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London School of Hygiene and Tropical Medicine

**Annual diversity data analysis
2022-23**

LSHTM annual diversity data analysis (2022-23)

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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 2022-23, and trend data for previous academic years.

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 services ('PS') departments. The MRC Units joined LSHTM in 2018 and have equivalent status to that of faculties. Additionally, the London International Development Centre ('LIDC') is a collaboration of several University of London Colleges, whose staff are employed by LSHTM.

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 modality 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 2023.¹

¹ Advance HE. Staff statistical report 2023; Advance HE. Students statistical report 2023

Staff recruitment and promotions data analysis

Staff – overview

Table 1 shows a breakdown of academic and professional services staff in Epidemiology and Population Health ('EPH'), Infectious and Tropical Diseases ('ITD'), Public Health and Policy ('PHP'), Professional 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 services) in 2022-23

	Academic	Professional services
Central services and departments	7	359
Faculty of Epidemiology and Population Health	435	118
Faculty of Infectious and Tropical Diseases	326	121
Faculty of Public Health and Policy	263	56
Other (including international staff based at the MRC units)	27	60
Total	1,058	714

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

Staff recruitment in 2022

Legal sex

Table 2 shows a breakdown of applicants for academic and professional services roles by legal sex and grade.

For academic roles in 2023, the percentage of all applicants that were female was highest for research assistant roles (63%) and lowest for professor roles (34%). The proportion of female applicants for academic roles decreased at each grade from research assistant to professor.

Intersecting legal sex and ethnicity in 2023, 56% of BME applicants for research assistant roles and 22% 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 decreased at each grade from research assistant to professor.

For professional services roles in 2023, female applicants accounted for over 50% of all applications in posts at grades 3 to 5 inclusive, 45% of applicants for posts at grade 6, and 33% of applicants for posts at grades 1/2 and 7. The proportion of female applicants for posts at grades 8 and 9 was 52%.

Ethnicity

For academic roles, the percentage of applicants from minoritised ethnic backgrounds was 70% for Research Assistant roles and 74% for Research Fellow roles, and decreased at each successive grade to Professor (Table 3).

The percentage of applicants from minoritised ethnic backgrounds ranged from 61% to 73% for Professional services roles from grades 1/2 to 7, but was 44% for roles at grades 8/9 (Table 3). The proportion of male applicants from minoritised ethnic backgrounds increased at each level of seniority for roles from grade 3 to grade 7, with the proportion of female

applicants decreasing accordingly; however, similar proportions of males (47%) and females (53%) from minoritised ethnic backgrounds for applied for professional services roles at grades 8/9 being male, and 16% being female (Table 2).

Table 2 – Academic and professional services staff applications by legal sex and grade (%)

		All applicants			BME applicants only		
		Female	Male	Prefer not to say	Female	Male	Prefer not to say
Academic	Research Assistant	63%	36%	1%	56%	44%	0%
	Research Fellow	53%	46%	1%	49%	51%	0%
	Assistant Professor	46%	53%	1%	36%	63%	0%
	Associate Professor	36%	60%	4%	27%	70%	3%
	Professor	34%	66%	0%	22%	78%	0%
Professional services	PS Grade 1/2	33%	50%	17%	25%	75%	0%
	PS Grade 3	55%	43%	2%	60%	40%	0%
	PS Grade 4	57%	42%	1%	56%	44%	0%
	PS Grade 5	54%	44%	2%	48%	52%	0%
	PS Grade 6	45%	53%	1%	36%	64%	0%
	PS Grade 7	33%	65%	1%	30%	68%	2%
	PS Grade 8/9	52%	48%	0%	53%	47%	0%

Table 3 – Academic and professional services staff applications by ethnicity and grade (%)

		White	BAME	Unknown/Refused
Academic	Research Assistant	26%	70%	4%
	Research Fellow	22%	74%	3%
	Assistant Professor	33%	65%	3%
	Associate Professor	40%	55%	5%
	Professor	45%	47%	8%
Professional services	PS Grade 1/2	0%	67%	33%
	PS Grade 3	33%	61%	6%
	PS Grade 4	30%	65%	5%
	PS Grade 5	22%	73%	5%
	PS Grade 6	23%	73%	5%
	PS Grade 7	35%	62%	3%
	PS Grade 8/9	50%	44%	7%

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 services staff applying in response to job advertisements released between 1 August 2019 and 31 July 2023. 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 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 legal sex 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 legal sex or ethnicity group.

Table 4 - Academic staff recruitment by legal sex

Academic year	Total N	Distribution of applications, shortlistings, appointments across legal sex (row %)			% of applicants shortlisted and % of shortlistings appointed by legal sex (column %)		
		Female	Male	Prefer not to say	Female	Male	Prefer not to say
2019	2758	56%	43%	1%			
	612	58%	40%	2%	23%	21%	38%
	172	62%	34%	3%	30%	24%	40%
2020	3179	62%	37%	1%			
	657	62%	36%	2%	21%	20%	23%
	205	67%	31%	2%	34%	27%	36%
2021	3,014	54%	44%	2%			
	748	59%	39%	2%	27%	22%	23%
	196	65%	34%	1%	29%	23%	7%
2022	2893	57%	42%	1%			
	653	59%	39%	2%	23%	21%	30%
	198	64%	36%	1%	33%	28%	9%
2023	2916	56%	43%	1%			
	561	61%	38%	1%	21%	17%	19%
	181	67%	31%	1%	35%	27%	40%

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 they eventually took up the position.

Table 5 – Professional services staff recruitment by legal sex

Academic year	Total N	Distribution of applications, shortlistings, appointments across legal sex (row %)			% of applicants shortlisted and % of shortlistings appointed by legal sex (column %)		
		Female	Male	Prefer not to say	Female	Male	Prefer not to say
2019	2292	61%	37%	2%			
	595	69%	29%	2%	29%	21%	23%
	132	72%	27%	2%	23%	20%	18%
2020	2436	57%	41%	2%			

	570	64%	33%	3%	26%	19%	35%
	143	66%	32%	2%	26%	24%	18%
2021	1,944	63%	36%	2%			
	485	67%	31%	1%	27%	22%	22%
	122	71%	27%	2%	27%	22%	29%
2022	1831	55%	43%	1%			
	688	63%	36%	1%	43%	31%	30%
	155	68%	31%	1%	24%	20%	13%
2023	3460	53%	46%	2%			
	862	63%	36%	2%	29%	20%	28%
	211	67%	31%	2%	26%	21%	27%

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 they eventually took up the position.

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

Academic year	Total N	Distribution of applications, shortlistings, appointments across ethnicity (row %)			% of applicants shortlisted and % of shortlistings appointed by ethnicity (column %)			Gap BME-White
		White	BAME	Unknown/Refused	White	BAME	Unknown/Refused	
2019	2758	39%	55%	6%				
	612	55%	40%	5%	31%	16%	21%	15%
	172	58%	36%	6%	29%	26%	33%	4%
2020	3179	41%	54%	5%				
	657	57%	37%	6%	29%	14%	24%	15%
	205	68%	26%	6%	37%	22%	33%	15%
2021	3,014	31%	64%	6%				
	748	46%	48%	5%	38%	19%	24%	19%
	196	53%	43%	4%	30%	24%	20%	6%
2022	2893	29%	67%	4%				
	653	46%	49%	4%	35%	17%	26%	19%
	198	55%	40%	5%	36%	25%	31%	11%
2023	2916	26%	71%	4%				
	561	47%	49%	4%	35%	13%	20%	22%
	181	59%	38%	4%	40%	25%	33%	15%

Note: The recruitment outcome is positive if an applicant is selected for interview, regardless of whether they attended the interview or not. The recruitment outcome is positive if an applicant is selected for the position, regardless of whether they eventually took up the position. The 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	Distribution of applications, shortlistings, appointments across ethnicity (row %)			% of applicants shortlisted and % of shortlistings appointed by ethnicity (column %)			Gap BME-White
		White	BAME	Unknown/Refused	White	BAME	Unknown/Refused	
2019	2292	42%	51%	7%				
	595	58%	36%	6%	36%	18%	23%	17%
	132	62%	34%	4%	24%	21%	14%	3%
2020	2436	43%	51%	6%				
	570	55%	40%	5%	30%	18%	19%	12%
	143	61%	33%	6%	28%	21%	32%	7%
2021	1,944	41%	53%	6%				
	485	56%	40%	5%	34%	18%	19%	16%
	122	61%	33%	6%	28%	21%	32%	7%
2022	1831	36%	58%	6%				
	688	48%	47%	5%	50%	30%	33%	20%
	155	54%	42%	5%	25%	20%	21%	5%
2023	3460	27%	68%	5%				
	862	40%	55%	5%	37%	20%	25%	17%
	211	49%	48%	3%	30%	21%	14%	8%

Note: The recruitment outcome is positive if an applicant is selected for interview, regardless of whether they attended the interview or not. The recruitment outcome is positive if an applicant is selected for the position, regardless of whether they eventually took up the position. The 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 2023 were female. Female applicants were more likely to be shortlisted and appointed than male applicants in both academic and professional roles in each 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 2023 were from minoritised ethnic backgrounds. However, white applicants were more likely to be 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.

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 legal sex, 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 services staff and so no data is shown for this.

Academic promotions data

Promotions data from 2021-23 rolling period show that a higher proportion of women were successfully promoted than men among Research Fellow and Assistant Professor roles, while a higher proportion of men were successfully promoted than women among Research Assistant roles (Figure 1). Similar proportions of women and men were successfully promoted among Associate Professor roles.

Figure 2 shows that during 2021-23 rolling period, similar proportions of minoritised ethnic and white Research Assistants, Research Fellows and Assistant Professors were successfully promoted; while the proportion of minoritised ethnic Associate Professors who were promoted was higher than the proportion of white Associate Professors who were promoted.

Looking specifically at female applicants from minoritised ethnic backgrounds (Figure 3), this group was more successful than male applicants among Research Fellow and Associate Professor roles during the 2021-23 rolling period, but less successful than male applicants among Research Assistant and Assistant Professor roles.

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 the 2021-23 rolling period. The opposite was the case for Associate Professor roles (Figure 4).

Figure 1 – Analysis of academic promotions by grade and legal sex, 2018 – 2023

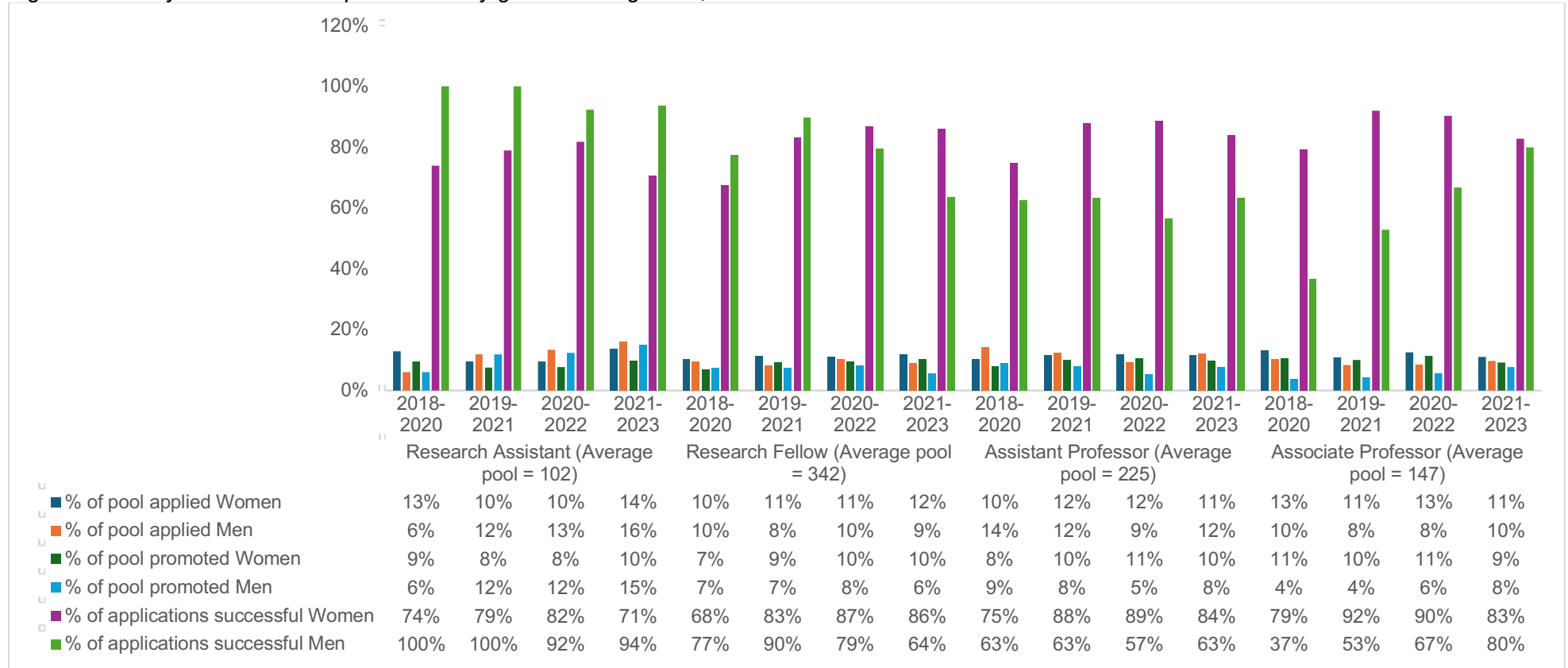


Figure 2 – Analysis of academic promotions by grade and ethnicity, 2018 – 2023

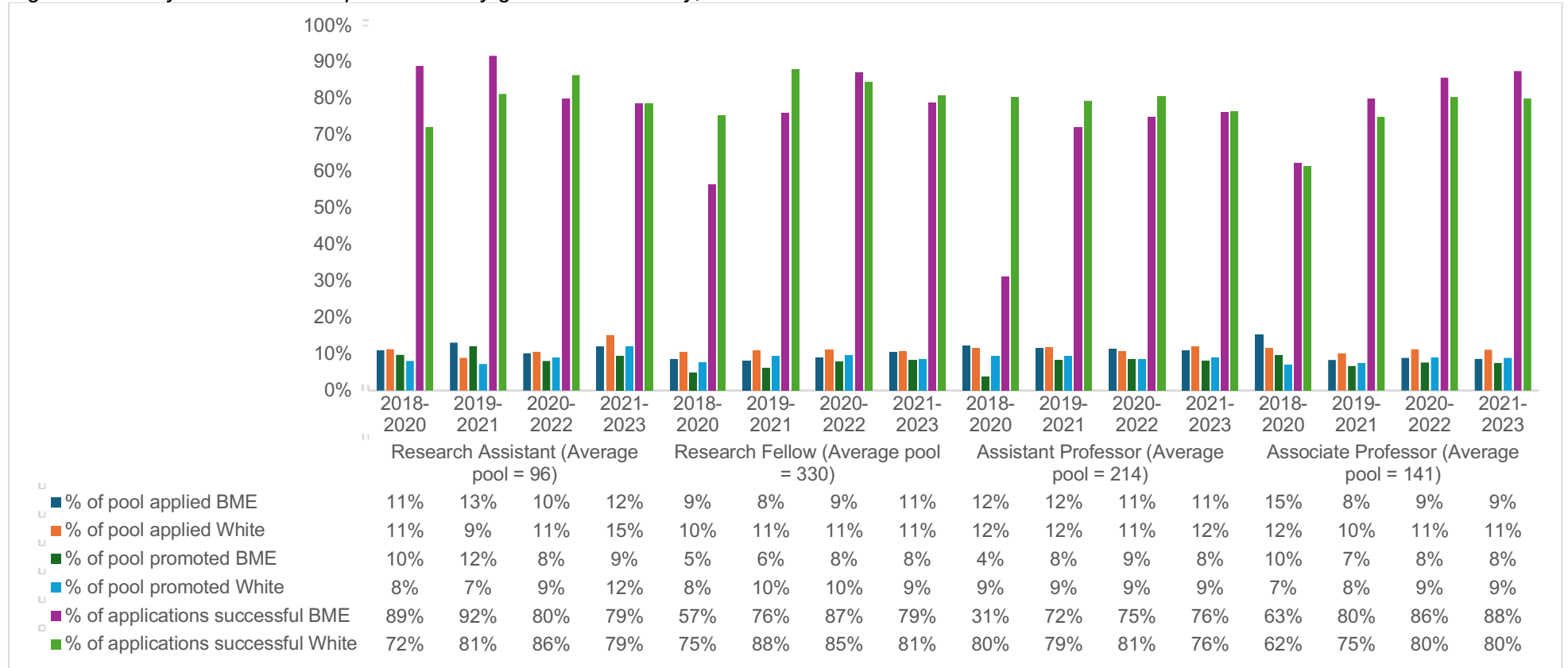


Figure 3 – Analysis of academic promotions by grade and legal sex (BME only), 2018 – 2023

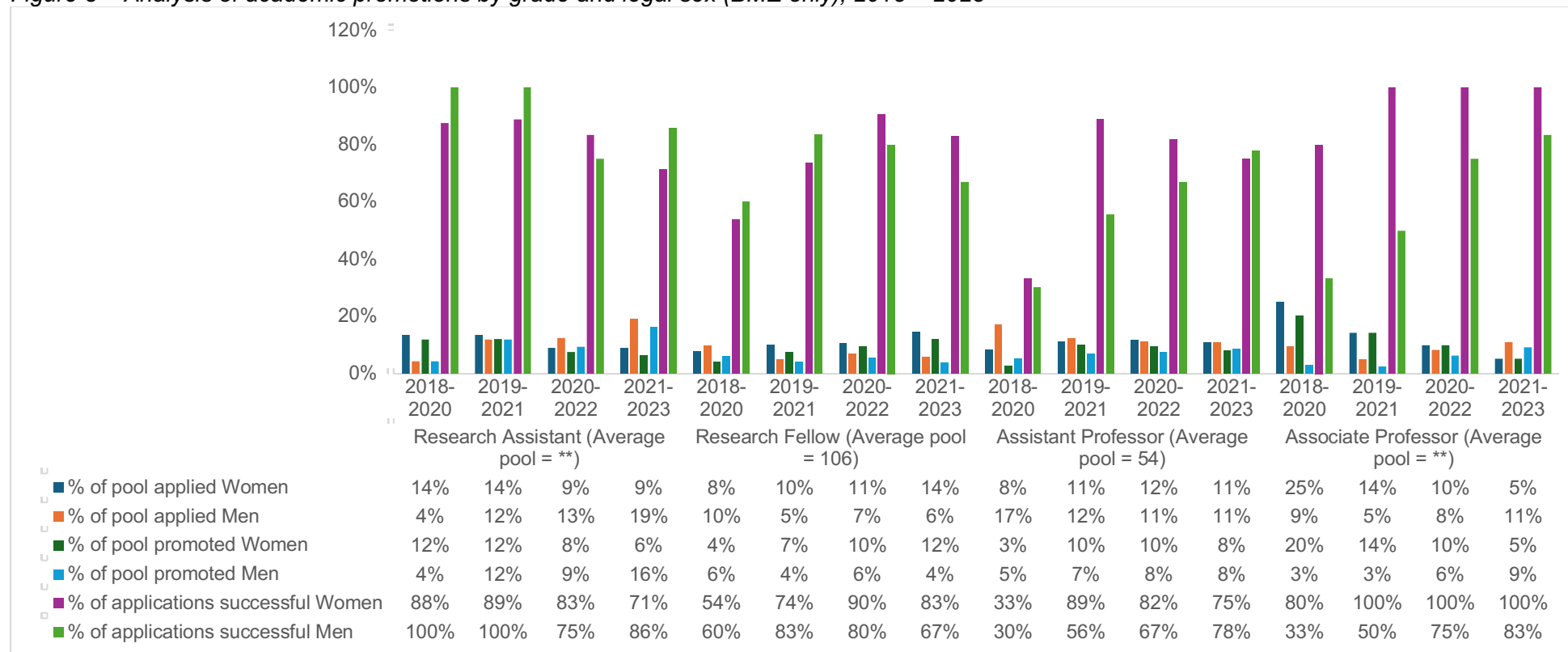
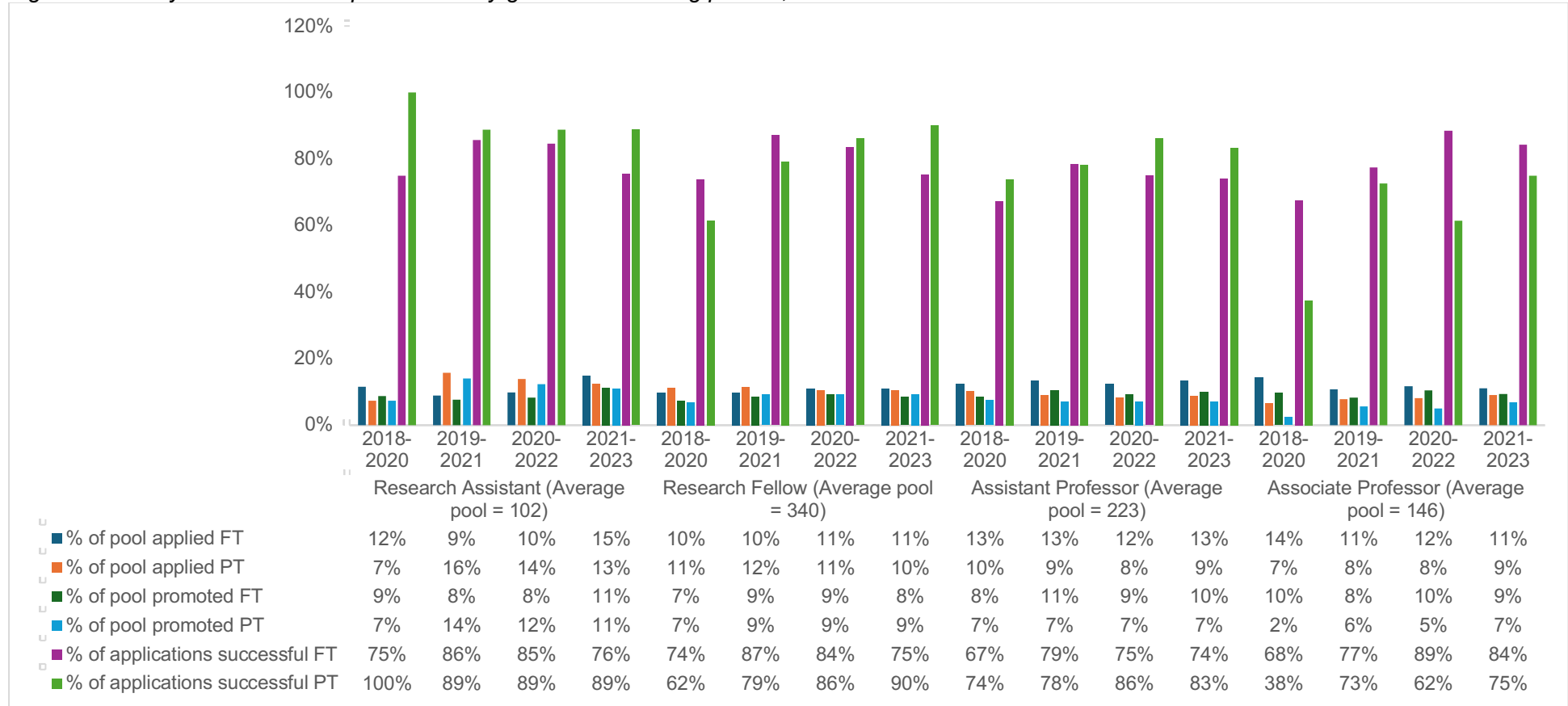


Figure 4 – Analysis of academic promotions by grade and working pattern, 2018 – 2023



Staff demographic analysis

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

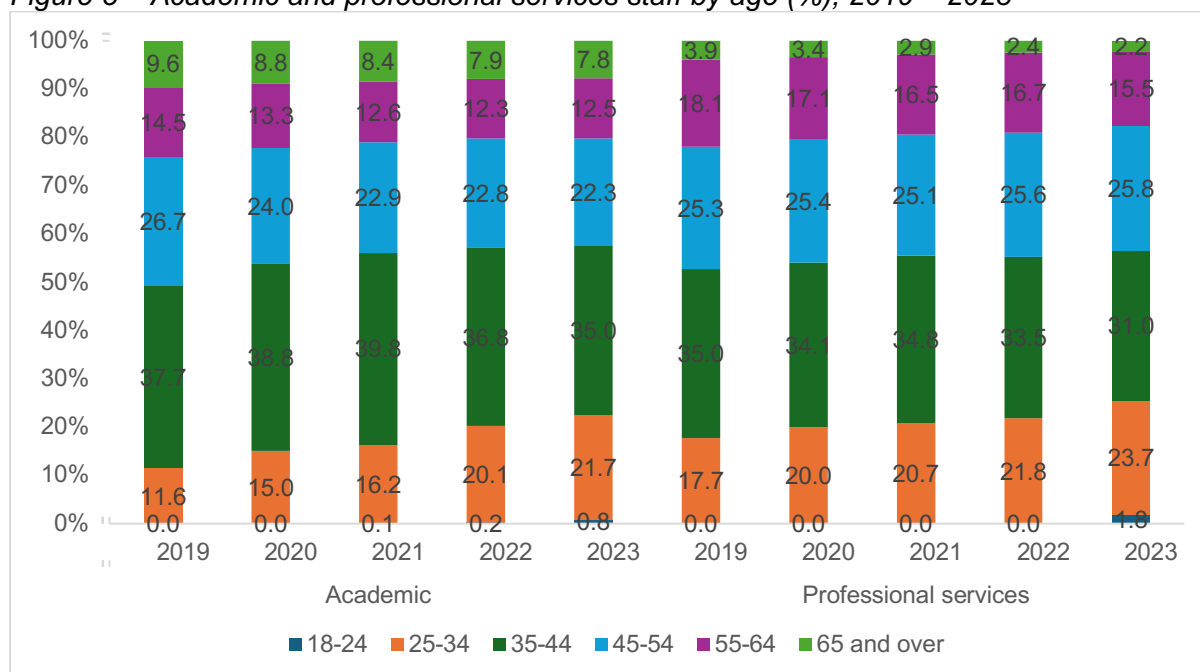
Age

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 and 25 to 34 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 services staff has also increased in the 18 to 24 and 25 to 34 age brackets over time, and decreased in the 34 to 44, 55-64 and 65+ age brackets.

Figure 5 – Academic and professional services staff by age (%), 2019 – 2023



Disability

Figure 6 and Table 8 show the percentage of academic and professional services staff who declared a disability from 2019 to 2023, inclusive.

The percentage of academic staff declaring a disability has increased slightly from 5.0% in 2019 to 6.0% in 2023.

The percentage of professional services staff declaring a disability has remained consistent over the same period, ranging from 7.7% in 2020 to 8.9% most recently in 2023.

The percentage of academic staff declaring a disability is similar to that in UK higher education generally, while the percentage of professional services staff declaring a disability is slightly higher than the UK higher education average. HESA data published by from

Advance HE shows that 6.0% of academic staff and 7.9% of professional and support staff in UK higher education declared a disability in 2021-22.²

Figure 6 – Academic and professional services staff by disability (%), 2019 – 2023

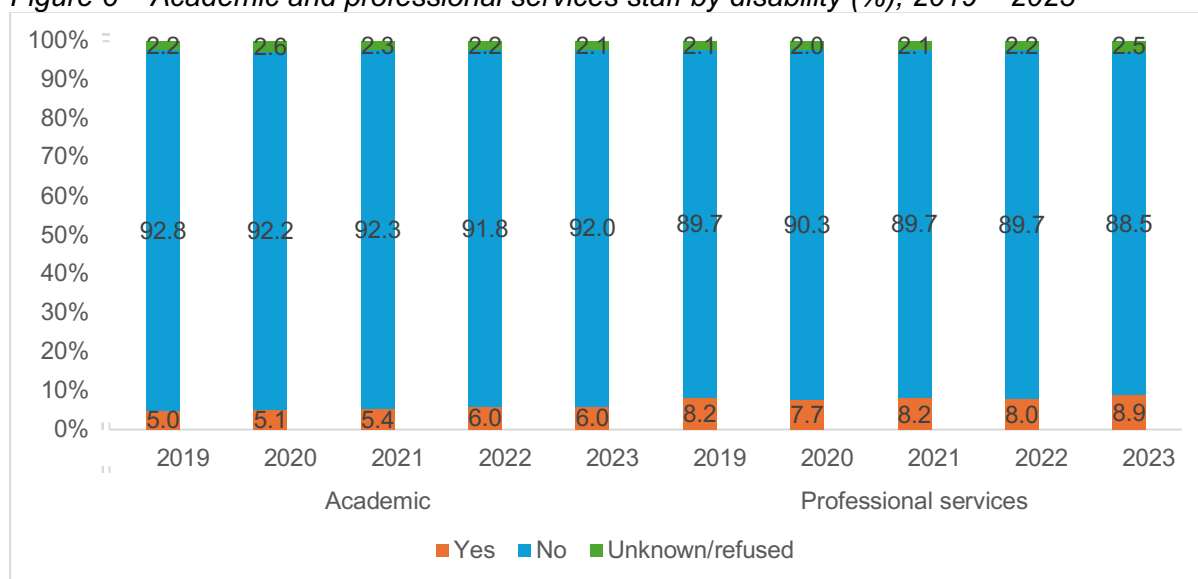


Table 8 – Academic and professional services staff by disability (%), 2019 – 2023

Year	Disability	No known disability	Unknown/ refused	
Academic	2019	5.0	92.8	2.2
	2020	5.1	92.2	2.6
	2021	5.4	92.3	2.3
	2022	6.0	91.8	2.2
	2023	6.0	92.0	2.1
Professional services	2019	8.2	89.7	2.1
	2020	7.7	90.3	2.0
	2021	8.2	89.7	2.1
	2022	8.0	89.7	2.2
	2023	8.9	88.5	2.5

Ethnicity and nationality

Academic staff pipeline

The data in this section shows the percentage of academic staff employed at each grade, and from the specific group (for example, legal sex or ethnicity) from 2018 to 2023, inclusive.

Figures 7 and 8 show the academic pipeline by ethnicity. From this data, we can see that the percentage of minoritised ethnic academic staff at each grade, apart from professor, has increased over the period analysed.

² Advance HE. Staff statistical report 2023

The proportion of minoritised ethnic research assistants has risen from 31% in 2018 to 38% in 2023, the proportion of minoritised ethnic research fellows from 25% to 39%, and the proportion of minoritised ethnic assistant professors from 16% to 33%. At associate professor grade, the proportion of minoritised ethnic staff has increased from 13% in 2018 to 25% in 2023. The proportion of minoritised ethnic professors has seen a smaller increase, from 12% in 2018 reaching 15% in 2020.

Looking at the proportion of minoritised ethnic academic staff who are female, there has been a steady increase in the proportion over time among research fellows, assistant professors and associate professors; while this proportion has fluctuated over time among research assistants, and professors (Figure 8). The proportion of minoritised ethnic female research assistants has ranged from 26% in 2020 and 2022, up to 42% in 2019. The proportion of minoritised ethnic female research fellows has increased from 23% in 2018 to 33% in 2023, and the proportion of minoritised ethnic assistant professors from 14% to 31% over the same period. At associate professor grade, the proportion of minoritised ethnic female staff has increased from 10% in 2018 to 18% in 2023. The proportion of minoritised ethnic female professors has increased from 10% in 2018 to 14% between 2019 and 2022, and decreased to 12% in 2023.

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 2018 to 2023. At professor grade, the proportion of staff from Black and Black British reached 4% in 2023, up from 2% in the previous year. 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 (%), 2018-2023

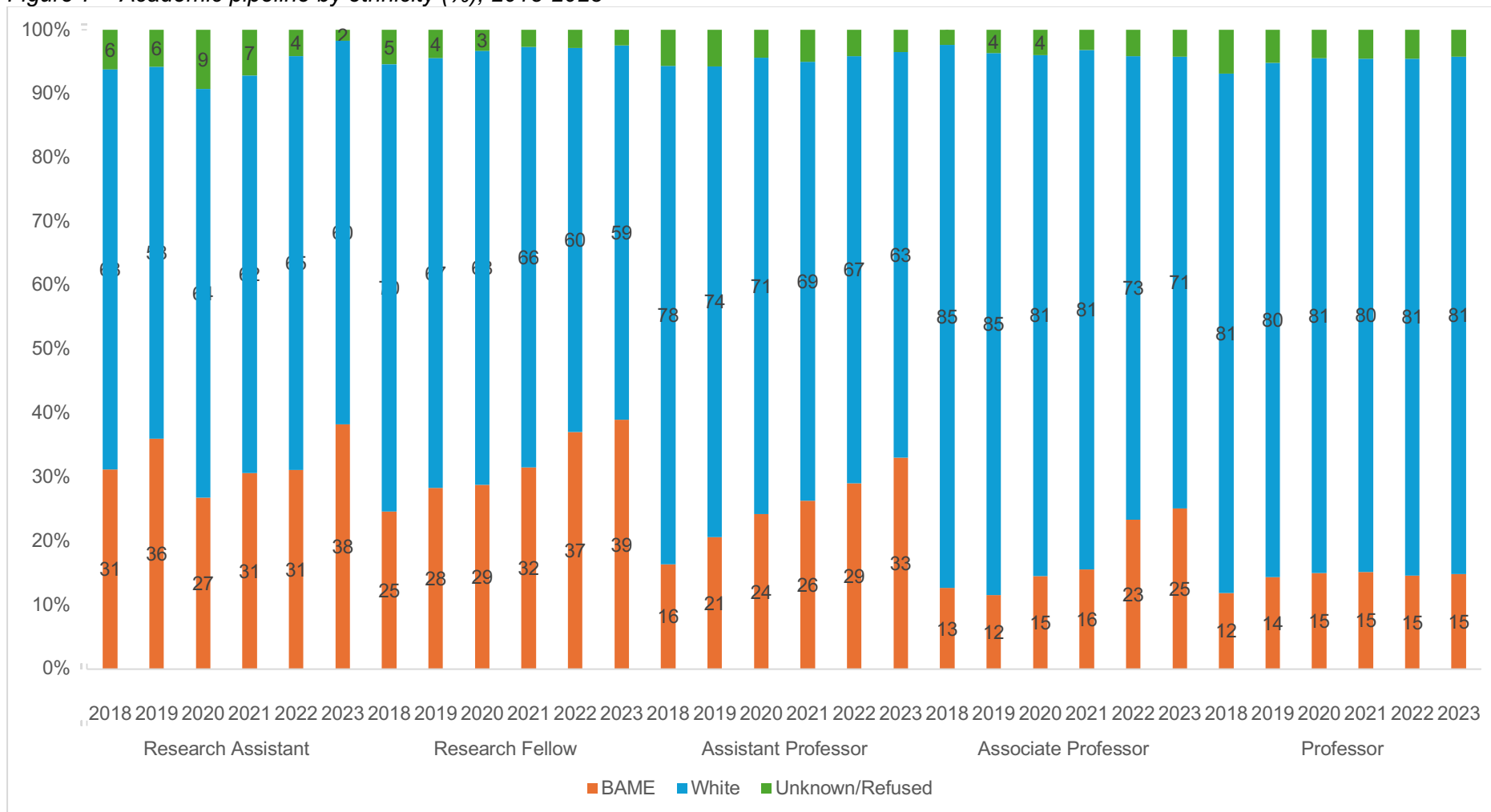


Figure 8 - Academic pipeline by ethnicity – female only (%), 2018-2023

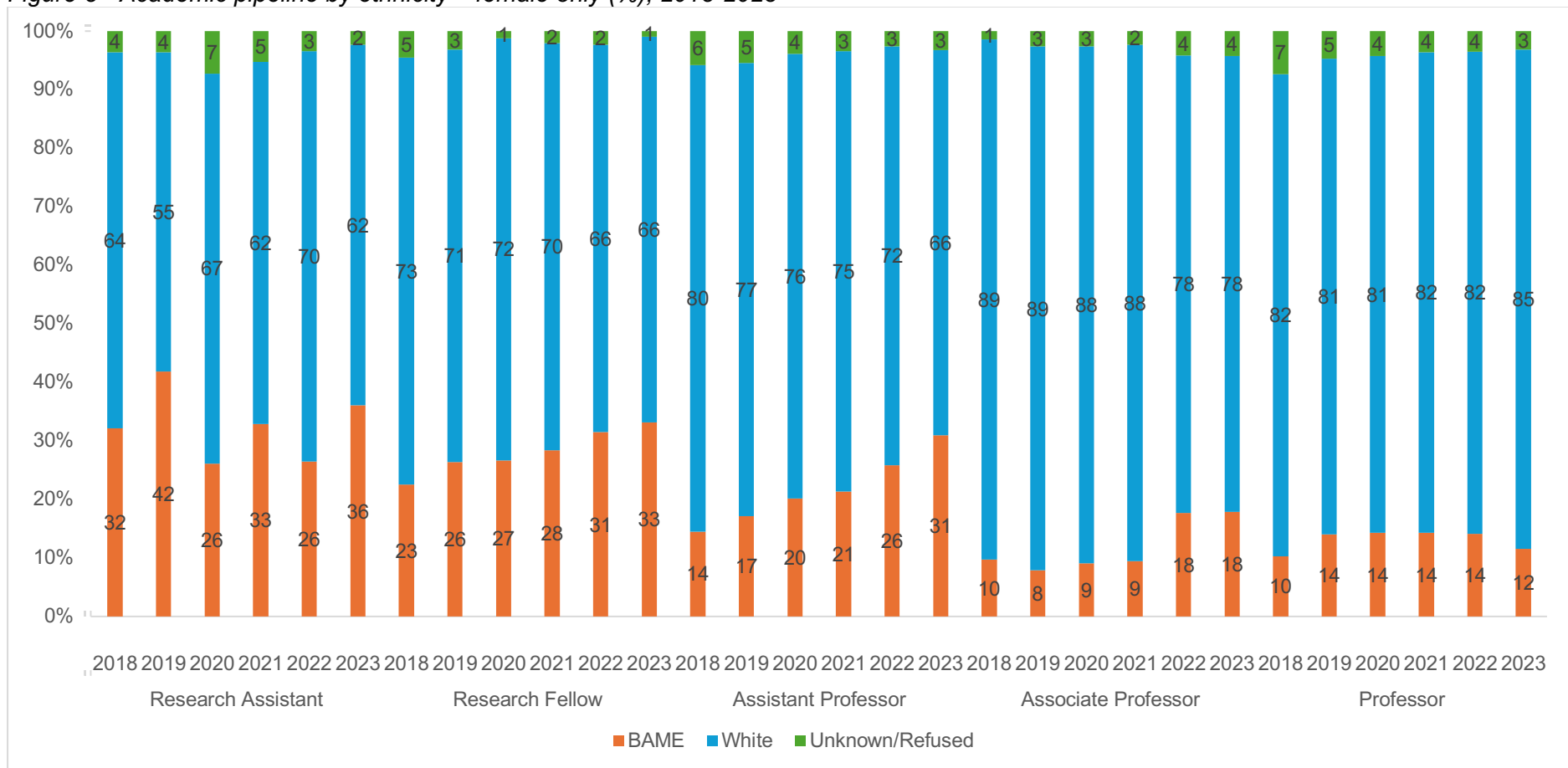
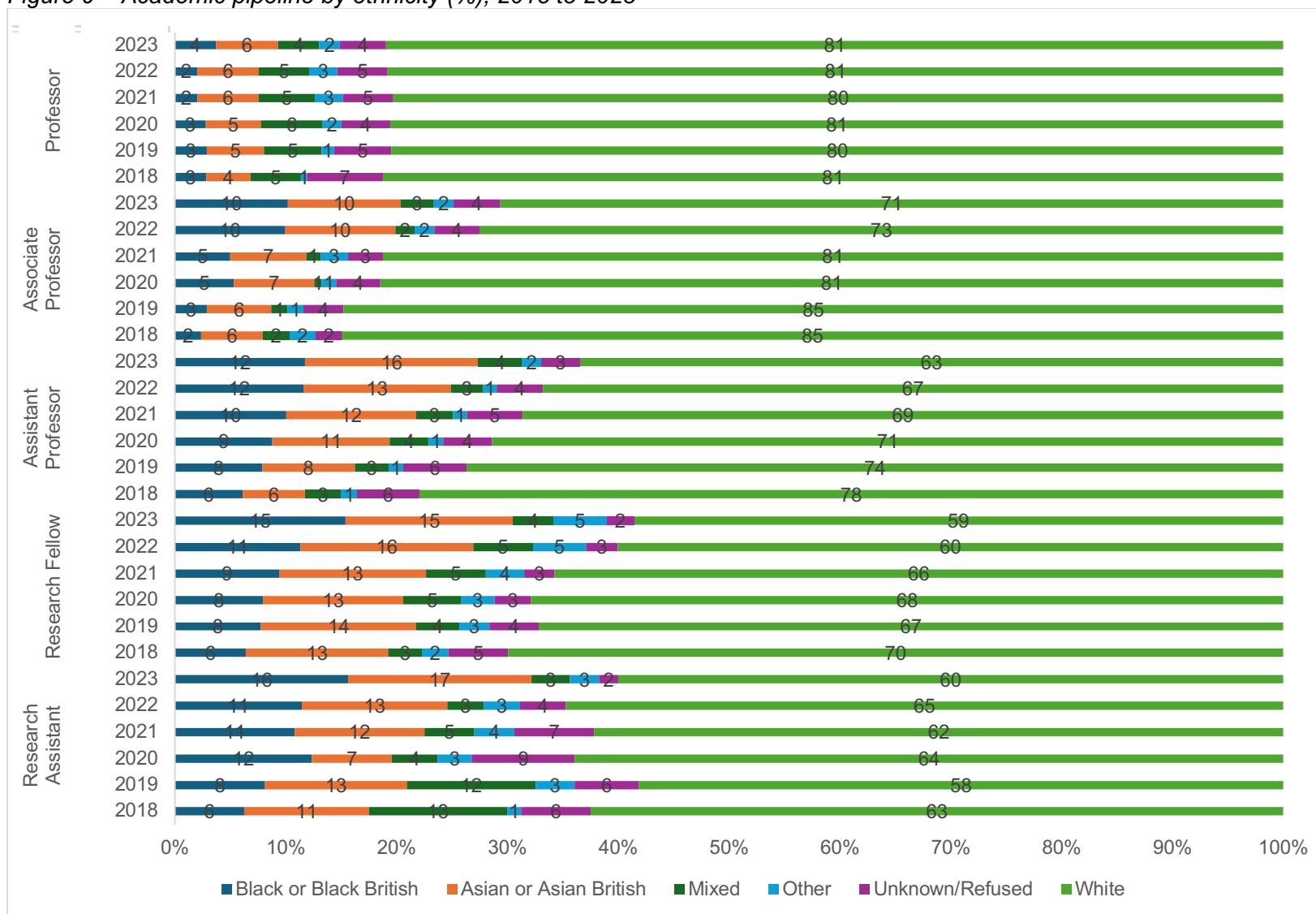


Figure 9 – Academic pipeline by ethnicity (%), 2018 to 2023



Professional services staff pipeline

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

Figure 10 shows that, for roles at grade 4 and higher, the proportion of minoritised ethnic professional services staff decreases with seniority of grade. Roles at grade 4 have the highest proportion of staff who identify as from minoritised ethnic backgrounds (49%) and grades 8 and 9 the lowest proportion (23%). However, Figure 10 also shows that the proportion of minoritised ethnic staff has increased at each grade from 2013 to 2023, apart from at grades 1 and 2 where the proportion of minoritised ethnic staff decreased from 60% in 2022 to 33 % in 2023.

Figure 11 shows a more detailed breakdown of professional services staff ethnicity at different grades. From this figure, we can see that the majority of professional services staff at each grade are from white backgrounds. At grades 1-3 and 4-6, staff from Asian and Asian British, or from Black and Black British backgrounds are the next largest groups. This is also the case at grades 7-9, 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 the period analysed, the increase in the overall proportion of minoritised ethnic professional services staff at grades 4-6 and 7-9 has been driven by increases the proportion of from Asian and Asian British, or from Black and Black British backgrounds.

Figure 10 – Professional services pipeline by ethnicity (%), 2018-2023

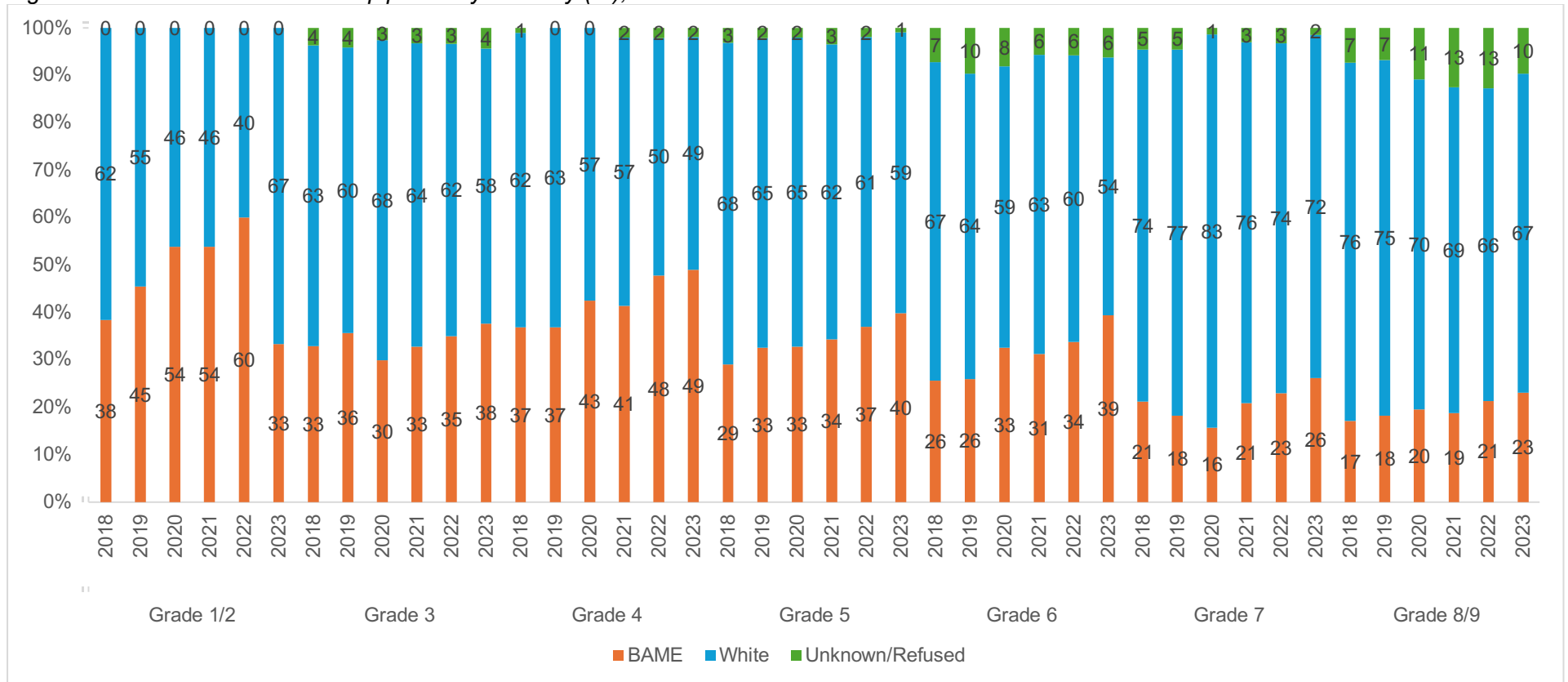
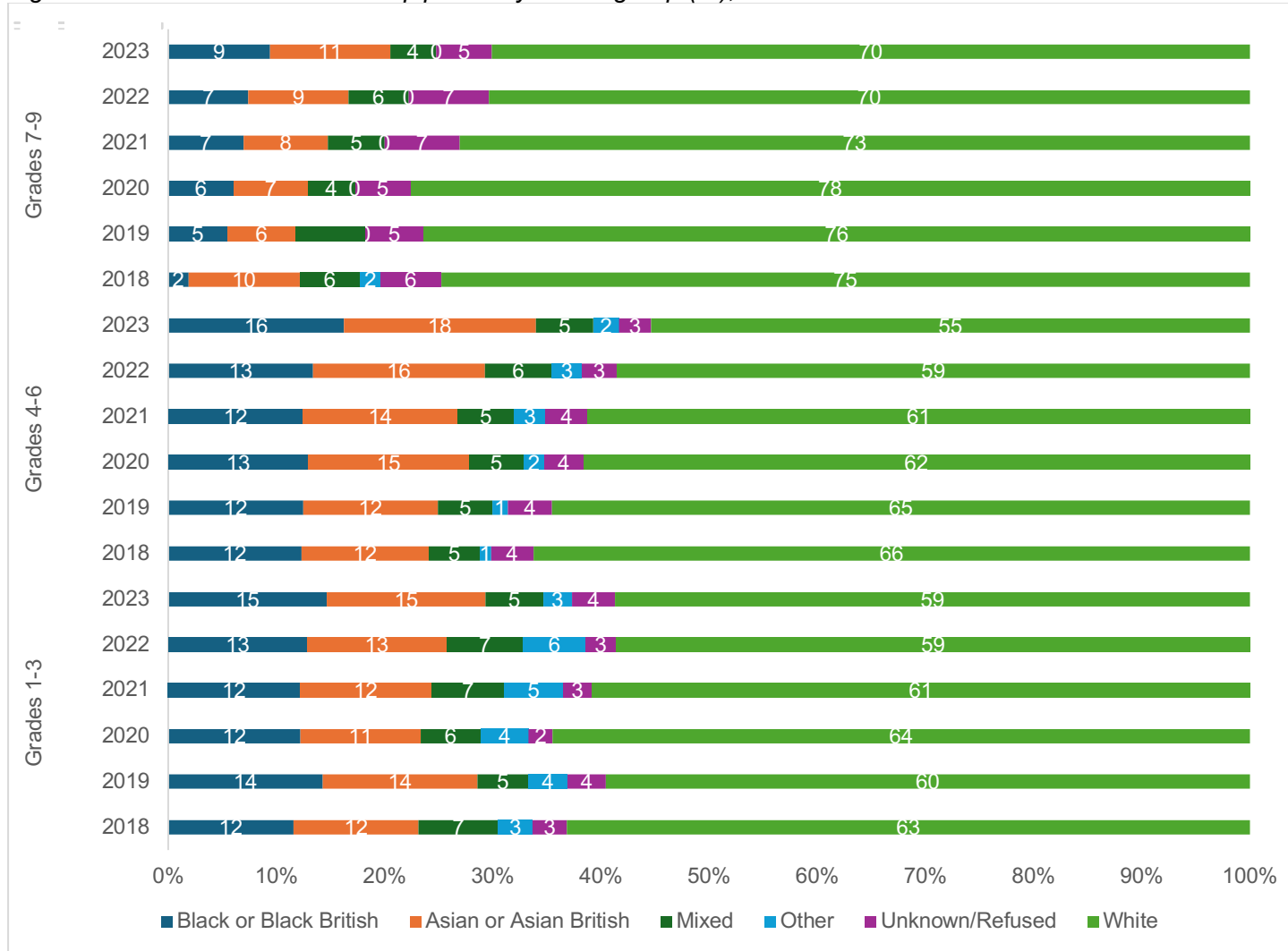


Figure 11 – Professional services pipeline by ethnic group (%), 2018-2023



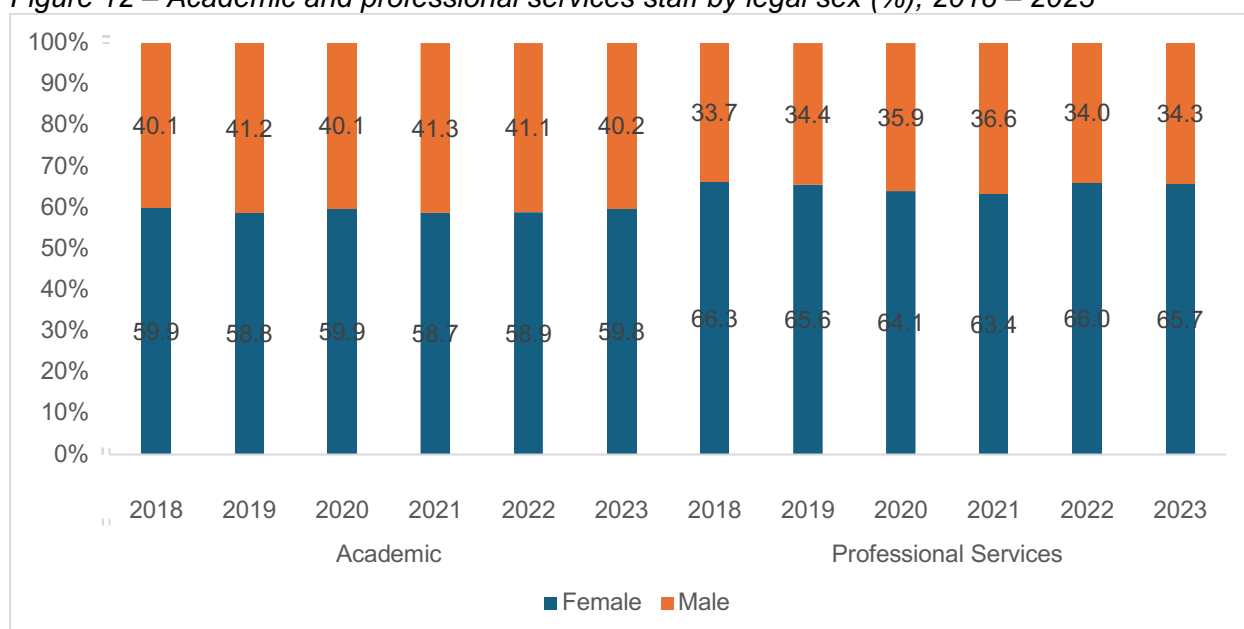
Legal sex

The majority of academic and professional services staff were female in each year from 2018 to 2023. In 2023 itself, 59.8% of academic staff and 65.7% of professional services staff were female (Figure 12 and Table 11).

The proportion of female academic and professional services 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 47.9% in 2021-22 and the proportion of female professional and support staff in UK higher education institutions was 62.7%.³

At LSHTM, 40.2% of academic staff and 34.3% of professional services staff were male in 2023, compared to 52.1% and 37.3% in UK higher education institutions in 2020-21.⁴

Figure 12 – Academic and professional services staff by legal sex (%), 2018 – 2023



³ Advance HE. Staff statistical report 2023

⁴ Advance HE. Staff statistical report 2023

Table 11 – Proportion of academic and professional services staff by legal sex (%), 2018 – 2023

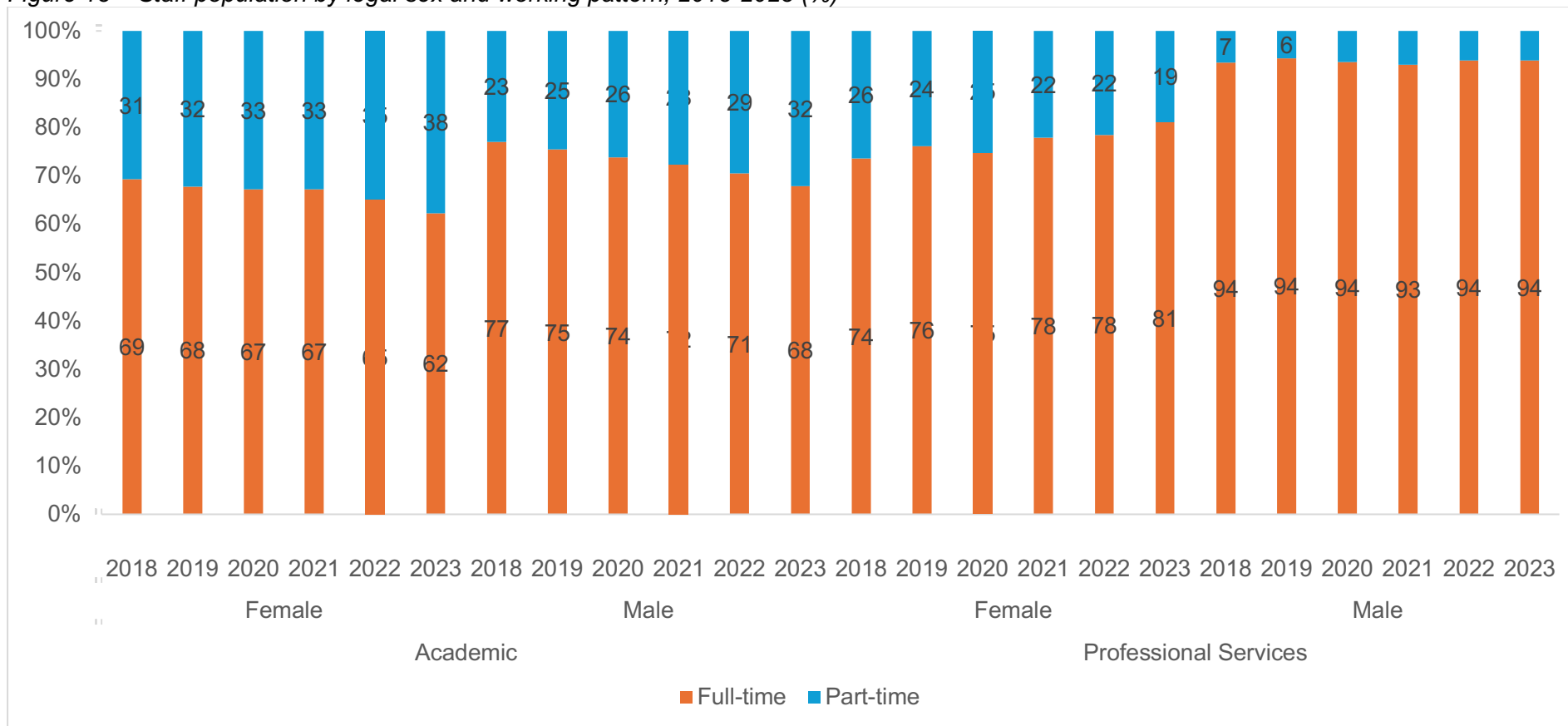
Year		Female	Male
Academic	2018	59.9	40.1
	2019	58.8	41.2
	2020	59.9	40.1
	2021	58.7	41.3
	2022	58.9	41.1
	2023	59.8	40.2
Professional Services	2018	66.3	33.7
	2019	65.6	34.4
	2020	64.1	35.9
	2021	63.4	36.6
	2022	66.0	34.0
	2023	65.7	34.3

Academic staff – pipeline

Figure 13 shows the academic and professional services staff populations broken down by legal sex and working pattern. It shows that a higher proportion of male academic staff work part-time compared to male professional services staff, and that the proportion of male part-time academic staff has increased over time, from 23% in 2018 to 32% in 2023. The proportion of male part-time professional services staff has remained constant over the period analysed, at 6-7%.

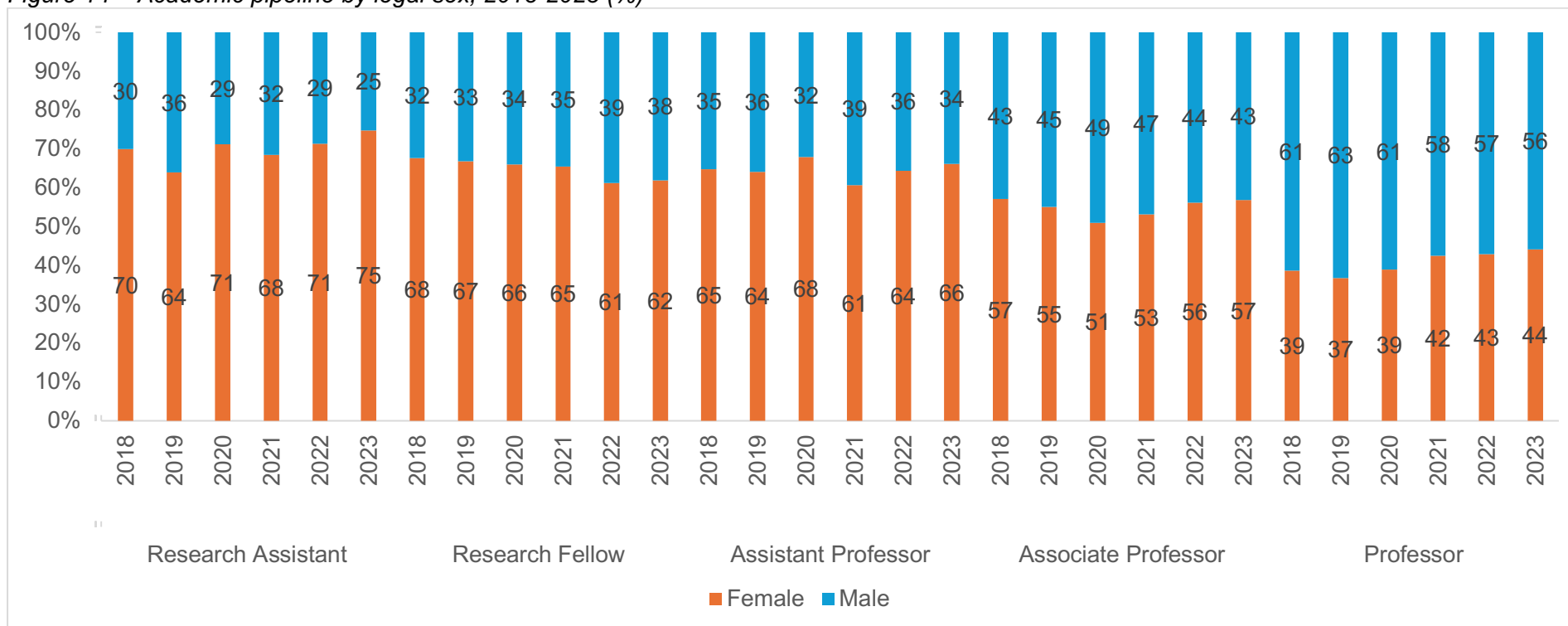
There has also been an increase in the proportion of female academic staff working part-time, from 31% in 2018 to 38% in 2023. The proportion of female professional services staff working part-time has decreased over the same period, from 26% in 2018 to 19% in 2023.

Figure 13 – Staff population by legal sex and working pattern, 2018-2023 (%)



Analysis of the academic pipeline by legal sex 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 39% in 2018 to 44% in 2023 (Figure 14).

Figure 14 – Academic pipeline by legal sex, 2018-2023 (%)



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), Band B(i), to Band A (most senior).

Figures 15 to 18 show the proportion of professors at Bands A and B(i) combined, and Bands C and B(ii), from 2018 to 2023, by ethnicity and legal sex.

The proportion of female professors at Bands A and B(i) has remained consistent at 32% between 2018 and 2023, and the proportion at Bands C and B(ii) has increased from 46% in 2018 to 53% in 2023 (Figure 15 and 16).

The proportion of professors at Bands A and B(i) from minoritised ethnic backgrounds has increased from 10% in 2018 to 12% in 2023, and the proportion of professors from minoritised ethnic backgrounds at Bands C and B(ii) has increased from 15% in 2018 to 17% in 2023 (Figure 17 and 18).

Figure 15 and 16 – Academic pipeline by legal sex – Professor Bands A and B(i) vs. Professor Band C and B(ii), 2018 to 2023 (%)

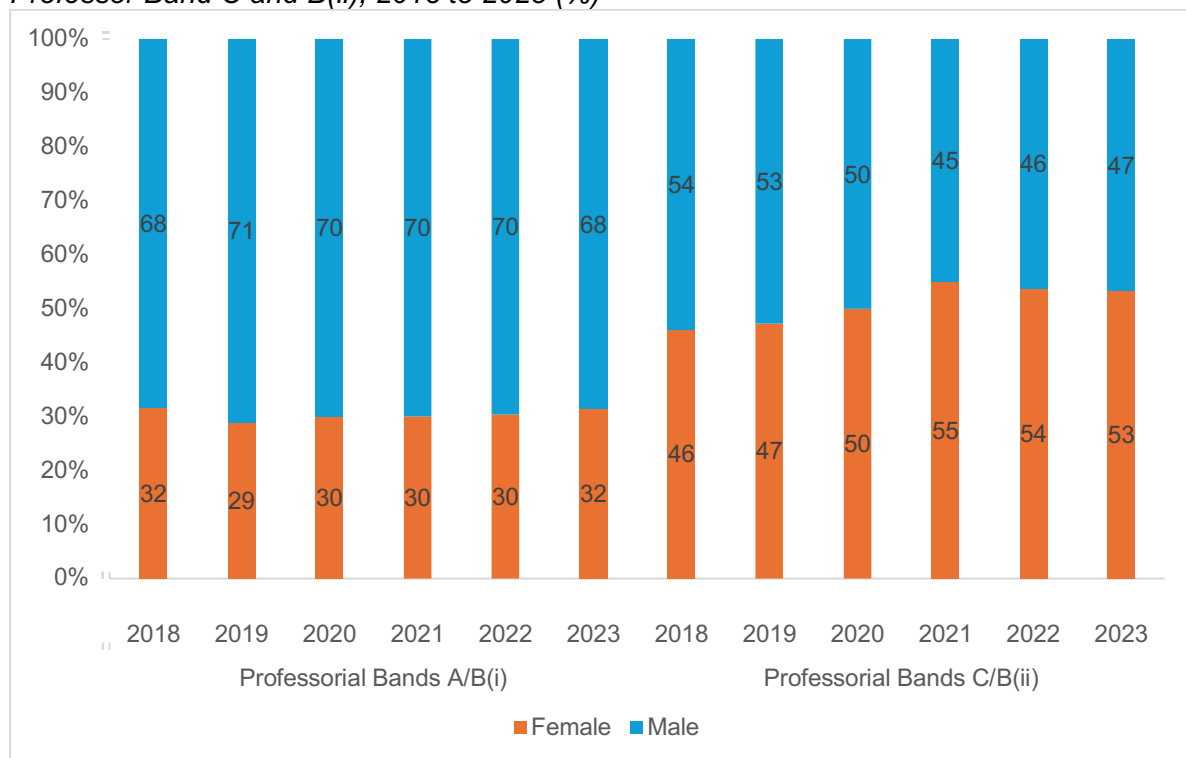
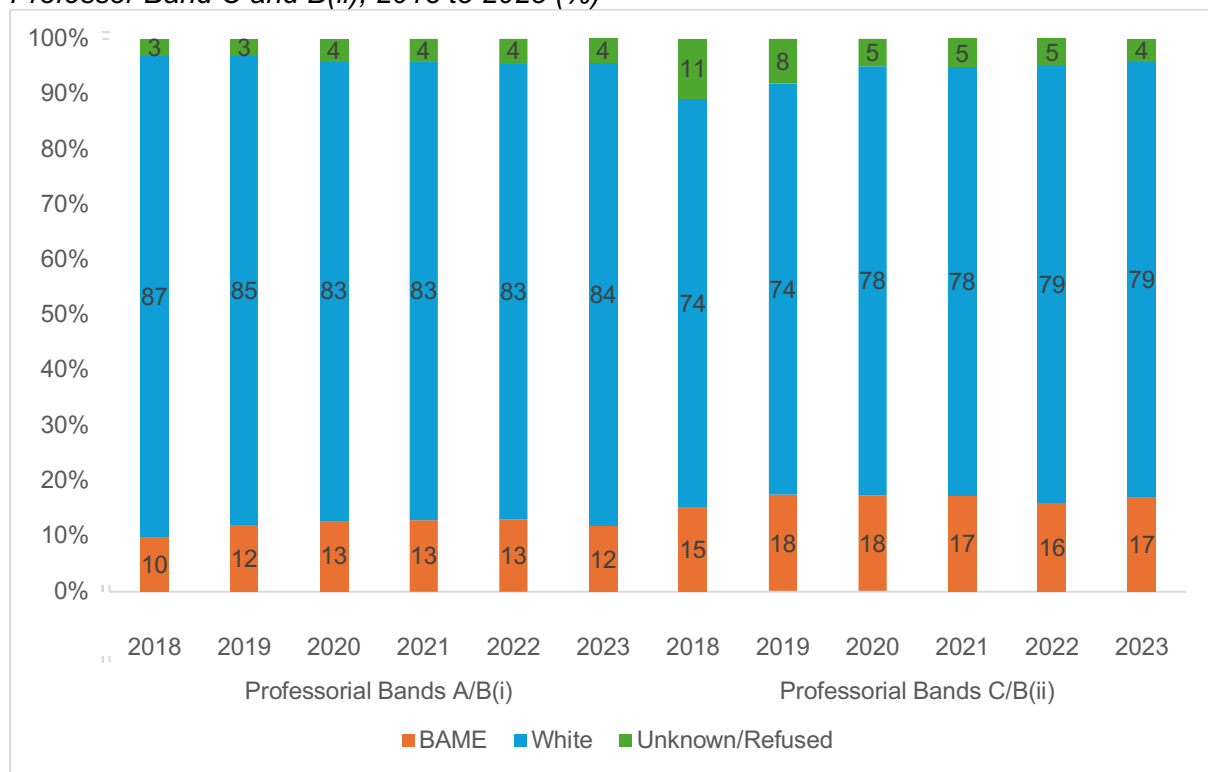


Figure 17 and 18 – Academic pipeline by ethnicity – – Professor Bands A and B(i) vs. Professor Band C and B(ii), 2018 to 2023 (%)

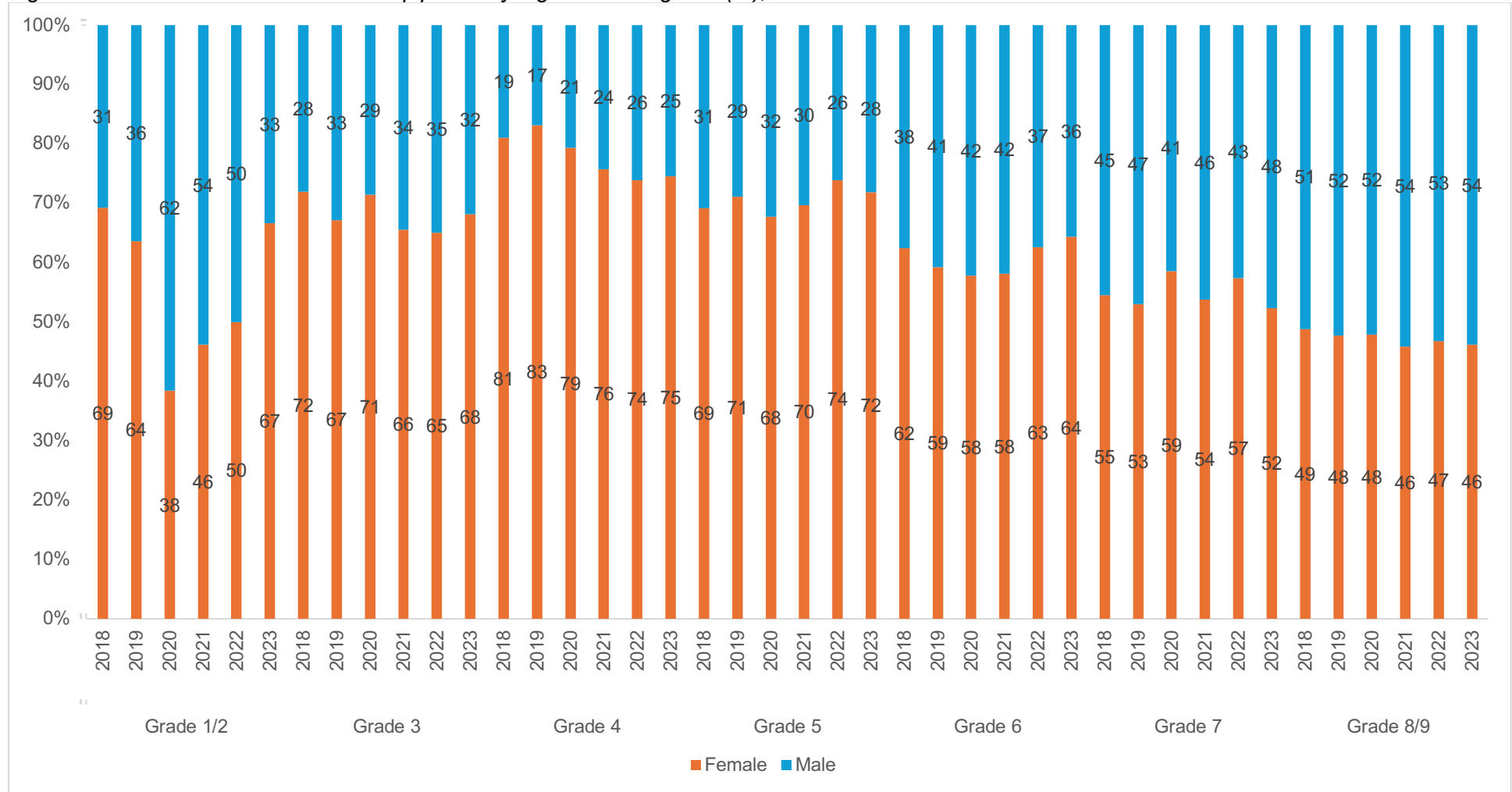


Professional services staff – pipeline

For professional services staff, the proportion of female staff was highest among roles at grade 4 (75% in 2023) and lowest at grades 8/9 (46% in 2023), decreasing at each successive level of seniority. has remained relatively consistent from 2017 to 2022 (Figure 19).

Over the period analysed, the proportion of female professional services staff at each grade has either remained consistent or only decreased slightly, apart for roles at grade 1/2. 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 legal sex categories, as reflected in the figures for this grade over time.

Figure 19 – Professional services staff pipeline by legal sex and grade (%), 2018-2023



Contract type analysis – by ethnicity and legal sex

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 2023, the proportion of female academic staff on fixed-term contracts was 77% and the proportion of male academic staff on fixed-term contracts was 66%. Over time, the gap between the proportions of male and female academic staff on permanent contracts has fluctuated slightly from a low of a 10 percentage point difference in 2021 and 2022 to high of an 11 percentage point difference in 2023.

Figure 21 shows the proportion of male and female professional services staff by contract type. It shows that around two thirds of female professional services staff were on permanent contracts in 2023 (64%), a proportion that has remained consistent over the period analysed. A slightly higher proportion of male professional services staff were on permanent contracts in 2023 (68%), a proportion that has also remained consistent over the period analysed.

Figure 20 – Academic staff by contract type and legal sex (%), 2018-2023

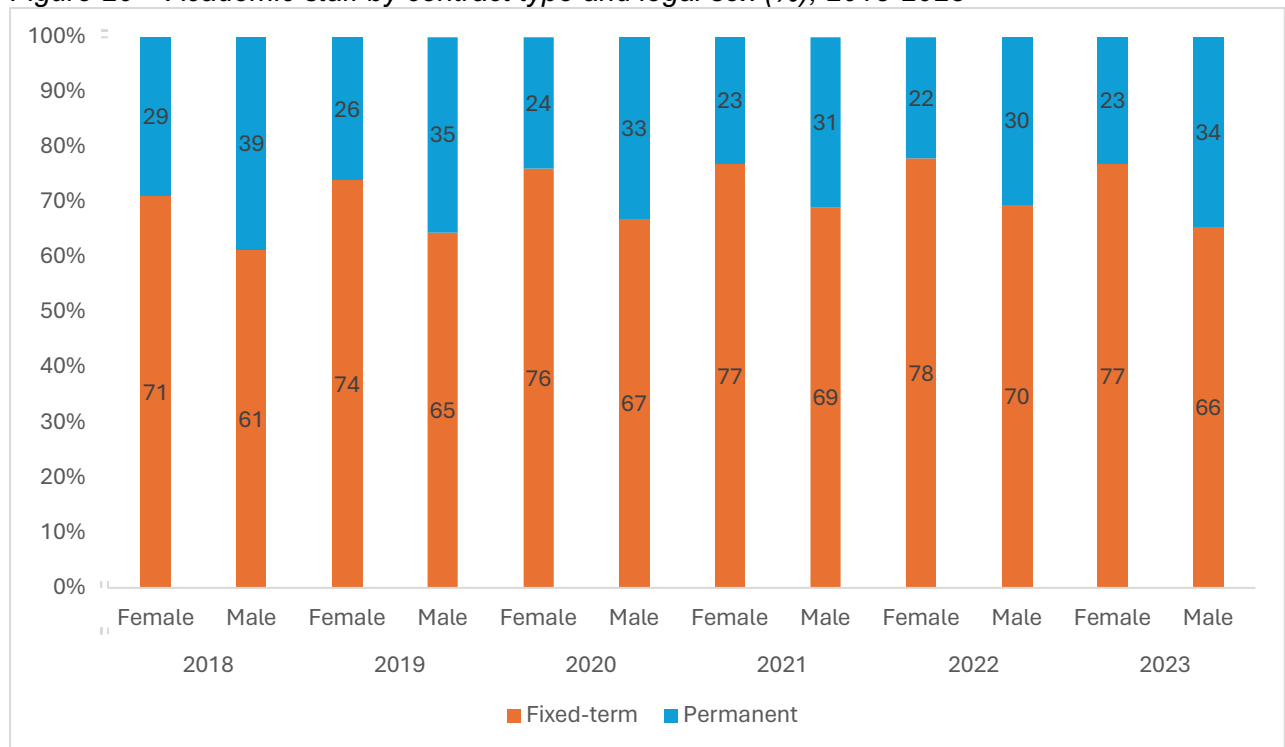
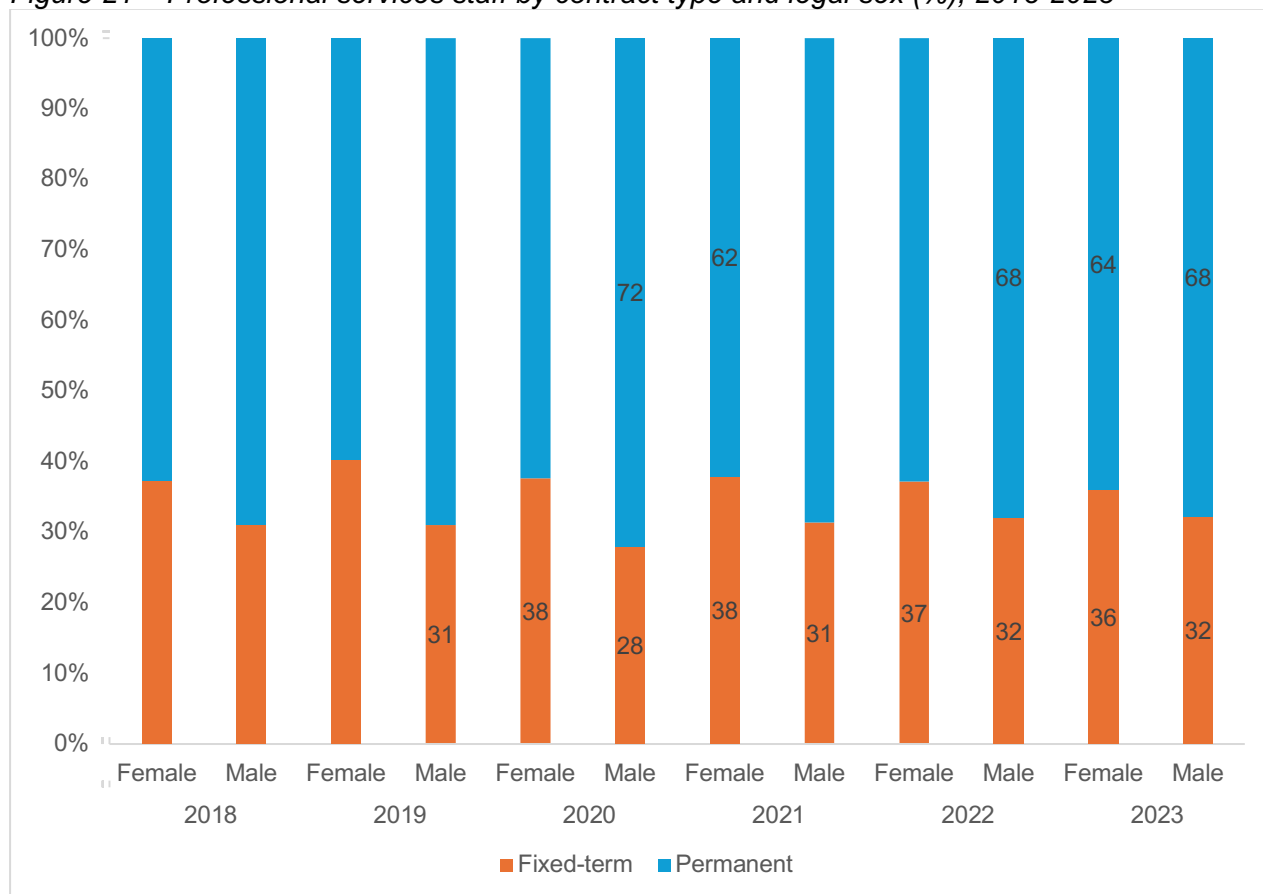


Figure 21 – Professional services staff by contract type and legal sex (%), 2018-2023



Tables 12 and 13 show the proportion of academic staff on fixed-term and permanent contracts by grade, legal sex and ethnicity in 2022/23.

Table 12 shows that there is a similar proportion of male and female staff members on fixed-term and permanent contracts at each academic grade.

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, 71% of minoritised ethnic staff are on fixed-term contracts compared to 57% of white staff; and at professor grade, 22% of minoritised ethnic staff are on fixed-term contracts, compared to 16% of white staff.

Table 12 – Contract type by grade and legal sex (academic) in 2022-23 (%)

	Female			Male		
	Fixed-term	Permanent	Total	Fixed-term	Permanent	Total
Research Assistant	100%	0%	75%	100%	0%	25%
Research Fellow	99%	1%	62%	99%	1%	38%
Assistant Professor	91%	9%	66%	88%	12%	34%
Associate Professor	48%	52%	57%	51%	49%	43%
Professor	17%	83%	44%	16%	84%	56%

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 2022-23 (%).

	BME			White			Unknown/Refused		
	Fixed-term	Permanent	Total	Fixed-term	Permanent	Total	Fixed-term	Permanent	Total
Research Assistant	100%	0%	38%	100%	0%	60%	100%	0%	2%
Research Fellow	100%	0%	39%	98%	2%	59%	100%	0%	2%
Assistant Professor	91%	9%	33%	89%	11%	63%	100%	0%	3%
Associate Professor	71%	29%	25%	43%	57%	71%	29%	71%	4%
Professor	22%	78%	15%	16%	84%	81%	11%	89%	4%

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 services 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 888 to 1,053 in 2023.

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 period, from 78% in 2017 to 86% in 2023. The proportion of white academic staff on fixed-term contracts has also increased overall, though by a smaller proportion – from 64% in 2018 to 66% in 2023.

For professional services staff, the majority of minoritised ethnic staff are on permanent contracts (62% in 2023). This has been the case in each year during the period analysed. The proportion of minoritised ethnic professional services staff on fixed-term contracts has increased over the last six years, from 34% in 2018 to 38% in 2023. The proportion on permanent contracts has decreased from 66% in 2018 to 62% in 2023 (Table 14).

Table 14 also shows that the proportion of white professional services staff on fixed-term contracts has decreased slightly over the last six years, from 36% in 2018 to 33% in 2023. The proportion on permanent contracts has also stayed increased slightly, from 64% in 2018 to 67% in 2022.

Table 14 – Academic and professional services staff by contract type and ethnicity, 2018-2023

	BME						White						Unknown/Refused						Total
	Fixed-term		Permanent		Total		Fixed-term		Permanent		Total		Fixed-term		Permanent		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Academic																			
2018	133	78	37	22	170	19	429	64	241	36	673	76	35	73	13	27	48	5	888
2019	173	82	39	18	214	22	463	66	235	34	700	73	35	74	12	26	47	5	957
2020	195	83	39	17	235	23	508	69	230	31	739	73	34	76	11	24	45	4	1,017
2021	228	85	41	15	269	25	532	70	230	30	766	71	32	74	11	26	44	4	1,074
2022	269	88	38	12	308	28	507	69	226	31	736	68	30	73	11	27	41	4	1,081
2023	277	86	44	14	323	31	464	66	234	34	701	66	21	62	13	38	34	3	1,053
Professional services																			
2018	57	34	112	66	169	28	144	36	257	64	401	68	8	33	16	67	24	4	594
2019	68	37	116	63	184	30	153	37	257	63	410	66	9	35	17	65	26	4	620
2020	73	37	127	64	200	31	142	34	281	66	425	65	6	25	18	75	24	4	647
2021	77	36	136	64	213	32	149	36	269	64	420	64	8	29	20	71	28	4	659
2022	79	36	139	64	220	35	134	35	245	65	380	61	7	29	17	71	24	4	621
2023	97	38	159	62	256	38	128	33	262	67	392	58	7	30	16	70	23	3	669

Gender modality

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

Religion and belief

In 2023, the highest proportion of academic staff and professional services staff stated 'no religion' in relation to their religion and belief (42.3% of academic staff and 37.3% of professional services staff). This has been the case in each year from 2018 to 2023, inclusive (Table 15). The proportion of professional services staff stating 'no religion' has remained consistent over the period analysed, while the proportion of academic staff identifying as having 'no religion' has decreased during that time, from 44.8% in 2018 to 42.3% in 2023.

After 'no religion', 'Christian', 'Muslim' and 'Hindu' were the next largest groups among academic staff in 2022, at 23.7%, 4.1% and 2.6%, respectively. These three religions were also the next largest groups among professional services staff, which in 2023 was 27.3% Christian, 7.6% Muslim, and 3.9% Hindu. These three groups have been the largest after 'no religion' in each year from 2018 to 2023, inclusive.

Table 15 shows that the proportions of academic staff who identify as Buddhist, Hindu, Jewish, Muslim and Christian have increased each year from 2018 to 2023. In 2023 among academic staff, 1.3% Buddhist, 2.7% Hindu, 1.5% Jewish, 4.3% Muslim, and 24.5% Christian. The proportion of staff stating 'any other religion' over the last six years remained consistent, and was 2.5% in 2023. The proportion of academic staff who are Sikh has remained between 0% and 0.2% over the period.

The proportions of professional services staff who identify as Hindu, Jewish, Muslim and Sikh have increased each year over the period analysed, and now stand at 3.9% Hindu, 1.5% Jewish, 7.6% Muslim and 1.2% Sikh. The proportion of professional services staff who are Buddhist and Christian has decreased over the last five years, from 1.4% to 1.0%, and from 30.4% to 27.3%, respectively. The proportion stating 'any other religion' over the last six years remained consistent, and was 2.8% in 2023.

In 2023, 10% of both academic and professional services staff preferred not to provide information about their religion and belief. The proportion of academic s and professional services taff preferring not to provide information about their religion and belief has decreased only slightly over the last 6 years, from just over 11% in 2018.

Table 15 – Academic and professional services staff by religion and belief (%), 2018-2023

	Academic						Professional Services					
	2018	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022	2023
Buddhist	0.6	0.6	0.7	0.8	1.1	1.1	1.4	1.2	0.9	1.1	1.0	1.0
Christian	20.5	22.0	22.2	22.6	23.7	24.5	30.4	30.7	28.9	29.1	29.2	27.3
Hindu	1.6	2.0	2.3	2.3	2.4	2.7	2.3	2.3	2.8	2.9	3.4	3.9
Jewish	0.9	1.2	1.4	1.4	1.4	1.5	0.7	0.5	0.8	0.9	1.3	1.5
Muslim	2.8	3.1	3.1	3.7	4.1	4.3	4.2	4.5	4.7	4.9	5.8	7.6
No religion	44.8	43.0	43.8	43.8	42.9	42.3	37.2	38.2	38.8	38.2	37.5	37.3
Sikh	0.0	0.1	0.1	0.0	0.2	0.2	0.9	1.0	0.9	0.9	1.0	1.2
Any Other Religion or Belief	2.8	2.8	3.0	3.4	2.8	2.5	2.7	2.5	2.7	1.8	2.4	2.8
Not available	14.8	13.8	12.6	11.8	11.6	11.8	8.8	8.3	8.0	8.0	8.3	7.3
Prefer not to say	11.2	11.4	10.8	10.3	10.0	9.0	11.3	10.8	11.3	12.1	10.3	10.1

Sexual orientation

In 2023, most academic and professional services staff stated their sexual orientation as heterosexual (70.0% and 73.2% respectively). This group has been the largest among LSHTM staff over the last five years (Table 16).

The proportion of bisexual academic and professional services staff, and the proportion of staff who identify their sexual orientation as ‘other’, have increased overall from 2018 to 2023. The proportion of bisexual staff has increased from 1.8% in 2018 to 2.6% in 2023 for academic staff, and from 1.4% to 3.1% in 2023 for professional services staff. The proportion of staff identifying as ‘other’ has increased from 0.4% in 2018 to 0.6% in 2023 for academics, and from 0.7% to 1.3% for professional services staff.

The proportion of academic staff who identify as gay or lesbian, have been broadly consistent over the period for academic staff, with around 3.5% identifying as gay or lesbian each year. The proportion of professional services staff identifying as gay or lesbian has increased over the last six years, from 1.4% in 2018 to 3.1% in 2023.

Table 16 – Sexual orientation of all staff (%), 2018-2023

	Academic						Professional services					
	2018	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022	2023
Bisexual	1.4	2.0	1.8	1.8	2.1	2.6	1.4	2.2	2.4	2.1	2.9	3.1
Gay or Lesbian	3.4	3.6	3.6	3.7	3.3	3.2	3.9	5.0	4.9	4.9	4.2	4.6
Heterosexual or straight	65.8	66.5	67.8	69.5	69.9	70.0	72.6	72.0	72.2	72.4	72.6	73.2
Not available	15.6	14.5	13.3	12.3	12.2	12.3	9.4	8.8	8.5	8.4	8.8	7.9
Other sexual orientation	0.4	0.3	0.5	0.5	0.6	0.6	0.7	1.0	0.8	0.8	1.1	1.3
Prefer not to say	13.5	13.0	13.1	12.2	11.9	11.3	12.0	11.1	11.3	11.3	10.4	9.8

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 'Cross-faculty' in Table 17 below.

Table 17 – Student by Faculty and level of study, 2022-23

Faculty	PGT	PGR
Epidemiology and Population Health (EPH)	35.0%	35.2%
Infectious and Tropical Disease (ITD)	15.6%	23.8%
Public Health and Policy (PHP)	39.3%	41.1%
Cross-faculty	10.1%	
Total	100.0%	100.0%

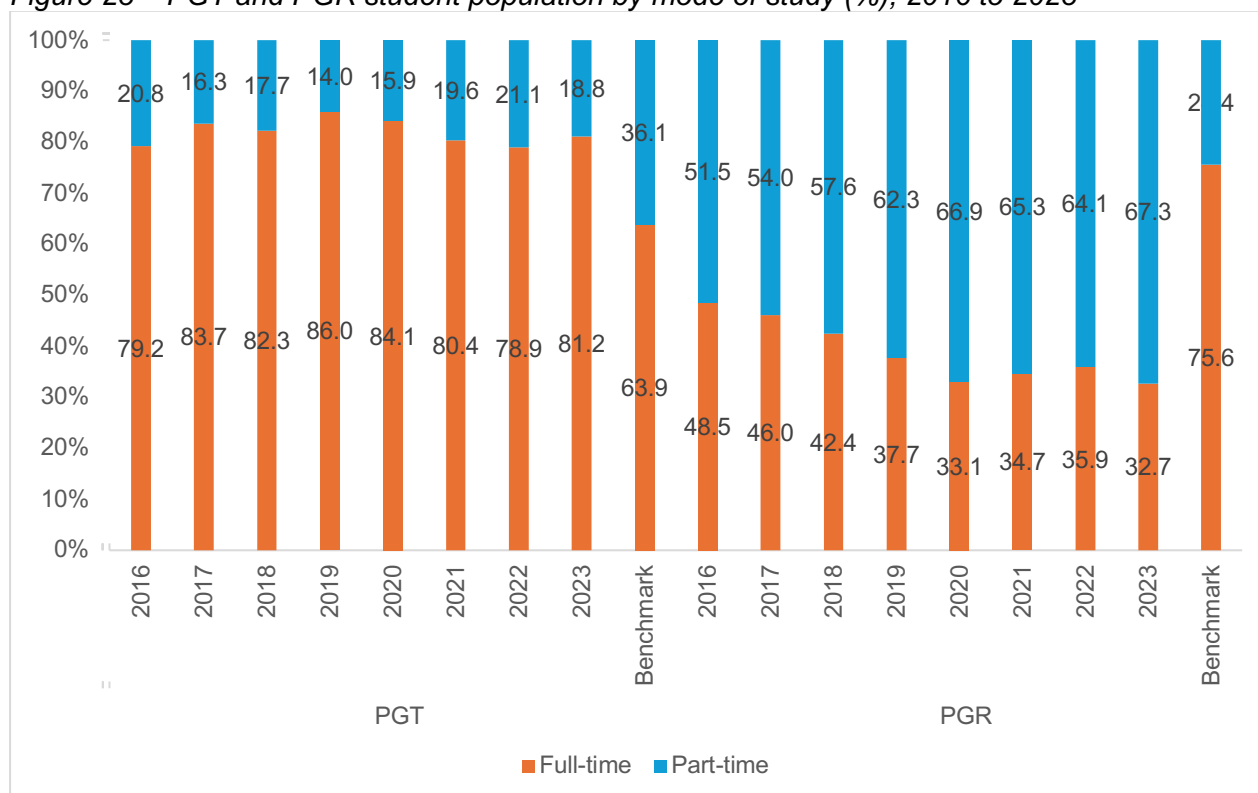
Programmes are undertaken on a full-time or part-time basis. Figure 23 shows that 81.2% of PGT students were enrolled full-time compared to 32.7% of PGR students in 2022-23. The proportion of full-time PGT students at LSHTM is higher than the proportion in the sector generally (81.2% at LSHTM compared to 63.9% across the sector). The proportion of full-time PGR students at LSHTM is lower than the sector generally (32.7% at LSHTM compared to 75.6% across the sector).⁵

At LSHTM, 18.8% of PGT students were studying part-time in 2022-23, which is lower than the sector benchmark (36.1%). For PGR students, 67.3% were studying part time in 2022-23, which is higher than the sector benchmark (24.4%) (Figure 23).⁶

⁵ Advance HE. Students statistical report 2023

⁶ Advance HE. Students statistical report 2023

Figure 23 – PGT and PGR student population by mode of study (%), 2016 to 2023



Advance HE. Students statistical report 2023

Table 18 – PGT and PGR student population by mode of study (%), 2016 to 2023

		Full-time	Part-time
PGT	2016	79.2	20.8
	2017	83.7	16.3
	2018	82.3	17.7
	2019	86.0	14.0
	2020	84.1	15.9
	2021	80.4	19.6
	2022	78.9	21.1
	2023	81.2	18.8
	Benchmark ⁷	63.9	36.1
PGR	2016	48.5	51.5
	2017	46.0	54.0
	2018	42.4	57.6
	2019	37.7	62.3
	2020	33.1	66.9
	2021	34.7	65.3
	2022	35.9	64.1
	2023	32.7	67.3
	Benchmark ⁸	75.6	24.4

⁷ Advance HE. Students statistical report 2023

⁸ Advance HE. Students statistical report 2023

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 3.9% in 2018/19 to 13.7% in 2023/24. In the latter year, the proportion of disabled applicants that received offers (15.1%) was higher than the proportion of disabled applicants, and the proportion of disabled offer holders who accepted a place to study was 25.7% (Figure 24). In 2023/24, the proportion of PGT students declaring a disability across UK higher education institutions was 10.3%.⁹

For PGR, the proportion of applicants who declared a disability in 2023/24 was 4.5%, a smaller proportion than in 2022/23 (7.3%). The proportion of disabled PGR applicants who received an offer was 8.0% in 2023/24, and the proportion of disabled offer holders who accepted their place was 7.4%. In 2023/24, the proportion of postgraduate research students declaring a disability across UK higher education institutions was 14.1%.¹⁰

⁹ Advance HE. Students statistical report 2023

¹⁰ Advance HE. Students statistical report 2023

Figure 24 – PGT applications, offers and acceptances by disability marker (%), 2018/19 to 2023/24

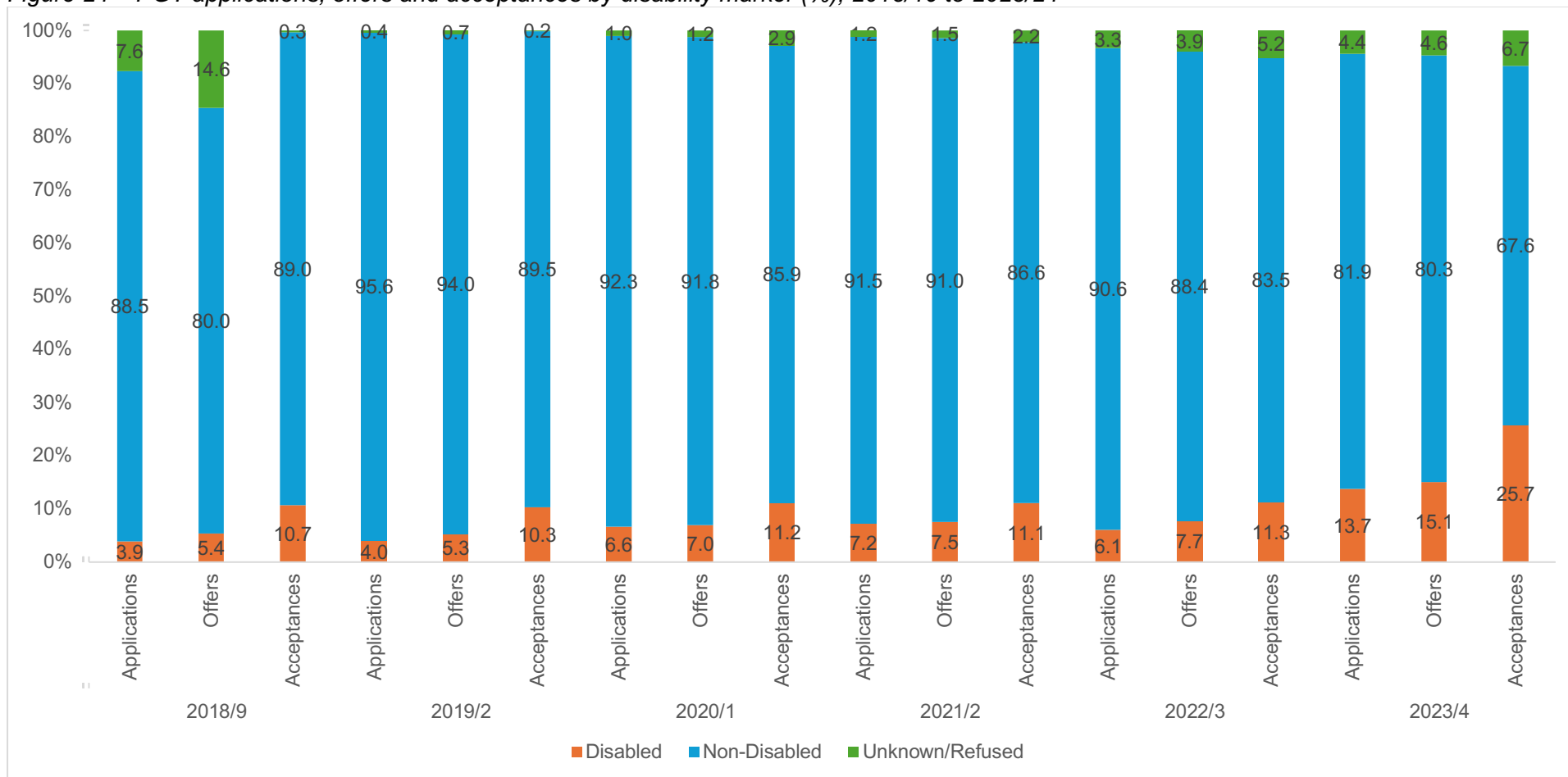
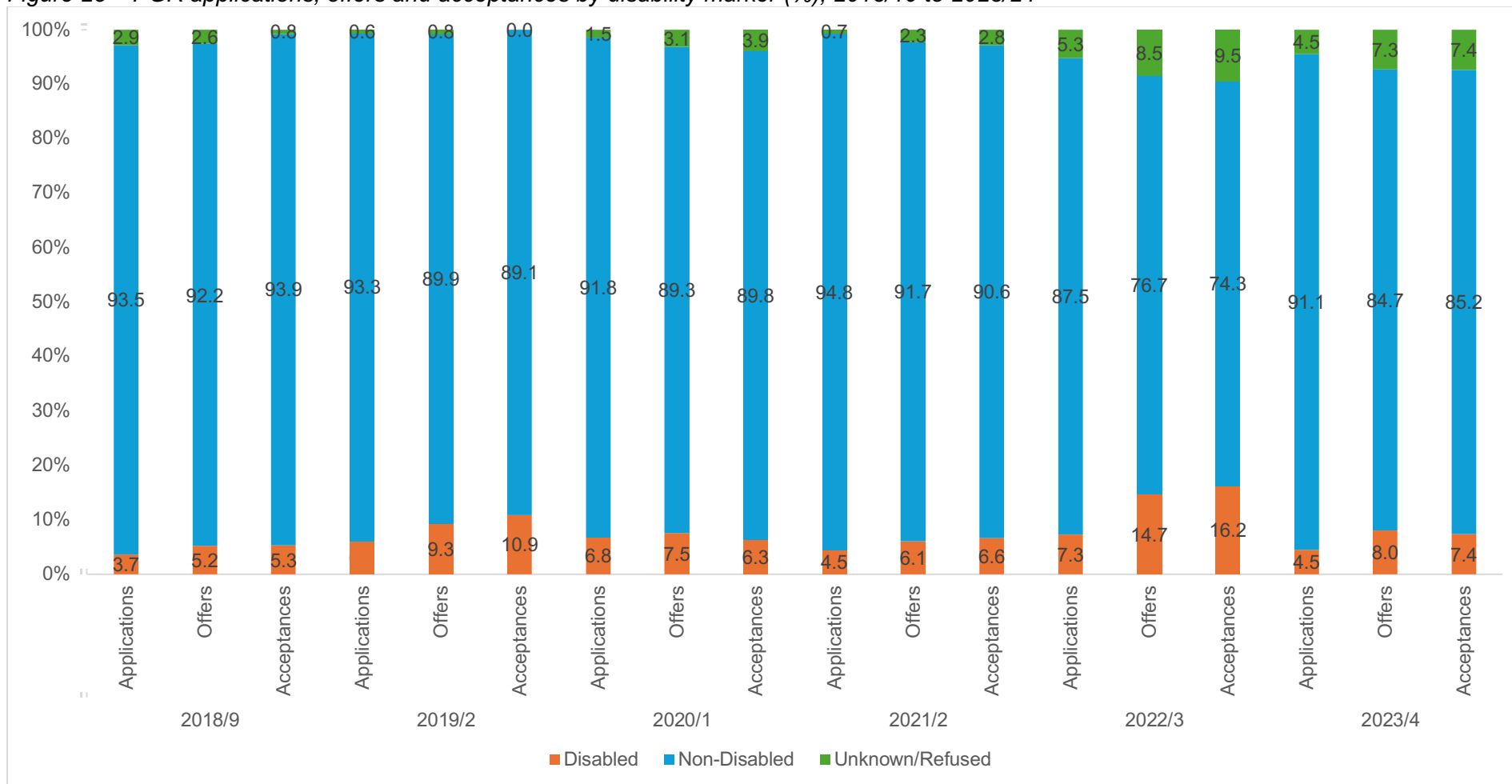


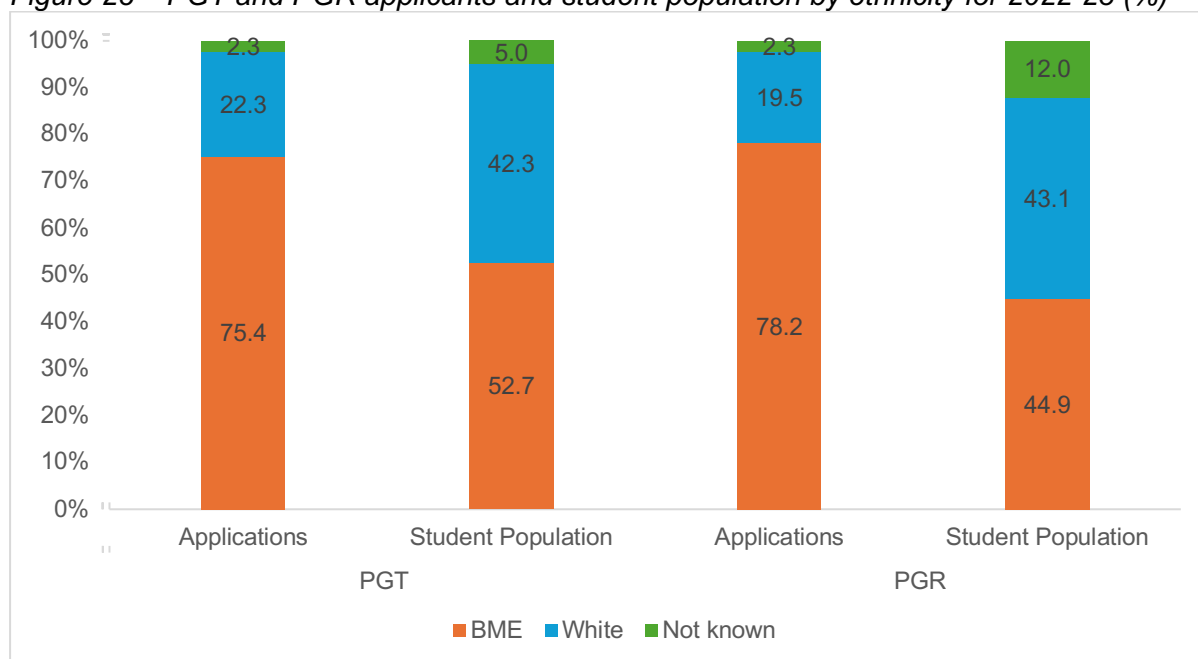
Figure 25 – PGR applications, offers and acceptances by disability marker (%), 2018/19 to 2023/24



Ethnicity

Figure 28 below shows that a high proportion of applications to study at LSHTM are from students who identify as from minoritised ethnic backgrounds (75% of PGT applications and 78% of PGR applications). This proportion is higher than the proportions of minoritised ethnic students in the 2022/23 LSHTM student population, which was 53% for PGT students and 45% for PGR students.

Figure 28 – PGT and PGR applicants and student population by ethnicity for 2022-23 (%)



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.

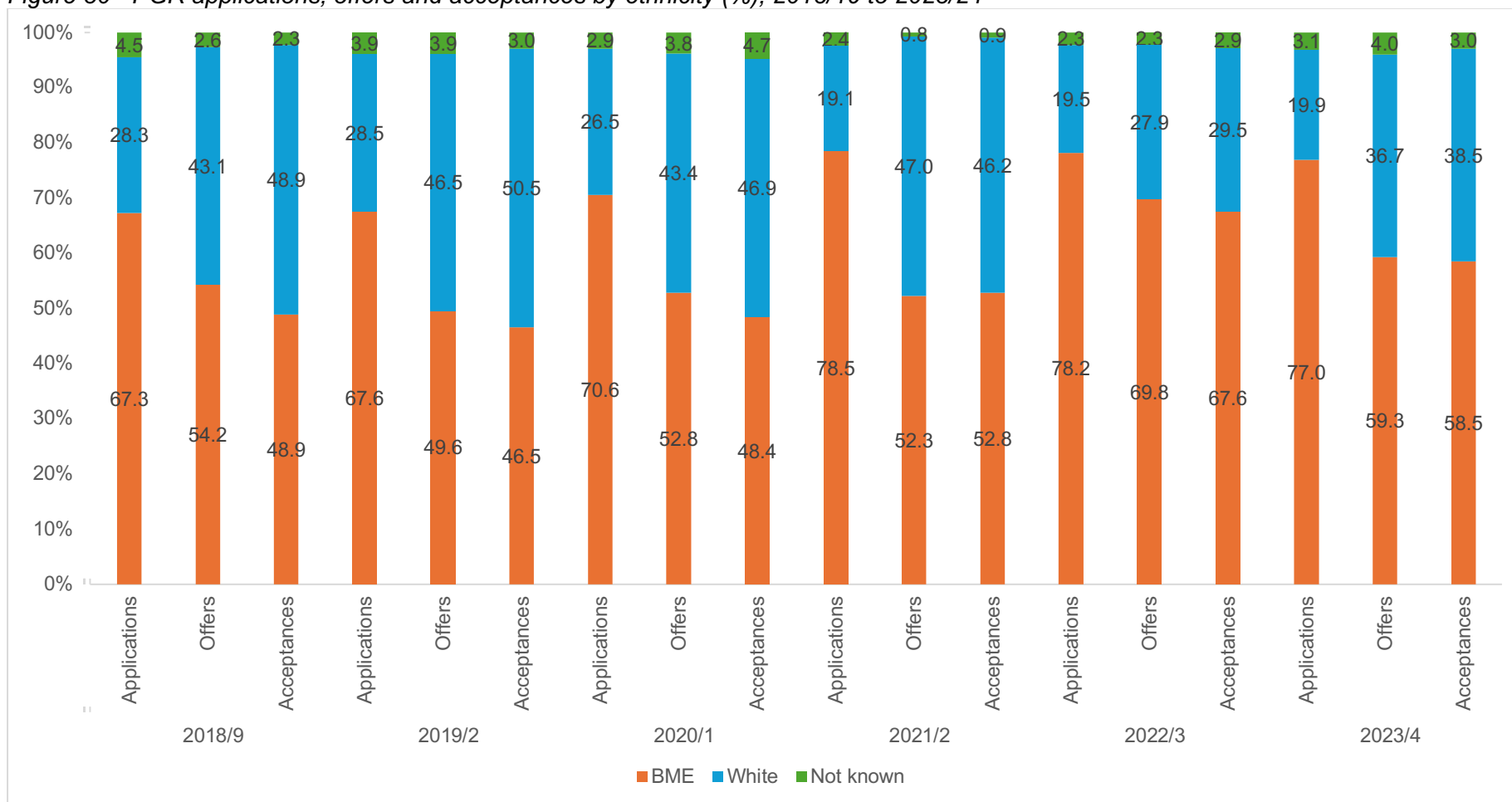
In 2023/24, the proportion of minoritised ethnic applicants for PGT courses was 73.2%. The proportion of minoritised ethnic applicants who received offers was 70.4% in the same year, and the proportion of acceptances 57.9%. There was a corresponding increase in the proportion of white students at each stage of the admissions process. This is a trend that has occurred in each year of the last six academic years.

For PGR courses in 2023/24, the proportion of minoritised ethnic applicants was 77.0%. The proportion of minoritised ethnic applicants who received offers was 59.2% in the same year, and the proportion of acceptances 58.5%. 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 six academic years.

Figure 29 - PGT applications, offers and acceptances by ethnicity (%), 2018/19 to 2023/24



Figure 30 - PGR applications, offers and acceptances by ethnicity (%), 2018/19 to 2023/24



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 2022/23

For PGT courses in 2022/23, 60.2% of applications were from white UK students. The proportion of offers made to white UK PGT students was 68.6%, and the proportion of acceptances from white UK students was 69.3%. For non-UK white PGT students, the proportions of applications, offers and acceptances were 13.8%, 17.9% and 28.4%, respectively.

For PGT courses in 2022/23, the proportions of UK students from Asian and Asian British, Chinese and mixed backgrounds increased over the admissions process. UK Asian and Asian British students were 14.0% of applications, 12.3% of offers, and 14.5% of acceptances. UK Chinese students were 1% of applications and offers, and 1.7% of acceptances. UK mixed students were 7.1% of applications, 7.2% of offers, and 9.5% of acceptances. The proportion of Black or Black British UK students decreased from 14.0% at application stage to 3.9% of acceptances, and also among students from other ethnic backgrounds, from 1.7% of applications to 0.0% of acceptances (Figure 31).

For non-UK PGT students, the proportion from Asian and mixed backgrounds increased over the admissions process. Non-UK Asian students were 20.9% of applications, 22.1% of offers, and 24.5% of acceptances. Non-UK mixed students were 5.1% of applications, 5.6% of offers, and 6.4% of acceptances. Non-UK students from other ethnic backgrounds stayed relatively consistent at 5.1% of applications, 5.5% of offers, and 4.7% of acceptances.

The proportion of Chinese non-UK PGT students increased from 9.0% at application stage to 11.1% of acceptances. However, the proportion of Black non-UK PGT students decreased from 43.7% at application (the largest group of applicants) to 21.7% of acceptances (Figure 31).

PGR students in 2022/23

For PGR courses in 2022/23, 57.9% of applications were from white UK students. The proportion of offers made to white UK students was 63.6%, and the proportion of acceptances from white UK students was 63.3%. For non-UK white PGR students, these proportions were 13.2%, 15.6% and 16.0% respectively (Figure 32).

For PGR students in 2022/23, the proportion of UK students from mixed backgrounds increased over the admissions process. Mixed students were 7.0% of applications, 9.1% of offers, and 10.0% of acceptances. The proportion of UK students from Asian and Asian British, Black or Black British UK, and other ethnic backgrounds decreased over the admissions process. UK Asian and Asian British students were 22.8% of applications, 21.2% of offers, and 20.0% of acceptances. UK Black or Black British students were 7.0% of applications, 3.0% of offers, and 3.3% of acceptances. UK students from other ethnic backgrounds 5.3% of applications, 3.0% of offers, and 3.3% of acceptances (Figure 32).

For non-UK PGR students, the proportion of applications, offers and acceptances was more consistent across the stages for all minoritised ethnic groups. For non-UK students from Black backgrounds decreased from 48.0% of applications (the largest group of applicants) to 47.9% of offers and 44.0% of acceptances. The proportion of non-UK PGR students from

Asian backgrounds also decreased from 25.1% of applications to 22.7% of acceptances. The proportion of mixed background non-UK students increased through the process, from 3.8% of applications to 5.3% of acceptances, as did the proportion of Chinese non-UK students (3.2% of applications and 4.0% of acceptances). The figures non-UK students from other ethnic backgrounds remained consistent across the stages (4.1% of applications and 4.0% of acceptances) (Figure 32).

Figure 31 – PGT applications, offers and acceptances by ethnicity and UK/non-UK marker for 2022-23 (%)

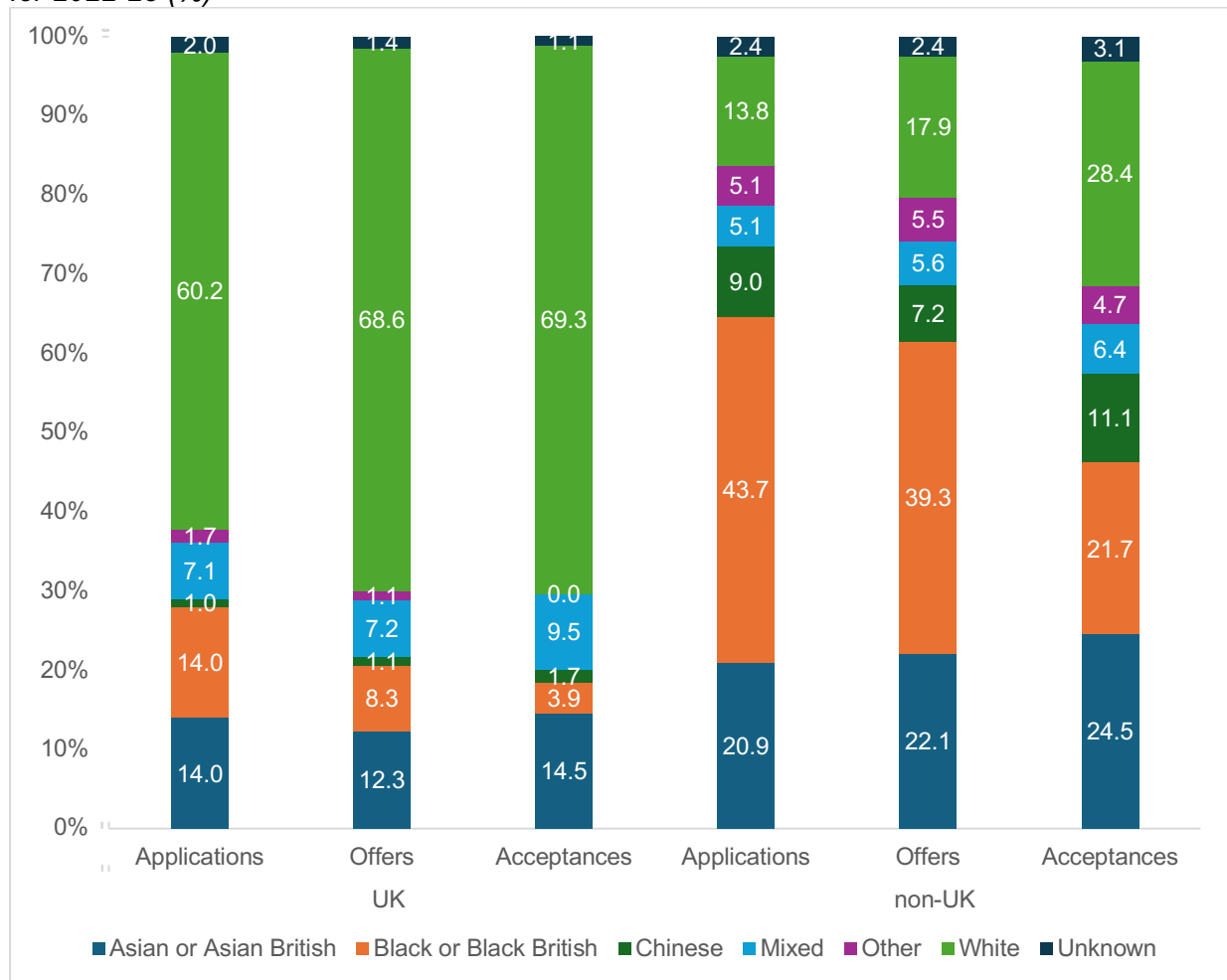
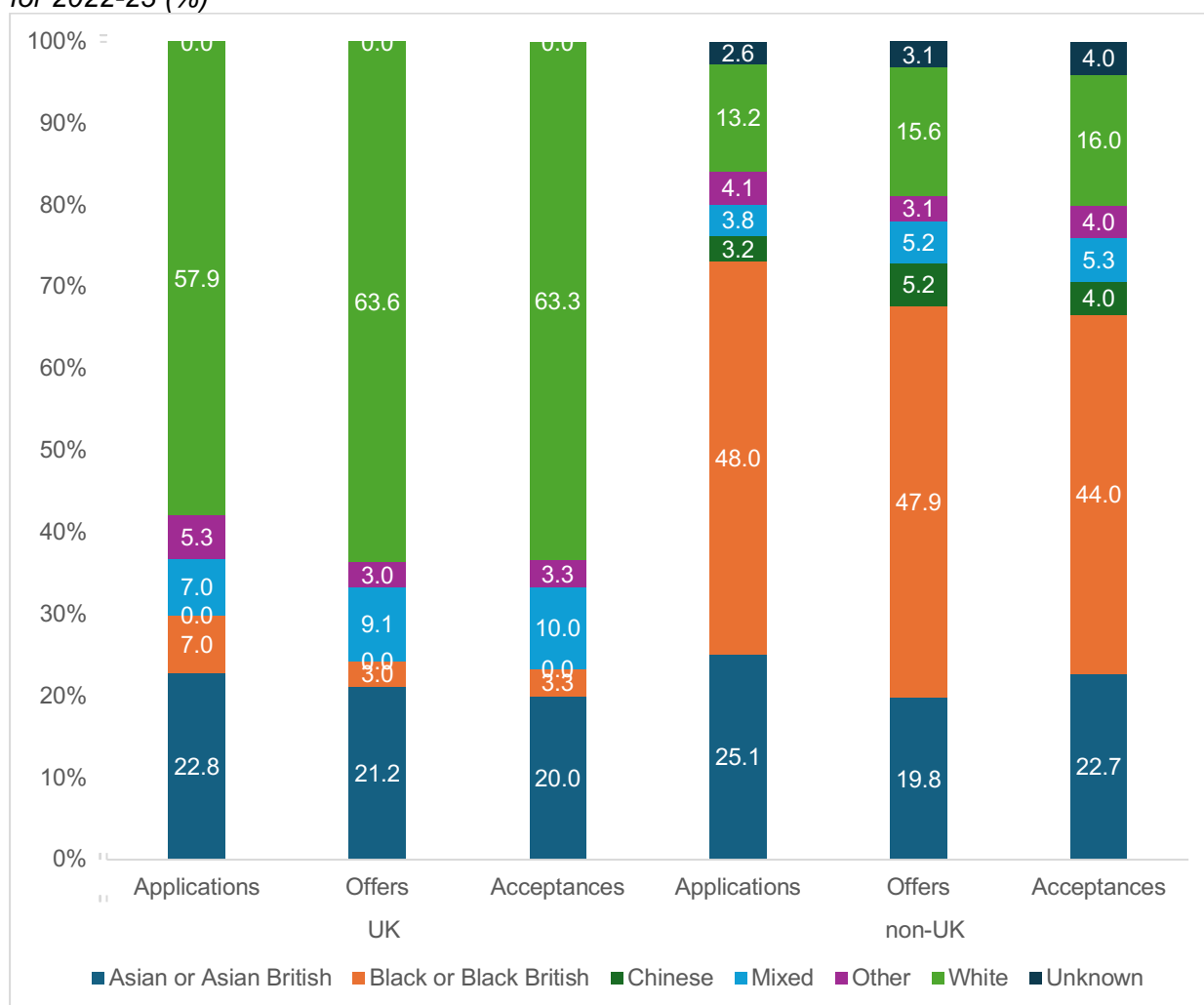


Figure 32 –PGR applications, offers and acceptances by ethnicity and UK/non-UK marker for 2022-23 (%)



Legal sex

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 2023/24, inclusive.

Figure 34 shows that the proportions of female students increased throughout the admissions pipeline for PGT courses in 2023/24. In 2023/24, 63.2% of applications were from female students. The proportion of offers made to female students was 65.5%, and the proportion of acceptances from female students was 72.7%. For male PGT students, these proportions were 36.8%, 34.5% and 27.3% respectively.

For PGR (Figure 35) 47.0% of applications were from female students in 2023/24. The proportion of offers made to female students was 67.1%, and the proportion of acceptances from female students was 67.9%. For male PGR students, these proportions were 53.0%, 32.9% and 32.1%, respectively.

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

Figure 34 – PGT applications, offers and acceptances by legal sex (%), 2018/19 to 2023/24

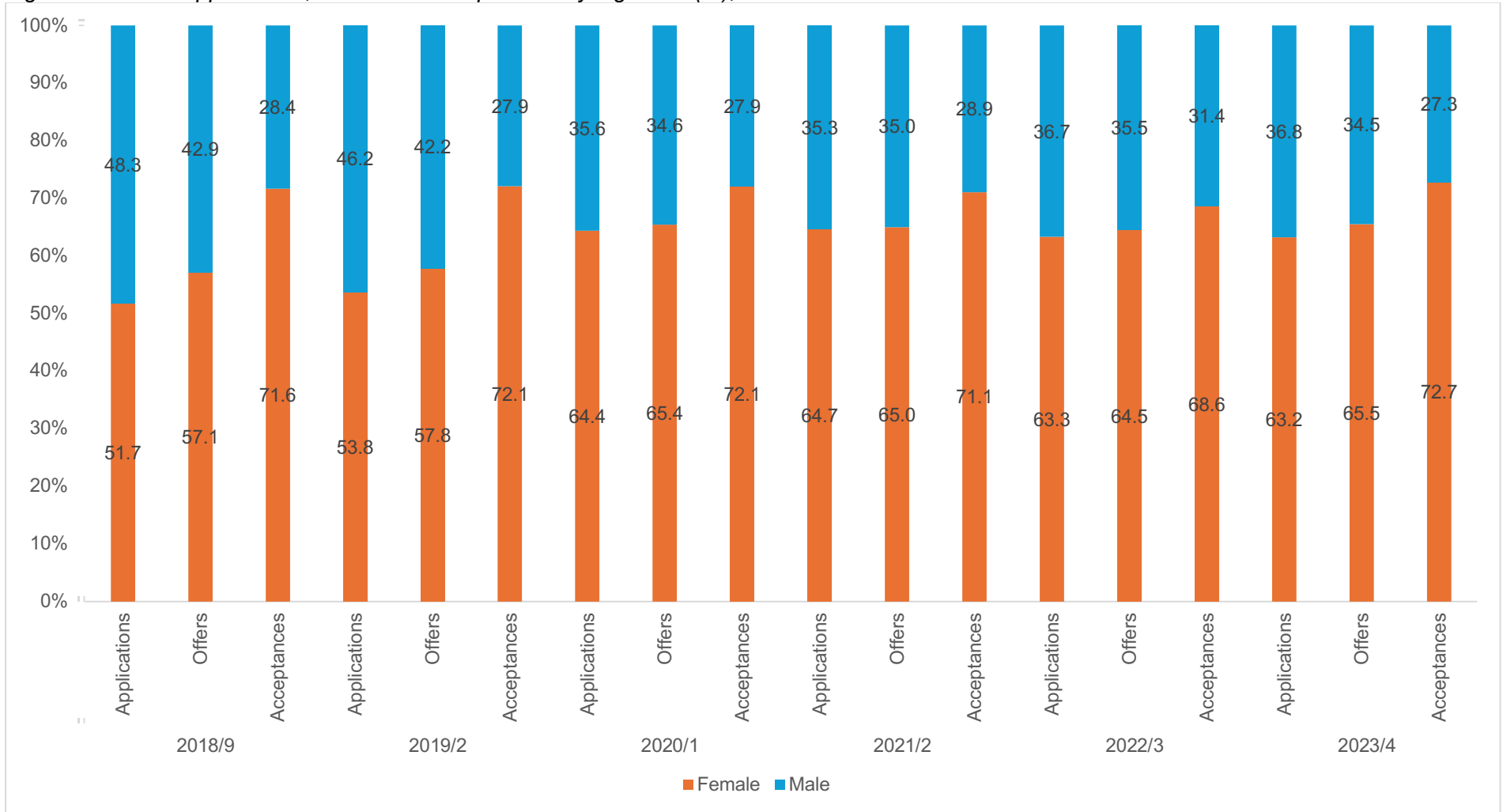
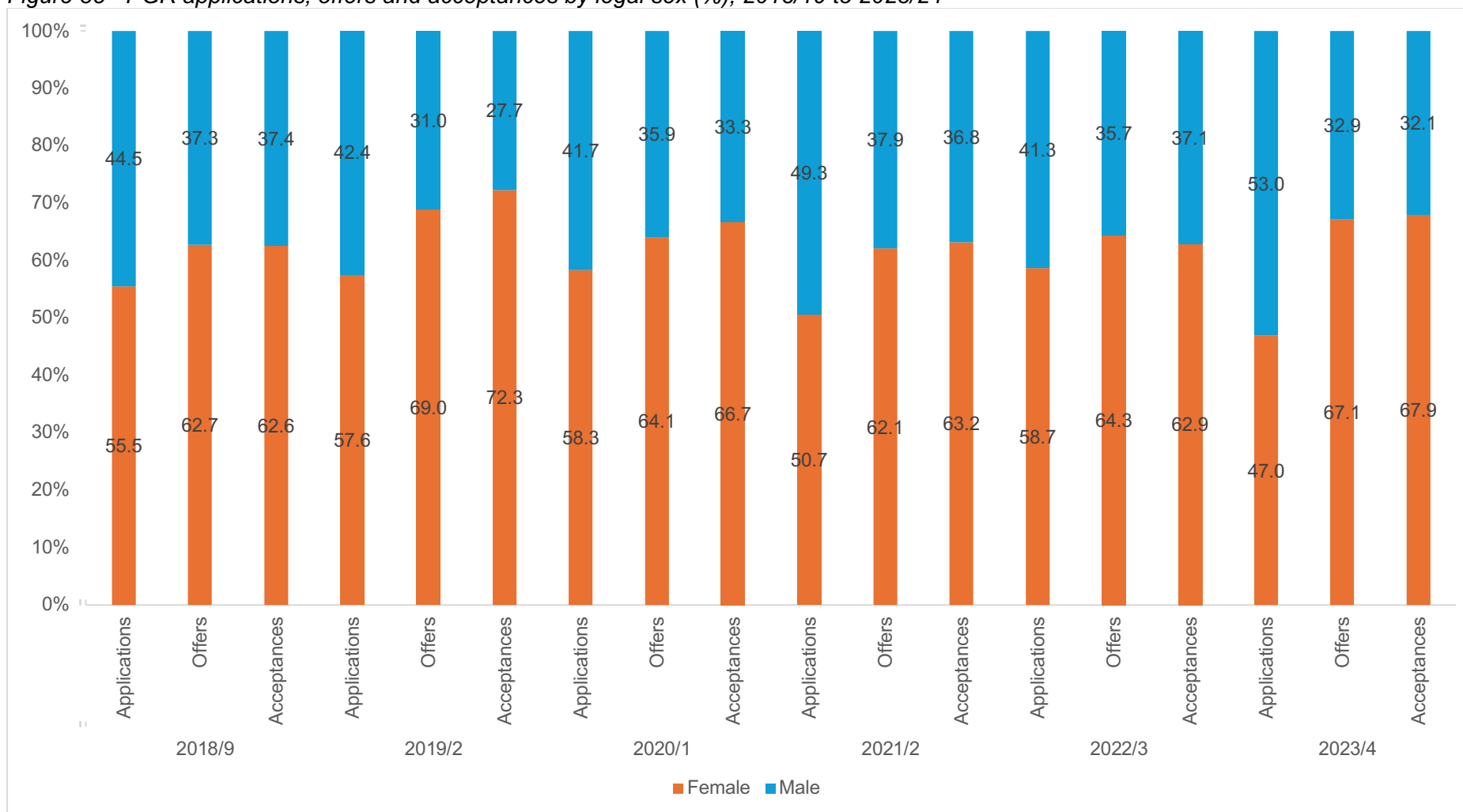


Figure 35 - PGR applications, offers and acceptances by legal sex (%), 2018/19 to 2023/24



Student outcomes

Figures 36 to 40 show awards analysis for LSHTM's intensive master's 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 on fails is available only for the most recent 2022/23 academic year, and award data for the 2020/21 academic year is not available, as reflected in the charts below.

Disability

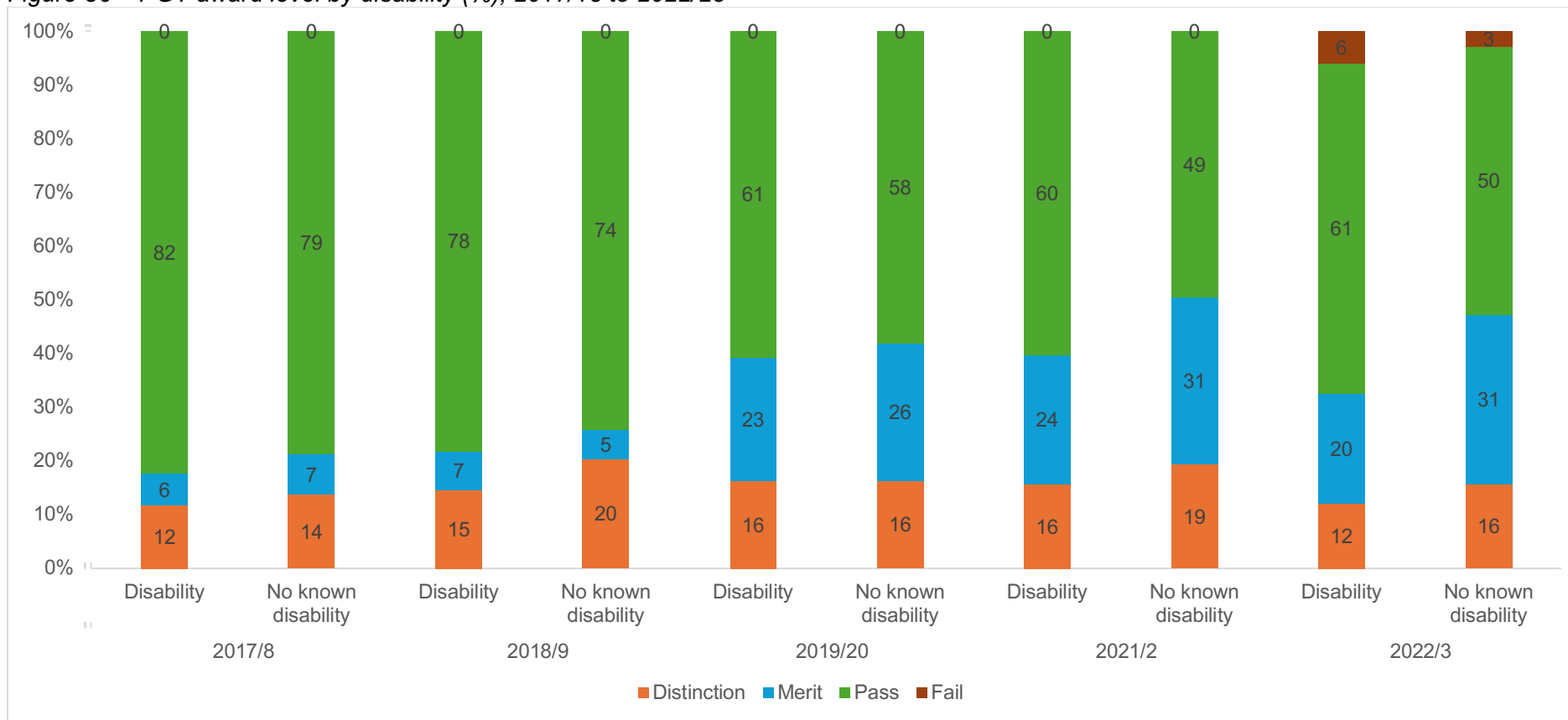
Figure 36 shows that the proportion of both disabled and non-disabled students graduating with a distinction decreased in 2022/23. The percentage point gap between the proportion of disabled and non-disabled students graduating with a distinction has also decreased slightly, from 4 percentage points in 2021/22 to 3 percentage points in 2022/23.

The proportion of disabled students graduating with a merit decreased from 24% in 2021/22 to 20% in 2022/23. 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 2021/22 to 11 percentage points in 2022/23.

The proportion of disabled and non-disabled students graduating with a pass in 2022/23 has stayed consistent with last year.

The proportion of students who received a fail in 2022/23 was 6% for disabled students and 3% for non-disabled students.

Figure 36 – PGT award level by disability (%), 2017/18 to 2022/23



Ethnicity

Figure 37 shows that the proportion of PGT students from white and minoritised ethnic backgrounds graduating with a distinction decreased in 2022/23. The percentage point gap between the proportion of students from both groups graduating with a distinction has remained at 12 percentage points in 2021/22 and 2022/23.

The proportion of students from minoritised ethnic backgrounds graduating with a merit increased from 26% in 2021/22, to 29% in 2022/23. The proportion of students from white backgrounds graduating with a merit decreased from 34% in 2021/22 to 31% in 2022/23. 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 2021/22 to 3 percentage points in 2022/23.

The proportion of students from minoritised ethnic backgrounds graduating with a pass has decreased since last year, from 61% in 2021/22 to 57% in 2022/23. The proportion of students from white backgrounds graduating with a pass increased from 41% in 2021/22 to 45% in 2022/23. The proportion of students who received a fail in 2022/23 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 2022/23. This is a reversal of the 2021/22 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 2022/23. This gap has increased from 7 percentage points in 2021/22. The proportion of UK minoritised ethnic students graduating with a merit was 24% in 2022/23, 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 2021/22).

The gap between non-UK minoritised ethnic students and non-UK white students graduating with a distinction was 8 percentage points in 2022/23. This gap has reduced from 13 percentage points in 2021/22. The proportion of students from each group graduating with a merit was 30% in 2022/23. This is a 0 percentage point gap, which has reduced from a 4 percentage point gap in 2021/22.

For students graduating with a pass, 56% of UK minoritised ethnic students graduated with a pass in 2022/23, compared to 40% of UK white students, a difference of 16 percentage points (an increase on 2021/22, 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 2022/23 (58% of non-UK minoritised ethnic students and 51% of non-UK white students), compared to a 22 percentage point difference in 2021/22.

Students who received a fail in 2022/23 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 2016-2023 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 period.

Figure 37 – PGT award data by ethnicity (%), 2017/18 to 2022/23

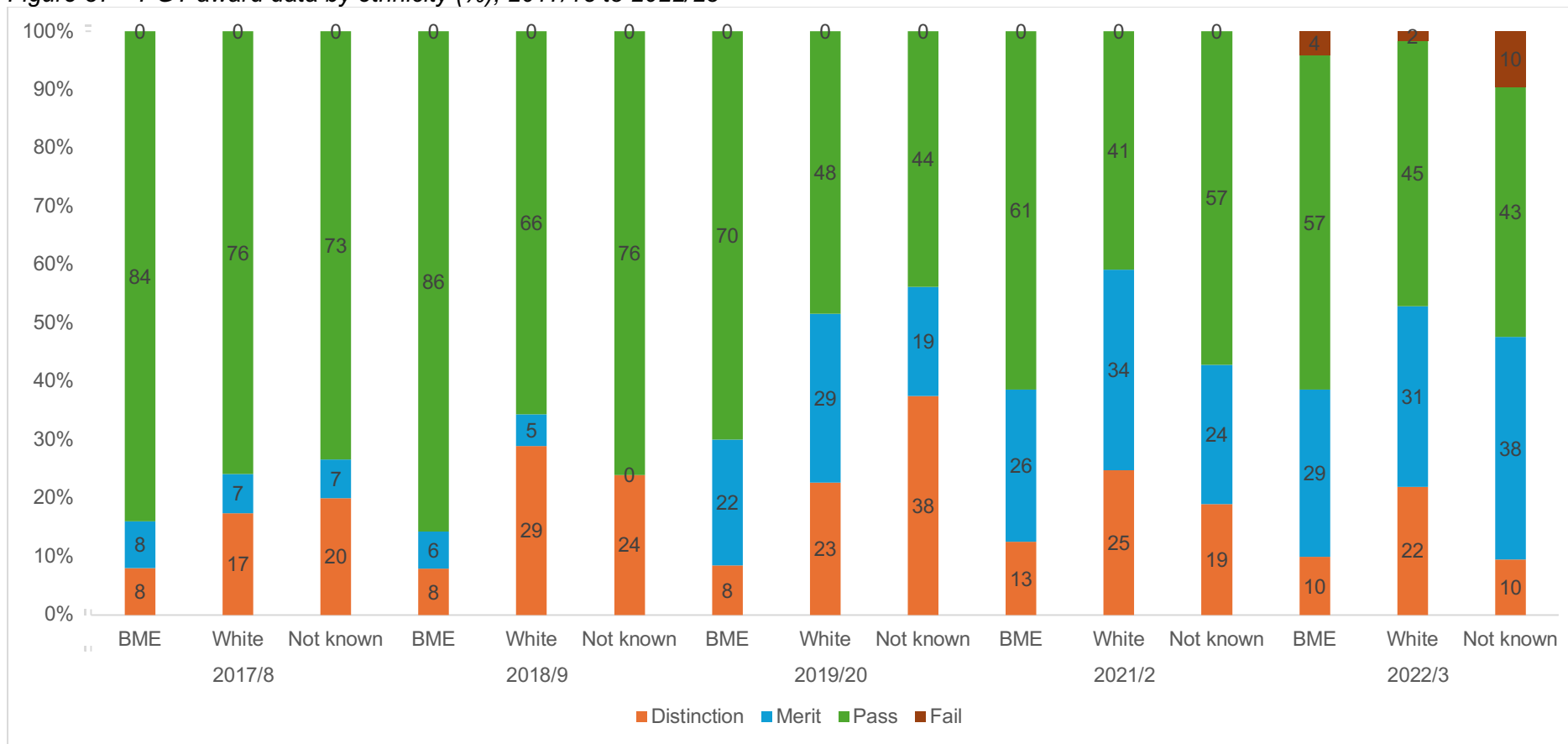


Figure 38 – PGT award data by ethnicity & UK/Non-UK (%), 2022-23

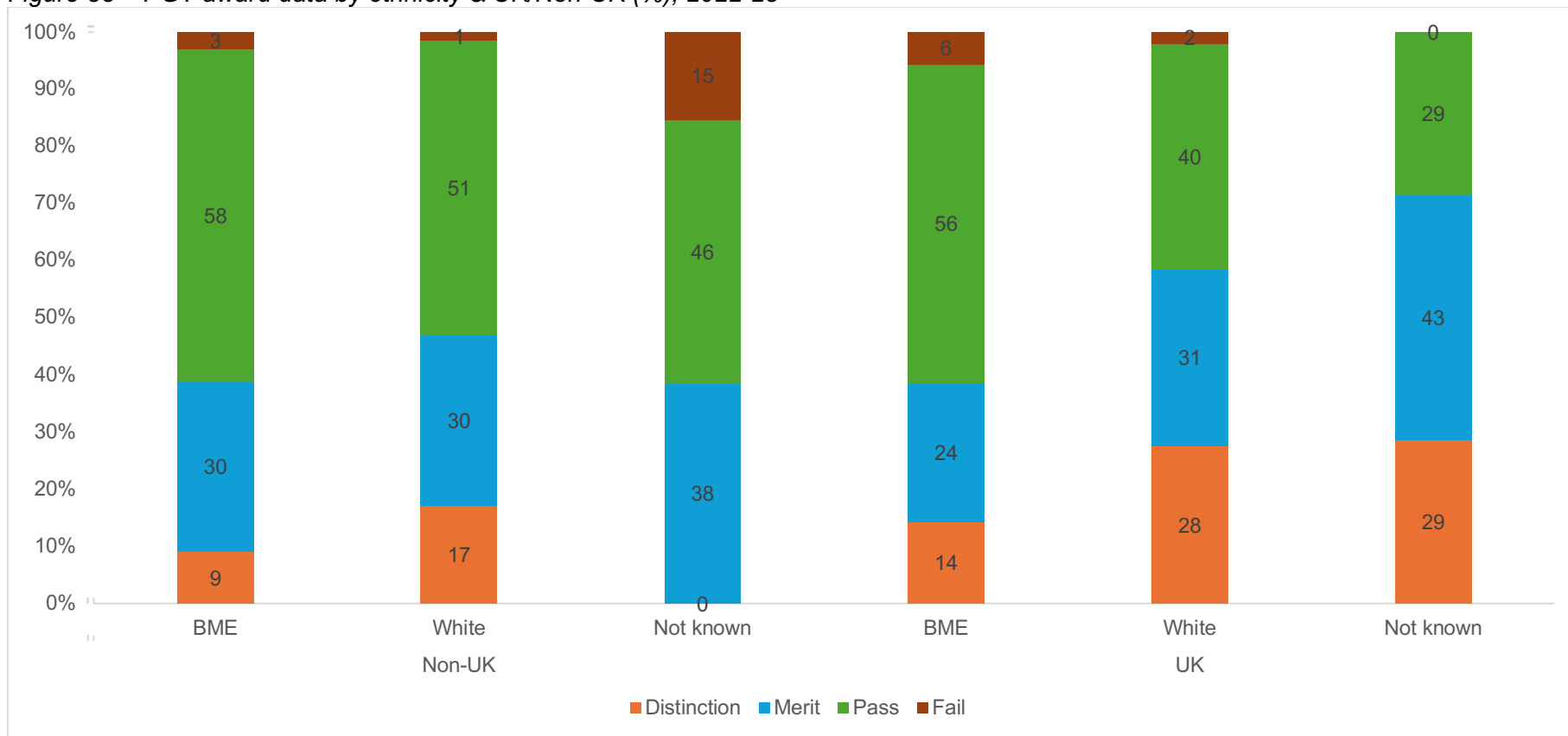
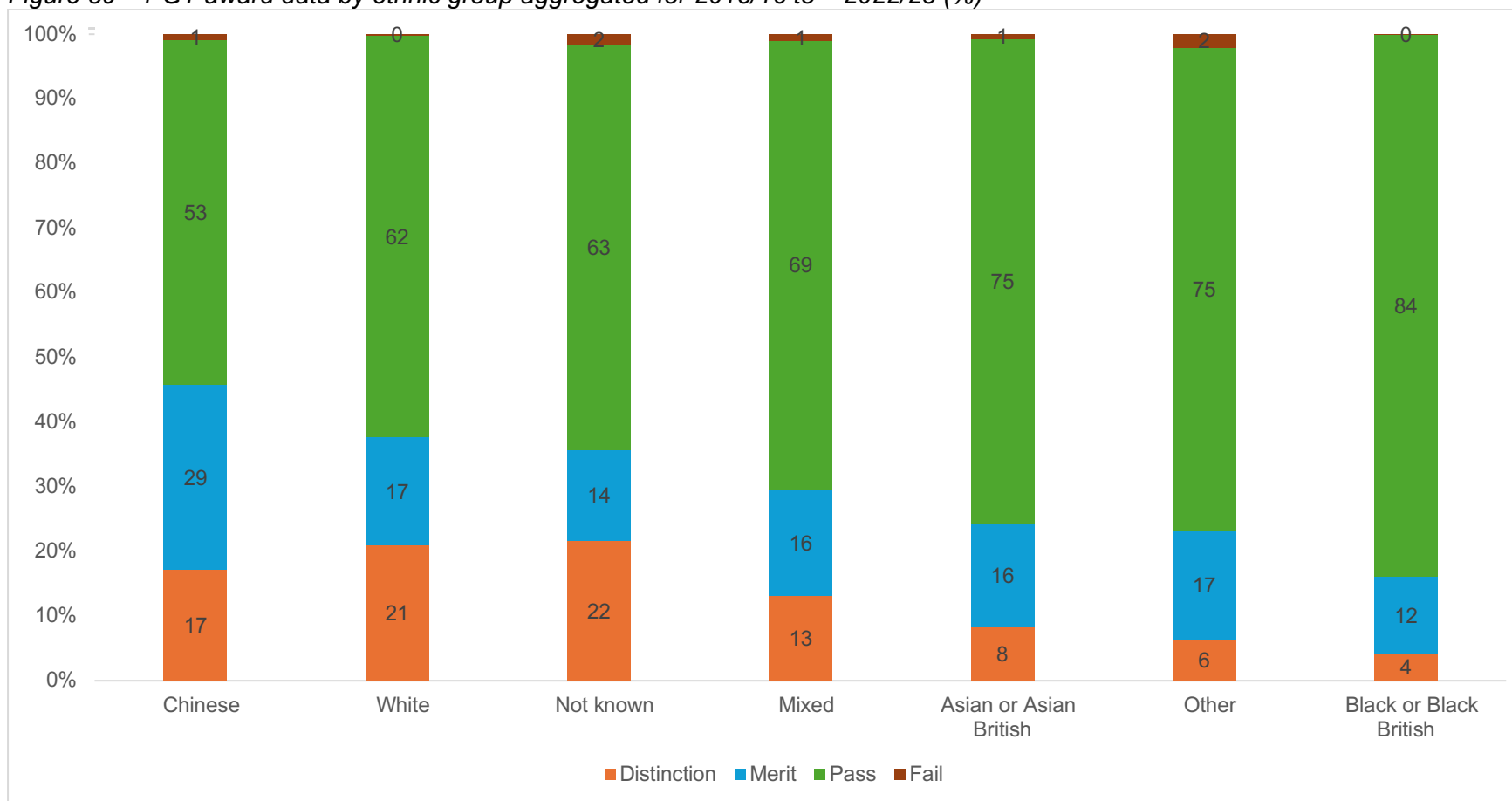


Figure 39 – PGT award data by ethnic group aggregated for 2015/16 to – 2022/23 (%)



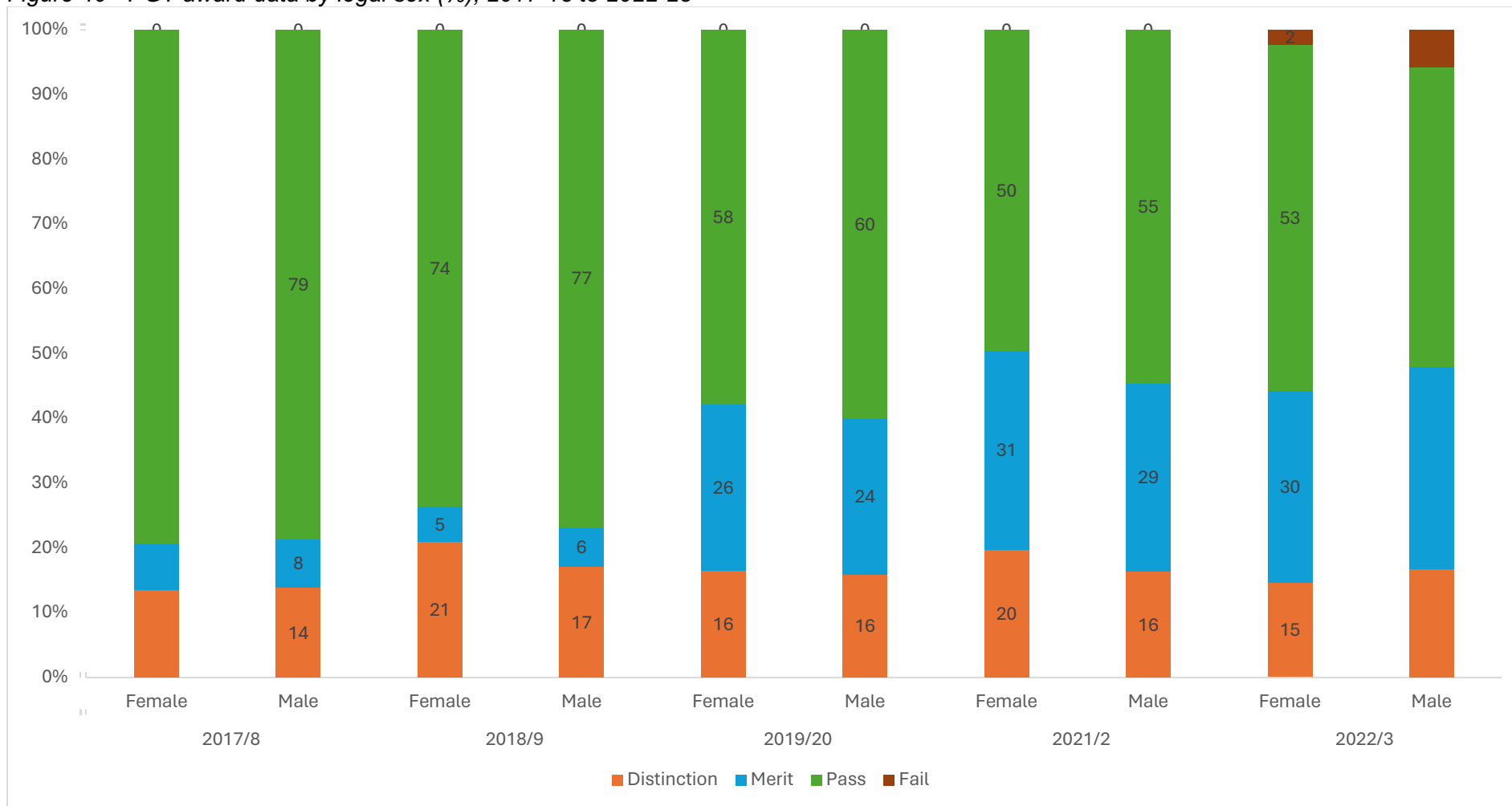
Legal sex

Figure 40 shows that the proportion of female students awarded a distinction in 2022/23 was 15%, a decrease from 20% in 2021/22. In 2022/23, 17% of male students received a distinction, compared to 16% in 2021/22.

The proportion of female students awarded a merit in 2022/23 was 30%, compared to 31% in 2021/22. The proportion of male students graduating with merit was 31% in 2022/23, an increase from 29% in 2021/22.

When looking at the percentage of PGT students graduating with distinctions or merits by legal sex, there is a difference of between 0 and 4 percentage points over the period (Figure 40). There was an increase in the proportion of female students graduating with a pass in 2022/23 (53%, up from 50% in 2021/22). The proportion of male students graduating with a pass decreased compared to last year (46% in 2022/23, down from 50% in 2021/22). In 2022/23, a higher proportion of male students received a fail compared to female students (6% and 2% respectively).

Figure 40 - PGT award data by legal sex (%), 2017-18 to 2022-23



Student demographic analysis

Age

Figure 41 and Table 19 show trend data for the LSHTM student population by age from 2015/16 to 2022/23.

From this data, we can see that the proportion of PGT students in each age category has been broadly consistent over the period analysed. In 2022/23, 44% of PGT students were aged between 26 and 35, 35% 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 37% in 2015/16 to 45% in 2022/23. The proportion of PGR students aged 26 to 35 has decreased, from 56% in 2015/16 to 50% in 2022/23. Except for 2019 and 2021, the proportion of PGR students aged 22 to 25 has ranged between 5% and 10% across the period analysed, and 0% of PGR students were aged 21 and under.

Figure 41 – PGT and PGR student population by age (%), 2015/16 to 2022/23

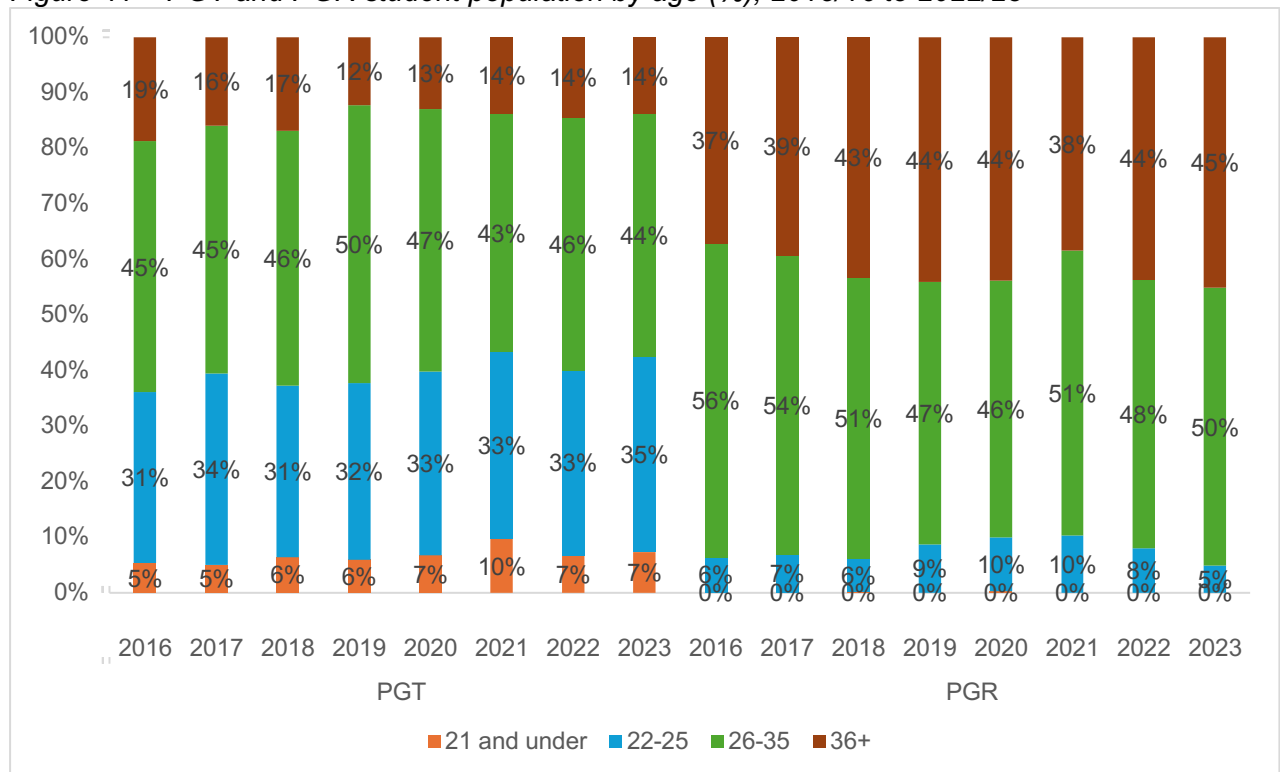


Table 19 – PGT and PGR student population by age (%), 2015/16 to 2022/23

		21 and under	22-25	26-35	36+
PGT	2016	5%	31%	45%	19%
	2017	5%	34%	45%	16%
	2018	6%	31%	46%	17%
	2019	6%	32%	50%	12%
	2020	7%	33%	47%	13%
	2021	10%	33%	43%	14%
	2022	7%	33%	46%	14%
	2023	7%	35%	44%	14%
PGR	2016	0%	6%	56%	37%
	2017	0%	7%	54%	39%
	2018	0%	6%	51%	43%
	2019	0%	9%	47%	44%
	2020	0%	10%	46%	44%
	2021	0%	10%	51%	38%
	2022	0%	8%	48%	44%
	2023	0%	5%	50%	45%

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 12.7% of PGT students declared a disability in 2022/23. This is higher than the proportion in 2021/22 (11.9%), and higher than the proportion of PGT students with a declared disability in UK higher education generally (10.3%).¹¹

For PGR students, the proportion declaring a disability has increased in each academic year from 2018/19 to 2022/23. The proportion declaring a disability in 2022/23 was 15.0%. This is higher than the proportion of PGR students with a declared disability in UK higher education generally (14.1%).¹²

Table 21 provides a detailed breakdown of the proportion of students declaring different types of disability or impairment in 2022/23. 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 the LSHTM PGT student population, mental health conditions were the most commonly declared impairment in 2022/23 (32.1%) and specific learning differences were the most commonly declared impairment for the LSHTM PGR student population (46.4%). Data from Advance HE shows that 26.3% of PGT students declared a mental health condition in 2021/22 and 27.2% of PGR students in the UK declared a specific learning difference in 2021/22.¹³

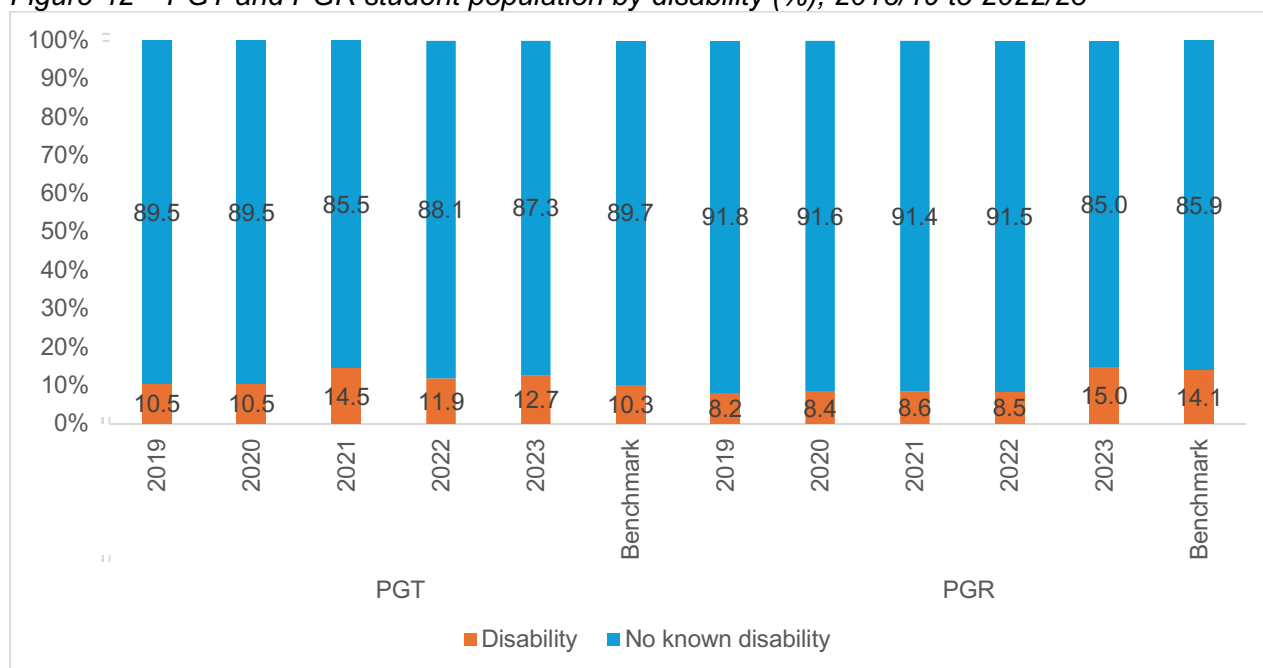
¹¹ Advance HE. Students statistical report 2023

¹² Advance HE. Students statistical report 2023

¹³ Advance HE. Students statistical report 2023

Mental health conditions were the second most commonly declared impairment among LSHTM PGR in 2022/23 (17.4%), which is lower than the proportion of students who declared a mental health condition in the UK postgraduate student population generally (24.9%). Among LSHTM PGT students in 2022/23 specific learning differences were the second most commonly declared impairment (29.8%), which is lower than the proportion of students who declared specific learning differences in the UK postgraduate student population generally (33.9%).¹⁴

Figure 42 – PGT and PGR student population by disability (%), 2018/19 to 2022/23



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Table 20 – PGT and PGR student population by disability (%), 2018/19 to 2022/23

		Disability	No known disability
PGT	2019	10.5	89.5
	2020	10.5	89.5
	2021	14.5	85.5
	2022	11.9	88.1
	2023	12.7	87.3
	Benchmark	10.3	89.7
PGR	2019	8.2	91.8
	2020	8.4	91.6
	2021	8.6	91.4
	2022	8.5	91.5
	2023	15.0	85.0
	Benchmark	14.1	85.9

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¹⁴ Advance HE. Students statistical report 2023

Table 21 – PGT and PGR disabled student population by impairment in 2022/23

Impairment Type	PGT	Benchmark	PGR	Benchmark
An impairment, health condition or learning difference not listed	19.0%	8.0%	1.4%	7.8%
Blind or visual impairment uncorrected by glasses	0.0%	1.1%	1.4%	1.3%
Deaf or hearing impairment	1.2%	2.3%	1.4%	2.0%
Learning difference (e.g. dyslexia, dyspraxia)	29.8%	33.9%	46.4%	27.2%
Long-term illness or health condition (e.g. cancer, HIV, diabetes)	10.7%	11.4%	17.4%	12.7%
Mental health condition, challenge or disorder (e.g. depression, schizophrenia, anxiety)	32.1%	26.3%	17.4%	24.9%
Physical impairment limiting basic physical activities (e.g. walking, climbing stairs, lifting, carrying)	3.6%	2.7%	8.7%	3.5%
Social/communication conditions (e.g. speech impairment or autistic spectrum condition)	1.2%	2.9%	4.3%	4.3%
Two or more impairments and/or disabling medical conditions	2.4%	11.5%	1.4%	16.4%

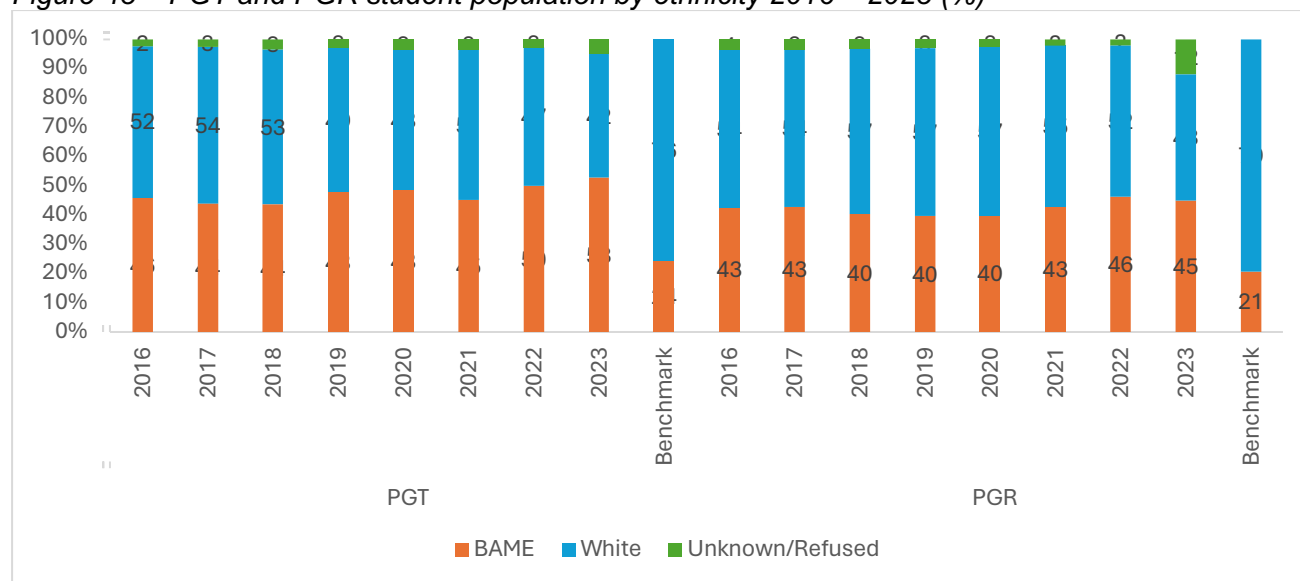
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Ethnicity and nationality

As with staff, due to its global remit LSHTM has a large proportion of minoritised ethnic students enrolled across the school. For PGT students, 53% identified as from a minoritised ethnic background in 2022/23, an increase from the previous year (50%), and significantly higher than the proportion in UK higher education generally (24.3%) (Figure 43).¹⁵

For PGR students, 45% were from minoritised ethnic backgrounds in 2022/23, a slight decrease from 46% in 2021/22. This is also significantly higher than the proportion of PGR students from minoritised ethnic backgrounds in the UK higher education population generally (20.6%) (Figure 43).¹⁶

Figure 43 – PGT and PGR student population by ethnicity 2016 – 2023 (%)



¹⁵ Advance HE. Students statistical report 2023

¹⁶ Advance HE. Students statistical report 2023

Figure 44 and Table 22 show a more detailed breakdown of the LSHTM student population in 2022/23. The data shows that students from white backgrounds are the majority of the PGR and PGT population (43% and 42% respectively), and constitute 43% of the total student population.

For PGR, Black or Black British students are the second largest group (23%), followed by Asian and Asian British students (17%). For PGT, Asian and Asian British students are the second largest group after white students at 29%, followed by Black and Black British students (15%).

Across the total student population in 2022/23, 23% were Asian or Asian British, 18% Black or Black British, 6% of mixed ethnicity and 2% from other ethnic backgrounds. Ethnicity information was not available for 8% of students.

Figure 44 – Student population by detailed ethnicity (%), 2022-23

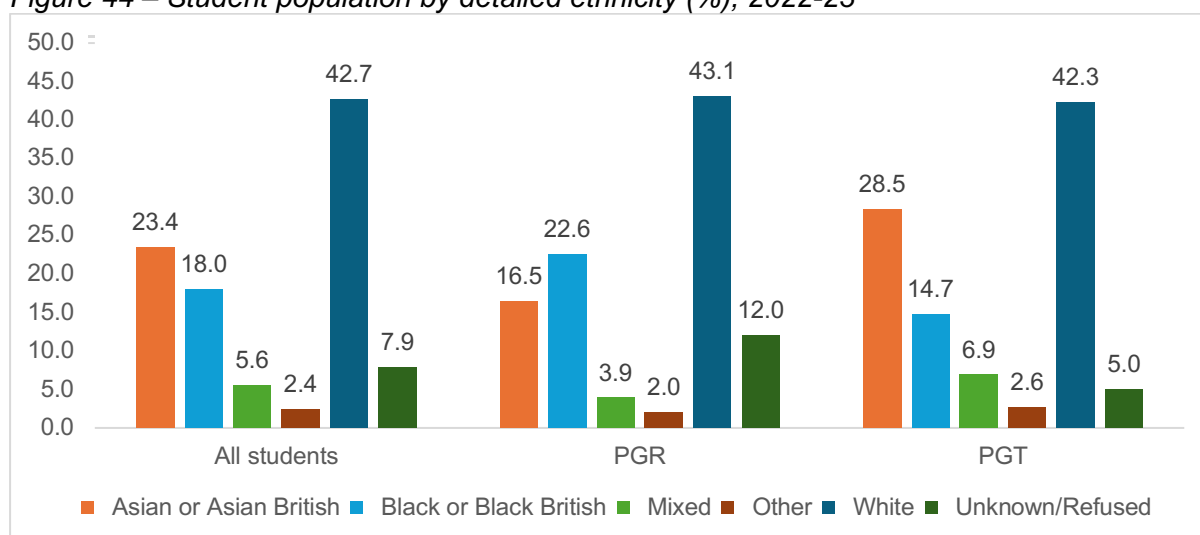


Table 22 – student population by detailed ethnicity (%), 2022-23

	All students	PGR	PGT
Asian or Asian British	23.4	16.5	28.5
Black or Black British	18.0	22.6	14.7
Mixed	5.6	3.9	6.9
Other	2.4	2.0	2.6
White	42.7	43.1	42.3
Unknown/Refused	7.9	12.0	5.0

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 2023, before decreasing in 2022 and 2023. The proportion of white UK PGT students remained between 60% and 65% over the period of analysis, apart from in 2021 when the proportion of white UK PGT students fell to 57%.

The proportion of non-UK Asian or Asian British PGT students has increased from 23% in 2016 to 36% in 2023. The proportion of non-UK Black or Black British PGT students in 2023 was 20%, but has fluctuated between 17% and 25% over the period of analysis. The proportion of non-UK PGT students from other ethnic backgrounds has remained consistent over the period at around 4%, and the proportion from mixed backgrounds has decreased from 7% in 2016 to 6% in 2023, with some fluctuation in the intervening years, while the proportion of white non-UK PGT students has decreased.

UK/non-UK domicile – PGR

The data shows that the proportion of UK minoritised ethnic PGR students from Black or Black British backgrounds increased from 4% in 2016 to 11% in 2022 (Figure 45). The proportion of UK students from mixed backgrounds has remained consistent over the period of analysis between 4% and 6%. 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 20% in 2023, fluctuating slightly in the intervening years. The proportion of Black or British PGR students has increased over the period analysed, from 25% in 2016 to 29% in 2022. The proportion of non-UK PGT students from mixed and other ethnic background has decreased slightly over the 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 (%), 2016 – 2023

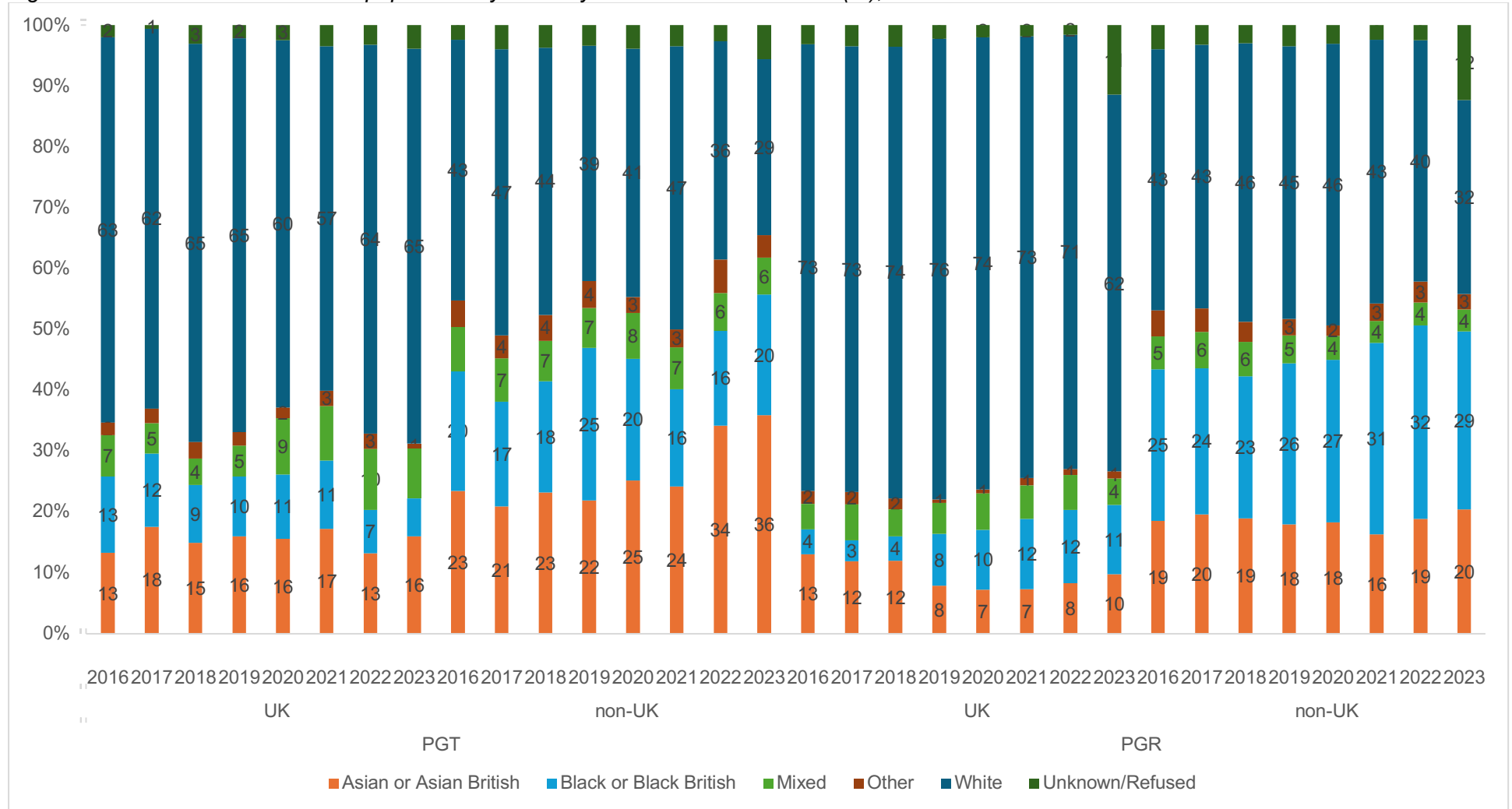


Table 23 - PGT and PGR student population by ethnicity and UK/non-UK (%), 2015/16 – 2022/23)

			Asian or Asian British	Black or Black British	Mixed	Other	White	Unknown/Refused
PGT	UK	2016	13	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	17	11	9	3	57	3
		2022	13	7	10	3	64	3
		2023	16	6	8	1	65	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	24	16	7	3	47	3
PGR	UK	2016	13	4	4	2	73	3
		2017	12	3	6	2	73	3
		2018	12	4	4	2	74	4
		2019	8	8	5	1	76	2
		2020	7	10	6	1	74	2
		2021	7	12	5	1	73	2
		2022	8	12	6	1	71	2
		2023	10	11	4	1	62	11
	non-UK	2016	19	25	5	4	43	4
		2017	20	24	6	4	43	3
		2018	19	23	6	3	46	3
		2019	18	26	5	3	45	3
		2020	18	27	4	2	46	3
		2021	16	31	4	3	43	2
non-UK	2022	19	32	4	3	40	3	
	2023	20	29	4	3	32	12	

Legal sex

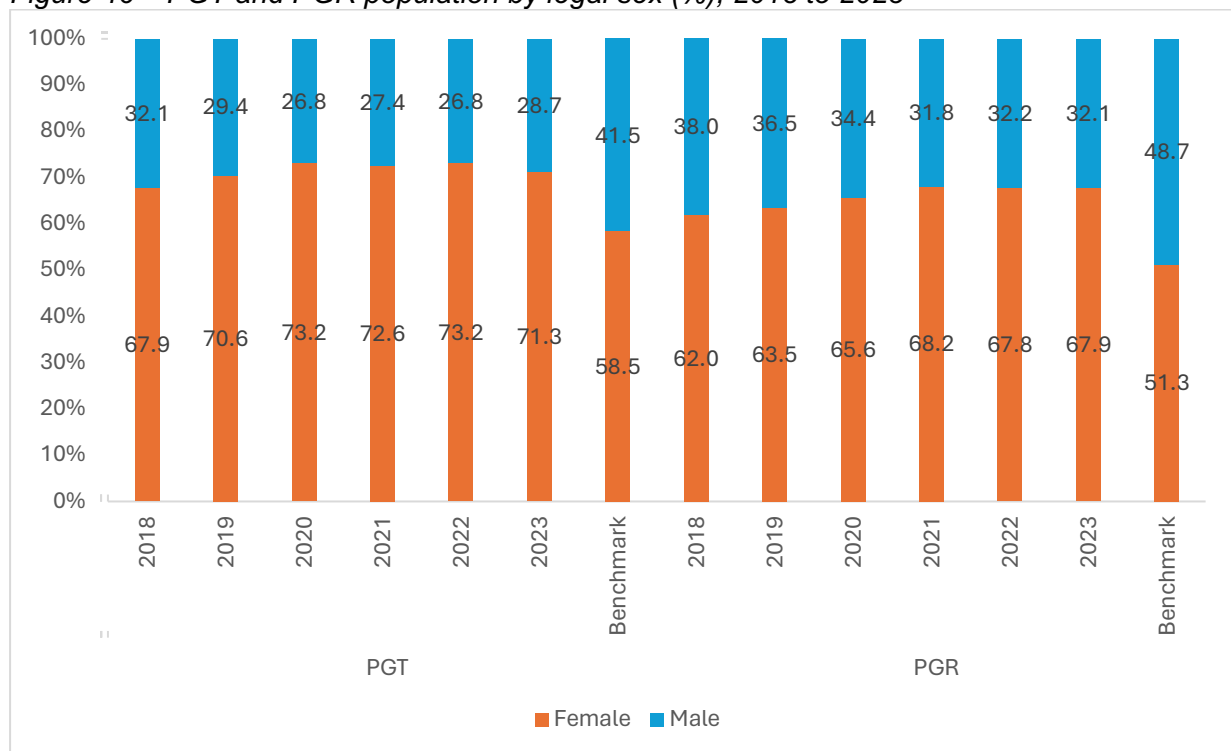
Figure 46 and Table 24 show the student population by legal sex over the last six academic years, and by comparison to the UK postgraduate population generally.

The proportion of female PGT and PGR students at LSHTM has increased over the last six years, from 67.9% in 2018 to 71.3% in 2023 for PGT students, and from 62.0% to 67.9% for PGR students. The proportion of male students has decreased over the period, from 32.1% to 28.7% for PGT students, and from 38.0% to 32.1% for PGR students.

The proportion of female PGT students at LSHTM in 2023 is 13 percentage points higher than the benchmark of female PGT students in the UK (71.3% at LSHTM, compared to 58.5% in UK higher education).¹⁷

The proportion of female PGR students at LSHTM in 2023 is 17 percentage points higher than the benchmark of female PGR students in the UK (67.9% at LSHTM, compared to 51.3% in UK higher education).¹⁸

Figure 46 – PGT and PGR population by legal sex (%), 2018 to 2023



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¹⁷ Advance HE. Students statistical report 2023

¹⁸ Advance HE. Students statistical report 2023

Table 24 – student population by legal sex (%), 2018 to 2023

		Female	Male
PGT	2018	67.9	32.1
	2019	70.6	29.4
	2020	73.2	26.8
	2021	72.6	27.4
	2022	73.2	26.8
	2023	71.3	28.7
	Benchmark	58.5	41.5
PGR	2018	62.0	38.0
	2019	63.5	36.5
	2020	65.6	34.4
	2021	68.2	31.8
	2022	67.8	32.2
	2023	67.9	32.1
	Benchmark	51.3	48.7

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Gender modality

While students are asked a question on gender modality, fewer than five declared that their gender modality 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 2022-23 by religion and belief. It shows that 42.3% of PGT students and 38.0% of PGR students identified as 'no religion' in 2022-23.

Around a third of students in each group identified as Christian (28.0% of PGT and 36.0% of PGR students); while 9.6% of PGT students and 8.3% of PGR students identified as Muslim; 6.1% of PGT students and 2.8% of PGR students identified as Hindu; and 3.8% of PGT students and 0.3% of PGR students identified as Spiritual.

Less than 2% of PGT and PGR students identified with other categories of religion and belief, including Buddhist (1.8% of PGT and 1.2% of PGR students), Jewish (1.8% of PGT and 1.0% of PGR students), Sikh (0.4% of PGT and PGR) students, and any other religion or belief (0.9% of PGT and 2.0% of PGR students).

Information on religion and belief was not known for 5.3% of PGT students and 9.6% of PGR students in 2022-23. Comparisons to the proportion of students in each category of religion and belief in the UK PGT and PGR student population in 2021/22 is shown in Table 25.

Figure 47 – PGT and PGR student population by religion and belief (%), 2022-23

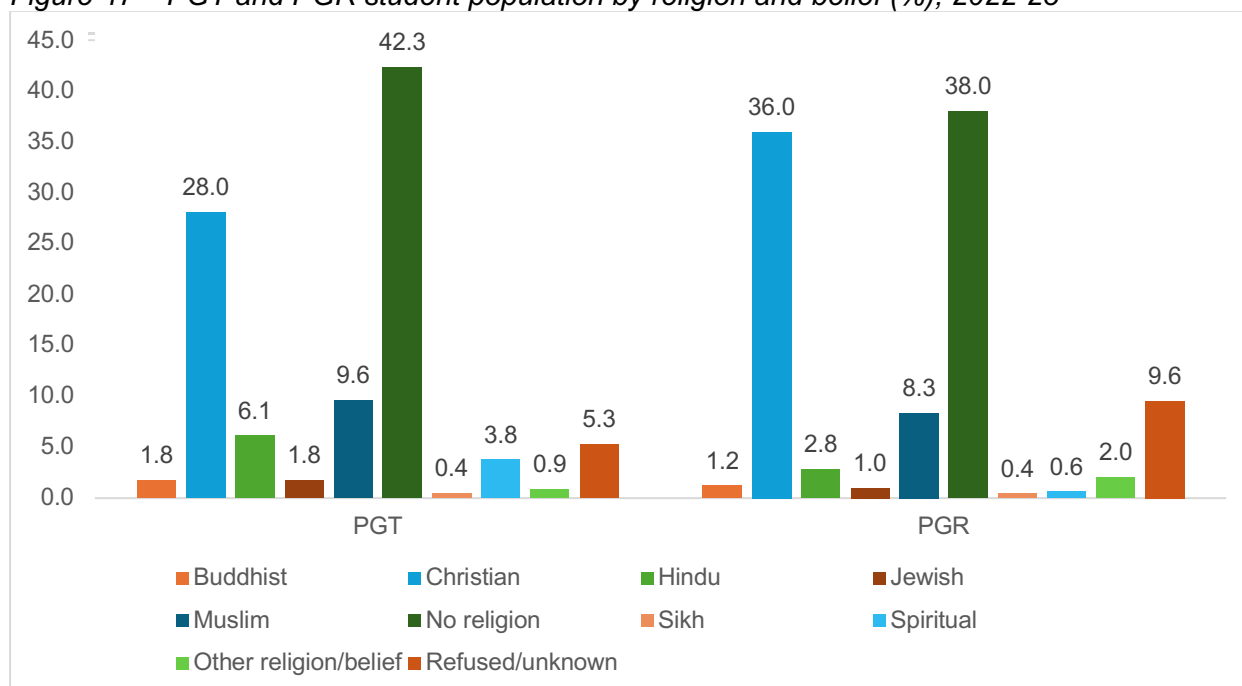


Table 25 – PGT and PGR student population by religion and belief (%), 2022-23

	PGT	Benchmark	PGR	Benchmark
Buddhist	1.8	1.5	1.2	1.6
Christian	28.0	28.2	36.0	23.8
Hindu	6.1	10.0	2.8	2.2
Jewish	1.8	0.4	1.0	0.7
Muslim	9.6	10.4	8.3	10.9
No religion	42.3	38.2	38.0	46.7
Sikh	0.4	1.3	0.4	0.3
Spiritual	3.8	1.5	0.6	1.6
Other religion/belief	0.9	1.4	2.0	1.8
Refused/unknown	5.3	7.2	9.6	10.3

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Sexual orientation

Figure 48 shows the student population by sexual orientation. In 2022/23, 74.5% of PGT students and 79.3% of PGR students identified as heterosexual.

For PGT students, 8.9% identified as bisexual, 4.2% as gay or lesbian, and 2.0% as other sexual orientation. For PGR students, 2.8% identified as bisexual, 3.3% as gay or lesbian, and 0.4% as other sexual orientation.

In 2022/23, data on sexual orientation was not available for 10.4% of PGT and 14.2% of PGR students.

Figure 48 – PGT and PGR student population by sexual orientation (%), 2022-23

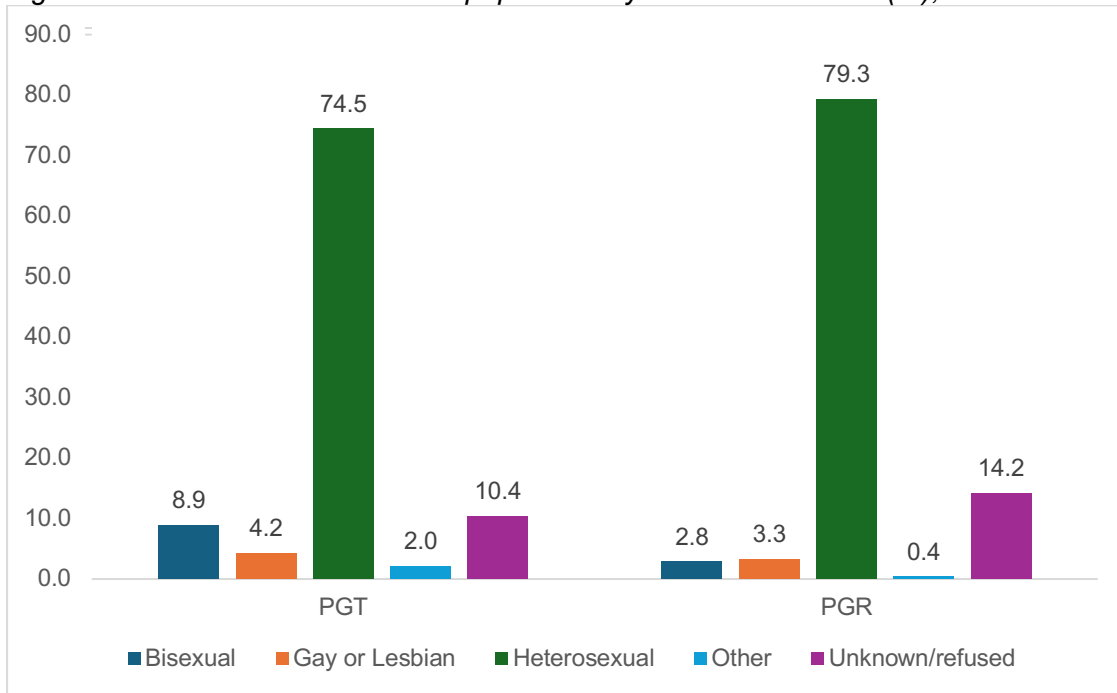


Table 26 – PGT and PGR student population by sexual orientation (%), 2022-23

	PGT	PGR
Bisexual	8.9	2.8
Gay or Lesbian	4.2	3.3
Heterosexual	74.5	79.3
Other	2.0	0.4
Unknown/refused	10.4	14.2

Glossary

Asian or Asian British	This group includes individuals who identified as one of the following: <ul style="list-style-type: none"> • Indian • Pakistani • Bangladeshi • Chinese • Any other Asian background
Black or Black British	This group includes individuals who identified as one of the following: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 conditions • Other disabilities and medical conditions not listed above.
DLT	Distance learning tutors
LGBTQ+	The acronym for lesbian, gay, bisexual, transexual, queer, questioning, and asexual.
Minoritised ethnic	This refers to all ethnic groups except the white group.
Mixed	This group includes individuals who identified as one of the following: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Arab • Any other ethnic group
PGR	Postgraduate research courses, such as MPhil and PhD.
PGT	Postgraduate taught courses such as Master's 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 legal sex, ethnicity and/or Faculty
White	This group includes individuals who identified as one of the following: <ul style="list-style-type: none"> • English, Welsh, Scottish, Northern Irish or British • White Irish • Any other White background