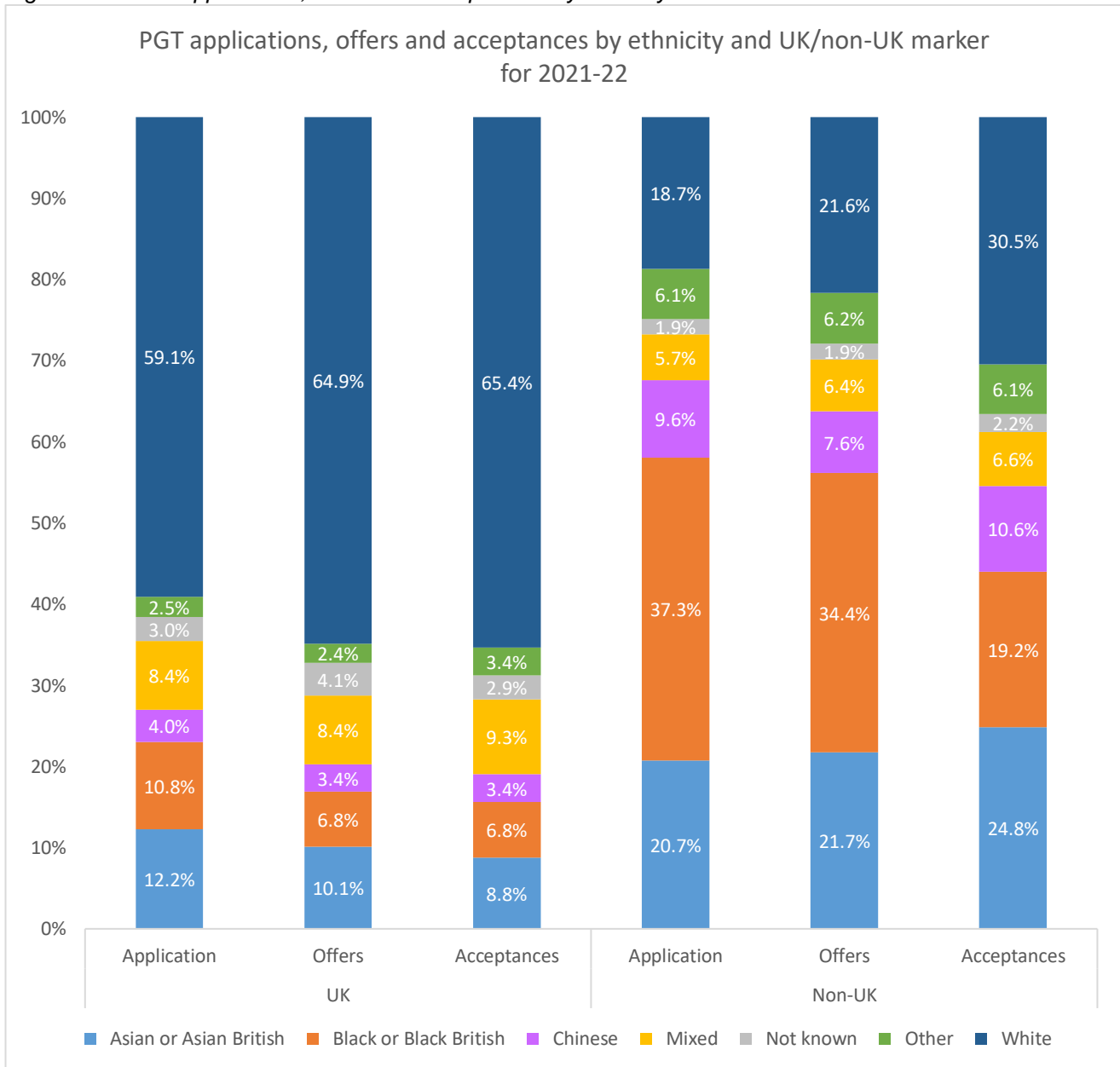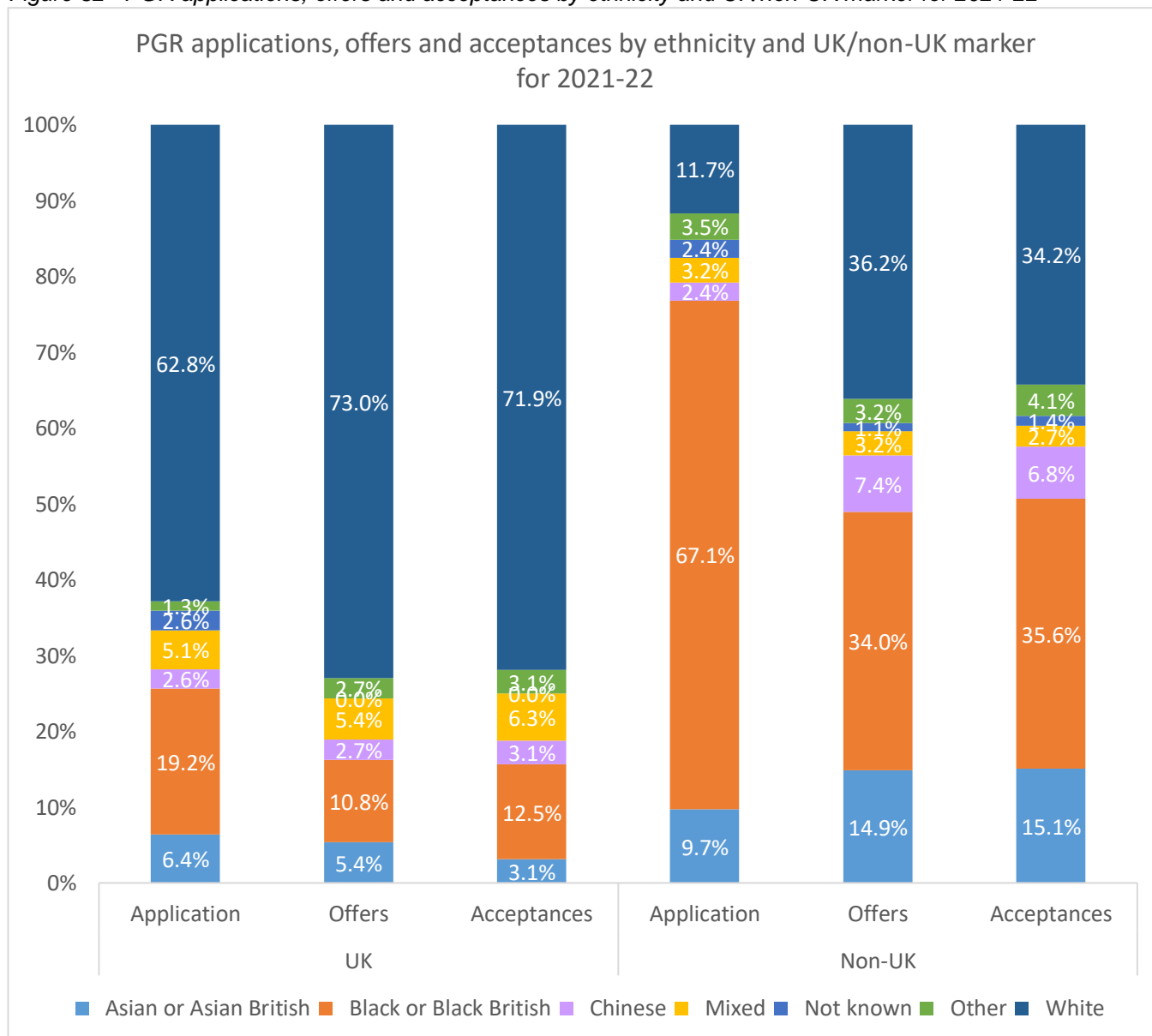
PGR students in 2021-22

For PGR courses in 2021-22, 62.8% of applications were from white UK students. The proportion of offers made to white UK students was 73.0%, and the proportion of acceptances from white UK students was 71.9%. For non-UK white PGR students, these proportions were 11.7%, 36.2% and 34.2% respectively (figure 32).

For PGR students in 2021-22, the proportion of UK students from mixed, Chinese and other ethnic backgrounds both increased over the admissions process. Mixed students were 5.1% of applications, 5.4% of offers, and 6.3% of acceptances. Chinese UK students were 2.6% of applications, 2.7% of offers and 3.1% of acceptances. UK students from other ethnic backgrounds were 1.3% of applications. 2.7% of offers, and 3.1% of acceptances. The proportion of Asian and Asian British UK students decreased from 6.4% at application stage to 3.1% of acceptances, and Black or Black British UK students from 19.2% of applications to 12.5% of acceptances (figure 32 below).

For non-UK PGR students, the proportion of students from Black and Black British backgrounds decreased considerably throughout the process, from 67.1% of applications (the largest group of applicants) to 34% of offers and 35.6% of acceptances. The proportion of non-UK PGR students from mixed backgrounds also decreased, from 3.5% of applications to 2.7% of acceptances. The proportion of Asian and Asian British non-UK students increased through the process, from 9.7% of applications to 15.1% of acceptances, as did the proportion of Chinese non-UK students (2.4% of applications and 6.8% of acceptances) and non-UK students from other ethnic backgrounds (3.5% of applications and 4.1% of acceptances) (figure 32 below).

Figure 32 – PGR applications, offers and acceptances by ethnicity and UK/non-UK marker for 2021-22

PGR applications, offers and acceptances by ethnicity and UK/non-UK marker for 2021-22

Gender

Figures 34 and 35 show the proportions of applications, offers and acceptances for male and female PGT and PGR students for the academic years 2018-19 to 2021-22 inclusive.

Figure 34 shows that the proportions of female students increased throughout the admissions pipeline for PGT courses in 2021-22. In 2021-22, 64.5% of applications were from female students. The proportion of

offers made to female students was 65.1%, and the proportion of acceptances from female students was 71.1%. For male PGT students, these proportions were 35.1%, 34.5% and 28.4% respectively.

For PGR (figure 35) 50.4% of applications were from female students in 2021-22. The proportion of offers made to female students was 61.8%, and the proportion of acceptances from female students was 62.9%. For male PGR students, these proportions were 49.3%, 38.2% and 37.1% respectively.

From figures 34 and 35 we can see that the proportion of applications, offers and acceptances for female students has been higher than that of male students, and that the proportion of female students has increased throughout the admissions pipeline, in each of the last four academic years.

Figure 34 – PGT applications, offers and acceptances by gender, 2018-19 to 2021-22

PGT applications, offers and acceptances by gender, 2018-19 to 2021-22

	2018-19			2019-20			2020-21			2021-22		
	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances	Applications	Offers	Acceptances
Not known	0.0%	0.0%	0.0%	0.1%	0.2%	0.4%	0.1%	0.1%	0.2%	0.4%	0.5%	0.5%
Female	51.7%	57.2%	71.6%	53.7%	57.9%	72.3%	64.2%	65.9%	72.0%	64.5%	65.1%	71.1%
Male	48.3%	42.8%	28.4%	46.2%	41.9%	27.4%	35.6%	34.0%	27.8%	35.1%	34.5%	28.4%

Legend: Male, Female, Not known
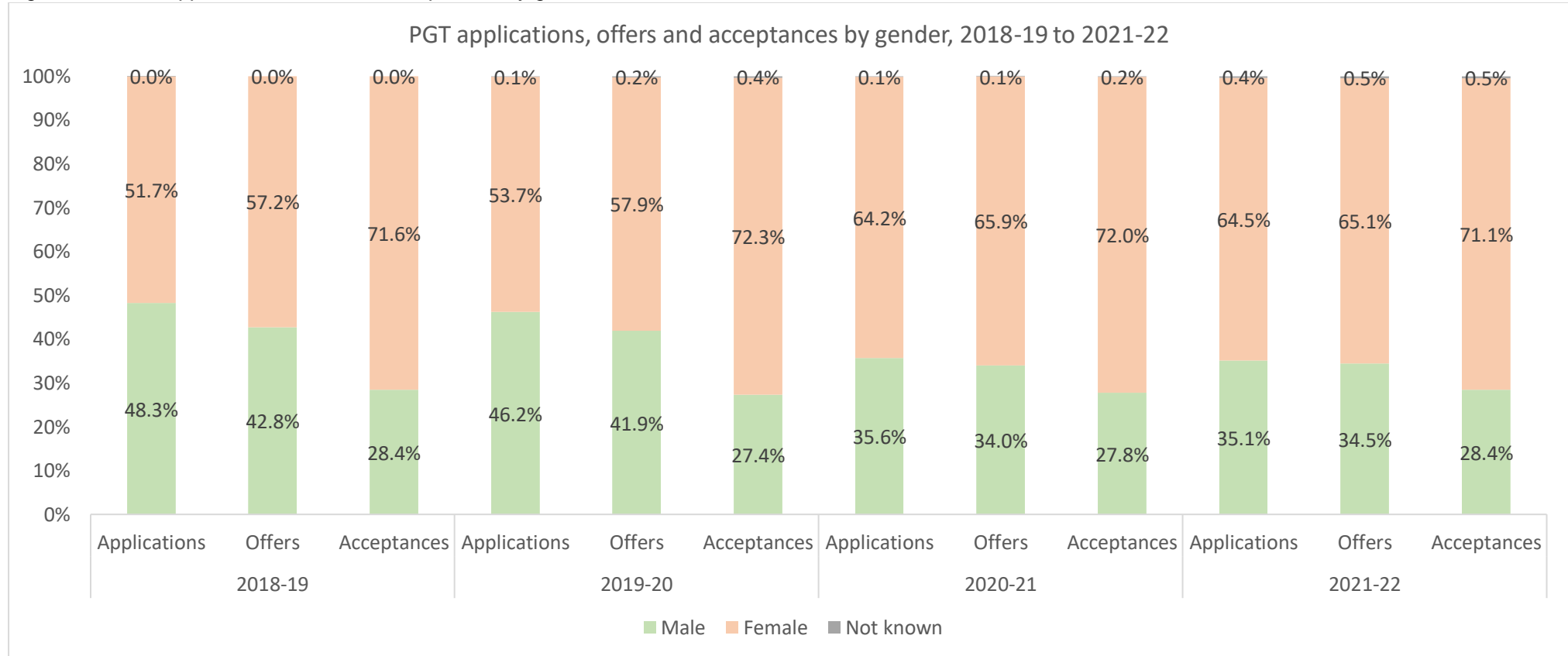
Figure 35 - PGR applications, offers and acceptances by gender 2018-19 to 2021-22

PGR applications, offers and acceptances by gender, 2018-19 to 2021-22
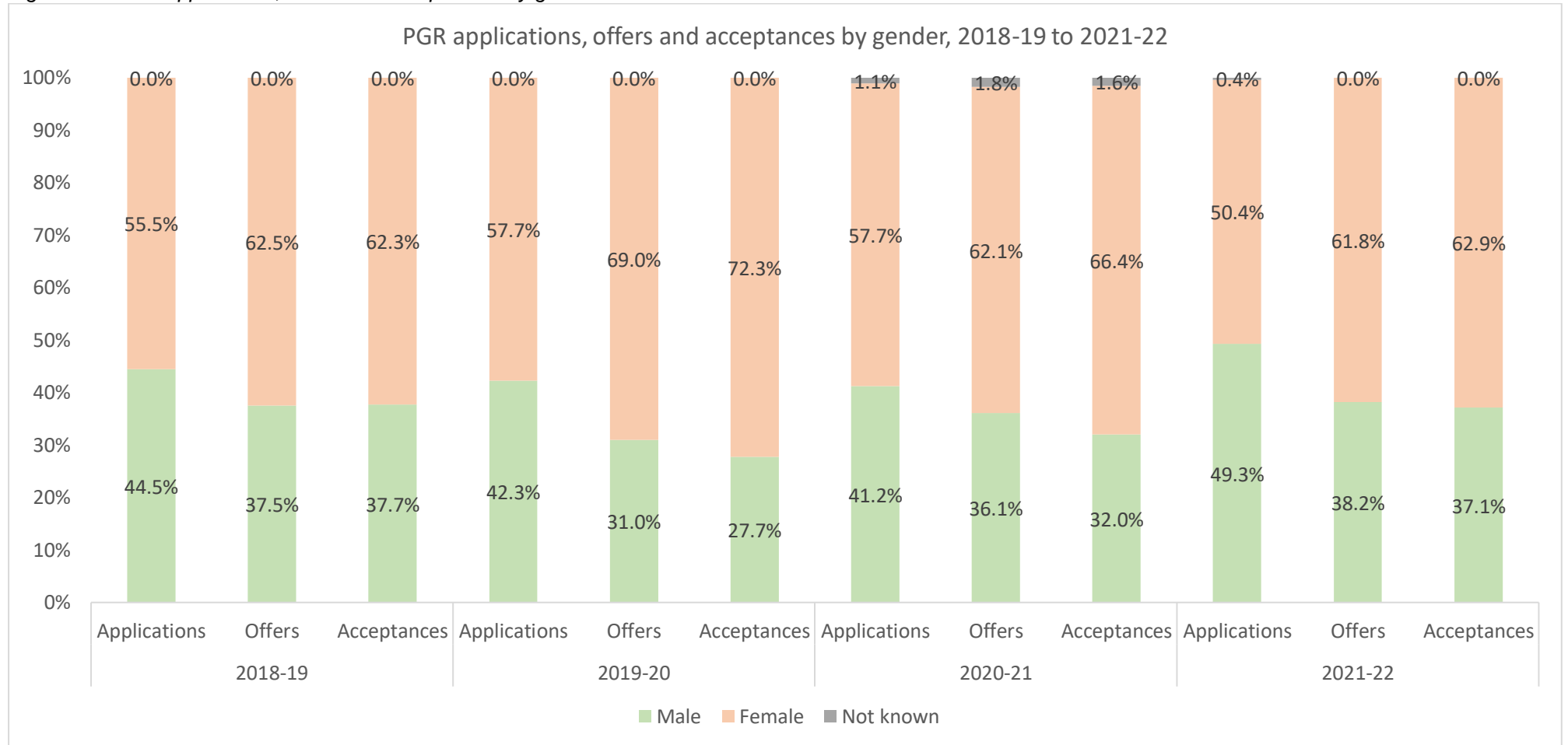
Student outcomes

Figures 36 to 40 show awards analysis for LSHTM's intensive Masters programmes. The data shows outcomes for post-graduate taught ('PGT') students awarded in a given academic year, i.e., the year reflects the date of the award and not the study start date. Award data for fails is currently available only for the 2021-22 academic year, so data for years prior to that is not shown in the charts below.

Disability

Figure 36 shows that the proportion of both disabled and non-disabled students graduating with a distinction decreased in 2021-22. The percentage point gap between the proportion of disabled and non-disabled students graduating with a distinction has also decreased slightly, from 4 percentage points in 2020-21 to 3 percentage points in 2021-22.

The proportion of disabled students graduating with a merit decreased from 24% in 2020-21 to 20% in 2021-22. The gap between the proportion of disabled and non-disabled students graduating with a merit has increased since last year, from 7 percentage points in 2020-21 to 11 percentage points in 2021-22.

The proportion of disabled and non-disabled students graduating with a pass in 2021-22 has stayed consistent with last year.

The proportion of students who received a fail in 2021-22 was 6% for disabled students and 3% for non-disabled students.

Figure 36 – PGT award level by disability, 2017-18 to 2021-22

PGT award level by disability, 2017-18 to 2021-22

Year	Group	Distinction	Merit	Pass	Fail
2018	Disability	12%	6%	82%	
2018	No known disability	14%	7%	79%	
2019	Disability	15%	7%	78%	
2019	No known disability	20%	5%	74%	
2020	Disability	16%	23%	61%	
2020	No known disability	16%	26%	58%	
2021	Disability	15%	24%	61%	
2021	No known disability	19%	31%	49%	
2022	Disability	13%	20%	61%	6%
2022	No known disability	16%	31%	50%	3%

Distinction ■ Merit ■ Pass ■ Fail
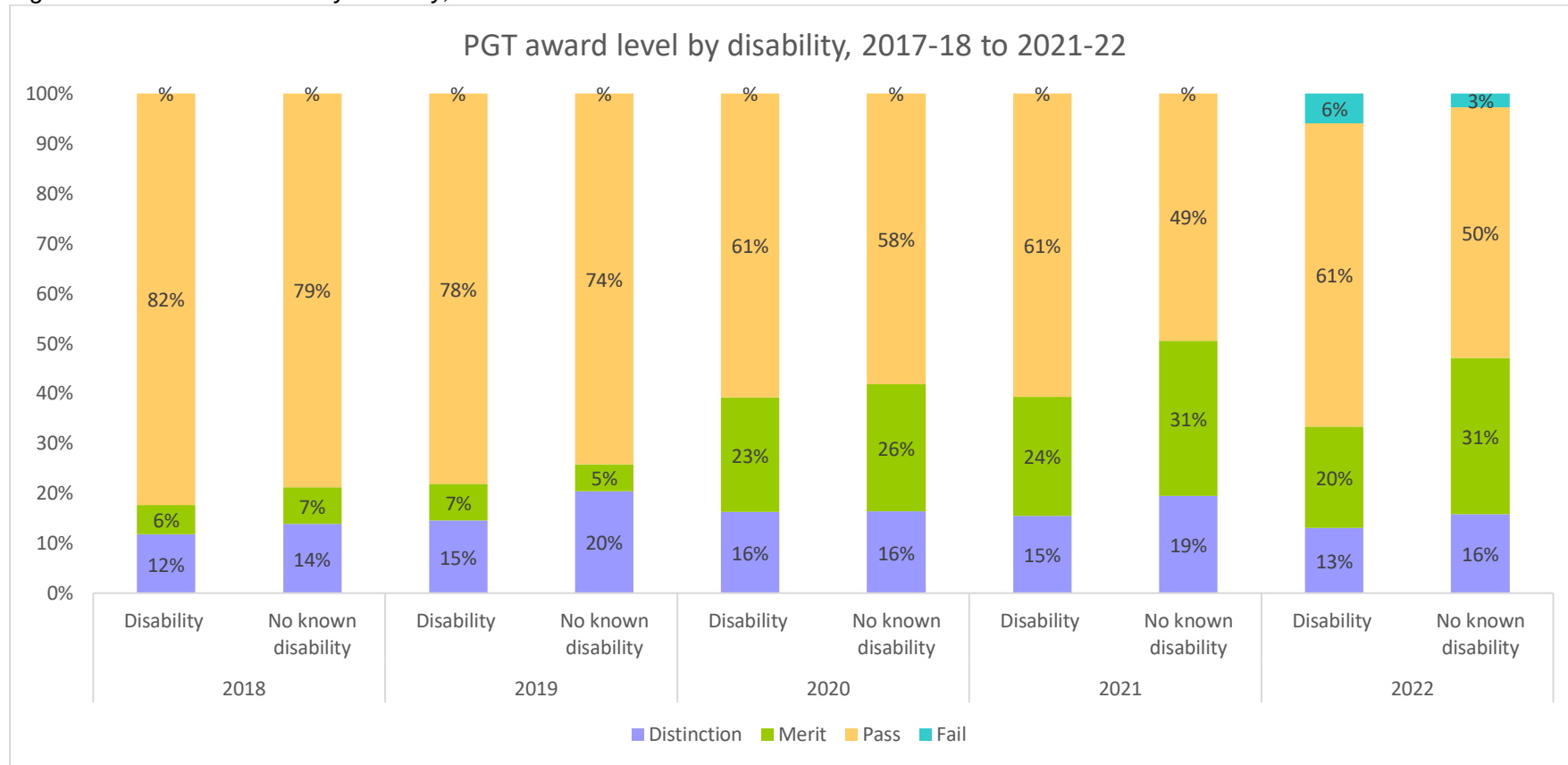
Figure 37 shows that the proportion of PGT students from white and minoritised ethnic backgrounds graduating with a distinction decreased in 2021-22. The percentage point gap between the proportion of students from both groups graduating with a distinction has remained at 12 percentage points in 2020-21 and 2021-22.

The proportion of students from minoritised ethnic backgrounds graduating with a merit increased from 26% in 2020-21, to 29% in 2021-22. The proportion of students from white backgrounds graduating with a merit decreased from 34% in 2020-21 to 31% in 2021-22. The gap between the proportion of students from white and minoritised ethnic backgrounds graduating with a merit has decreased since last year, from 8 percentage points in 2020-21 to 3 percentage points in 2021-22.

The proportion of students from minoritised ethnic backgrounds graduating with a pass has decreased since last year, from 61% in 2020-21 to 57% in 2021-22. The proportion of students from white backgrounds graduating with a pass increased from 41% in 2020-21 to 45% in 2021-22. The proportion of students who received a fail in 2021-22 was 4% for minoritised ethnic students and 2% for white students.

Figure 38 shows that the outcome differences for students from different ethnic backgrounds vary according to UK or non-UK domicile. It shows that the outcome differences are larger between UK minoritised ethnic students and UK white students in 2021-22. This is a reversal of the 2020-21 situation, where there was a bigger outcome difference between non-UK minoritised ethnic students and non-UK white students,

The outcome gap for UK minoritised ethnic students and UK white students graduating with a distinction was 14 percentage points in 2021-22. This gap has increased from 7 percentage points in 2020-21. The proportion of UK minoritised ethnic students graduating with a merit was 24% in 2021-22, and the proportion of UK white students receiving a merit was 31% - a 7 percentage point difference (an increase from a 4 percentage point difference in 2020-21).

The gap between non-UK minoritised ethnic students and non-UK white students graduating with a distinction was 8 percentage points in 2021-22. This gap has reduced from 13 percentage points in 2020-21. The proportion of students from each group graduating with a merit was 30% in 2021-22. This is a 0 percentage point gap, which has reduced from a 4 percentage point gap in 2020-21.

For students graduating with a pass, 56% of UK minoritised ethnic students graduated with a pass in 2021-22, compared to 39% of UK white students, a different of 17 percentage points (an increase on 2020-21, when there was a 14 percentage point difference). The gap between non-UK minoritised ethnic students and non-UK white students graduating with a pass was smaller, at 7 percentage points in 2021-22 (58% of non-UK minoritised ethnic students and 51% of non-UK white students), compared to a 22 percentage point difference in 2020-21.

Students who received a fail in 2021-22 comprised a small proportion of all groups. However, there was still a difference between the outcomes for UK and non-UK students, with a higher proportion of UK students from both white and minoritised ethnic backgrounds receiving a fail compared to their non-UK counterparts. In both cases, the proportion of minoritised ethnic students who received a fail was higher than the proportion of white students (3% BME and 1% white for non-UK students, and 6% BME and 2% white for UK students).

Figure 39 shows awards data aggregated by ethnic group. It shows that, of students whose ethnicity is known, students from white backgrounds received the highest proportion of distinctions over the 2015-2022 period (21%), followed by students from Chinese backgrounds (17%) and then students from mixed backgrounds (13%).

Of students from Black or Black British backgrounds, 4% received a distinction. Students from Black or British backgrounds had the lowest proportion of merit grades and the highest proportion of pass grades of any group over the time period.

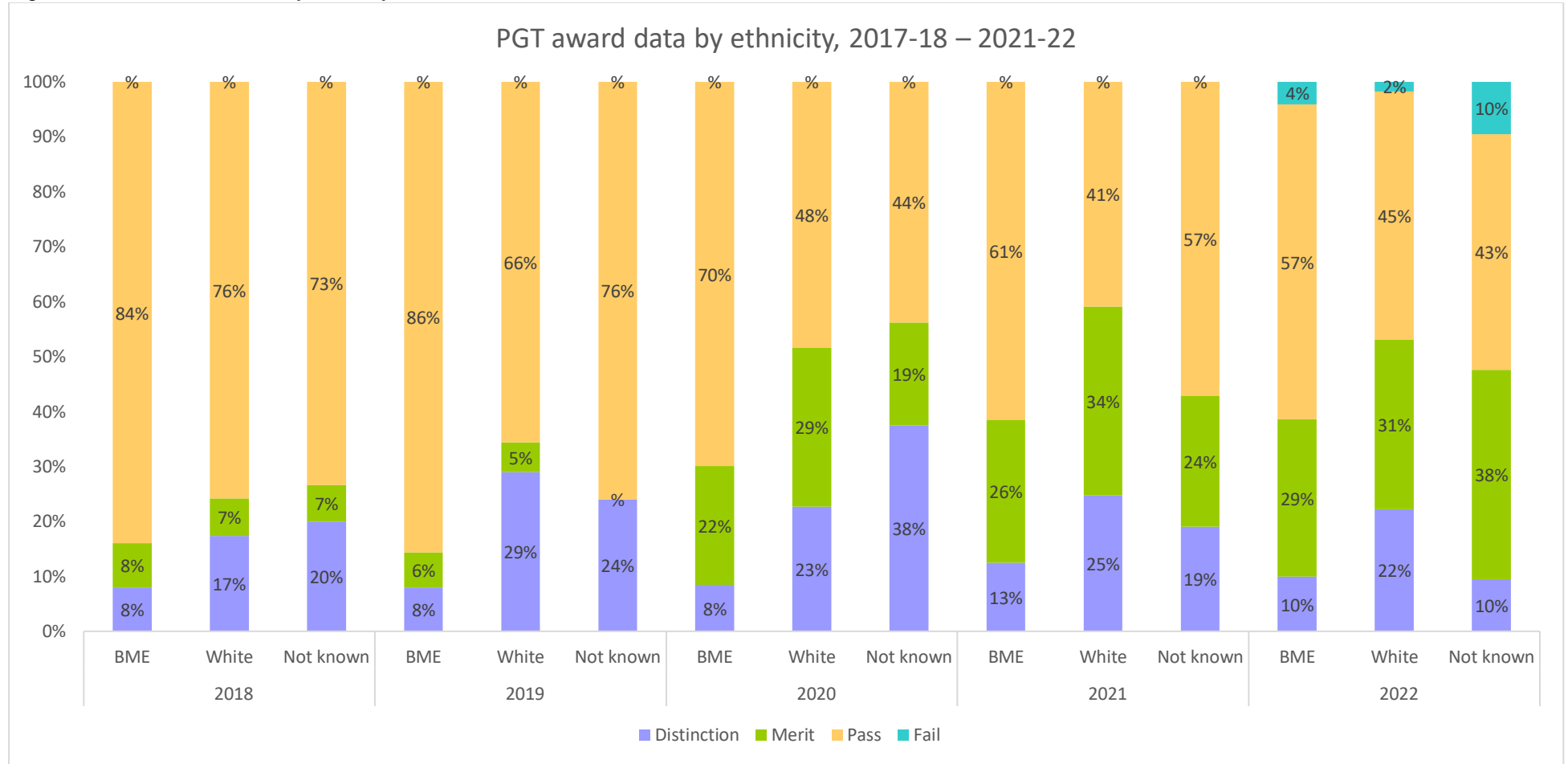*Figure 37 – PGT award data by ethnicity, 2017-18 to 2021-22*
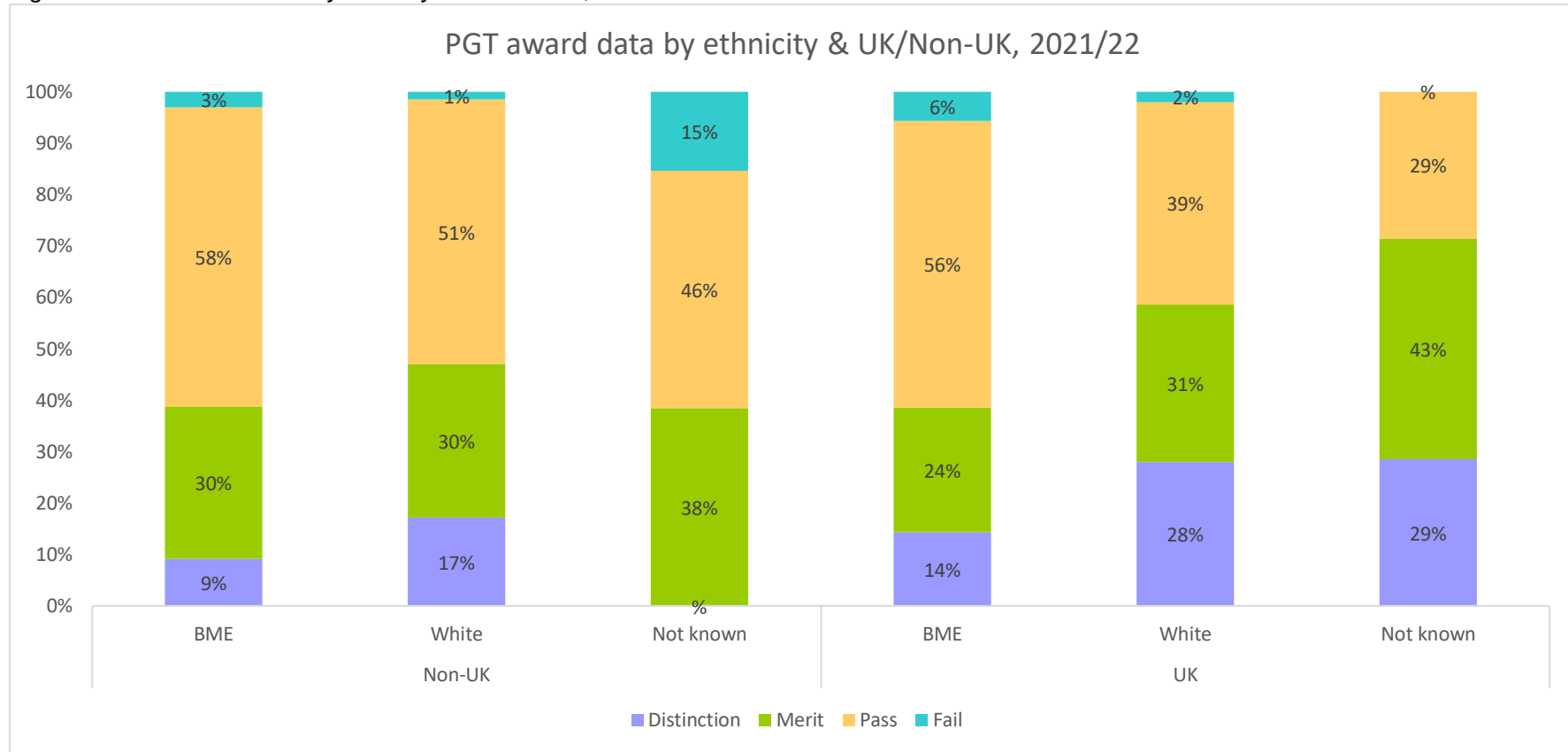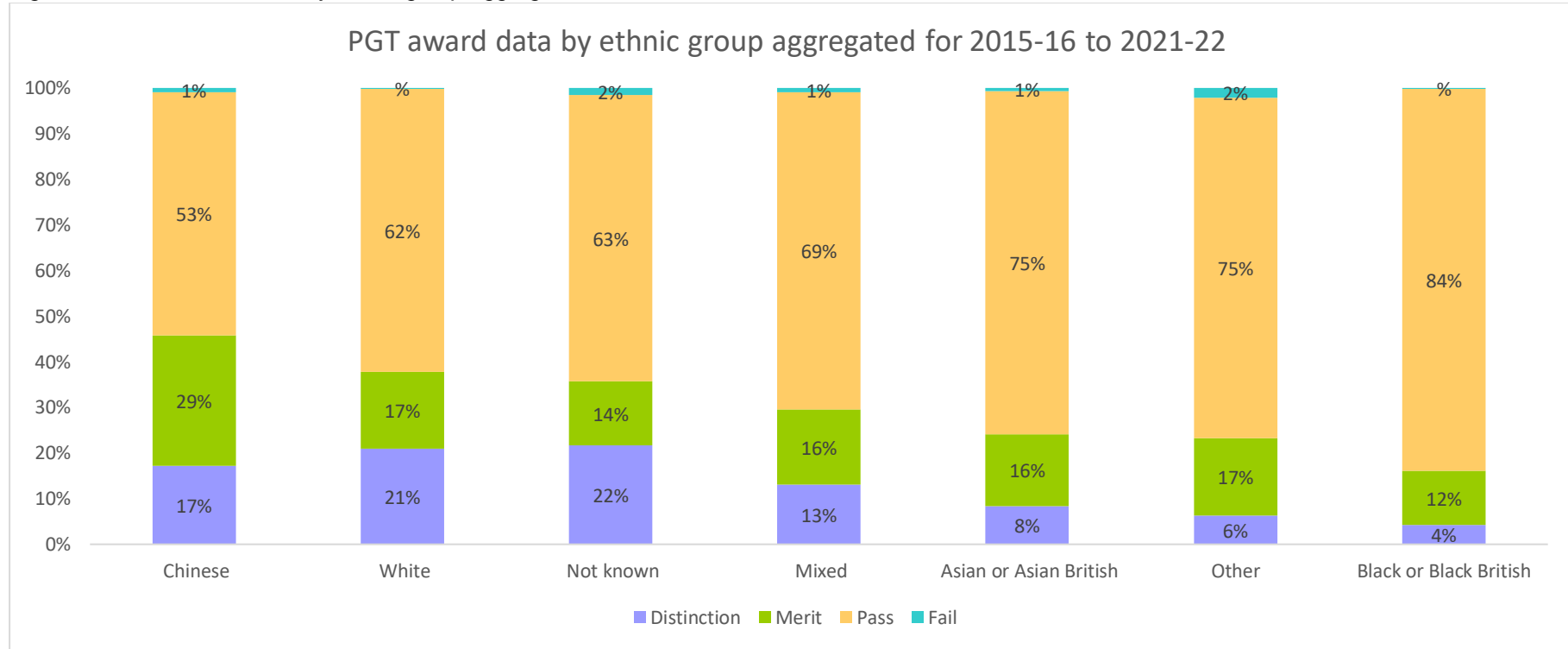

PGT award data by ethnicity, 2017-18 – 2021-22

Legend: Distinction, Merit, Pass, Fail

	2018			2019			2020			2021			2022		
	BME	White	Not known	BME	White	Not known	BME	White	Not known	BME	White	Not known	BME	White	Not known
Fail													4%	2%	10%
Pass	84%	76%	73%	86%	66%	76%	70%	48%	44%	61%	41%	57%	57%	45%	43%
Merit	8%	7%	7%	6%	5%	%	22%	29%	19%	26%	34%	24%	29%	31%	38%
Distinction	8%	17%	20%	8%	29%	24%	8%	23%	38%	13%	25%	19%	10%	22%	10%

Figure 38 – PGT award data by ethnicity & UK/Non-UK, 2021-22

PGT award data by ethnicity & UK/Non-UK, 2021/22

	Non-UK			UK		
	BME	White	Not known	BME	White	Not known
Fail	3%	1%	15%	6%	2%	%
Pass	58%	51%	46%	56%	39%	29%
Merit	30%	30%	38%	24%	31%	43%
Distinction	9%	17%	%	14%	28%	29%

Legend: Distinction, Merit, Pass, Fail

PGT award data by ethnic group aggregated for 2015-16 to 2021-22

	Chinese	White	Not known	Mixed	Asian or Asian British	Other	Black or Black British
Fail	1%	%	2%	1%	1%	2%	%
Pass	53%	62%	63%	69%	75%	75%	84%
Merit	29%	17%	14%	16%	16%	17%	12%
Distinction	17%	21%	22%	13%	8%	6%	4%

Distinction ■ Merit ■ Pass ■ Fail

Gender

Figure 40 shows that the proportion of female students awarded a distinction in 2022 was 15%, a decrease from 20% in 2020-21. In 2022, 17% of male students received a distinction, compared to 16% in 2020-21.

The proportion of female students awarded a merit in 2022 was 30%, compared to 31% in 2021. The proportion of male students graduating with merit was 31% in 2022, an increase from 29% in 2021.

When looking at the percentage of PGT students graduating with distinctions or merits by gender, there is a difference of between 2 and 4 percentage points over the period (figure 40).

There was an increase in the proportion of female students graduating with a pass in 2022 (53%, up from 50% in 2021). The proportion of male students graduating with a pass decreased compared to last year (46% in 2022, down from 50% in 2021). In 2022, a higher proportion of male students received a fail compared to female students (6% and 2% respectively).

Figure 40 - PGT award data by gender, 2018-19 to 2021-22

PGT award data by gender, 2018-19 to 2021-22

	2019		2020		2021		2022	
	Female	Male	Female	Male	Female	Male	Female	Male
Fail							2%	6%
Pass	74%	77%	58%	60%	50%	55%	53%	46%
Merit	5%	6%	26%	24%	31%	29%	30%	31%
Distinction	21%	17%	16%	16%	20%	16%	15%	17%

Legend: ■ Distinction ■ Merit ■ Pass ■ Fail
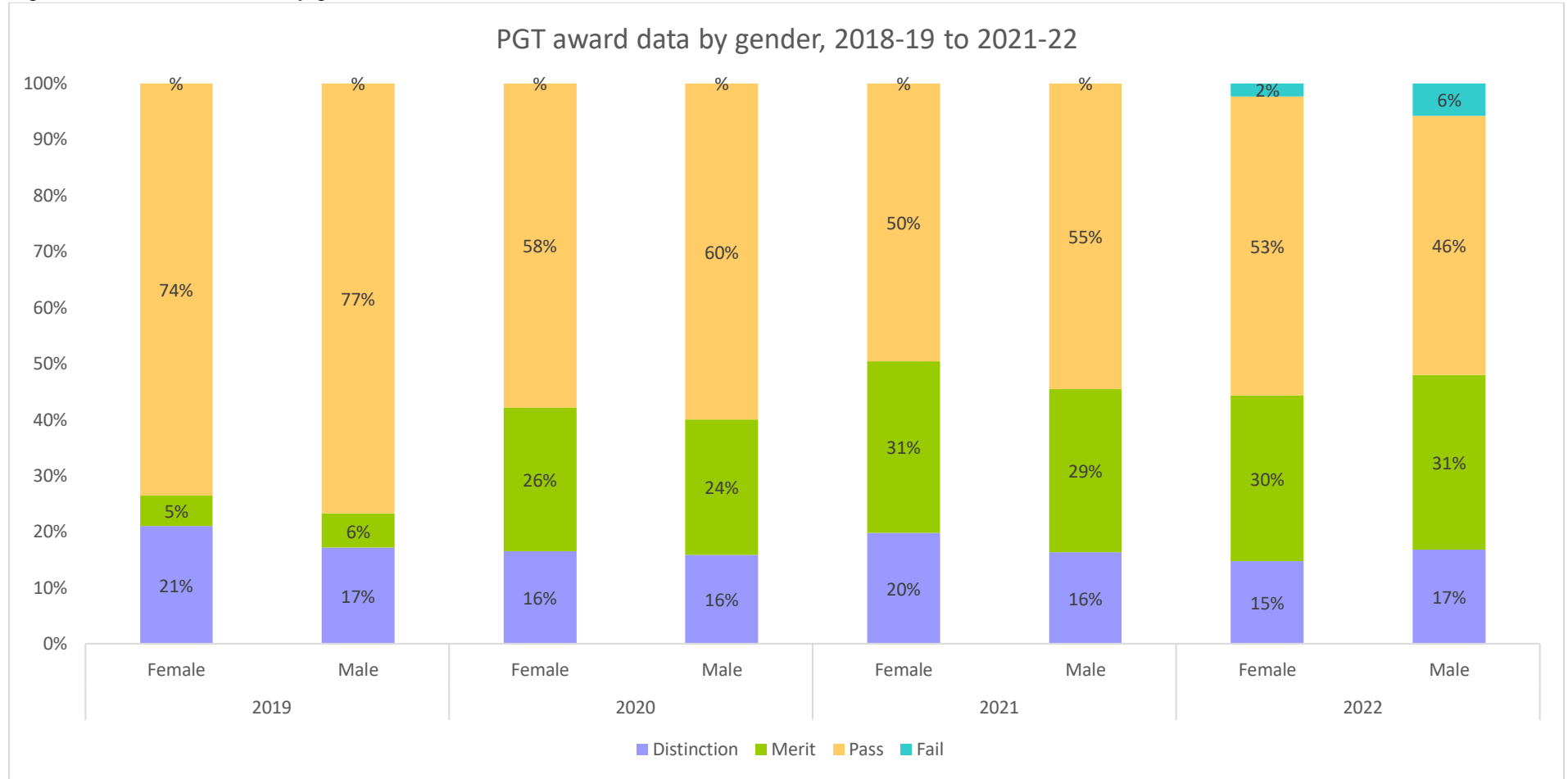
Student demographic analysis

Age

Figure 41 and Table 19 show trend data for the LSHTM student population by age from 2015-16 to 2021-22.

From this data, we can see that (except for 2021), the proportion of PGT students in each age category has been broadly consistent over the period analysed. In 2021-22, 46% of PGT students were aged between 26 and 35, 33% were aged between 22 and 25, 14% were aged over 36, and 7% were aged 21 and under.

For PGR students, the proportion of students aged 36 and over has increased over the period analysed, from 36% in 2016 to 44% in 2022. The proportion of PGR students aged 26 to 35 has decreased, from 57% in 2016 to 48% in 2022. Except for 2019 and 2021, the proportion of PGR students aged 22 to 25 has stayed fairly consistent. Across the period analysed, 0% of PGR students were aged 21 and under.

Figure 41 – PGT and PGR student population by age, 2015-16 to 2021-22
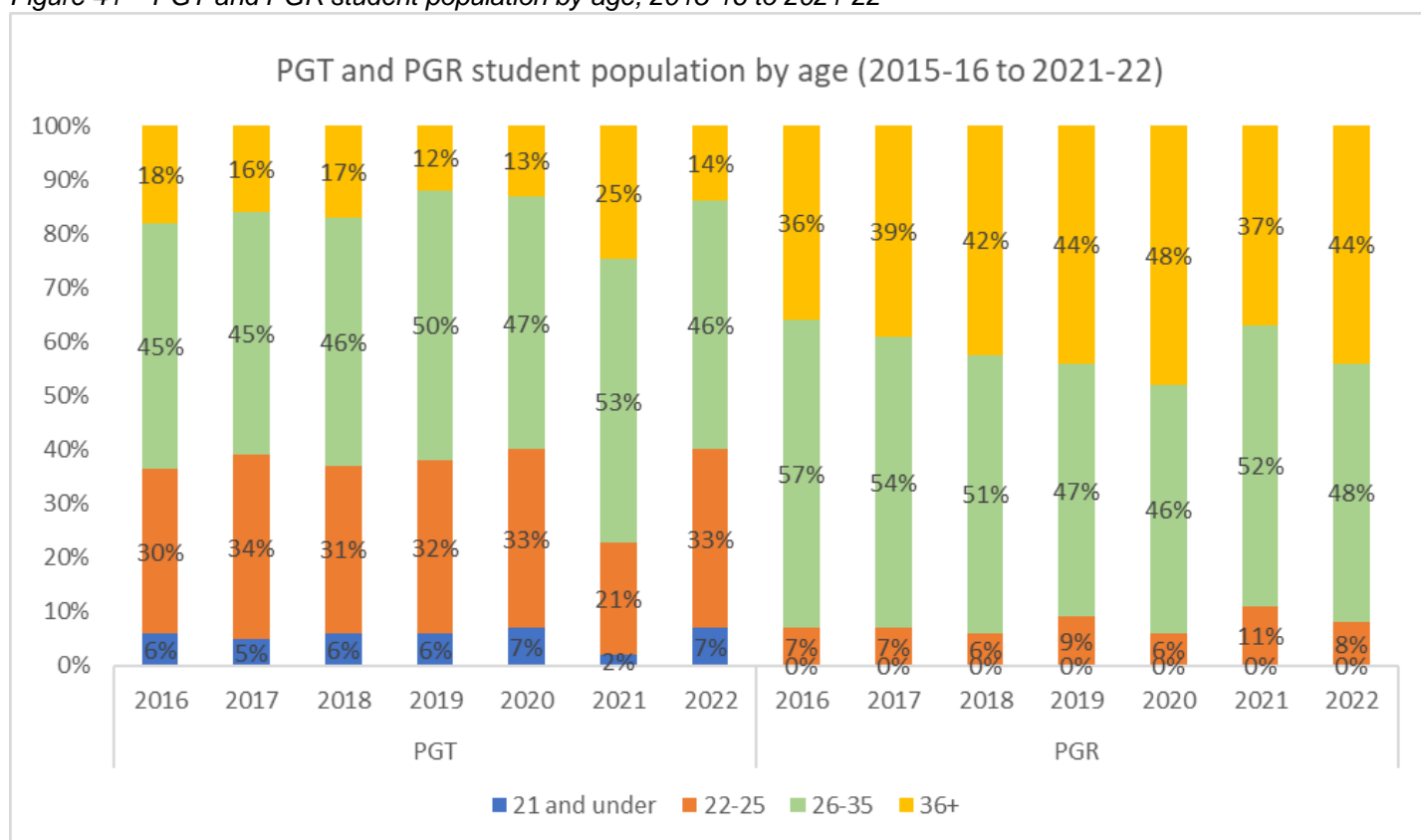
Table 19 – PGT and PGR student population by age, 2015-16 to 2021-22

		21 and under	22-25	26-35	36+
PGT	**2016**	6%	30%	45%	18%
	2017	5%	34%	45%	16%
	2018	6%	31%	46%	17%
	2019	6%	32%	50%	12%
	2020	7%	33%	47%	13%
	2021	2%	21%	53%	25%
	2022	7%	33%	46%	14%
PGR	**2016**	0%	7%	57%	36%
	2017	0%	7%	54%	39%
	2018	0%	6%	51%	42%
	2019	0%	9%	47%	44%
	2020	0%	6%	46%	48%
	2021	0%	11%	52%	37%
	2022	0%	8%	48%	44%

Disability

Figure 42 and table 20 show the LSHTM student population by disability over the last five academic years. From this data, we can see that 12.5% of PGT students declared a disability in 2021-22. This is lower than the proportion in 2020-21 (14.7%), but higher than the proportion of PGT students with a declared disability in UK higher education generally (12.5%).[10]

For PGR students, the proportion declaring a disability has increased in each academic year from 2017-18 to 2021-22. The proportion declaring a disability in 2021-22 was 9.6%. This is lower than the proportion of PGR students with a declared disability in UK higher education generally (12.1%).

Table 21 provides a detailed breakdown of the proportion of students declaring different types of disability or impairment in 2021-22. Comparisons to the proportion of students that have declared that disability or impairment in the UK postgraduate student population is shown in this table.

For both the LSHTM PGT and PGR student populations, specific learning differences were the most commonly declared impairment in 2021-22 (at 23.5% for PGT students and 46.4% for PGR students). Data from Advance HE shows that 35.5% of PGT students and 29.3% of PGR students in the UK declared a specific learning difference in 2020-21.[11]

Mental health conditions were the second most commonly declared impairment at LSHTM in 2021-22 (at 18.5% for PGT students and 16.0% for PGR students). This is lower than the proportion of students who declared a mental health condition in the UK postgraduate student population generally. Data from Advance HE shows that 25.6% of PGT students and 25.4% of PGR students in the UK declared a mental health condition in 2020-21.[12]

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[10] Advance HE Students Statistical Report 2022
[11] Advance HE Students Statistical Report 2022
[12] Advance HE Students Statistical Report 2022

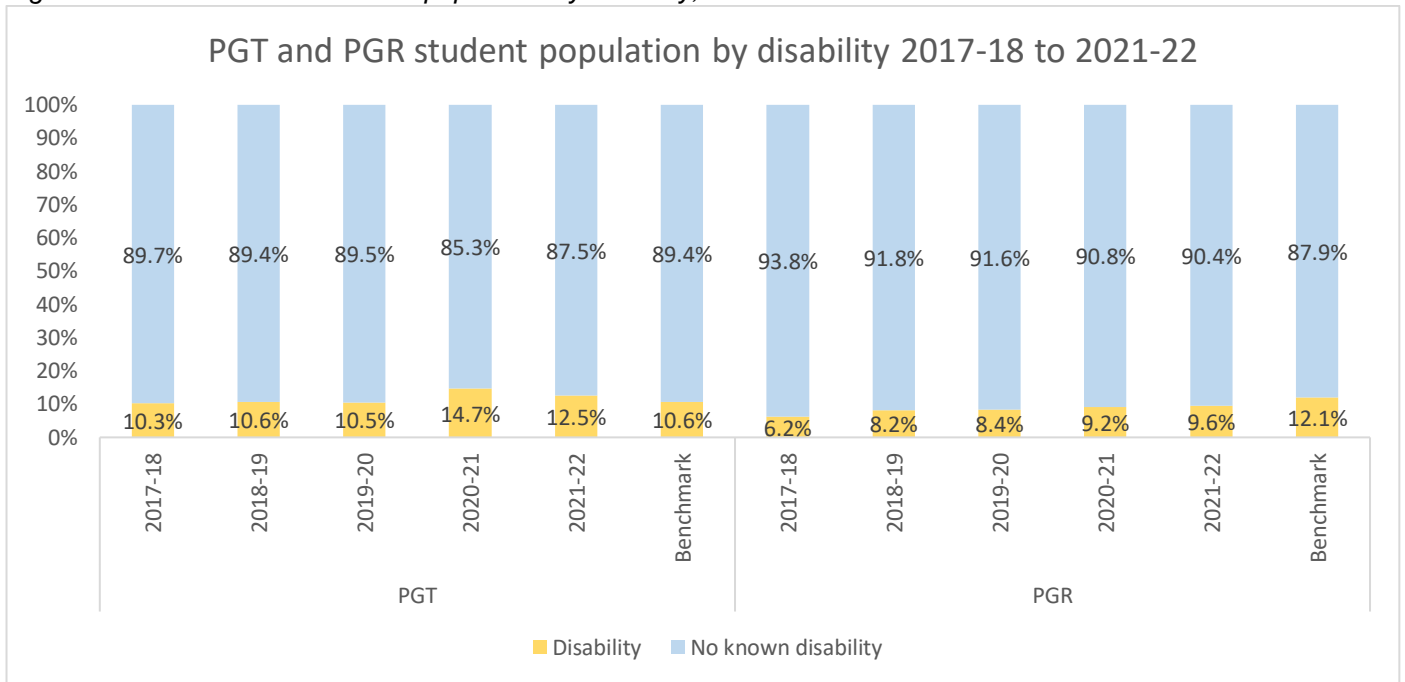*Figure 42 – PGT and PGR student population by disability, 2017-18 to 2021-22*

PGT and PGR student population by disability 2017-18 to 2021-22

Table 20 – PGT and PGR student population by disability, 2017-18 – 2021-22

		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%
	2021-22	12.5%	87.5%
	Benchmark[13]	10.6%	89.4%
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%
	2021-22	9.6%	90.4%
	Benchmark[14]	12.1%	87.9%

[13] Advance HE Students Statistical Report 2022
[14] Advance HE Students Statistical Report 2022

Table 21 – PGT and PGR disabled student population by impairment in 2021-2022

Impairment type	PGT students	Benchmark[15]	PGR students	Benchmark[16]
A disability, or medical condition - Not listed	5.9%	7.9%	10.7%	8.0%
A mental health condition	18.5%	25.6%	16.0%	25.4%
A physical impairment or mobility issues	2.5%	2.9%	1.8%	3.8%
Blind or a serious visual impairment	0.8%	1.1%	0%	1.4%
Deaf or a serious hearing impairment	0%	2.3%	3.6%	2.2%
Long standing illness or health condition	12.6%	11.6%	17.8%	13.3%
Social/Communication impairment e.g., Asperger's	0.8%	2.6%	0%	4.4%
Specific learning difficulty - dyslexia, dyspraxia	23.5%	35.5%	46.4%	29.3%
Two or more impairments and/or disabling medical condition	5.9%	10.5%	3.6%	12.3%

Ethnicity and nationality

As with staff, due to its global remit LSHTM has a large proportion of minoritised ethnic students enrolled across the school. For PGT students, 50% identified as from a minoritised ethnic background in 2021-22, an increase from the previous year (45%), and significantly higher than the proportion in UK higher education generally (23.9%) (Figure 43).

For PGR students, 43% were from minoritised ethnic backgrounds in 2021-22, a slight increase from 42% in 2020-21. This is also significantly higher than the proportion of PGR students from minoritised ethnic backgrounds in the UK higher education population generally (19.9%) (Figure 43).

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[15] Advance HE Students Statistical Report 2022
[16] Advance HE Students Statistical Report 2022

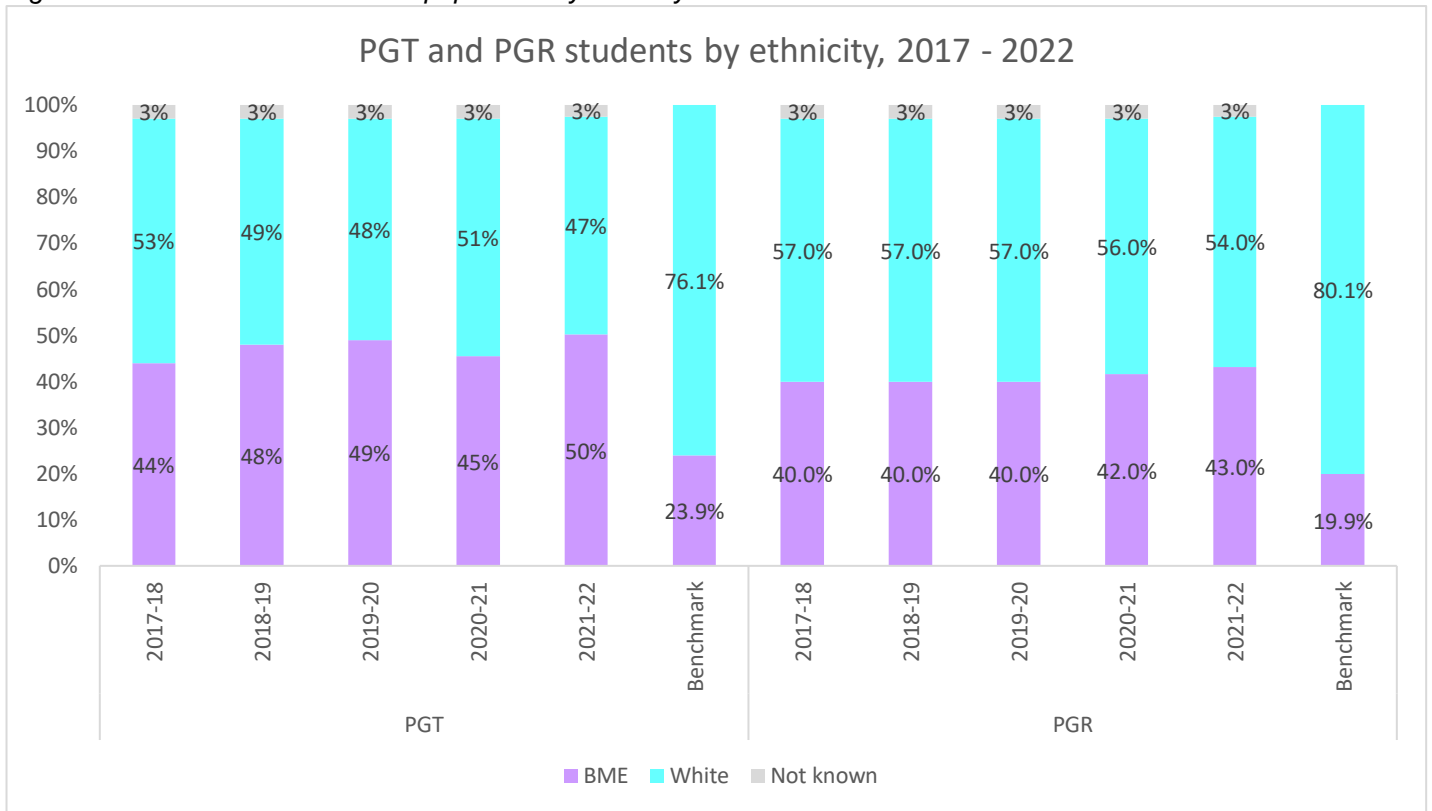*Figure 43 – PGT and PGR student population by ethnicity 2017-18 – 2021-22*

Figure 44 and table 22 show a more detailed breakdown of the LSHTM student population in 2021-22. The data shows that students from white backgrounds are the majority of the PGR and PGT population (54% and 47% respectively), and constitute 50.4% of the total student population.

For PGR, Black or Black British students are the second largest group (22%) followed by Asian and Asian British students (16%). For PGT, Asian and Asian British students are the second largest group after white students at 25.6%, followed by Black and Black British students (12.1%).

Across the total student population in 2021-22, 20.6% were Asian or Asian British, 16.9% Black or Black British, 6.2% of mixed ethnicity and 3.3% from other ethnic backgrounds. Ethnicity information was not provided for 2.8% of students.

Figure 44 – Student population by detailed ethnicity, 2021-22

Student population by detailed ethnicity, 2021-22
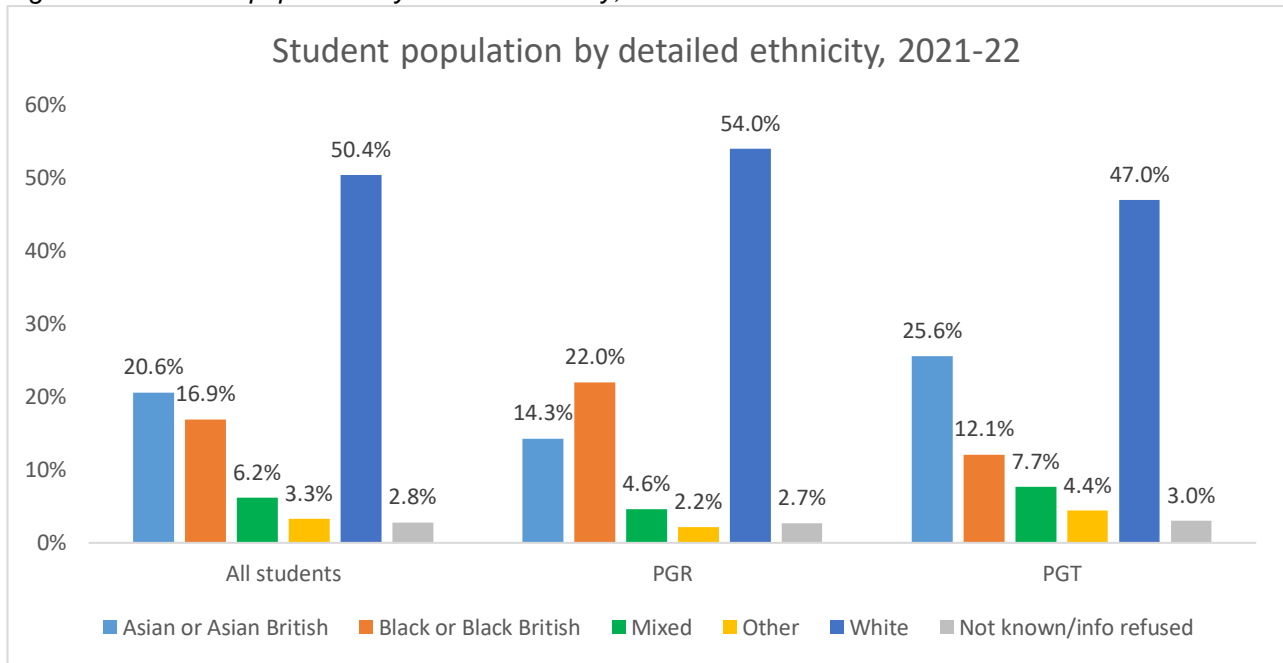
Table 22 – student population by detailed ethnicity, 2021-22

	All students	**PGR**	**PGT**
Asian or Asian British	20.6%	14.3%	25.6%
Black or Black British	16.9%	22.0%	12.1%
Mixed	6.2%	4.6%	7.7%
Other	3.3%	2.2%	4.4%
White	50.4%	54.0%	47.0%
Not known/info refused	2.8%	2.7%	3.0%

Figure 45 and table 23 show that, for minoritised ethnic students, the proportion of non-UK students in each ethnicity category is higher than the proportion of UK students in that category, except for students from mixed backgrounds, which is lower. This has been the case for both PGT and PGR students in each year over the period analysed.

UK/non-UK domicile - PGT

Figure 45 shows that the proportion of UK minoritised ethnic PGT students increased or remained consistent each year from 2016 to 2021, before decreasing in 2022. The proportion of white UK PGT students decreased each year from 2016 to 2021, then increased from 52% in 2021 to 64% in 2022.

The proportion of non-UK Asian or Asian British PGT students has increased from 23% in 2016 to 34% in 2022. The proportion of non-UK Black or Black British PGT students has decreased over the period analysed, from 20% in 2016 to 16% in 2022. The proportion of non-UK PGT students from other ethnic backgrounds has increased over the time period from 4% to 6%, and the proportion from mixed backgrounds has decreased from 7% in 2016 to 6% in 2022, with some fluctuation in the intervening years. while the proportion of white non-UK PGT students has decreased.

The data shows that the proportion of UK minoritised ethnic PGR students from Black or Black British backgrounds, and the proportion from mixed backgrounds, increased from 2016 to 2022 (figure 45). The proportion of Black and Black British UK students has increased from 4% in 2016 to 12% in 2022, and the proportion of UK students from mixed backgrounds from 4% to 6% over the same period. The proportion of Asian and Asian British UK students, UK students from other ethnicities and white UK students decreased over the period analysed.

For PGR, the proportion of non UK Asian or Asian British PGR students was 19% in 2016 and 19% in 2022, fluctuating between 16% and 21% in the intervening years. The proportion of Black or British PGR students has increased over the period analysed, from 24% in 2016 to 32% in 2022. The proportion of non-UK PGT students from mixed and other ethnic background has decreased slightly over the time period (from 5% to 4% and 4% to 3% respectively). The proportion of white non-UK PGR students has decreased since 2016.

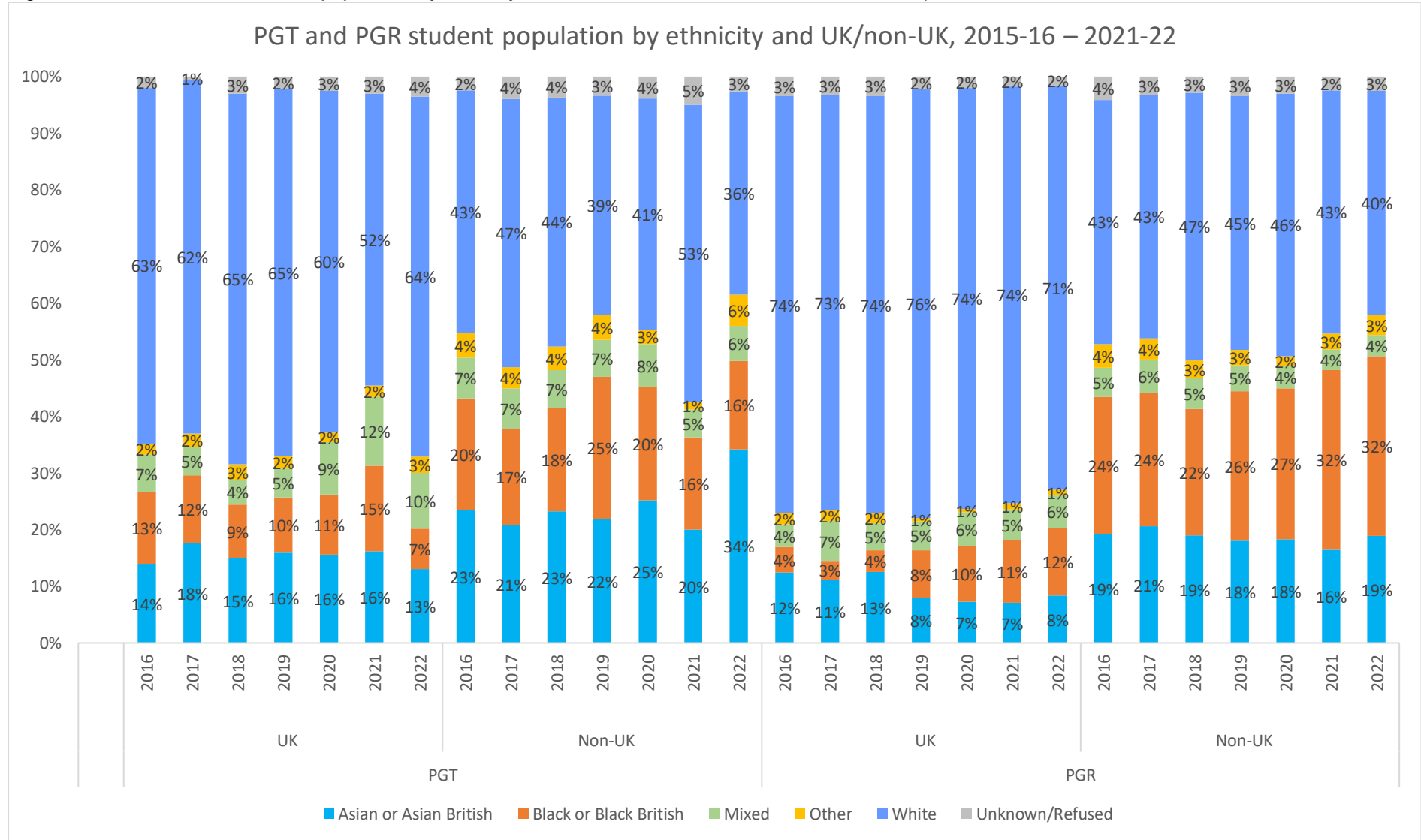*Figure 45 – PGT and PGR student population by ethnicity and UK/non-UK marker – 2015-16 – 2021-22)*

PGT and PGR student population by ethnicity and UK/non-UK, 2015-16 – 2021-22

Legend: Asian or Asian British, Black or Black British, Mixed, Other, White, Unknown/Refused

Table 23 - PGT and PGR student population by ethnicity and UK/non-UK (2015-16 – 2021-22) - Headcount

			Asian or Asian British	Black or Black British	Mixed	Other	White	Unknown/ Refused
PGT	**UK**	2016	14%	13%	7%	2%	63%	2%
		2017	18%	12%	5%	2%	62%	1%
		2018	15%	9%	4%	3%	65%	3%
		2019	16%	10%	5%	2%	65%	2%
		2020	16%	11%	9%	2%	60%	3%
		2021	16%	15%	12%	2%	52%	3%
		2022	13%	7%	10%	3%	64%	4%
	Non-UK	2016	23%	20%	7%	4%	43%	2%
		2017	21%	17%	7%	4%	47%	4%
		2018	23%	18%	7%	4%	44%	4%
		2019	22%	25%	7%	4%	39%	3%
		2020	25%	20%	8%	3%	41%	4%
		2021	20%	16%	5%	1%	53%	5%
		2022	34%	16%	6%	6%	36%	3%
PGR	**UK**	2016	12%	4%	4%	2%	74%	3%
		2017	11%	3%	7%	2%	73%	3%
		2018	13%	4%	5%	2%	74%	3%
		2019	8%	8%	5%	1%	76%	2%
		2020	7%	10%	6%	1%	74%	2%
		2021	7%	11%	5%	1%	74%	2%
		2022	8%	12%	6%	1%	71%	2%
	Non-UK	2016	19%	24%	5%	4%	43%	4%
		2017	21%	24%	6%	4%	43%	3%
		2018	19%	22%	5%	3%	47%	3%
		2019	18%	26%	5%	3%	45%	3%
		2020	18%	27%	4%	2%	46%	3%
		2021	16%	32%	4%	3%	43%	2%
		2022	19%	32%	4%	3%	40%	3%

Gender

Figure 46 and table 24 show the student population by gender over the last five academic years, and by comparison to the UK postgraduate population generally.

The proportion of female PGT and PGR students at LSHTM has increased over the last five years, from 67.9% to 72.7% for PGT students, and from 62.3% to 67.7% for PGR students. The proportion of male students has decreased over the time period, from 32.1% to 26.9% for PGT students, and from 37.7% to 32.3% for PGR students.

The proportion of female PGT students at LSHTM in 2021-22 is 13 percentage points higher than the benchmark of female PGT students in the UK (72.7% at LSHTM, compared to 59.1% in UK higher education).[17]

The proportion of female PGR students at LSHTM in 2021-22 is 17 percentage points higher than the benchmark of female PGT students in the UK (67.7% at LSHTM, compared to 50.3% in UK higher education).[18]
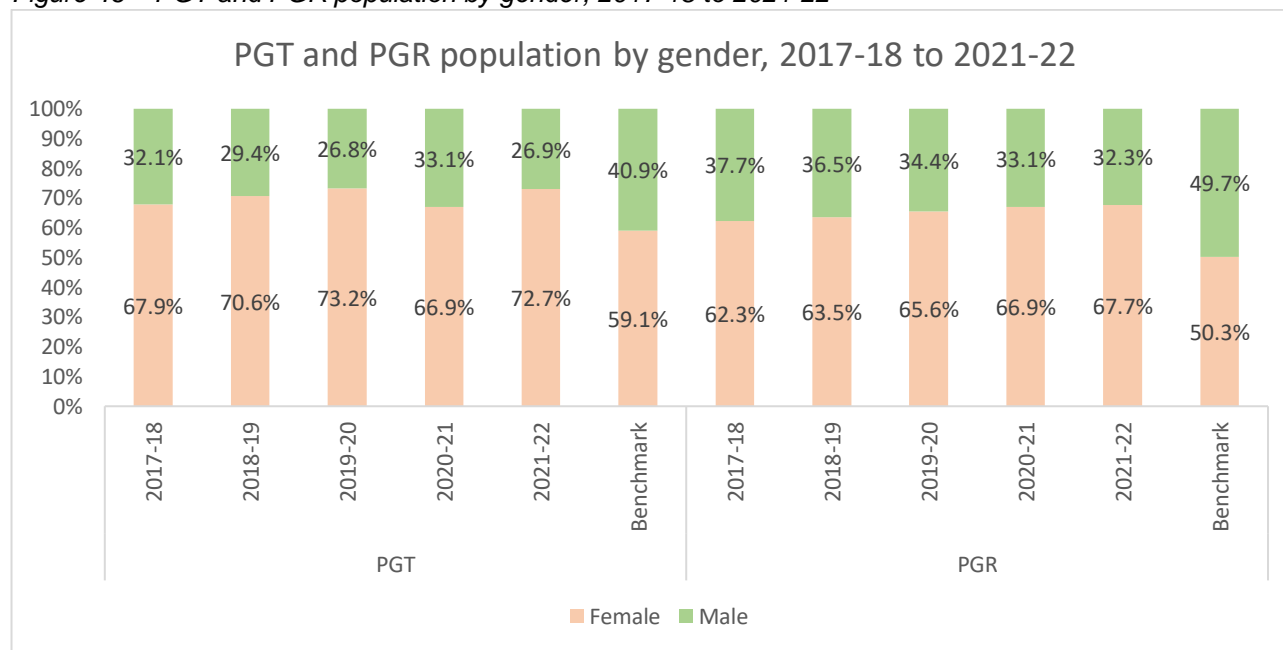
Figure 46 – PGT and PGR population by gender, 2017-18 to 2021-22

Table 24 – student population by gender, 2017-18 to 2021-22

		Female	**Male**
PGT	2017-18	67.9%	32.1%
	2018-19	70.6%	29.4%
	2019-20	73.2%	26.8%
	2020-21	66.9%	33.1%
	2021-22	72.7%	26.9%
	Benchmark[19]	59.1%	40.9%
PGR	2017-18	62.3%	37.7%
	2018-19	63.5%	36.5%
	2019-20	65.6%	34.4%
	2020-21	66.9%	33.1%
	2021-22	67.7%	32.3%
	Benchmark[20]	50.3%	49.7%

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[17] [Advance HE student statistical report 2022](#)

[18] [Advance HE student statistical report 2022](#)

[19] [Advance HE student statistical report 2022](#)

[20] [Advance HE student statistical report 2022](#)

Gender identity

While students are asked a question on gender identity, fewer than five declared that their gender identity does not match their sex as registered at birth. Due to the small sample size, this data is not shown in this section of this report. Despite few students disclosing, LSHTM continues its work to provide an inclusive environment for trans and non-binary students.

Religion and belief

Figure 47 shows the student population in 2021-22 by religion and belief. It shows that 43.0% of PGT students and 41.6% of PGR students identified as 'no religion' in 2021-22.

Around a third of students in each group identified as Christian (28.8% of PGT and 35.3% of PGR students).

For both PGT and PGR students, 6.8% identified as Muslim and 3.1% as Spiritual. For PGT students, 5.2% identified as Hindu, as did 2.8% of PGR students. Less than 2% of PGT and PGR students identified with other categories of religion and belief, including Buddhist (1.4% of PGT and 1.6% of PGR student), Jewish (1.4% of PGT and 0.7% of PGR students), Sikh (0.7% of PGT and 0.1% of PGR), and any other religion or belief (1.1% of PGT and 1.0% of PGR students). Information on religion and belief was not known for 8.1% of PGT students and PGR students in 2021-22. Comparisons to the proportion of students in each category of religion and belief in the PGR and PGR student population is shown in table 25.

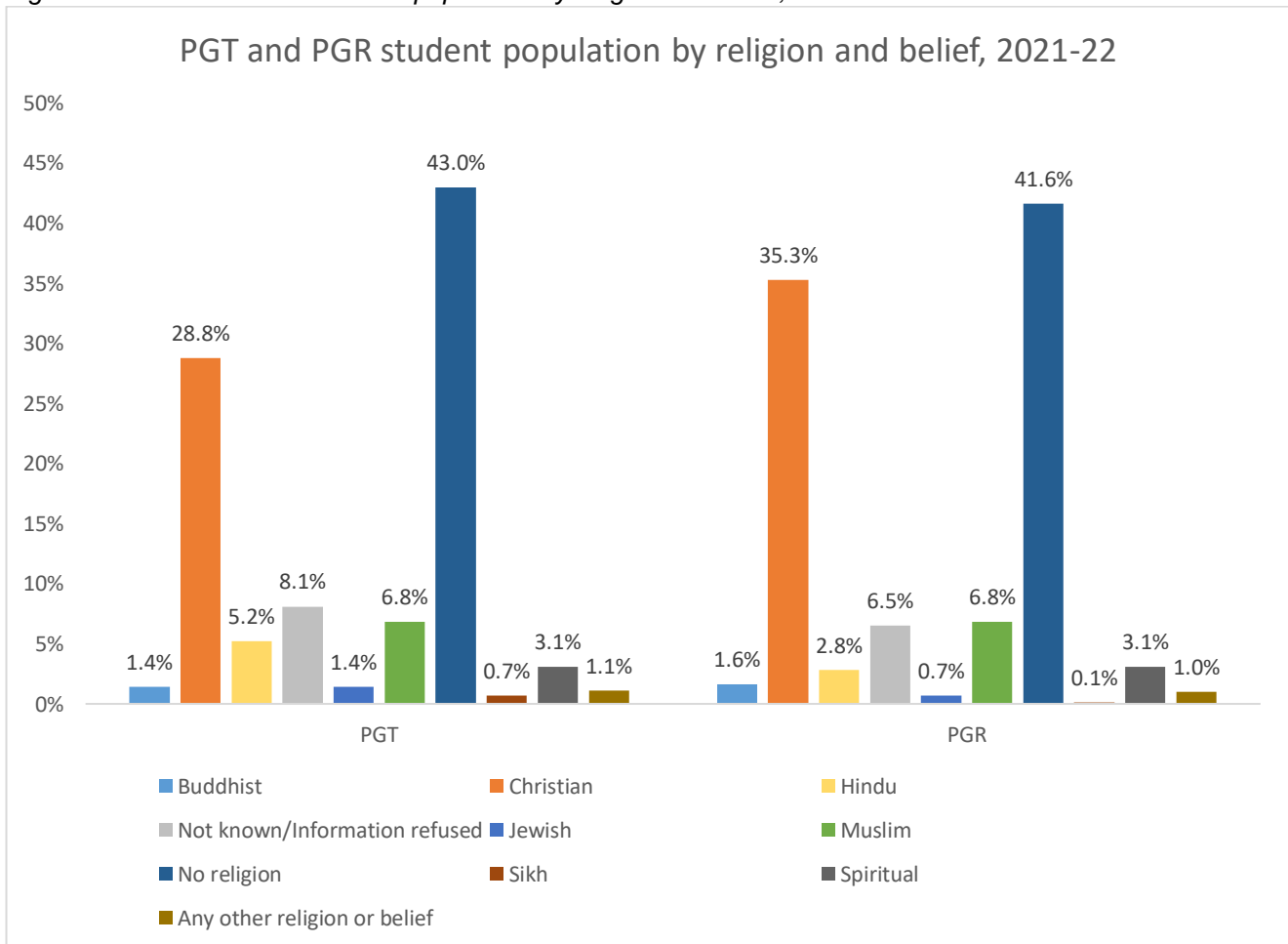*Figure 47 – PGT and PGR student population by religion and belief, 2021-22*

Table 25 – PGT and PGR student population by religion and belief, 2021-22

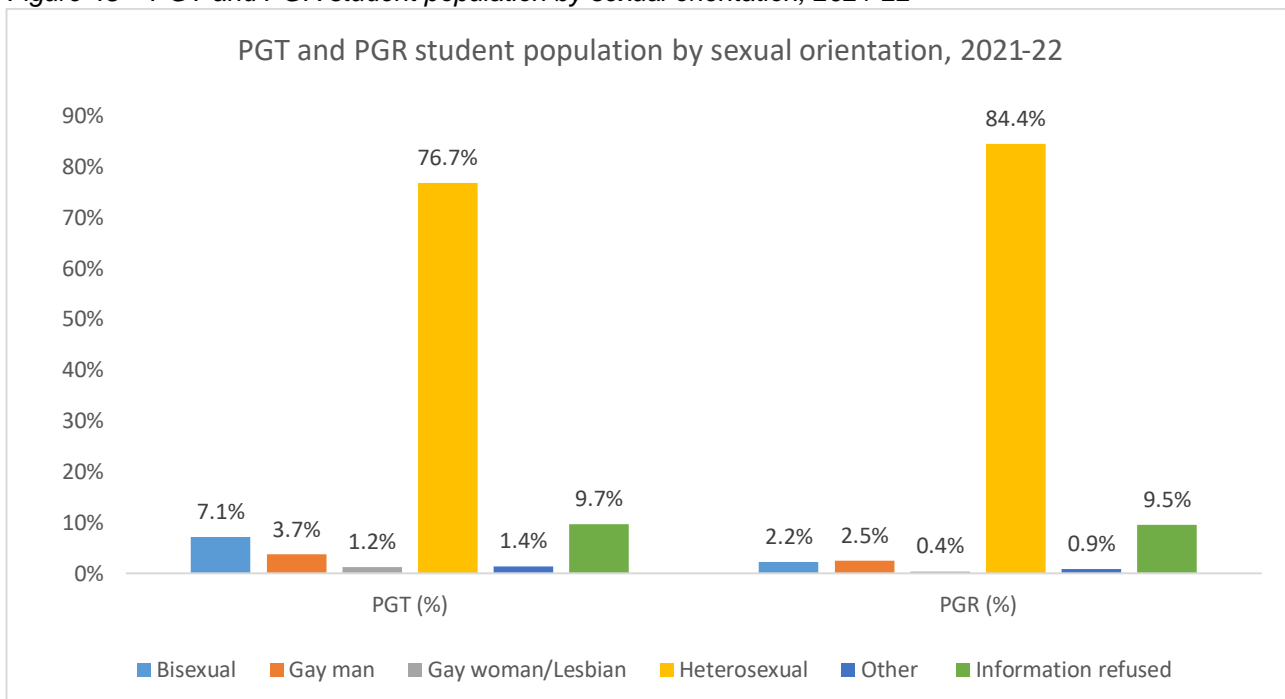| Religion/belief	PGT (%)	Benchmark[21]	PGR (%)	Benchmark[22]
Buddhist	1.4%	1.3%	1.6%	1.6%
Christian	28.8%	28.3%	35.3%	24.3%
Hindu	5.2%	7.6%	2.8%	2.1%
Jewish	1.4%	0.4%	0.7%	0.7%
Muslim	6.8%	8.4%	6.8%	10.5%
No religion	43.0%	41.6%	41.6%	46.1%
Sikh	0.7%	1.1%	0.1%	0.3%
Spiritual	3.1%	1.5%	3.1%	1.6%
Any other religion or belief	1.1%	1.5%	1.0%	1.7%
Not known/Information refused	8.1%	8.4%	6.5%	11.2%

Sexual orientation

Figure 48 shows the student population by sexual orientation. In 2021-22, 76.7% of PGT students and 84.4% of PGR students identified as heterosexual.

For PGT students, 7.1% identified as bisexual, 3.7% as gay man and 1.4% as other sexual orientation. For PGR students, 2.2% identified as bisexual, 2.5% as gay man and 0.9% as other sexual orientation. Gay woman/lesbian had the lowest proportion across both student groups, at 1.2% for PGT and 0.4% for PGR.

In 2021-22, 9.7% of PGT and 9.5% of PGR students preferred not to provide information about their sexual orientation.

Figure 48 – PGT and PGR student population by sexual orientation, 2021-22

PGT and PGR student population by sexual orientation, 2021-22

Legend: Bisexual, Gay man, Gay woman/Lesbian, Heterosexual, Other, Information refused

PGT (%): Bisexual 7.1%, Gay man 3.7%, Gay woman/Lesbian 1.2%, Heterosexual 76.7%, Other 1.4%, Information refused 9.7%

PGR (%): Bisexual 2.2%, Gay man 2.5%, Gay woman/Lesbian 0.4%, Heterosexual 84.4%, Other 0.9%, Information refused 9.5%

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[21] Advance HE student statistical report 2022
[22] Advance HE student statistical report 2022

Table 26 – PGT and PGR student population by sexual orientation, 2021-22

Sexual Orientation	PGT (%)	PGR (%)
Bisexual	7.1%	2.2%
Gay man	3.7%	2.5%
Gay woman/Lesbian	1.2%	0.4%
Heterosexual	76.7%	84.4%
Other	1.4%	0.9%
Information refused	9.7%	9.5%

Glossary

Asian or Asian British	This group includes individuals who identified as one of the following: • Indian • Pakistani • Bangladeshi • Chinese • Any other Asian background
Black or Black British	This group includes individuals who identified as one of the following: • Caribbean • African • Any other Black, Black British, or Caribbean background
BME	Black, Asian and minoritised ethnic. This refers to all ethnic groups except the white group.
Disability	This includes individuals who declared that they have one of the following: • A mental health condition • A physical impairment or mobility issues • Blind or a serious visual impairment • Deaf or a serious hearing impairment • Longstanding illness or health condition • Social/communication impairment e.g., Asperger's • Specific learning difficulty - dyslexia, dyspraxia • Two or more impairments and/or disabling medical condition • Other disabilities and medical conditions not listed above.
DLT	Distance learning tutors
LGBTQ+	The acronym for lesbian, gay, bi, trans, queer, questioning and ace.
Minoritised ethnic	This refers to all ethnic groups except the white group.
Mixed	This group includes individuals who identified as one of the following: • White and Black Caribbean • White and Black African • White and Asian • Any other mixed or multiple ethnic background
Other ethnic group	This group includes individuals who identified as one of the following: • Arab • Any other ethnic group

PGR	Postgraduate research courses, such as MPhil and PhD.
PGT	Postgraduate taught courses such as Masters of Science (MSc) degree courses.
Pool	In figures 1 to 4, 'pool' indicates the average number of staff employed at the specified grade on 31 July of the years included in the three-year rolling period, and from the specific group, such as gender, ethnicity and/or Faculty
White	This group includes individuals who identified as one of the following: • English, Welsh, Scottish, Northern Irish or British • White Irish • Any other White background