

An aerial night photograph of the Glasgow School of Art building, showing its modern glass facade and the adjacent historic stone building. The street below is illuminated by streetlights, with a few cars and pedestrians visible. A semi-transparent white banner is overlaid across the middle of the image, containing the title text.

Student Equality Monitoring Report 2020 - 2021

Overview

This report presents an overview of GSA's student equality information for 2020/2021 broken down by protected characteristics and Domicile, and based on data provided by HESA and UCAS. Please note the UCAS figures have been produced from the figures reported in the End of Cycle report supplied to the School from UCAS. All other statistics are generated from internal documentation produced from the data recorded during enrolment for the period concerned and are audited by being processed via the School's HESA return.

The data for each protected characteristic is presented in a discrete section within this document. Where data is available for the previous four years this is also included. For a longer data period, monitoring reports for previous years are available at <https://www.gsa.ac.uk/about-gsa/key-information/equality/equality-monitoring/>.

Data relating to student pregnancy and maternity is not included in order to preserve anonymity given relatively small numbers. Similarly, data on marriage and civil partnership is also not included in this report, as marriage and civil partnership are protected by the Equality Act 2010 only in employment context, which is not applicable to students.

In order to preserve anonymity throughout the report numbers between one and four have been presented as '<5'.

Programme level equality data is generated and used for programme monitoring and reporting purposes and for equality impact assessment. It is not reproduced here in order to ensure anonymity within often small cohorts, however, the collation and use of local level data underpins and informs equality mainstreaming activity at GSA alongside the overview presented within this report.

Key findings:

- This report highlights a 10% increase in the overall number of GSA students since 2016-2017 and a 76% decrease in the number of withdrawals compared to 2018-2019. This marked both the highest number of students and the lowest number of withdrawals at GSA over the past five years.
- Fewer than five of the 20/21 withdrawals were made by disabled students, which is a significant decrease compared to previous years, despite the fact that disability disclosure rate had in fact increased by 3.2 percentage points since 16/17 (to 22.2% in 20/21).
- There was an increase of 5.1 percentage points in the number of GSA students from minority ethnic background over the past five years (from 22.0% in 16/17 to 27.1% in 20/21).

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- Percentage of students disclosing 'No Religion' has increased from 63.4% in 16/17 to 69.1% in 20/21.
- 20/21 marked an increase of 7.6 percentage points in the number of students who identify as 'Bisexual' since 16/17 (from 5.2% to 12.8%).
- The degree attainment gap at GSA in 20/21 stood at 1 percentage point in favour of disabled students marking a 4.64 percentage points difference between GSA and the Scottish average (3.64pp in favour of students without a disability), which means that disabled students at GSA received a proportionately higher percentage of first and upper-second class degrees than students who had not disclosed a disability.
- The ethnicity attainment gap between students from minority ethnic backgrounds and students from any white background (regardless of domicile) has increased again after a major drop in 18/19 where it sat at 0%, in 20/21 resulting in a 14% attainment gap in favour of students from any white background.
- Similarly, the ethnicity attainment gap between UK-domiciled students from minority ethnic backgrounds and UK-domiciled students from any white background has drastically increased from 9% in favour of UK-domiciled students of minority ethnic background in 18/19 and 8% in 19/20, to 11% in favour of students from any UK-domiciled white background in 20/21. This is higher than the Scotland average of 7.4%, making 20/21 the first year since 15/16 in which GSA's UK-domiciled ethnicity gap is larger than the Scotland average one.
- From 2016-2017 up until and including 2018-2019, the degree attainment gap between male and female students had been sitting consistently at between 0% and 1% in favour of female students. In 2019-2020 this rose to 9% in favour of female students, reaching 11% in 2020-2021.

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Category:	Definition by the Higher Education Statistical Agency (HESA) and the Equality Act 2010:	For the purposes of this report:	Corresponding pages in this report:
Age	According to HESA – “Student age is as at 31 August in the reporting period”.	<p>The following breakdown by age is used (in line with HESA data):</p> <ul style="list-style-type: none"> • 17 and under • 18 • 19-20 • 21 • 22-24 • 25-39 • 40 and over 	pp. 7 – 10
Disability	According to HESA - “The disability categories indicate the type of disability that a student has on the basis of their own self-assessment. Students are not obliged to report a disability if they have one. HESA therefore advises that the figures reported in analyses are derived from a subset which may not be representative of the total student population.”	<ul style="list-style-type: none"> • GSA uses the HESA disability categories for monitoring purposes. • The data on disability is captured at application and enrolment stages, and therefore it does not account for students who disclose a disability throughout the year. • In this report, Disability and Ethnicity and Domicile have been cross-sectionally examined. 	pp. 11 – 17

<p>Ethnicity and Domicile</p>	<p>According to HESA:</p> <ul style="list-style-type: none"> • White includes White, White - Scottish, Irish Traveller, Gypsy or Traveller, plus Other White background. • Black includes Black or Black British - Caribbean, Black or Black British - African, and other Black background. • Asian includes Asian or Asian British - Indian, Asian or Asian British - Pakistani, Asian or Asian British - Bangladeshi, Chinese, and other Asian background. • Mixed includes mixed - White and Black Caribbean, mixed - White and Black African, mixed - White and Asian, other mixed background. • Other includes Arab and other ethnic background. • Unknown/Not applicable is used to denote those who do not have a permanent address in the UK, their permanent address is unknown (2014/15 onwards), have refused to give ethnic information or whose ethnicity is unknown. 	<ul style="list-style-type: none"> • Data on Ethnicity and Domicile has been collated and is presented together for a more well-rounded analysis. • This category combines HESA’s Equality and Domicile data and is analysed as per the expectations under the protected characteristic ‘Race’ of the Equality Act 2010. • This report refrains from using acronyms when referring to minority ethnic groups. Unless broken-down in more detail, the term ‘Minority Ethnic Background’ refers to students who identified as not coming from either of the white backgrounds listed. Advice on appropriate language use has been obtained from: <ul style="list-style-type: none"> - Use of language: race and ethnicity Advance HE (advance-he.ac.uk) - Writing about ethnicity - GOV.UK (ethnicity-facts-figures.service.gov.uk) - A guide to race and ethnicity terminology and language The Law Society - Please, don't call me BAME or BME! - Civil Service (blog.gov.uk) • To preserve anonymity and enable analysis the HESA ethnicity identifiers have been condensed for the purposes of this report into ‘Minority Ethnic Background’ and ‘Any White Background’. Nevertheless, a further breakdown by specific minority ethnic groups and ‘Other White background’ has been provided for more clarity of numbers. • Data on race/ethnicity is presented both relative to all students and in relation to UK domiciled students only. 	<p>pp. 18 – 26</p>
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Overview

		<ul style="list-style-type: none"> In this report 'UK-domiciled' (<u>1564 in total</u>) refers to 'Scotland' and 'The Rest of UK' (RUK) and 'Non-UK-Domiciled' (<u>855 in total</u>) refers to 'EU' and 'Overseas'. 	
Religion and Belief	According to HESA - 'This field records the religious belief of the student, on the basis of their own self-assessment.'	In this report Religion and Belief and Domicile have been cross-sectionally examined, broken down by each available religious denomination (or belief).	pp. 27 – 28
Sex and Gender Identity	<ul style="list-style-type: none"> HESA records 'the sex of the student as opposed to the gender with which they identify. 'Other' is included for students whose sex aligns with terms such as intersex, androgyne, intergender, ambigender, gender fluid, polygender and gender queer.' The only way HESA records gender identity is through the question 'Is your gender identity the same as the gender you were originally assigned at birth?' 	<ul style="list-style-type: none"> In this report 'Gender identity' relates to Trans and 'Gender reassignment' (as protected under the Equality Act 2010). Given the limited data on gender identity, the protected characteristics of 'Sex' and 'Gender reassignment' have been presented together in the 'Sex and Gender Identity' section of the report. In this report, 'Sex' refers to the HESA's 'SEXID' data (Sex Identifier). Given the limited HESA data on gender identity, GSA has implemented a further question on trans status as part of enrolment and is hoping to be able to report on relevant data in the next Student Equality Monitoring report in 2023. 	pp. 29 – 34
Sexual Orientation	HESA records 'the sexual orientation of the student on the basis of their own self-assessment'.	In this report Sexual Orientation has been additionally broken down by Undergraduate and Postgraduate status for the better understanding of numbers.	pp. 35 – 36

Age

Highlights:

- The Age profile of students has remained consistent over the past five years with the highest percentage of students being between '22-24' years of age.
- For 2020-2021, 27.7% of all GSA students belonged to the '22-24' age group, followed '25-39' (23.4%) and '19-20' (23.3%). The least represented students were aged '17 and under' (1.8%) and '40 and over' (4.4%).
- The highest proportion of students in undergraduate courses were aged '19-20' (34.1% of all undergraduate students) and '25-39' in postgraduate courses (46.3% of all postgraduate students).
- The largest percentages of students in 2020-2021 broken down by School of Study were aged as follows:
 - Simulation and Visualisation School - '25-39' (46.2% of all students in the school); Innovation School - '22-24' (35.2% of all students in the school); Fine Art School - '19-20' (27.5% of all students in the school); Design School - '22-24' (29.7% of all students in the school); Architecture School - '22-24' (32.1% of all students in the school).
- The highest proportion of UCAS undergraduate applications in 2020-2021 were submitted by candidates aged '18' (36.2%) and '21' (28.5% - marking an increase of 20.8 percentage points compared to 2016-2017), while the lowest number of applications was received by applicants aged '25-39' (1.6%) and '40 and over' (2.9%). There was a decrease of 13.9 percentage points in the applicants aged '19-20' compared to 2016-2017. Similarly, the number of applicants aged '22-24' dropped by nearly half since 16/17 (from 10.3% to 5.4%). There was also a decrease of 6.4 percentage points in the number of applicants aged '25-39' since 16/17.
- The highest numbers of successful UCAS applications came from candidates aged '19-20' (29.0% of all UCAS acceptances for 2020-2021, consistently highest over the past five years but 14.3 percentage points lower than in 16/17), '18' (28.4%) and '21' (26.2%, marking a 22 percentage points increase since 16/17). There was a drop of 6.3 percentage points in the acceptance of applicants aged '25-39' (from 9.8% in 16/17 to 3.5% in 20/21).
- The highest proportion of withdrawals in 2020-2021 came from the '22-24' age group (31% of all withdrawals), followed by the '19-20' and '25-39' age groups (each constituting for 22% of all withdrawals). The number of withdrawals from the '18', '21' and '40 and over' age groups were fewer than five for each group, with no withdrawals from students aged '17 and under'.

Age

Table 1: Student Breakdown by Age in 20/21

Age	ALL STUDENTS										
	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021		
17 and under	41	1.9%	35	1.5%	38	1.7%	55	2.3%	44	1.8%	
18	157	7.1%	154	6.7%	165	7.2%	137	5.8%	154	6.4%	
19-20	586	26.7%	600	26.1%	537	23.5%	566	23.8%	564	23.3%	
21	263	12.0%	297	12.9%	338	14.8%	318	13.4%	315	13.0%	
22-24	587	26.7%	643	27.9%	659	28.8%	702	29.5%	670	27.7%	
25-39	491	22.4%	488	21.2%	478	20.9%	533	22.4%	566	23.4%	
40 and over	71	3.2%	84	3.7%	72	3.1%	67	2.8%	106	4.4%	
TOTAL	2196		2301		2287		2378		2419		

Table 2: Student Age Profile by School and Level of Study in 20/21

	Total	17 and under		18		19-20		21		22-24		25-39		40 and over	
Glasgow School of Art	2419	44	1.8%	154	6.4%	564	23.3%	315	13.0%	670	27.7%	566	23.4%	106	4.4%
Postgraduates	765	0	0%	0	0%	<5	-	28	3.7%	322	42.1%	354	46.3%	60	7.9%
Undergraduates	1654	44	2.7%	154	9.3%	563	34.1%	287	17.4%	348	21.1%	212	12.8%	46	2.8%
Simulation and Visualisation	156	0	0.0%	7	4.5%	11	7.1%	12	7.7%	47	30.1%	72	46.2%	7	4.5%
Innovation School	233	5	2.2%	19	8.2%	41	17.6%	30	12.9%	82	35.2%	47	20.2%	9	3.9%
Fine Art	691	19	2.8%	39	5.7%	190	27.5%	94	13.6%	130	18.8%	166	24.0%	53	7.7%
Design	771	11	1.4%	47	6.1%	203	26.3%	123	16.0%	229	29.7%	129	16.7%	29	3.8%
Architecture	568	9	1.6%	42	7.4%	119	21.0%	56	9.9%	182	32.1%	152	26.8%	8	1.4%

This table shows the percentage of each age group as a proportion of the cohort at GSA, by school and level of study.

Age

Table 3: UCAS Applications Breakdown by Age in 20/21

UCAS APPLICATIONS		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
Age	17 and under	70	1.6%	63	1.6%	109	2.5%	109	2.7%	134	3.2%
	18	1505	34.8%	1411	35.4%	1562	35.9%	1408	34.9%	1526	36.2%
	19-20	1561	36.1%	1472	36.9%	1505	34.6%	1449	35.9%	937	22.2%
	21	334	7.7%	281	7.0%	334	7.7%	276	6.8%	1200	28.5%
	22-24	446	10.3%	392	9.8%	428	9.8%	388	9.6%	226	5.4%
	25-39	345	8.0%	316	7.9%	347	8.0%	329	8.1%	68	1.6%
	40 and over	67	1.5%	55	1.4%	65	1.5%	80	2.0%	121	2.9%
TOTAL		4328		3990		4350		4039		4212	

Please note that ALL UCAS figures include Undergraduate applications only.

Table 4: UCAS Acceptances Breakdown by Age in 20/21

UCAS ACCEPTANCES		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
Age	17 and under	9	2.0%	7	1.6%	14	2.9%	8	1.6%	10	2.0%
	18	128	28.4%	139	30.8%	153	31.2%	131	26.5%	139	28.4%
	19-20	195	43.3%	185	41.0%	167	34.1%	195	39.4%	142	29.0%
	21	19	4.2%	25	5.5%	36	7.3%	36	7.3%	128	26.2%
	22-24	51	11.3%	42	9.3%	64	13.1%	52	10.5%	36	7.4%
	25-39	44	9.8%	44	9.8%	49	10.0%	58	11.7%	17	3.5%
	40 and over	<5	-	9	2.0%	7	1.4%	15	3.0%	17	3.5%
TOTAL		450		451		490		495		489	

Please note that ALL UCAS figures include Undergraduate applications only.

Age

Table 5: Degree Classification Breakdown by Age at Graduation in 20/21

Classification (Age at Graduation)	First Class Honours		Second Class Honours (Upper)		Second Class Honours (Lower)		Third Class Honours		Pass – degree awarded without honours		Total
19-20	6	27.3%	14	63.6%	<5	-	<5	-	0	0.0%	22
21	47	40.2%	53	45.3%	10	8.5%	7	6.0%	0	0.0%	117
22-24	45	28.3%	72	45.3%	23	14.5%	19	11.9%	0	0.0%	159
25-39	21	36.2%	25	43.1%	7	12.1%	<5	-	<5	-	58
40 and over	7	53.8%	5	38.5%	0	0.0%	<5	-	0	0.0%	13

Please note these figures relate to undergraduate students only. Also these percentages are a reflection of their share of their individual characteristic cohort.

Table 6: Withdrawals Breakdown by Age

Withdrawals by Age	2016/2017	%	2017/2018	%	2018/2019	%	2019/2020	%	2020/2021	%
17 and under	0	0%	<5	-	6	16%	<5	-	0	0%
18	6	4%	7	5%	5	3%	8	6%	<5	-
19-20	12	2%	26	4%	20	4%	5	1%	7	1%
21	5	2%	12	4%	14	4%	<5	-	<5	-
22-24	20	3%	28	4%	41	6%	18	3%	10	1%
25-39	14	3%	20	4%	37	8%	26	5%	7	1%
40 and over	<5	-	5	6%	9	13%	<5	-	<5	-
TOTAL:	60		99		132		65		32	

These percentages represent withdrawal as a proportion of the related age group in each year's respective cohort.

Disability

Highlights:

- 22.2% of all enrolled GSA students in 2020-2021 had disclosed a disability, marking an increase of 3.2 percentage points since 2016-2017.
- 25.8% of all 20/21 GSA graduates were disabled.
- 25% of all Undergraduate students and 17% of all Postgraduate students in 20/21 had disclosed a disability.
- The School of Simulation and Visualisation and the School of Fine Art had the highest proportion of disabled students in 20/21 (28% of all students in each school).
- Undergraduate disability disclosure in each school has remained consistent over the past five years, with the exception of the School of Simulation and Visualisation where the undergraduate disability disclosure rate has risen to 31% (18 students), compared to fewer than five students in 18/19 and 19/20.
- Disability disclosure across UCAS applications and acceptances has been increasing steadily over the past five years, marking a 3.1 percentage points increase in applications disclosing a disability and 5.8 percentage points increase in acceptances of disabled applicants compared to 16/17.
- In 20/21, 43.1% of disabled students were in receipt of Disabled Student Allowance (DSA), similar to 19/20 (44.6%). This marks a decrease compared to previous years (from 16/17 to 18/19) where the percentage of disabled students in receipt of DSA remained stable and between 52.0% and 52.7%.
- Fewer than five withdrawals in 20/21 were made by disabled students, marking is a significant decrease compared to previous years.
- The highest proportion of disclosed disability is of 'A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D', comprising 43% of all disclosed disability in 20/21, followed by 'A mental health condition, such as depression, schizophrenia or anxiety disorder' (31%) and 'Two or more impairments and/or disabling medical conditions' (17%). This data is consistent with previous years.
- 77 out of all 538 disabled students in 20/21 are from minority ethnic backgrounds (14.3%).

Disability

- The degree attainment gap between students who disclosed a disability and those who did not has fluctuated over the past five years. In 2016-2017 it was 6 percentage points (pp) in favour of students who disclosed a disability. This reversed to 12pp in favour of students who have not disclosed a disability in 2018-2019, narrowing to 5pp in 2019-2020 and now reporting 1pp in favour of disabled students in 2020/21 which is above the Scottish sector average of 3.64% in favour of students who have not disclosed a disability.

Disability

Table 7: Student Breakdown by Disability in 20/21

Disability	ALL STUDENTS									
	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
No disclosed disability	1779	81.0%	1866	81.1%	1845	80.7%	1914	80.5%	1881	77.8%
Disclosed disability	417	19.0%	435	18.9%	442	19.3%	464	19.5%	538	22.2%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	2196		2301		2287		2378		2419	

Table 8: Student Disability Profile by School and Level of Study in 20/21

	Total	No disclosed disability		Disclosed Disability	
Glasgow School of Art	2419	1881	78%	538	22%
Postgraduates	765	635	83%	130	17%
Undergraduates	1654	1246	75%	408	25%
Simulation and Visualisation	156	112	72%	44	28%
Innovation School	233	198	85%	35	15%
Fine Art	691	495	72%	196	28%
Design	771	613	80%	158	20%
Architecture	568	463	82%	105	18%

This table shows the percentage of each group as a proportion of the cohort at GSA, by school and level of study.

Table 9: Undergraduate Students Breakdown by Disclosed Disability

	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
Architecture (UG)	74	15.1%	77	14%	64	17.9%	64	17.9%	63	17.0%
Design (UG)	153	22.8%	129	23%	131	23.7%	131	23.7%	128	22.2%
Innovation (UG)			25	19%	23	17.0%	23	17.0%	20	15.7%
Fine Art (UG)	136	24.1%	144	25%	143	26.0%	143	26.0%	138	26.5%
Simulation & Visualisation (UG)					<5	-	<5	-	18	31.0%

These percentages show disclosed disability as a proportion of the whole Undergraduate cohort in each school.

Disability

Table 10: UCAS Applications Breakdown by Disability

UCAS APPLICATIONS - Disability											
Disability	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021		
	No disclosed disability	3804	87.9%	3435	86.1%	3706	85.2%	3434	85.4%	3573	84.8%
	Disclosed disability	524	12.1%	555	13.9%	644	14.8%	589	14.6%	639	15.2%
	Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	4328		3990		4350		4023		4212		

Please note that ALL UCAS figures include Undergraduate applications only.

Table 11: UCAS Acceptances Breakdown by Disability

UCAS ACCEPTANCES - Disability											
Disability	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021		
	No disclosed disability	398	88.4%	389	86.3%	424	86.5%	418	84.4%	404	82.6%
	Disclosed disability	52	11.6%	62	13.7%	66	13.5%	77	15.6%	85	17.4%
	Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	450		451		490		495		489		

Please note that ALL UCAS figures include Undergraduate applications only.

Disability

Table 12: Degree Classification Breakdown by Disability at Graduation in 20/21

Classification	First Class Honours		Second Class Honours (Upper)		Second Class Honours (Lower)		Third Class Honours		Pass – degree awarded without honours		Total
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Disclosed Disability	34	36%	43	45%	12	13%	6	6%	0	0.0%	95
No Disclosed Disability	92	34%	126	46%	29	11%	26	9%	<5	-	274

Please note these figures relate to undergraduate students only. Also these percentages are a reflection of their share of their individual characteristic cohort.

Table 13: Disability Attainment Gap

Academic Year	Attainment Gap GSA	Scotland Average
2020/2021	-1%	3.64%
2019/2020	5%	3.14%
2018/2019	12%	4.30%
2017/2018	-2%	3.90%
2016/2017	-6%	3.20%

The attainment gap is the percentage difference between first and second class, upper degrees awarded to students who have disclosed a disability and first and second-class upper degrees awarded to students who are not known to be disabled. A minus (-) percentage indicates that students who have disclosed a disability have received a proportionately higher percentage of first and upper second-class degrees than students who are not known to be disabled.

Table 14: Withdrawals Breakdown by Disability in 20/21

Withdrawals by Disability:	Disclosed Disability:	No Disclosed Disability:	Total:
	<5	28 (88%)	32 (100%)

These percentages are a part of the whole withdrawal in 2020/2021 (i.e. 32 students).

Disability

Table 15: Withdrawals Breakdown by Disability

Withdrawals by Disability	2016/2017	%	2017/2018	%	2018/2019	%	2019/2020	%	2020/2021	%
No Disclosed Disability	51	3%	83	4%	99	5%	50	3%	28	1%
Disclosed Disability	9	2%	16	4%	33	7%	15	3%	<5	-
TOTAL:	60		99		132		65		32	

These percentages represent the withdrawal as a proportion of the specified group in each year's respective cohort.

Table 16: Disability by HESA Category

Code	Label	2020/2021	2019/2020	2018/2019	2017/2018
0	No known disability	1881	1914	1845	1866
8	Two or more impairments and/or disabling medical conditions	92	81	91	93
51	A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	229	195	188	202
53	A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	15	11	11	11
54	A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	25	12	10	17
55	A mental health condition, such as depression, schizophrenia or anxiety disorder	166	152	130	99
56	A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	<5	<5	<5	5
57	Deaf or a serious hearing impairment	<5	<5	6	7
58	Blind or a serious visual impairment uncorrected by glasses	0	0	<5	0
96	A disability, impairment or medical condition that is not listed above	5	8	<5	<5
	TOTAL:	2419	2378	2287	2301

Disability

Table 17: Disabled Students' Allowance

		DISABLED STUDENTS' ALLOWANCE									
		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
Disability	Student has no known disability	1779	81.0%	1866	81.1%	1845	80.7%	1914	80.5%	1881	77.8%
	Student has disability and in receipt of DSA	217	9.9%	229	10.0%	231	10.1%	207	8.7%	232	9.6%
	Student has disability and not in receipt of DSA	200	9.1%	206	9.0%	210	9.2%	257	10.8%	300	12.4%
	Student has disability but no DSA information available	0	0.0%	0	0.0%	<5	-	0	0.0%	6	0.2%
	Unknown disability	0	0	0	0	0	0	0	0	0	0
TOTAL		2196		2301		2287		2378		2419	

Ethnicity and Domicile

Highlights:

- There was an increase of 5.1 percentage points in the number of GSA students from minority ethnic background over the past five years (from 22.0% in 16/17 to 27.1% in 20/21).
- The percentage of students whose ethnicity is unknown remained consistent with previous years.
- In 20/21, 19% of undergraduate students and 44% of postgraduate students identified as coming from a minority ethnic background.
- The largest proportion of students from minority ethnic backgrounds were in the School of Innovation (45% of all students in the school), followed by the School of Design (30% of all students in the school).
- In 20/21, 10.7% of UCAS applications and 10.8% of UCAS acceptances were of applicants from minority ethnic backgrounds. This data is consistent with previous years.
- Fewer than five withdrawals in 20/21 were made by students from minority ethnic backgrounds, marking is a significant decrease compared to previous years.
- 107 students identified as coming from 'other white background' (separate category than 'White', 'White Scottish', 'Irish Traveller', 'Gypsy or Traveller' and 'White – other British') comprising 4.4% of all GSA students; 62 of those 107- were UK-domiciled (4.0% of all UK-domiciled) and the rest 45 were non-UK-domiciled (5.3% of all non-UK-domiciled).
- There were 27 students in 20/21 who identified as Black (including 'Black or Black British – Caribbean', 'Black or Black British – African' and 'Other Black background') comprising 1.1% of all GSA students.
- 47 students identified as Asian (including 'Asian or Asian British – Indian', 'Asian or Asian British – Pakistani' and 'Asian or Asian British – Bangladeshi') which equals 2.0% of all GSA students.

Ethnicity and Domicile

- 73 students identified as coming from 'Other Asian Background' (3.0% of all GSA students).
- There were 360 Chinese students at GSA in 20/21 (14.9% of all GSA students).
- 107 students identified as coming from a Mixed Ethnicity background (including 'Mixed White and Black Caribbean', 'Mixed White and Black African', 'Mixed White and Asian' and 'Other Mixed background') – making up 4.4% of all GSA students in 20/21.
- 42 students identified as coming from other ethnic backgrounds (including 'other Ethnic background' and 'Arab') which equals 1.8% of all GSA students.
- 77 out of all 656 minority ethnic students were disabled (11.7%); 54 out of all 180 UK-domiciled minority ethnic students were disabled (30.0%) and 23 out of all 476 non-UK-domiciled minority ethnic students were disabled (4.8%).
- In 20/21, 64.6% of all GSA students were UK-domiciled. 12% of all UK-domiciled students were from minority ethnic backgrounds which marks a continuous increase over the past three years (from a constant 6% in 16/17, 17/18 and 18/19 through 10% in 19/20 to 12% in 20/21).
- In 20/21, 87.9% of all UK-domiciled students were from any white background, 11.5% students were from a minority ethnic background, and 0.6% students were of unknown ethnic background.
- The ethnicity attainment gap between students from minority ethnic backgrounds and students from any white background (regardless of domicile) has increased again after a major drop in 18/19 where it sat at 0%, which was 21 percentage points lower compared to the figures from 15/16. 19/20 marked a 10pp increase from 18/19, which went up by an additional 4pp in 20/21 resulting in a 14% attainment gap in favour of students from any white background.
- The ethnicity attainment gap between UK-domiciled students from minority ethnic backgrounds and UK-domiciled students from any white background has drastically increased from 9% in favour of UK-domiciled students of minority ethnic background in 18/19 and 8% in 19/20, to 11% in favour of students from any UK-domiciled white background in 20/21. This is higher than the Scotland average of 7.4%, making 20/21 the first year since 15/16 in which GSA's UK-domiciled ethnicity gap is larger than the Scotland average one.

Ethnicity and Domicile

Table 18: Student Breakdown by Ethnicity

ALL STUDENTS- Ethnicity		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
Ethnicity	Any White Background	1664	75.8%	1716	74.6%	1650	72.1%	1699	71.4%	1711	70.7%
	Minority Ethnic Background	483	22.0%	531	23.1%	586	25.6%	632	26.6%	656	27.1%
	Unknown/Refused	49	2.2%	54	2.3%	51	2.2%	47	2.0%	52	2.1%
TOTAL		2196		2301		2287		2378		2419	

Table 19: UK-Domiciled Student Breakdown by Ethnicity

ALL STUDENTS - UK Domiciled - Ethnicity		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
Ethnicity	Any White Background	1292	58.8%	1364	59.3%	1326	58.0%	1337	56.2%	1373	56.8%
	Minority Ethnic Background	137	6.2%	140	6.1%	147	6.4%	156	6.6%	180	7.4%
	Unknown/Refused	14	0.6%	12	0.5%	7	0.3%	10	0.4%	10	0.4%
TOTAL		1443		1516		1480		1503		1563	64.6%

These percentages represent the proportion of ethnic groups as part of each year's entire student population (i.e. 2419 students).

Table 20: Student Ethnicity Profile by School and Level of Study in 20/21

	Total	Any White Background	Minority Ethnic Background	Unknown/Refused
Glasgow School of Art	2419	1711 71%	656 27%	52 2%
Postgraduates	765	396 52%	339 44%	30 4%
Undergraduates	1654	1272 77%	317 19%	65 4%
Simulation and Visualisation	156	117 75%	34 22%	5 3%
Innovation School	233	121 52%	105 45%	7 3%
Fine Art	691	536 78%	124 18%	31 4%
Design	771	513 67%	229 30%	29 4%
Architecture	568	381 67%	164 29%	23 4%

This table shows the percentage of each ethnic group as a proportion of the cohort at GSA, by school and level of study.

Ethnicity and Domicile

Table 21: UK-Domiciled Student Ethnicity Profile by School and Level of Study in 20/21

	Total	Any White Background		Minority Ethnic Background		Unknown/Refused	
Glasgow School of Art	1563	1373	88%	180	12%	10	1%
Postgraduates	305	249	82%	39	13%	17	6%
Undergraduates	1258	1083	86%	141	11%	34	3%
Simulation and Visualisation	104	90	87%	10	10%	<5	-
Innovation School	100	86	86%	10	10%	<5	-
Fine Art	498	442	89%	40	8%	16	3%
Design	494	435	88%	46	9%	13	3%
Architecture	367	279	76%	74	20%	14	4%

This table shows the percentage of each ethnic group as a proportion of the UK-domiciled cohort at GSA, by school and level of study.

Table 22: Undergraduate Students Breakdown by Minority Ethnic Background

	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
Architecture (UG)	42	14.6%	47	14.3%	33	9.2%	46	12.6%	53	14.3%
Design (UG)	41	8.4%	36	8.1%	38	6.9%	33	5.9%	40	6.9%
Innovation (UG)			<5	-	5	3.7%	<5	-	6	4.7%
Fine Art (UG)	40	8.3%	34	7.3%	37	6.7%	39	6.9%	38	7.3%
Simulation & Visualisation (UG)					<5	-	<5	-	<5	-

These percentages show minority ethnic groups (as a whole) as a proportion of the whole Undergraduate cohort in each school.

Ethnicity and Domicile

Table 23: UCAS UK-Domiciled Applications Breakdown by Ethnicity

		UCAS APPLICATIONS (UK Domiciled only)									
		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
Ethnicity	Any White Background	2764	89.9%	2552	89.4%	2729	88.7%	2354	88.5%	2362	88.3%
	Minority Ethnic Background	251	8.2%	252	8.8%	313	10.2%	270	10.1%	286	10.7%
	Unknown/Refused	61	2.0%	51	1.8%	34	1.1%	37	1.4%	28	1.0%
TOTAL		3076		2855		3076		2661		2676	

Please note that ALL UCAS figures include Undergraduate applications only.

Table 24: UCAS UK-Domiciled Acceptances Breakdown by Ethnicity

		UCAS ACCEPTANCES (UK Domiciled only)									
		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
Ethnicity	Any White Background	286	91.4%	293	90.7%	289	87.3%	305	86.6%	319	88.4%
	Minority Ethnic Background	22	7.0%	22	6.8%	37	11.2%	39	11.1%	39	10.8%
	Unknown/Refused	5	1.6%	8	2.5%	5	1.5%	8	2.3%	<5	-
TOTAL		313		323		331		352		361	

Please note that ALL UCAS figures include Undergraduate applications only.

Table 25: Degree Classification Breakdown by Ethnicity at Graduation in 20/21 (ALL STUDENTS)

Classification	First Class Honours		Second Class Honours (Upper)		Second Class Honours (Lower)		Third Class Honours		Pass – degree awarded without honours		Total
Any White Background	106	35%	142	47%	25	8%	29	10%	0	0.0%	302
Minority Ethnic Background	18	29%	25	40%	16	25%	<5	-	<5	-	63

Please note these figures relate to undergraduate students only. Also these percentages are a reflection of their share of their individual characteristic cohort.

Ethnicity and Domicile

Table 26: Degree Classification Breakdown by Ethnicity at Graduation in 20/21 (UK-DOMICILED STUDENTS ONLY)

Classification	First Class Honours		Second Class Honours (Upper)		Second Class Honours (Lower)		Third Class Honours		Pass – degree awarded without honours		Total
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Any White Background	89	36%	125	50%	22	9%	13	5%	0	0.0%	249
Minority Ethnic Background	12	38%	12	38%	6	19%	<5	-	<5	-	32

Please note these figures relate to undergraduate students only. Also these percentages are a reflection of their share of their individual characteristic cohort.

Table 27: Ethnicity Attainment Gap

Ethnicity (UK-domiciled minority ethnic)			Ethnicity (minority ethnic regardless of domicile)	
Academic Year	Attainment Gap GSA	Scotland Average	Academic Year	Attainment Gap GSA
2020/2021	11%	7.4%	2020/2021	14%
2019/2020	-8%	6%	2019/2020	10%
2018/2019	-9%	0.70%	2018/2019	0%
2017/2018	3%	10.60%	2017/2018	7%
2016/2017	-7%	13.60%	2016/2017	2%

The attainment gap is the percentage difference between first and second class, upper degrees awarded to UK domiciled students from minority ethnic backgrounds and first and second-class upper degrees awarded to students from any white ethnic background. A minus (-) percentage indicates that UK domiciled students from minority ethnic groups have received a proportionately higher percentage of first and upper second-class degrees than their white counterparts.

Ethnicity and Domicile

Table 28: Withdrawals Breakdown by Ethnicity in 20/21

Withdrawals by Ethnicity:	Any White Background:	Minority Ethnic Background:	Total:
	27 (84%)	<5	32 (100%)

These percentages are a part of the whole withdrawal in 2020/2021 (i.e. 32 students).

Table 29: Withdrawals Breakdown by Ethnicity

Withdrawals by Ethnicity	2016/2017	%	2017/2018	%	2018/2019	%	2019/2020	%	2020/2021	%
Any White Background	45	3%	70	4%	84	5%	48	3%	28	2%
Minority Ethnic Background	10	2%	16	3%	37	2%	13	2%	<5	-
Not Known/Info Refused	5	8%	13	27%	11	1%	4	9%	0	0%
TOTAL:	60		99		132		65		32	

These percentages represent the withdrawal as a proportion of the specified group in each year's respective cohort.

Table 30: Student Domicile Breakdown by School and Level of Study in 20/21

	Total	Scotland		Rest of UK (RUK)		EU		Overseas	
Glasgow School of Art	2419	1052	43%	512	21%	305	13%	550	23%
Postgraduates	765	217	28%	89	12%	125	16%	334	44%
Undergraduates	1654	835	50%	423	26%	180	11%	216	13%
Simulation and Visualisation	156	87	56%	17	11%	26	17%	26	17%
Innovation School	233	78	33%	22	9%	37	16%	96	41%
Fine Art	691	301	44%	198	29%	69	10%	123	18%
Design	771	333	43%	161	21%	73	9%	204	26%
Architecture	568	253	45%	114	20%	100	18%	101	18%

These percentages are of the respective School or Level cohorts.

Ethnicity and Domicile

Table 31: Withdrawals Breakdown by Domicile in 20/21

Withdrawals by Domicile:	Scottish:	RUK:	EU:	Overseas:	Total:
	15 (47%)	7 (22%)	<5	8 (25%)	32 (100%)

These percentages are a part of the whole withdrawal in 2020/2021 (i.e. 32 students).

Table 32: Withdrawals Breakdown by Domicile

Withdrawals by Domicile	2016/2017	%	2017/2018	%	2018/2019	%	2019/2020	%	2020/2021	%
Scottish	29	3%	43	5%	63	7%	26	3%	15	1%
RUK	13	2%	27	5%	20	4%	13	3%	7	1%
EU	9	3%	8	3%	16	6%	12	4%	<5	-
Overseas	9	2%	21	4%	33	6%	14	2%	8	1%
TOTAL:	60		99		132		65		32	1%

These percentages represent the withdrawal as a proportion of the specified group in each year's respective cohort.

Table 33: Degree Classification Breakdown by Domicile at Graduation in 20/21

Classification	First Class Honours		Second Class Honours (Upper)		Second Class Honours (Lower)		Third Class Honours		Pass – degree awarded without honours		Total
UK-Domiciled	102	36%	139	49%	28	10%	14	5%	<5	-	284
Non-UK-Domiciled	24	28%	30	35%	13	15%	18	21%	0	0.0%	85

Please note these figures relate to undergraduate students only. Also these percentages are a reflection of their share of their individual characteristic cohort.

Ethnicity and Domicile

Table 34: Attainment by Domicile

Attainment by Domicile:															
	2016/2017			2017/18			2018/2019			2019/2020			2020/2021		
	1sts or 2:1s	All graduates	%	1sts or 2:1s	All graduates	%	1sts or 2:1s	All graduates	%	1sts or 2:1s	All graduates	%	1sts or 2:1s	All graduates	%
Scottish	98	181	54%	122	176	69%	88	134	66%	133	160	83%	241 UK-domiciled	284 UK-domiciled	85%
Rest of the UK	73	108	68%	75	100	69%	84	109	77%	102	110	93%			
European Union	28	56	50%	30	41	73%	28	41	68%	30	33	91%	54 non-UK-domiciled	85 non-UK-domiciled	64%
Overseas	17	48	35%	14	43	33%	20	35	57%	35	46	76%			

This table shows the number of firsts and upper second degrees achieved by each domicile group from 2016/17 to 2020/21 and as a percentage of each domicile group in the graduating cohort.

Religion and Belief

Highlights:

- Percentage of students disclosing 'No Religion' has increased from 63.4% in 16/17 to 69.1% in 20/21. This is consistent regardless of domicile.
- There was a drop of 3.5 percentage points in the numbers of students indicating Christianity as their religion (any denomination) since 16/17 – from 17.5% to 14.0%.
- There was a slight decrease in the number of students disclosing other major religions and beliefs compared to the previous year – from 9.0% in 19/20 to 7.8% in 20/21. Nevertheless, 7.8% in 20/21 is still 2.3 percentage points higher than 5.5% in 16/17.
- A steady decline can be noticed in the numbers of students who selected 'Prefer not to say' or refused to disclose any information on Religion and Belief – from 9.6% in 16/17 to 7.8% in 20/21.

Religion and Belief

Table 35: Student Breakdown by Religion and Belief and Domicile in 20/21

GSA Religion	Total	UK-domiciled (Scotland + Rest of UK)	Non-UK-domiciled (EU + Overseas)
No Religion	1671 = 69.1% of all GSA students	1082 = 69.2% of all UK-domiciled	589 = 68.9% of all non-UK-domiciled
Buddhist	37 = 1.5%	18 = 1.2%	19 = 2.2%
Christian - Church of Scotland	49 = 2.0%	46 = 3.0%	<5
Christian - Roman Catholic	149 = 6.2%	116 = 7.4%	33 = 3.9%
Christian - Other denomination	140 = 5.8%	76 = 4.9%	64 = 7.5%
Hindu	10 = 0.4%	<5	8 = 0.9%
Jewish	8 = 0.3%	<5	<5
Muslim	35 = 1.5%	17 = 1.1%	18 = 2.1%
Sikh	<5	<5	0 = 0.0%
Spiritual	95 = 3.9%	75 = 4.8%	20 = 2.4%
Any other religion or belief	33 = 1.4%	17 = 1.1%	16 = 1.9%
Prefer not to say/Information refused	188 = 7.8%	107 = 6.9%	81 = 9.5%
Total	2419	1564	855

Table 36: Student Breakdown by Religion and Belief

All Students	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
No Religion	1393	63.4%	1510	65.6%	1549	67.7%	1591	66.9%	1671	69.1%
Christian (all denominations)	384	17.5%	373	16.2%	330	14.4%	343	14.4%	338	14.0%
Other Major Religions and Beliefs (including Spiritual)	120	5.5%	175	7.6%	177	7.7%	214	9.0%	189	7.8%
Any Other Religion or Belief	88	4.0%	35	1.5%	25	1.1%	32	1.3%	33	1.4%
Prefer not to say/Information not provided	211	9.6%	208	9.0%	206	9.0%	198	8.3%	188	7.8%
Total	2196	100%	2301	100%	2287	100%	2378	100%	2419	100%

Sex and Gender Identity

Highlights:

- Given the limited HESA data on gender identity, GSA has implemented a further question on trans status as part of enrolment and is hoping to be able to report on relevant data in the next Student Equality Monitoring report in 2023.
- In 2020-2021, 32.2% of all GSA students identified as 'Male', 66.0% identified as 'Female', and 1.7% identified as 'Other'. These numbers are consistent with previous years and regardless of whether the students are undergraduates or postgraduates.
- In 20-21, the school with the highest proportion of students who identified as 'Male' was the School of Simulation and Visualisation (56.4% of all students in the school), followed by the School of Architecture (45.5%).
- The school with the highest proportion of students who identified as 'Female' was the School of Design (76.5% of all students in the school), followed by the School of Fine Art (71.1%)
- The school with the highest proportion of students who identified as 'Other' was the School of Fine Art (2.9% of all students in the school).
- UCAS applications from male applicants sat at 28.1% in 20/21, as opposed to 71.9% female applicants. These values have remained consistent over the past five years.
- UCAS acceptances of male applicants in 20/21 sat at 33.3%, as opposed to 66.7% acceptances of female candidates. This, although a slight decrease from 34.1% in 19/20, marks an increase of 5.4 percentage points in acceptance of male applicants compared to 17/18 when the numbers of male acceptances was the lowest over the past five years (27.9%).
- 75% of withdrawals in 20/21 were made by female students, marking an increase of 7.3 percentage points compared to 19/20 and 20.0 percentage points increase compared to 18/19 (when GSA had the highest number of withdrawals over the past five years but also the lowest proportion of female withdrawals over the same time period).
- In 2020-2021, 86% of students declared that their gender identity matches the sex they were assigned at birth, 3% disclosed that their gender identity does not match the sex they were assigned at birth, and 12% did not provide any information. Those numbers are consistent with previous years.

Sex and Gender Identity

- From 2016-2017 up until and including 2018-2019, the degree attainment gap between male and female students had been sitting consistently at between 0% and 1% in favour of female students. In 2019-2020 this rose to 9% in favour of female students, reaching 11% in 2020-2021.

Sex and Gender Identity

Table 37: Student Breakdown by Sex

Sex - ALL STUDENTS		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
		Male	738	33.6%	766	33.3%	730	31.9%	767	32.3%	780
Female	1444	65.8%	1511	65.7%	1522	66.6%	1568	65.9%	1597	66.0%	
Other	14	0.6%	24	1.0%	35	1.5%	43	1.8%	42	1.7%	
TOTAL	2196		2301		2287		2378		2419		

Table 38: Student Sex Profile by School and Level of Study in 20/21

	Total	Male		Female		Other	
Glasgow School of Art	2419	780	32.2%	1597	66.0%	42	1.7%
Postgraduates	765	254	33.2%	497	65.0%	14	1.8%
Undergraduates	1654	526	31.8%	1100	66.5%	28	1.7%
Simulation and Visualisation	156	88	56.4%	64	41.0%	<5	-
Innovation School	233	82	35.2%	149	63.9%	<5	-
Fine Art	691	180	26.0%	491	71.1%	20	2.9%
Design	771	172	22.3%	590	76.5%	9	1.2%
Architecture	568	258	45.4%	303	53.3%	7	1.2%

This table shows the percentage of male/female/other students as a proportion of the cohort at GSA, school and level of study.

Sex and Gender Identity

Table 39: Undergraduate Students Breakdown by Sex

	Undergraduate					
	Male		Female		Other	
2020/2021	526	32%	1100	67%	28	2%
2019/2020	501	30%	1131	68%	34	2%
2018/2019	476	29%	1115	69%	27	2%
2017/2018	594	33%	1188	66%	22	1%
2016/2017	587	34%	1126	65%	13	1%

Table 40: Postgraduate Students Breakdown by Sex

	Postgraduate					
	Male		Female		Other	
2020/2021	254	33%	497	65%	14	2%
2019/2020	266	37%	437	61%	9	1%
2018/2019	254	38%	407	61%	8	1%
2017/2018	172	35%	323	65%	<5	-
2016/2017	151	32%	318	68%	<5	-

Table 41: UCAS Applications Breakdown by Sex

Sex	UCAS APPLICATIONS - Sex									
	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
Male	1164	26.9%	1065	26.7%	1191	27.4%	1130	28.0%	1184	28.1%
Female	3164	73.1%	2925	73.3%	3159	72.6%	2909	72.0%	3028	71.9%
TOTAL	4328		3990		4350		4039		4212	

Please note that ALL UCAS figures include Undergraduate applications only. UCAS also only offer the option to select either MALE or FEMALE.

Table 42: UCAS Acceptances Breakdown by Sex

Sex	UCAS ACCEPTANCES - Sex									
	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
Male	132	29.3%	126	27.9%	137	28.0%	169	34.1%	163	33.3%
Female	318	70.7%	325	72.1%	353	72.0%	326	65.9%	326	66.7%
TOTAL	450		451		490		495		489	

Please note that ALL UCAS figures include Undergraduate applications only. UCAS also only offer the option to select either MALE or FEMALE.

Sex and Gender Identity

Table 43: Degree Classification Breakdown by Sex at Graduation in 20/21

Classification	First Class Honours		Second Class Honours (Upper)		Second Class Honours (Lower)		Third Class Honours		Pass – degree awarded without honours		Total
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Male	33	26%	59	47%	15	12%	18	14%	0	0.0%	125
Female	91	39%	108	46%	24	10%	12	5%	0	0.0%	235
Other	<5	-	<5	-	<5	-	<5	-	<5	-	9

Please note these figures relate to undergraduate students only. Also these percentages are a reflection of their share of their individual characteristic cohort.

Table 44: Sex Attainment Gap

Academic Year	Attainment Gap GSA	Scotland Average
2020/2021	-11%	-4.8%
2019/2020	-9%	-4.9%
2018/2019	-1%	-4.60%
2017/2018	-1%	-4.40%
2016/2017	0%	-6.10%

The attainment gap is the percentage difference between first and second class, upper degrees awarded to female students and first and second-class upper degrees awarded to male students. A minus (-) percentage indicates that female students have received a proportionately higher percentage of first and upper second-class degrees than their male counterparts.

Sex and Gender Identity

Table 45: Withdrawals Breakdown by Sex in 20/21

Withdrawals by Sex:	Male:	Female:	Other:	Total:
	8 (25%)	24 (75%)	0 (0.0%)	32 (100%)

These percentages are a part of the whole withdrawal in 2020/2021 (i.e. 32 students).

Table 46: Withdrawals Breakdown by Sex

Withdrawals by Sex	2016/2017	%	2017/2018	%	2018/2019	%	2019/2020	%	2020/2021	%
Male	22	3%	33	4%	56	7%	19	2%	8	1%
Female	38	3%	65	4%	73	5%	44	3%	24	2%
Other	0	0.0%	<5	-	<5	-	<5	-	0	0.0%
TOTAL:	60		99		132		65		32	

These percentages represent the withdrawal as a proportion of the specified group in each year's respective cohort.

Table 47: Student Breakdown by Gender Identity

Glasgow School of Art	Yes		No		Information not provided	
2020/2021	2079	86%	61	3%	279	12%
2019/2020	2002	84%	70	3%	306	13%
2018/2019	1981	87%	52	2%	254	11%
2017/2018	2000	87%	33	1%	268	12%
2016/2017	2024	86%	37	1%	299	13%

These answers are produced in response to the HESA question: "Is your gender identity the same as the gender you were assigned at birth?"

Sexual Orientation

Highlights:

- There has been an increase of 7.6 percentage points in the number of students who identify as 'Bisexual' since 16/17 (from 5.2% to 12.8%).
- The percentage of students who identified as 'Gay Man', 'Gay Woman/Lesbian' or 'Other' has remained consistent over the past five years.
- There has been a decrease of 9.8 percentage points in the number of students who identify as 'Heterosexual' since 16/17 (from 69.7% to 59.9%).
- There has been a slight increase in the percentage of students who selected 'Prefer Not To Say' or refused to provide information (from 16.0% in 16/17 to 18.4% in 20/21).
- In 20/21, 14.4% of Undergraduate students identified as 'Bisexual', as opposed to 9.3% of Postgraduate students.
- The number of Postgraduate students who identified as 'Heterosexual' in 20/21 is 4.8 percentage points higher than the number of heterosexual Undergraduate students.

Sexual Orientation

Table 48: Student Breakdown by Sexual Orientation

All Students	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
Bisexual	114	5.2%	169	7.3%	223	9.8%	258	10.8%	309	12.8%
Gay Man	91	4.1%	101	4.4%	91	4.0%	94	4.0%	90	3.7%
Gay Woman/Lesbian	32	1.5%	36	1.6%	36	1.6%	43	1.8%	43	1.8%
Heterosexual	1531	69.7%	1541	67.0%	1477	64.6%	1463	61.5%	1448	59.9%
Other	77	3.5%	77	3.3%	70	3.1%	82	3.4%	84	3.5%
Prefer not to say/Information not provided	351	16.0%	377	16.4%	390	17.1%	438	18.4%	445	18.4%
Total	2196	100%	2301	100%	2287	100%	2378	100%	2419	100%

Table 49: Undergraduate Students Breakdown by Sexual Orientation

Undergraduate Students – 1654 in total		
Bisexual	238	14.4%
Gay Man	69	4.2%
Gay Woman/ Lesbian	34	2.1%
Heterosexual	965	58.4%
Other	61	3.7%
Prefer Not to Say/ Information Refused	287	17.4%

Table 50: Postgraduate Students Breakdown by Sexual Orientation

Postgraduate Students – 765 in total		
Bisexual	71	9.3%
Gay Man	21	2.8%
Gay Woman/ Lesbian	9	1.2%
Heterosexual	483	63.2%
Other	23	3.0%
Prefer Not to Say/ Information Refused	158	20.7%