

# **Student Equality Monitoring Report 2021 - 2022**



**This report presents an overview of GSA's student equality information for 2021/2022 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.

**This report provides an attainment and withdrawal analysis of students aged 25 and over, an attainment and withdrawal analysis of students who have disclosed a mental health condition, and a degree classification, attainment and withdrawal analysis for Gender reassignment (Gender identity), Religion and belief and Sexual orientation. These have been incorporated in line with the National Equality Outcomes produced by the Scottish Funding Council in partnership with the Equality and Human Rights Commission and published in January 2023 ([Equality and diversity \(sfc.ac.uk\)](https://www.sfc.ac.uk/equality-diversity)).**

**The findings of this report have also been benchmarked against both the Scotland and Glasgow City average (where data was available).**

# Overview

## Key findings:

- This report highlights a 6.0% increase in the total GSA student population since 2017-2018, making 2021/22 the academic year with the highest overall number of students over the past five-year period.
- 2021/22 marks the second highest number of withdrawals over the past five years – 123 in total. This is an increase of 67.5% since 2020/21.
- There has been a 16.3 percentage points decrease in withdrawals from students aged 22-24, compared to 2020/21.
- Proportionately fewer withdrawals were made by students aged 25 and over (4.6% of the respective cohort) than by students aged 17-24 (5.2% of the respective cohort).
- The 21/22 age attainment gap between students aged 18-24 and those aged 25 and over is 17.3 percentage points in favour of the students aged 18-24. The attainment gap is 5.3pp lower than the Glasgow City average age attainment gap (22.6pp) and 10.0pp lower than the Scotland-average attainment gap between students aged 18-24 and those aged 25 and over (27.3pp).
- 22.6% of all enrolled GSA students in 2021-2022 had disclosed a disability, marking an increase of 3.7 percentage points since 2017-2018. These figures are also 7.3pp higher than the Scotland average proportion of disabled students (15.3%) and 11.7pp higher than the Glasgow City average (10.9%).
- In 21/22, 40.6% of disabled students were in receipt of Disabled Student Allowance (DSA), marking a slight decrease of 2.8 percentage points since 20/21 and an overall decrease of 12.2 percentage points since 17/18.
- 30.1% of withdrawals in 21/22 were made by disabled students, which is a significant increase of 14.1 percentage points compared to 17/18 and marks the highest percentage of withdrawals from students who disclosed a disability over the past five years.
- In 2021/22, 12 (9.8%) of all withdrawals were made by students who had disclosed a mental health condition (also comprising 32.4% of all withdrawals made by disabled students in 21/22).

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- In 21/22, the GSA disability attainment gap is 3.2pp in favour of students who have not disclosed a disability, marking a 4.2 percentage points increase since 20/21. These figures are 4.5pp higher than the Scotland-wide disability attainment gap for 2021/22 (sitting at -1.3pp in favour of disabled students) and 8.7pp higher than the 21/22 Glasgow City disability attainment gap (-5.5pp in favour of disabled students).
- The attainment gap between students who disclosed a mental health condition and those who are not known to be disabled for 21/22 is 8.2pp in favour of the latter. These figures are 11.3pp higher than the 21/22 Scotland-wide (-3.1pp in favour of students who disclosed a mental health condition) and 11.8pp higher than the 21/22 Glasgow City (-3.6pp in favour of students who disclosed a mental health condition) attainment gaps between students who disclosed a mental health condition and those who were not known to be disabled.
- The 21/22 attainment gap between students who had disclosed a mental health condition and students who had disclosed any other disabilities (including 'two or more impairments and/or disabling medical conditions', which may or may not include Mental Health conditions) sits at -0.3pp in favour of students who had reported a mental health condition. These figures are 2.3pp higher than the 21/22 Scotland-average attainment gap between students who had disclosed a mental health condition and students who had disclosed any other disabilities (-2.6pp in favour of students who disclosed a mental health condition). Nevertheless, the figures are also 3.2pp lower than the same attainment gap amongst Glasgow City HEIs (2.9pp in favour of students who had disclosed any other disability, other than a mental health condition).
- There was an increase of 6.2 percentage points in the number of GSA students from minority ethnic background over the past five years (from 23.1% in 17/18 to 29.3% in 21/22), marking the highest percentage of students from minority ethnic background since 17/18. These figures are 21.6pp higher than the Scottish average and 21.1pp higher than the Glasgow City average proportions of students from minority ethnic backgrounds (7.7% and 8.2% respectively).
- In 2021/22 the ethnicity attainment gap between UK-domiciled students from minority ethnic backgrounds and UK-domiciled students from any white background sits at 17 percentage points in favour of UK-domiciled students from any white background, marking a 6pp increase compared to 2020/21.
- The 21/22 ethnicity attainment gap between students from minority ethnic backgrounds and students from any white background (regardless of domicile) is 19.2pp in favour of students from any white background, marking an increase of 5.2pp compared to 20/21. These figures are 14.6pp higher than the 21/22 Scottish average and 11.4pp higher than the 21/22 Glasgow City average attainment gaps between students from minority ethnic

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backgrounds and students from any white background (regardless of domicile), which sat respectively at 4.6pp and 7.8pp in favour of white students.

- 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 9.1% in 17/18 to 7.8% in 21/22.
- In 21/22, 53.7% of all withdrawals were made by students who disclosed having no religion. This marks a 16.3 percentage points decrease compared to 20/21 and constitutes the lowest proportion of withdrawals made by students, who had disclosed having no religion, over the past five years.
- 21/22 marks the lowest percentage of students who identify as male and highest percentage of students who identify as female at GSA over the past five years (30.6% and 68.0% respectively).
- The percentage of GSA students who identified as ‘Male’ in 21/22 is proportionately lower than both the Scotland and Glasgow City average in 21/22 (40.5% and 42.1% respectively), while the percentage of GSA students who identified as ‘Female’ in 21/22 is proportionately higher than both the Scotland and Glasgow City average in 21/22 (59.2% and 57.4% respectively).
- The percentage of GSA students who identified as ‘Other’ in 21/22 is proportionately higher than both the Scotland and Glasgow City average in 21/22 (0.4% and 0.6% respectively).
- In 2021/22, the GSA Sex Attainment gap reached 3.4pp in favour of male students, marking an increase of 14.4pp over the past year and the first time the sex attainment gap was in favour of male students in the past six-year period. These figures are 1.3pp lower than the Scotland average sex gap for 21/22 (4.7pp in favour of students who identified as male) and 3.9pp higher than the Glasgow City sex attainment gap in 21/22 (-0.5pp in favour of students who identified as female).
- UCAS applications from male applicants sat at 25.9% in 21/22, as opposed to 74.1% female applicants. These values have marked a slight decrease in the numbers of male applicants – from 28.0% in 20/21 to 25.9% in 21/22, making 21/22 the year with the lowest number of male applicants over the past five-year period.

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- The school with the highest proportion of students who identified as 'Other' was the School of Fine Art (2.3% of all students in the school).
- 2021/22 marks the first instance over the past five years where the number of withdrawals, made by students whose gender identity does not match the sex they were assigned at birth, is above 5 (6 in 21/22, or 4.9% of all withdrawals in 21/22).
- The attainment gap between students whose gender identity matches the sex they were assigned at birth and those whose does not, sits at 14.7 percentage points in favour of students whose gender identity matches the sex they were assigned at birth. This marks a 16.7pp increase since 20/21 (when figures showed a 2pp gap in favour of students whose gender identity doesn't match the sex they were assigned at birth), but a 43.1pp decrease since 17/18 when the gap sat at 57.8pp in favour of students whose gender identity matched the sex they were assigned at birth.
- There has been an increase of 6.1 percentage points in the number of students who identify as 'Bisexual' since 17/18 (from 7.4% in 17/18 to 13.5% in 21/22), marking the highest proportion of bisexual students over the past five-year period.
- There has been a decrease of 7.6 percentage points in the number of students who identify as 'Heterosexual' since 17/18 (from 67.0% in 17/18 to 59.4% in 21/22, marking the first time in the past five-year period where the proportion of heterosexual students has dropped below 60.0%).
- 50.0% of both gay men and gay women/lesbians obtaining an undergraduate degree in 21/22, received a First Class Honours qualification.
- 20/21 saw the lowest percentage of withdrawals made by heterosexual students (47.5% in 20/21, which then increased to 48.8% in 21/22, which is still the second lowest proportion of withdrawals from students who identify as heterosexual since 17/18).

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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 when reporting the majority of the age data (in line with HESA):</p> <ul style="list-style-type: none"> <li>• ‘17 and under’, ‘18’, ‘19-20’, ‘21’, ‘22-24’, ‘25-39’, ‘40 and over’</li> </ul> <p>When reporting undergraduate applications and acceptances, the UCAS age breakdown is used:</p> <ul style="list-style-type: none"> <li>• ‘17 and under’, ‘18’, ‘19-20’, ‘21-24’, ‘25-29’, ‘30-34’, ‘35 and over’</li> <li>• <b>Age attainment gap analysis has been added in this report in line with the National Equality Outcomes produced by the Scottish Funding Council in partnership with the Equality and Human Rights Commission in 2023. A further withdrawals analysis by age has also been produced.</b></li> </ul>	pp. 11 – 16

<p><b>Disability</b></p>	<p>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.”</p>	<ul style="list-style-type: none"> <li>• GSA uses the HESA disability categories for monitoring purposes.</li> <li>• 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.</li> <li>• In this report, Disability and Ethnicity and Domicile have been cross-sectionally examined.</li> <li>• <b>A Mental Health condition attainment gap and withdrawals analysis has been added in this report in line with the National Equality Outcomes produced by the Scottish Funding Council in partnership with the Equality and Human Rights Commission in 2023.</b></li> </ul>	<p>pp. 17 – 26</p>
<p><b>Ethnicity and Domicile</b></p>	<p>According to HESA:</p> <ul style="list-style-type: none"> <li>• <b>White</b> includes White, White - Scottish, Irish Traveller, Gypsy or Traveller, plus Other White background.</li> <li>• <b>Black</b> includes Black or Black British - Caribbean, Black or Black British - African, and other Black background.</li> <li>• <b>Asian</b> includes Asian or Asian British - Indian, Asian or Asian British - Pakistani, Asian or Asian</li> </ul>	<ul style="list-style-type: none"> <li>• Data on Ethnicity and Domicile has been collated and is presented together for a more well-rounded analysis.</li> <li>• 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.</li> <li>• 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:</li> </ul>	<p>pp. 27 – 37</p>



	<p>British - Bangladeshi, Chinese, and other Asian background.</p> <ul style="list-style-type: none"> <li>• <b>Mixed</b> includes mixed - White and Black Caribbean, mixed - White and Black African, mixed - White and Asian, other mixed background.</li> <li>• <b>Other</b> includes Arab and other ethnic background.</li> <li>• <b>Unknown/Not applicable</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>- <u><a href="http://advance-he.ac.uk">Use of language: race and ethnicity   Advance HE (advance-he.ac.uk)</a></u></li> <li>- <u><a href="http://ethnicity-facts-figures.service.gov.uk">Writing about ethnicity - GOV.UK (ethnicity-facts-figures.service.gov.uk)</a></u></li> <li>- <u><a href="#">A guide to race and ethnicity terminology and language   The Law Society</a></u></li> <li>- <u><a href="http://blog.gov.uk">Please, don't call me BAME or BME! - Civil Service (blog.gov.uk)</a></u></li> </ul> <ul style="list-style-type: none"> <li>• 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 <u><a href="#">further breakdown by specific minority ethnic groups and 'Other White background' has been provided for more clarity of numbers.</a></u></li> <li>• Data on race/ethnicity is presented both relative to all students and in relation to UK domiciled students only.</li> <li>• In this report 'UK-domiciled' (<u><a href="#">1604 in total</a></u>) refers to 'Scotland' and 'The Rest of UK' (RUK) and 'Non-UK-Domiciled' (<u><a href="#">836 in total</a></u>) refers to 'EU' and 'Overseas'.</li> </ul>	
<p><b>Religion and Belief</b></p>	<p>According to HESA - 'This field records the religious belief of the student, on the basis of their own self-assessment.'</p>	<p>In this report Religion and Belief and Domicile have been cross-sectionally examined, broken down by each available religious denomination (or belief).</p> <ul style="list-style-type: none"> <li>• <b>A Religion and Belief degree classification, attainment gap and withdrawals analysis has been added in this</b></li> </ul>	<p><b>pp. 38 – 41</b></p>

		<b>report in line with the National Equality Outcomes produced by the Scottish Funding Council in partnership with the Equality and Human Rights Commission in 2023.</b>	
<b>Sex and Gender Identity</b>	<ul style="list-style-type: none"> <li>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.’</li> <li>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?’.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>In this report, ‘Sex’ refers to the HESA’s ‘SEXID’ data (Sex Identifier).</li> <li><b>A Gender identity (reassignment) degree classification, attainment gap and withdrawals analysis has been added in this report in line with the National Equality Outcomes produced by the Scottish Funding Council in partnership with the Equality and Human Rights Commission in 2023.</b></li> </ul>	<b>pp. 42 – 49</b>
<b>Sexual Orientation</b>	HESA records ‘the sexual orientation of the student on the basis of their own self-assessment’.	<p>In this report Sexual Orientation has been additionally broken down by Undergraduate and Postgraduate status for the better understanding of numbers.</p> <ul style="list-style-type: none"> <li><b>A Sexual orientation degree classification, attainment gap and withdrawals analysis has been added in this report in line with the National Equality Outcomes produced by the Scottish Funding Council in partnership with the Equality and Human Rights Commission in 2023.</b></li> </ul>	<b>pp. 50 – 53</b>

# 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.
- All GSA students in 2021-22 aged 21-24 comprised 42.5% of the whole GSA student body. This age group is also the most prevalent across both Scotland-wide and Glasgow-based HEIs (with an average of 29.2% and 33.6% respectively).
- In 2021-22, 74.3% of all GSA students were aged 17-24, which is 13.3 percentage points higher than the Scotland average for the same age group (61.0%) and 7.9pp higher than the Glasgow average (66.4% of all students in Glasgow City for 2021-22 were aged 17-24).
- 25.8% of all GSA students in 2021-22 were aged 25 or over. This is 13.1pp lower than the Scotland average and 7.8pp lower than the Glasgow average for the same age group.
- For 2021-2022, 29.5% of all GSA students belonged to the '22-24' age group, followed '19-20' (22.7%) and '25-39' (21.8%). The least represented students were aged '17 and under' (1.6%) and '40 and over' (4.0%).
- The highest proportion of students in undergraduate courses were aged '19-20' (32.4% of all undergraduate students) and '22-24' in postgraduate courses (50.7% of all postgraduate students).
- The largest percentages of students in 2021-2022 broken down by School of Study were aged as follows:
  - School of Architecture - '22-24' (30.9% of all students in the school); School of Design - '22-24' (31.8% of all students in the school); School of Fine Art - '19-20' (24.3% of all students in the school); School of Innovation - '22-24' (39.5% of all students in the school); School of Simulation and Visualisation - '25-39' (37.6% of all students in the school).
- The highest proportion of UCAS undergraduate applications in 2021-2022 were submitted by candidates aged '18' (39.7%) and '19-20' (34.8%), while the lowest number of applications was received by applicants aged '30-34' (1.6%) and '35 and over' (2.4%). All numbers are consistent with previous years.

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- The highest numbers of successful UCAS applications came from candidates aged '19-20' (34.7% of all UCAS acceptances for 2021-2022 and consistently highest over the past five years but 6.7 percentage points lower than in 17/18), '18' (31.7%) and '21-24' (17.8%).
- The highest proportion of withdrawals in 2021-2022 came from the '19-20' age group (29.3% of all withdrawals), followed by the '22-24' age group (21.2% of all withdrawals, marking a decrease of 16.3 percentage points compared to 2020/21).
- 23.6% of the 21/22 withdrawals were made by students aged 25 and over. Given that in 21/22, students aged 25 and over comprised 25.8% of all GSA students, proportionately fewer withdrawals were made by students aged 25 and over than those made by students aged 17-24 (4.6% of all students aged 25 and above withdrew, compared to 5.2% of all students aged 17-24).
- The 21/22 age attainment gap between students aged 18-24 and those aged 25 and over is 17.3 percentage points in favour of the students aged 18-24. The gap has fluctuated over the past five years, increasing by 40.6pp in 2019/20 (from 11.8pp in favour of students aged 25 and over in 18/19 to 28.8pp in favour of students aged 18-24 in 19/20), then dropping down to 1.6pp in favour of those aged 18-24 in 20/21, followed by another increase to 17.3pp in 21/22.
- The 2021-22 GSA age attainment gap is 5.3pp lower than the same attainment gap for Glasgow City (22.6pp) and 10.0pp lower than the Scotland-average attainment gap between students aged 18-24 and those aged 25 and over (27.3pp).



# Age

**Table 1: Student Breakdown by Age in 21/22**

Age	ALL STUDENTS									
	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
17 and under	37	1.6%	38	1.7%	56	2.3%	44	1.9%	39	1.6%
18	156	6.8%	167	7.3%	139	5.7%	154	6.5%	183	7.5%
19-20	603	26.3%	543	23.8%	569	23.5%	565	24.0%	553	22.7%
21	290	12.6%	337	14.7%	318	13.1%	315	13.4%	316	13.0%
22-24	641	27.9%	650	28.4%	709	29.3%	659	28.0%	719	29.5%
25-39	486	21.2%	479	21.0%	559	23.1%	522	22.1%	533	21.8%
40 and over	81	3.5%	72	3.1%	70	2.9%	98	4.2%	97	4.0%
<b>TOTAL</b>	<b>2294</b>	<b>100%</b>	<b>2286</b>	<b>100%</b>	<b>2420</b>	<b>100%</b>	<b>2357</b>	<b>100%</b>	<b>2440</b>	<b>100%</b>

**Table 2: Student Age Profile by School and Level of Study in 21/22**

	Total	17 and under		18		19-20		21		22-24		25-39		40 and over	
Glasgow School of Art	2440	39	1.6%	183	7.5%	553	22.7%	316	13.0%	719	29.5%	533	21.8%	97	4.0%
Postgraduates	737	0	0%	0	0%	<5	-	18	2.4%	374	50.7%	291	39.5%	52	7.1%
Undergraduates	1703	39	2.3%	183	10.7%	551	32.4%	298	17.5%	345	20.3%	242	14.2%	45	2.6%
Architecture	525	5	1.0%	42	8.0%	112	21.3%	65	12.4%	162	30.9%	131	25.0%	8	1.5%
Design	845	14	1.7%	64	7.6%	213	25.2%	106	12.5%	269	31.8%	146	17.3%	33	3.9%
Fine Art	643	10	1.6%	53	8.2%	156	24.3%	102	15.9%	139	21.6%	142	22.1%	41	6.4%
Innovation	253	7	2.8%	19	7.5%	47	18.6%	25	9.9%	100	39.5%	52	20.6%	<5	-
Simulation and Visualisation	149	<5	-	<5	-	19	12.8%	15	10.1%	44	29.5%	56	37.6%	10	6.7%

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

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**Table 3: UCAS Applications Breakdown by Age in 21/22**

		UCAS APPLICATIONS									
		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Age	17 and under	60	1.5%	110	2.5%	110	2.7%	135	3.2%	160	3.5%
	18	1405	35.4%	1555	36.0%	1405	34.9%	1510	36.1%	1815	39.7%
	19-20	1465	36.9%	1500	34.6%	1445	35.9%	1445	34.5%	1590	34.8%
	21-24	670	16.9%	755	17.5%	660	16.4%	680	16.3%	595	13.0%
	25-29	200	5.0%	200	4.6%	200	5.0%	225	5.4%	225	4.9%
	30-34	70	1.8%	95	2.2%	80	2.0%	65	1.6%	75	1.6%
	35 and over	100	2.5%	110	2.5%	125	3.1%	120	2.9%	110	2.4%
<b>TOTAL</b>		<b>3970</b>	<b>100%</b>	<b>4325</b>	<b>100%</b>	<b>4025</b>	<b>100%</b>	<b>4180</b>	<b>100%</b>	<b>4570</b>	<b>100%</b>

Please note that ALL UCAS figures include Undergraduate applications only.

**Table 4: UCAS Acceptances Breakdown by Age in 21/22**

		UCAS ACCEPTANCES									
		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Age	17 and under	5	1.1%	15	3.3%	10	2.0%	10	2.1%	5	1.0%
	18	140	31.1%	140	30.4%	130	26.0%	140	29.2%	160	31.7%
	19-20	185	41.1%	155	33.7%	195	39.0%	190	39.6%	175	34.7%
	21-24	65	14.4%	95	20.7%	90	18.0%	75	15.6%	90	17.8%
	25-29	35	7.8%	25	5.4%	35	7.0%	35	7.3%	50	9.9%
	30-34	10	2.2%	15	3.3%	15	3.0%	15	3.1%	10	2.0%
	35 and over	10	2.2%	15	3.3%	25	5.0%	15	3.1%	15	3.0%
<b>TOTAL</b>		<b>450</b>	<b>100%</b>	<b>460</b>	<b>100%</b>	<b>500</b>	<b>100%</b>	<b>480</b>	<b>100%</b>	<b>505</b>	<b>100%</b>

Please note that ALL UCAS figures include Undergraduate applications only.

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**Table 5: Degree Classification Breakdown by Age at Graduation in 21/22**

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	<5	-	<5	-	0	0.0%	10 (100%)		
21	40	36.7%	49	30.6%	19	31.1%	<5	-	109 (100%)
22-24	45	41.3%	71	44.4%	23	37.3%	11	61.1%	150 (100%)
25-39	17	15.6%	37	23.1%	14	23.0%	<5	-	72 (100%)
40 and over	<5	-	0	0.0%	<5	-	<5	-	7 (100%)

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	2017/2018	%	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%
17 and under	<5	-	6	4.5	<5	-	0	0.0%	<5	-
18	7	7.0%	5	3.8%	9	10.2%	<5	-	11	9.0%
19-20	27	27.0%	21	15.8%	9	10.2%	9	22.5%	36	29.3%
21	12	12.0%	13	9.8%	<5	-	6	15.0%	18	14.7%
22-24	28	28.0%	41	30.8%	27	30.7%	15	37.5%	26	21.2%
25-39	20	20.0%	38	28.6%	33	37.5%	6	15.0%	17	13.8%
40 and over	5	5.0%	9	6.8%	<5	-	<5	-	12	9.8%
<b>TOTAL:</b>	<b>100</b>	<b>100%</b>	<b>133</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>123</b>	<b>100%</b>

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

# Age

**Table 7: Age Attainment Gap (aged 18-24 vs. aged 25 and over)**

Academic Year	Attainment Gap GSA	Attainment Gap Glasgow City	Attainment Gap Scotland
<b>2021/2022</b>	<b>17.3pp</b>	<b>22.6pp</b>	<b>27.3pp</b>
2020/2021	1.6pp		
2019/2020	28.8pp		
2018/2019	-11.8pp		
2017/2018	-1.1pp		
<p>The attainment gap is the percentage difference between first and second class, upper degrees awarded to students who are aged 25 and over and first and second-class upper degrees awarded to students who are aged 18-24. A minus (-) percentage indicates that students who are aged 25 and over have received a proportionately higher percentage of first and upper second-class degrees than students who are aged 18-24.</p>			



# Disability

## Highlights:

- 22.6% of all GSA students in 2021-2022 had disclosed a disability, marking an increase of 3.7 percentage points since 2017-2018. These figures are also 7.3pp higher than the Scotland average proportion of disabled students (15.3%) and 11.7pp higher than the Glasgow City average (10.9%).
- 25.1% of all Undergraduate students compared to 17.0% of all Postgraduate students in 21/22 had disclosed a disability.
- 25.8% of all 21/22 GSA graduates were disabled, compared to 16.7% of all Scotland HEIs' graduates and 10.0% of all Glasgow City HEIs' graduates.
- Disability disclosure across UCAS applications and acceptances has been increasing steadily over the past five years, marking a 1.6 percentage points increase in applications disclosing a disability and 5.4 percentage points increase in acceptances of disabled applicants compared to 17/18.
- The highest proportion of disclosed disability amongst all GSA students in 21/22 is 'A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D', comprising 46.0% of all disclosed disability in 20/21 (consistent with the whole Scottish and Glasgow City HE sector – 30.5% and 33.8% of all disabled students respectively), followed by 'A mental health condition, such as depression, schizophrenia or anxiety disorder' (28.6% and consistent with both the Scotland and Glasgow average – 27.6% and 25.3% respectively) and 'Two or more impairments and/or disabling medical conditions' (14.3%). This data is consistent with previous years.
- The most common disclosed disability for both undergraduate applications and acceptances was 'A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D' (comprising 7.8% of all UCAS applications (or 50.0% of all UCAS applications disclosing a disability), as well as 11.7% of all UCAS acceptances (or 61.6% of all UCAS acceptances disclosing a disability). The second most common disclosed disability/condition amongst UCAS applications and acceptances was 'A mental health condition, such as depression, schizophrenia or anxiety disorder' (comprising 4.2% of all UCAS applications (or 26.9% of all UCAS applications disclosing disability), as well as 3.7% of all UCAS acceptances (or 19.2% of all UCAS acceptances disclosing a disability). The least common disclosed disability/condition amongst UCAS applications and acceptances was 'Blind or have a serious visual impairment uncorrected by glasses' and it comprised fewer than five UCAS applications and no acceptances. All numbers and trends are consistent with previous years.
- In 2021/22, the School of Fine Art had the highest proportion of disabled students (31.1% of all students in the school), followed by the School of Simulation and Visualisation (26.8% of all students in the school).

## Disability

- The undergraduate disability disclosure rates in the schools of Design and Innovation have remained consistent over the past five years. On the other hand, the UG disability disclosure rates at the schools of Architecture and Fine Art have risen by 4.2 and 5.5 percentage points respectively. In the School of Simulation and Visualisation, the UG disability disclosure rate has risen 24.7 percentage points since 2017/18, but has dropped 8.0 percentage points compared to 2020/21
- In 21/22, 40.6% of disabled students were in receipt of Disabled Student Allowance (DSA), marking a slight decrease of 2.8 percentage points since 20/21 and an overall decrease of 12.2 percentage points since 17/18.
- 30.1% of withdrawals in 21/22 were made by disabled students, which is a significant increase of 14.1 percentage points compared to 17/18 and marks the highest percentage of withdrawals from students who disclosed a disability over the past five years.
- 76 out of all 552 disabled students in 21/22 are from minority ethnic backgrounds (13.8%).
- The degree attainment gap between students who disclosed a disability and those who did not has fluctuated over the past five years. In 2017/18 it was 2 percentage points (pp) in favour of students who disclosed a disability. This reversed to 12pp in favour of students who had not disclosed a disability in 2018/19, narrowing to 5pp in 2019-2020 and then reporting 1pp in favour of disabled students in 2020/21. In 21/22, the GSA disability attainment gap is 3.2pp in favour of students who have not disclosed a disability, marking a 4.2 percentage points increase since 20/21. These figures are 4.5pp higher than the Scotland-wide disability attainment gap for 2021/22 (sitting at -1.3pp in favour of disabled students) and 8.7pp higher than the 21/22 Glasgow City disability attainment gap (-5.5pp in favour of disabled students).
- In 2021/22, 12 (9.8%) of all withdrawals were made by students who had disclosed a mental health condition (also comprising 32.4% of all withdrawals made by disabled students in 21/22). These numbers mark an increase from 2017/18 when 5 students (5.0%) who had reported a mental health condition withdrew (31.3% of all withdrawals made by disabled people), however they also mark a percentage points decrease from 2019/20 when 10 students (11.4%) who had reported a mental health condition withdrew (constituting 43.5% of all disabled withdrawals).
- The attainment gap between students who disclosed a mental health condition and those who were not known to be disabled for 21/22 is 8.2pp in favour of the latter. These values have fluctuated over the past five years, reaching their peak in 18/19 when the gap was 21.8pp in favour of students who had not disclosed

## Disability

a disability, dropping 35.1pp to -13.3pp in favour of students who had reported a MH condition in 20/21, followed by another rise of 21.5pp in 21/22. The 21/22 attainment gap is 11.3pp higher than the 21/22 Scotland-wide (-3.1pp in favour of students who disclosed a mental health condition) and 11.8pp higher than the 21/22 Glasgow City (-3.6pp in favour of students who disclosed a mental health condition) attainment gaps between students who disclosed a mental health condition and those who were not known to be disabled.

- The 21/22 attainment gap between students who had disclosed a mental health condition and students who had disclosed any other disabilities (including 'two or more impairments and/or disabling medical conditions', which may or may not include Mental Health conditions) sits at -0.3pp in favour of students who had reported a mental health condition. This number is a decrease from 27.2pp in 17/18 and 18.9pp in 20/21 in favour of those who had disclosed other disabilities, however it also marks a decrease compared to 18/19 (-4.7pp) and 20/21 (-8.3pp in favour of those who had reported a Mental Health condition). The 21/22 attainment gap is 2.3pp higher than the 21/22 Scotland-average attainment gap between students who had disclosed a mental health condition and students who had disclosed any other disabilities (-2.6pp in favour of students who disclosed a mental health condition). Nevertheless, the 21/22 GSA attainment gap is 3.2pp lower than the same attainment gap amongst Glasgow City HEIs (2.9pp in favour of students who had disclosed any other disability, other than a mental health condition).

# Disability

**Table 8:** Student Breakdown by Disability in 21/22

Disability	ALL STUDENTS										
	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022		
No disclosed disability	1860	81.1%	1846	80.8%	1953	80.7%	1828	77.6%	1888	77.4%	
Disclosed disability	434	18.9%	440	19.3%	467	19.3%	529	22.5%	552	22.6%	
<b>TOTAL</b>	<b>2294</b>	<b>100%</b>	<b>2286</b>	<b>100%</b>	<b>2420</b>	<b>100%</b>	<b>2357</b>	<b>100%</b>	<b>2440</b>	<b>100%</b>	

**Table 9:** Student Disability Profile by School and Level of Study in 21/22

	Total	No disclosed disability		Disclosed Disability	
Glasgow School of Art	2440	1888	77.4%	552	22.6%
Postgraduates	737	612	83.0%	125	17.0%
Undergraduates	1703	1276	74.9%	427	25.1%
Architecture	525	422	80.4%	103	19.6%
Design	845	693	82%	152	18.0%
Fine Art	643	443	68.9%	200	31.1%
Innovation	253	207	81.8%	46	18.2%
Simulation and Visualisation	149	109	73.2%	40	26.8%

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

**Table 10:** Undergraduate Students Breakdown by Disclosed Disability

	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
	All UGs		All UGs		All UGs		All UGs		All UGs	
Architecture (UG)	362	58 (16.0%)	357	64 (17.9%)	367	70 (19.1%)	372	74 (19.9%)	347	70 (20.2%)
Design (UG)	568	129 (22.7%)	553	131 (23.7%)	561	135 (24.1%)	577	139 (24.1%)	612	138 (22.6%)
Fine Art (UG)	510	142 (27.9%)	493	138 (28.0%)	507	138 (27.2%)	479	147 (30.7%)	497	166 (33.4%)
Innovation (UG)	135	25 (18.5%)	135	23 (17.1%)	125	22 (17.6%)	127	23 (18.1%)	133	24 (18.1%)
Simulation & Visualisation (UG)	0	0 (0.0%)	22	<5 (-)	49	17 (34.7%)	58	19 (32.7%)	73	18 (24.7%)

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



# Disability

**Table 11: UCAS Applications Breakdown by Disability**

Code	Label	2021/2022	2020/2021	2019/2020	2018/2019	2017/2018
A	No disability	3851 (84.5%)	3544 (84.8%)	3434 (85.4%)	3688 (85.2%)	3424 (86.1%)
B	A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	47 (1.0%)	27 (0.6%)	29 (0.7%)	38 (0.9%)	27 (0.7%)
C	Blind or have a serious visual impairment uncorrected by glasses	<5 (-)	<5 (-)	<5 (-)	<5 (-)	0 (0.0%)
D	Deaf or have a serious hearing impairment	5 (0.1%)	5 (0.1%)	<5 (-)	8 (0.2%)	8 (0.2%)
E	A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	23 (0.5%)	34 (0.8%)	35 (0.9%)	37 (0.9%)	32 (0.8%)
F	A mental health condition, such as depression, schizophrenia or anxiety disorder	190 (4.2%)	194 (4.6%)	177 (4.4%)	145 (3.3%)	137 (3.4%)
G	A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	354 (7.8%)	293 (7.0%)	275 (6.8%)	327 (7.6%)	278 (7.0%)
H	A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	7 (0.2%)	11 (0.3%)	12 (0.3%)	18 (0.4%)	11 (0.3%)
I	A disability, impairment or medical condition that is not listed above	35 (0.8%)	34 (0.8%)	33 (0.8%)	27 (0.6%)	37 (0.9%)
J	Two or more impairments and/or medical conditions	44 (1.0%)	35 (0.8%)	24 (0.6%)	39 (0.9%)	21 (0.5%)
	<b>TOTAL:</b>	<b>4559 (100%)</b>	<b>4178 (100%)</b>	<b>4023 (100%)</b>	<b>4331 (100%)</b>	<b>3975 (100%)</b>

Please note that ALL UCAS figures include Undergraduate applications only.

# Disability

**Table 12:** UCAS Acceptances Breakdown by Disability

Code	Label	2021/2022	2020/2021	2019/2020	2018/2019	2017/2018
A	No disability	441 (80.9%)	404 (82.6%)	418 (84.4%)	397 (86.1%)	389 (86.3%)
B	A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	<5 (-)	<5 (-)	<5 (-)	5 (1.1%)	<5 (-)
C	Blind or have a serious visual impairment uncorrected by glasses	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
D	Deaf or have a serious hearing impairment	0 (0.0%)	<5 (-)	<5 (-)	<5 (-)	<5 (-)
E	A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	<5 (-)	7 (1.4%)	<5 (-)	<5 (-)	<5 (-)
F	A mental health condition, such as depression, schizophrenia or anxiety disorder	20 (3.7%)	27 (5.5%)	22 (4.4%)	22 (4.8%)	13 (2.9%)
G	A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	64 (11.7%)	41 (8.4%)	38 (7.7%)	31 (6.7%)	38 (8.4%)
H	A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	<5 (-)	0 (0.0%)	<5 (-)	<5 (-)	0 (0.0%)
I	A disability, impairment or medical condition that is not listed above	6 (1.1%)	<5 (-)	7 (1.4%)	<5 (-)	<5 (-)
J	Two or more impairments and/or medical conditions	7 (1.3%)	<5 (-)	<5 (-)	<5 (-)	<5 (-)
	<b>TOTAL:</b>	<b>545 (100%)</b>	<b>489 (100%)</b>	<b>495 (100%)</b>	<b>461 (100%)</b>	<b>451 (100%)</b>

Please note that ALL UCAS figures include Undergraduate applications only.

# Disability

**Table 13:** Degree Classification Breakdown by Disability at Graduation in 21/22

Classification	First Class Honours		Second Class Honours (Upper)		Second Class Honours (Lower)		Third Class Honours / Pass (degree awarded without honours)		Unclassified and N/A		Total
Disclosed Disability	115	30.4%	154	40.7%	77	20.4%	30	7.9%	<5	-	378 (100%)
No Disclosed Disability	316	29.1%	472	43.4%	175	16.1%	117	10.8%	7	0.8%	1087 (100%)

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

**Table 14:** Disability Attainment Gap

Academic Year	Attainment Gap GSA	Attainment Gap Glasgow City	Attainment Gap Scotland
2021/2022	3.2pp	-5.5pp	-1.3pp
2020/2021	-1.0pp		3.7pp
2019/2020	5.0pp		3.2pp
2018/2019	12.0pp		4.3pp
2017/2018	-2.0pp		3.9pp

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 15:** Withdrawals Breakdown by Disability in 21/22

Withdrawals by Disability:	Disclosed Disability:	No Disclosed Disability:	Total:
	37 (30.1%)	86 (69.9%)	123 (100%)

These percentages are a part of the whole withdrawal in 2021/2022 (i.e. 123 students).

# Disability

**Table 16:** Withdrawals Breakdown by Disability

Withdrawals by Disability	2017/2018	%	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%
No Disclosed Disability	84	84.0%	100	75.2%	65	73.9%	33	82.5%	86	69.9%
Disclosed Disability	16	16.0%	33	24.8%	23	26.1%	7	17.5%	37	30.1%
<b>TOTAL:</b>	<b>100</b>	<b>100%</b>	<b>133</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>123</b>	<b>100%</b>

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

**Table 17:** Disability by HESA Category

Code	Label	2021/2022	2020/2021	2019/2020	2018/2019	2017/2018
0	No known disability	1888	1828	1953	1846	1860
8	Two or more impairments and/or disabling medical conditions	79	86	81	91	93
51	A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	254	231	195	187	202
53	A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	17	15	11	11	11
54	A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	30	23	12	10	17
55	A mental health condition, such as depression, schizophrenia or anxiety disorder	158	162	155	129	98
56	A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	<5	<5	<5	<5	5
57	Deaf or have a serious hearing impairment	<5	<5	<5	6	7
58	Blind or have a serious visual impairment uncorrected by glasses	<5	0	0	<5	0
96	A disability, impairment or medical condition that is not listed above	8	7	8	<5	<5
	<b>TOTAL:</b>	<b>2440</b>	<b>2357</b>	<b>2420</b>	<b>2286</b>	<b>2294</b>

# Disability

**Table 18:** Disabled Students' Allowance

		DISABLED STUDENTS' ALLOWANCE									
		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Disability	Student has no known disability	1860	81.6%	1846	81.2%	1953	81.2%	1828	77.9%	1888	77.5%
	Student has disability and in receipt of DSA	229	9.5%	231	9.7%	206	8.0%	229	9.4%	224	9.1%
	Student has disability and not in receipt of DSA	205	8.9%	208	9.1%	261	10.7%	299	12.7%	328	13.4%
	Student has disability but no DSA information available	0	0.0%	<5	-	0	0.0%	<5	-	0	0.0%
<b>TOTAL</b>		<b>2294</b>	<b>100%</b>	<b>2286</b>	<b>100%</b>	<b>2420</b>	<b>100%</b>	<b>2357</b>	<b>100%</b>	<b>2440</b>	<b>100%</b>

**Table 19:** Withdrawals by Mental Health condition

Withdrawals by MH condition	2017/2018	%	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%
All Withdrawals	100	100.0%	133	100.0%	88	100.0%	40	100.0%	123	100.0%
Disclosed a MH condition (% of all)	5	5.0%	10	7.5%	10	11.4%	<5	-	12	9.8%
Disclosed Disability Total Withdrawals	16	100%	33	100%	23	100%	7	100%	37	100%
Disclosed a MH condition (% of total)	5	31.3%	10	30.3%	10	43.5%	<5	-	12	32.4%

These percentages are first presented as a part of the whole withdrawal in the academic year, and then as a part of all disabled withdrawals that year.

# Disability

**Table 20:** Attainment by Mental Health condition

Academic Year	Attainment Gap MH – not known to be disabled			Attainment Gap MH – all other disabilities		
	GSA	Glasgow City	Scotland	GSA	Glasgow City	Scotland
2021/2022	8.2pp	-3.6pp	-3.1pp	-0.3pp	2.9pp	-2.6pp
2020/2021	-13.3pp			-8.3pp		
2019/2020	10.3pp			18.9pp		
2018/2019	21.8pp			-4.7pp		
2017/2018	16.6pp			27.2pp		

The first attainment gap is the percentage difference between first and second class, upper degrees awarded to students who have disclosed a Mental Health condition 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 Mental Health condition have received a proportionately higher percentage of first and upper second-class degrees than students who are not known to be disabled.

The second attainment gap is the percentage difference between first and second class, upper degrees awarded to students who have disclosed a Mental Health condition and first and second-class upper degrees awarded to students who have disclosed any other disability. A minus (-) percentage indicates that students who have disclosed a Mental Health condition received a proportionately higher percentage of first and upper second-class degrees than students who have disclosed any other disability.

# Ethnicity and Domicile

## Highlights:

### Ethnicity, regardless of domicile:

- There was an increase of 6.2 percentage points in the number of GSA students from minority ethnic background over the past five years (from 23.1% in 17/18 to 29.3% in 21/22), marking the highest percentage of students from minority ethnic background since 17/18. These figures are 21.6pp higher than the Scottish average and 21.1pp higher than the Glasgow City average proportions of students from minority ethnic backgrounds (7.7% and 8.2% respectively).
- The percentage of students whose ethnicity is unknown used to be consistent between 17/18 and 20/21, but increased by 2.7 percentage points (from 2.4% in 17/18 to 5.1% in 21/22).
- In 21/22, 19.7% of undergraduate students and 51.7% 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 (47.8% of all students in the school), followed by the School of Design (35.8% of all students in the school) and the School of Architecture (30.3% of all students in the school). The school with the lowest proportion of students from minority ethnic backgrounds was the School of Fine Art (15.4% of all students in the school).
- In 21/22, 11.0% of UCAS applications and 11.3% of UCAS acceptances were of applicants from minority ethnic backgrounds. This data is consistent with previous years.
- 18.7% of withdrawals in 21/22 were made by students from minority ethnic backgrounds, marking a slight decrease of 1.3pp compared to 20/21.
- 65 students identified as coming from 'other white background' (separate category than 'White', 'White Scottish', 'Irish Traveller', 'Gypsy or Traveller' and 'White – other British') comprising 2.7% of all GSA students (marking a 1.7pp decrease compared to 20/21).



## Ethnicity and Domicile

- There were 24 students in 21/22 who identified as Black (including 'Black or Black British – African' and 'Other Black background') comprising 1.0% of all GSA students. These figures are consistent with the ones from the previous year (27 students who identified as Black comprising 1.1% of all GSA students for 20/21).
- 68 students identified as Asian (including 'Asian or Asian British – Indian', 'Asian or Asian British – Pakistani' and 'Asian or Asian British – Bangladeshi') which equals 2.8% of all GSA students, marking an increase of 0.8pp since 20/21.
- 75 students identified as coming from 'Other Asian Background' (3.1% of all GSA students).
- There were 410 Chinese students at GSA in 20/21 (16.8% of all GSA students, compared to 14.9% in 20/21).
- 95 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 3.9% of all GSA students in 21/22, compared to 4.4% in 20/21.
- 44 students identified as coming from other ethnic backgrounds (including 'other Ethnic background' and 'Arab') which equals 1.8% of all GSA students.
- 76 out of all 716 minority ethnic students were disabled (10.6%, compared to 11.7% in 20/21).
- The ethnicity attainment gap between students from minority ethnic backgrounds and students from any white background (regardless of domicile) has increased after a major drop in 18/19 where it sat at 0 percentage points (a decrease from 7pp in favour of students from any white background in 17/18) to 10pp in favour of students from any white background in 19/20. This increased by another 4pp in 20/21 and then by an additional 5.2pp in 21/22, bringing the GSA ethnicity gap regardless of domicile in 21/22 to 19.2pp in favour of students from any white background. The 21/22 figures are 14.6pp higher than the 21/22 Scottish average and 11.4pp higher than the 21/22 Glasgow City average attainment gaps between students from minority ethnic backgrounds and students from any white background (regardless of domicile), which sat respectively at 4.6pp and 7.8pp in favour of white students.

# Ethnicity and Domicile

## Ethnicity by Domicile:

- In 21/22, 65.7% of all GSA students were UK-domiciled. 11.2% of all UK-domiciled students were from minority ethnic backgrounds which is consistent with previous years.
- In 21/22, 85.0% of all UK-domiciled students were from any white background, 11.2% students were from a minority ethnic background, and 3.8% students were of unknown ethnic background.
- 45 of the 65 students identifying as coming from 'other white background' were UK-domiciled (2.8% of all UK-domiciled, compared to 4.0% in 20/21) and the rest 20 were non-UK-domiciled (2.4% of all non-UK-domiciled, compared to 5.3% in 20/21).
- 53 out of all 180 UK-domiciled minority ethnic students were disabled (29.5%; 30.0% in 20/21) and 23 out of all 536 non-UK-domiciled minority ethnic students were disabled (4.3%; 4.8% in 20/21).
- The ethnicity attainment gap between UK-domiciled students from minority ethnic backgrounds and UK-domiciled students from any white background has increased again after a major drop in 18/19 where it sat at 9 percentage points in favour of UK-domiciled students from minority ethnic backgrounds, which was 9.7pp lower compared to the Scotland average for that year. 20/21 marked a 20pp increase from 18/19, bringing the GSA ethnicity attainment gap to 11 percentage points in favour of UK-domiciled students from any white background (which was 3.6pp higher than the Scotland average for 20/21). In 21/22 the GSA ethnicity attainment gap increased by additional 6 percentage points compared to 20/21 in favour of UK-domiciled students from any white background.

# Ethnicity and Domicile

**Table 21: Student Breakdown by Ethnicity**

ALL STUDENTS- Ethnicity		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Ethnicity	Any White Background	1710	74.5%	1649	72.1%	1733	71.6%	1657	70.3%	1599	65.5%
	Minority Ethnic Background	530	23.1%	587	25.7%	638	26.4%	640	27.2%	716	29.3%
	Unknown/Refused/N/A	54	2.4%	50	2.2%	49	2.0%	60	2.5%	125	5.1%
<b>TOTAL</b>		<b>2294</b>	<b>100%</b>	<b>2286</b>	<b>100%</b>	<b>2420</b>	<b>100%</b>	<b>2357</b>	<b>100%</b>	<b>2440</b>	<b>100%</b>

**Table 22: UK-Domiciled Student Breakdown by Ethnicity**

ALL STUDENTS - UK Domiciled - Ethnicity		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Ethnicity	Any White Background	1360	89.9%	1322	89.6%	1354	89.0%	1340	87.6%	1363	85.0%
	Minority Ethnic Background	140	9.3%	147	10.0%	157	10.3%	179	11.7%	180	11.2%
	Unknown/Refused/N/A	12	0.8%	7	0.5%	10	0.7%	10	0.7%	60	3.8%
<b>TOTAL</b>		<b>1512</b>	<b>100%</b>	<b>1476</b>	<b>100%</b>	<b>1521</b>	<b>100%</b>	<b>1529</b>	<b>100%</b>	<b>1603</b>	<b>100%</b>

**Table 23: Student Ethnicity Profile by School and Level of Study in 21/22**

	Total	Any White Background		Minority Ethnic Background		Unknown/Refused/N/A	
Glasgow School of Art	2440	1599	65.5%	716	29.4%	125	5.1%
Postgraduates	737	300	40.7%	381	51.7%	56	7.6%
Undergraduates	1703	1299	76.3%	335	19.7%	69	4.1%
Architecture	525	342	65.2%	159	30.3%	24	4.6%
Design	845	511	60.5%	302	35.8%	32	3.8%
Fine Art	643	508	79.0%	99	15.4%	36	5.6%
Innovation	253	112	44.3%	121	47.8%	20	7.9%
Simulation and Visualisation	149	110	73.8%	33	22.2%	6	4.0%

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 24:** UK-Domiciled Student Ethnicity Profile by School and Level of Study in 21/22

	Total	Any White Background		Minority Ethnic Background		Unknown/Refused/N/A	
Glasgow School of Art	1604	1363	85.0%	180	11.2%	60	3.8%
Postgraduates	283	217	76.7%	36	12.7%	30	10.6%
Undergraduates	1321	1146	86.8%	144	10.9%	30	2.3%
Architecture	350	268	76.6%	71	20.3%	11	3.2%
Design	520	457	87.9%	53	10.2%	10	1.9%
Fine Art	493	442	89.7%	34	6.9%	17	3.5%
Innovation	110	89	80.9%	9	8.2%	12	10.9%
Simulation and Visualisation	111	95	85.6%	13	11.7%	<5	-

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 25:** Undergraduate Students Breakdown by Minority Ethnic Background

	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
	All UGs		All UGs		All UGs		All UGs		All UGs	
Architecture (UG)	362	29 (8.0%)	357	33 (9.3%)	367	46 (12.6%)	372	53 (14.3%)	347	53 (15.3%)
Design (UG)	568	36 (6.4%)	553	38 (6.9%)	561	33 (5.9%)	577	40 (6.9%)	612	47 (7.7%)
Fine Art (UG)	510	32 (6.3%)	493	34 (6.9%)	507	38 (7.5%)	479	36 (7.5%)	497	30 (6.1%)
Innovation (UG)	135	<5 (-)	135	5 (3.7%)	125	<5 (-)	127	6 (4.7%)	133	7 (5.3%)
Simulation & Visualisation (UG)	0	0 (0.0%)	22	<5 (-)	49	<5 (-)	58	<5 (-)	73	7 (9.6%)

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

# Ethnicity and Domicile

**Table 26:** UCAS UK-Domiciled Applications Breakdown by Ethnicity

		UCAS APPLICATIONS (UK Domiciled only)									
		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Ethnicity	Any White Background	2545	89.1%	2720	88.7%	2355	88.5%	2340	88.3%	2510	87.5%
	Asian	130	4.6%	120	3.9%	90	3.4%	115	4.3%	120	4.2%
	Black	25	0.9%	35	1.1%	35	1.3%	25	0.9%	25	0.9%
	Mixed	100	3.5%	120	3.9%	115	4.3%	115	4.3%	130	4.5%
	Other	25	0.9%	35	1.1%	30	1.1%	25	0.9%	40	1.4%
	Unknown/Refused	30	1.1%	35	1.1%	35	1.3%	30	1.1%	45	1.6%
<b>TOTAL</b>		<b>2855</b>	<b>100%</b>	<b>3065</b>	<b>100%</b>	<b>2660</b>	<b>100%</b>	<b>2650</b>	<b>100%</b>	<b>2870</b>	<b>100%</b>

Please note that ALL UCAS figures include Undergraduate applications only.

**Table 27:** UCAS UK-Domiciled Acceptances Breakdown by Ethnicity

		UCAS ACCEPTANCES (UK Domiciled only)									
		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Ethnicity	Any White Background	295	92.1%	295	86.8%	305	84.7%	320	87.7%	350	87.5%
	Asian	10	3.1%	15	4.4%	15	4.2%	15	4.1%	15	3.8%
	Black	0	0.0%	5	1.5%	5	1.4%	0	0.0%	0	0.0%
	Mixed	10	3.1%	15	4.4%	20	5.6%	20	5.5%	20	5.0%
	Other	0	0.0%	5	1.5%	5	1.4%	5	1.4%	10	2.5%
	Unknown/Refused	5	1.6%	5	1.5%	10	2.8%	5	1.4%	5	1.3%
<b>TOTAL</b>		<b>320</b>	<b>100%</b>	<b>340</b>	<b>100%</b>	<b>360</b>	<b>100%</b>	<b>365</b>	<b>100%</b>	<b>400</b>	<b>100%</b>

Please note that ALL UCAS figures include Undergraduate applications only.

# Ethnicity and Domicile

**Table 28:** Degree Classification Breakdown by Ethnicity at Graduation in 21/22 (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	95	34.4%	128	46.4%	45	16.3%	8	2.9%	276 (100%)
Minority Ethnic Background	12	20.0%	24	40.0%	16	26.7%	8	13.3%	60 (100%)
Unknown/Refused/N/A	<5	-	8	66.7%	0	0.0%	<5	-	12 (100%)

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

**Table 29:** Degree Classification Breakdown by Ethnicity at Graduation in 21/22 (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
Any White Background	83	34.2%	109	44.9%	44	18.1%	7	2.9%	243 (100%)
Minority Ethnic Background	<5	-	10	43.5%	6	26.1%	<5	-	23 (100%)
Unknown/Refused/N/A	<5	-	<5	-	0	0.0%	<5	-	<5 (100%)

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 30:** Ethnicity Attainment Gap

Ethnicity (UK-domiciled minority ethnic)			Ethnicity (minority ethnic regardless of domicile)			
Academic Year	Attainment Gap GSA	Attainment Gap Scotland	Academic Year	Attainment Gap GSA	Attainment Gap Glasgow City	Attainment Gap Scotland
2021/2022	17.0pp		2021/2022	19.2pp	7.8pp	4.6pp
2020/2021	11.0pp	7.4pp	2020/2021	14.0pp		
2019/2020	-8.0pp	6.0pp	2019/2020	10.0pp		
2018/2019	-9.0pp	0.7pp	2018/2019	0.0pp		
2017/2018	3.0pp	10.6pp	2017/2018	7.0pp		

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 UK-domiciled 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.

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

**Table 31:** Withdrawals Breakdown by Ethnicity in 21/22

Withdrawals by Ethnicity:	Any White Background:	Minority Ethnic Background:	Unknown/Refused/N/A:	Total:
	91 (74.0%)	23 (18.7%)	9 (7.3%)	123 (100%)

These percentages are a part of the whole withdrawal in 2021/2022 (i.e. 123 students).



## Ethnicity and Domicile

**Table 32:** Withdrawals Breakdown by Ethnicity

Withdrawals by Ethnicity	2017/2018	%	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%
Any White Background	70	70.0%	85	63.9%	62	70.5%	30	75.0%	91	74.0%
Minority Ethnic Background	16	16.0%	36	27.1%	20	22.7%	8	20.0%	23	18.7%
Not Known/Info Refused/N/A	14	14.0%	12	9.0%	6	6.8%	<5	-	9	7.3%
<b>TOTAL:</b>	<b>100</b>	<b>100%</b>	<b>133</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>123</b>	<b>100%</b>

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

**Table 33:** Student Domicile Breakdown by School and Level of Study in 21/22

	Total	Scotland		Rest of UK (RUK)		EU		Overseas	
Glasgow School of Art	2440	1112	45.6%	492	20.2%	217	8.9%	619	25.4%
Postgraduates	737	193	26.2%	90	12.2%	70	9.5%	384	52.1%
Undergraduates	1703	919	54.0%	402	23.6%	147	8.6%	235	13.8%
Architecture	525	255	48.6%	95	18.1%	74	14.1%	10	19.2%
Design	845	358	42.2%	163	19.3%	54	6.4%	270	32.0%
Fine Art	643	299	46.5%	194	30.2%	46	7.2%	104	16.2%
Innovation School	253	86	34.0%	24	9.5%	29	11.5%	214	45.1%
Simulation and Visualisation	149	98	65.8%	13	8.7%	14	9.4%	24	16.1%

These percentages are of the respective School or Level cohorts.

## Ethnicity and Domicile

**Table 34:** Withdrawals Breakdown by Domicile in 21/22

Withdrawals by Domicile:	Scottish:	RUK:	EU:	Overseas:	Total:
	72 (58.5%)	29 (23.6%)	9 (7.3%)	13 (10.6%)	123 (100%)

These percentages are a part of the whole withdrawal in 2021/2022 (i.e. 123 students).

**Table 35:** Withdrawals Breakdown by Domicile

Withdrawals by Domicile	2017/2018	%	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%
Scottish	43	43.0%	63	47.4%	32	36.4%	17	42.5%	72	58.6%
RUK	27	27.0%	20	15.1%	14	15.9%	6	15.0%	29	23.6%
EU	8	8.0%	18	13.6%	22	25.0%	6	15.0%	9	7.3%
Overseas	22	22.0%	32	24.1%	20	22.7%	11	27.5%	13	10.6%
<b>TOTAL:</b>	<b>100</b>	<b>100%</b>	<b>133</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>123</b>	<b>100%</b>

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

**Table 36:** Degree Classification Breakdown by Domicile at Graduation in 21/22

Classification	First Class Honours	Second Class Honours (Upper)	Second Class Honours (Lower)	Third Class Honours/ Pass (degree awarded without honours)	Total				
UK-Domiciled	88	31.0%	122	43.0%	50	17.6%	11	3.9%	284 (100%)
Non-UK-Domiciled	21	24.7%	38	44.7%	11	13.0%	7	8.3%	85 (100%)

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 37:** Degree Classification by Specific Domicile in 21/22

	First Class Honours	Second Class Honours (Upper)	Second Class Honours (Lower)	Third Class Honours/ Pass (degree awarded without honours)	Total
Scottish	47 (16.6%)	74 (26.1%)	44 (15.5%)	8 (2.8%)	284 (100%) UK-Domiciled
Rest of the UK	41 (14.5%)	48 (16.9%)	6 (2.1%)	<5 (-)	
European Union	10 (11.8%)	19 (22.4%)	<5 (-)	<5 (-)	85 (100%) Non-UK-Domiciled
Overseas	11 (13.0%)	19 (22.4%)	10 (11.8%)	5 (5.9%)	

# Religion and Belief

## Highlights:

- Percentage of students disclosing 'No Religion' has increased from 65.5% in 17/18 to 68.5% in 21/21. This is consistent regardless of domicile.
- There was a drop of 3.4 percentage points in the numbers of students indicating Christianity as their religion (any denomination) since 17/18 – from 16.3% to 12.9%.
- There was a slight but steady increase in the number of students disclosing other major religions over the past five years – from 7.6% in 17/18 to 9.1% in 21/22.
- 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 9.1% in 17/18 to 7.8% in 21/22.
- 71.0% of all undergraduate degrees in 21/22 were awarded to students who disclosed having no religion, followed by 13.8% awarded to students who identify as Christian (all denominations), 6.9% to other major religions and beliefs (including Spiritual), 2.3% to any other religion or belief and 6.1% to those who preferred not to say or did not provide any information.
- In 21/22, 53.7% of all withdrawals were made by students who disclosed having no religion. This marks a 16.3 percentage points decrease compared to 20/21 and constitutes the lowest proportion of withdrawals made by students, who had disclosed having no religion, over the past five years.
- The 21/22 attainment gap between students who disclosed having no religion and those who disclosed any religion or belief sits at 34.7pp in favour of students who reported having no religion or belief. These figures mark a 30.2pp increase compared to 20/21 and the largest gap over the past five years.
- The 21/22 attainment gap between students who chose not to disclose a religion or belief and those who disclosed any religion or belief sits at 27.5pp in favour of students who chose not to disclose a religion or belief. This is an increase of 65pp, compared to 20/21 when the attainment gap sat at 37.5pp in favour of students who had disclosed any religion or belief.

# Religion and Belief

**Table 38:** Student Breakdown by Religion and Belief and Domicile in 21/22

GSA Religion	Total	UK-domiciled (Scotland + Rest of UK)	Non-UK-domiciled (EU + Overseas)
No Religion	1671 (68.5% of all GSA students)	1094 (68.2% of all UK-domiciled)	577 (69.0% of all non-UK-domiciled)
Buddhist	41 (1.7%)	15 (0.9%)	26 (3.1%)
Christian - Church of Scotland	46 (1.9%)	45 (2.8%)	<5 (-)
Christian - Roman Catholic	153 (6.3%)	121 (7.5%)	32 (3.8%)
Christian - Other denomination	116 (4.8%)	62 (3.9%)	54 (6.5%)
Hindu	23 (0.9%)	<5 (-)	22 (2.6%)
Jewish	6 (0.2%)	<5 (-)	<5 (-)
Muslim	47 (1.9%)	31 (1.9%)	16 (1.9%)
Sikh	<5 (-)	<5 (-)	0 (0.0%)
Spiritual	103 (4.2%)	83 (5.2%)	20 (2.4%)
Any other religion or belief	41 (1.7%)	26 (1.6%)	15 (1.8%)
Prefer not to say/Information refused	190 (7.8%)	119 (7.4%)	71 (8.5%)
<b>Total</b>	<b>2440 (100%)</b>	<b>1604 (100%)</b>	<b>836 (100%)</b>

**Table 39:** Student Breakdown by Religion and Belief

All Students	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
No Religion	1503	65.5%	1547	67.7%	1614	66.7%	1635	69.4%	1671	68.5%
Christian (all denominations)	373	16.3%	330	14.4%	350	14.5%	329	14.0%	315	12.9%
Other Major Religions and Beliefs (including Spiritual)	175	7.6%	178	7.8%	194	8.0%	182	7.7%	223	9.1%
Any Other Religion or Belief	35	1.5%	25	1.1%	33	1.4%	32	1.4%	41	1.7%
Prefer not to say/Information not provided	208	9.1%	206	9.0%	229	9.5%	179	7.6%	190	7.8%
<b>Total</b>	<b>2294</b>	<b>100%</b>	<b>2286</b>	<b>100%</b>	<b>2420</b>	<b>100%</b>	<b>2357</b>	<b>100%</b>	<b>2440</b>	<b>100%</b>

# Religion and Belief

**Table 40:** Degree Classification Breakdown by Religion and Belief at Graduation in 21/22

Classification (Age at Graduation)	First Class Honours		Second Class Honours (Upper)		Second Class Honours (Lower)		Third Class Honours / Pass (degree awarded without honours)		Total
No Religion	80	32.4%	126	51.0%	32	12.7%	9	3.7%	247 (100%)
Buddhist	<5	-	0	0.0%	0	0.0%	0	0.0%	<5 (100%)
Christian – Church of Scotland	<5	-	<5	-	<5	-	<5	-	11 (100%)
Christian – Roman Catholic	6	35.3%	<5	-	7	41.2%	<5	-	17 (100%)
Christian – Other denomination	5	25.0%	9	45.0%	5	25.0%	<5	-	20 (100%)
Hindu	0	0.0%	0	0.0%	<5	-	0	0.0%	<5 (100%)
Jewish	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0 (100%)
Muslim	<5	-	0	0.0%	0	0.0%	<5	-	<5 (100%)
Sikh	0	0.0%	0	0.0%	<5	-	0	0.0%	<5 (100%)
Spiritual	5	27.8%	6	33.3%	6	33.3%	<5	-	18 (100%)
Any other religion or belief	<5	-	<5	-	<5	-	0	0.0%	8 (100%)
Prefer not to say/ Information refused	7	33.3%	9	42.9%	<5	-	<5	-	21 (100%)

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

# Religion and Belief

**Table 41:** Withdrawals Breakdown by Religion and Belief

Withdrawals by Age	2017/2018	%	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%
No Religion	64	64.0%	81	60.9%	52	59.1%	28	70.0%	66	53.7%
Buddhist	<5	-	<5	-	<5	-	0	0.0%	<5	-
Christian – Church of Scotland	<5	-	<5	-	<5	-	<5	-	6	4.9%
Christian – Roman Catholic	7	7.0%	7	5.3%	<5	-	<5	-	8	6.5%
Christian – Other denomination	8	8.0%	10	7.5%	7	8.0%	<5	-	10	8.1%
Hindu	0	0.0%	<5	-	0	0.0%	0	0.0%	0	0.0%
Jewish	0	0.0%	0	0.0%	<5	-	<5	-	0	0.0%
Muslim	<5	-	5	3.8%	0	0.0%	0	0.0%	<5	-
Sikh	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spiritual	<5	-	<5	-	5	5.7%	<5	-	9	7.3%
Any other religion or belief	0	0.0%	<5	-	<5	-	0	0.0%	6	4.9%
Prefer not to say/ Information refused	12	12.0%	18	13.5%	16	18.2%	<5	-	15	12.2%
<b>TOTAL:</b>	<b>100</b>	<b>100%</b>	<b>133</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>123</b>	<b>100%</b>

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

**Table 42:** Religion and Belief Attainment Gap (No religion vs. Any religion/belief; 'Prefer not to say/ Information refused' vs. Any religion/belief)

Religion and Belief (No religion vs. Any religion/belief)		Religion and Belief ('Prefer not to say/ Information refused' vs. Any religion/belief)	
Academic Year	Attainment Gap GSA	Academic Year	Attainment Gap GSA
2021/2022	34.7pp	2021/2022	27.5pp
2020/2021	4.5pp	2020/2021	-37.5pp
2019/2020	13.0pp	2019/2020	3.1pp
2018/2019	15.2pp	2018/2019	10.0pp
2017/2018	3.1pp	2017/2018	24.1pp

The attainment gap is the percentage difference between first and second class, upper degrees awarded to students reporting no religion (or who have preferred not to say or have refused to provide information) and first and second-class upper degrees awarded to students reporting any religion/belief. A minus (-) percentage indicates that students reporting any religion or belief have received a proportionately higher percentage of first and upper second-class degrees than their 'No religion' (or 'Prefer not to say/ Information refused') counterparts.



# Sex and Gender Identity

## Highlights:

- In 2021/22, 30.6% of all GSA students identified as 'Male', 68.0% identified as 'Female', and 1.4% identified as 'Other'. These numbers are consistent with previous years and regardless of whether the students are undergraduates or postgraduates. Nevertheless, 21/22 marks the lowest percentage of male students and highest percentage of female students at GSA over the past five years (30.6% and 68.0% respectively).
- The percentage of GSA students who identified as 'Male' in 21/22 is proportionately lower than both the Scotland and Glasgow City average in 21/22 (40.5% and 42.1% respectively), while the percentage of GSA students who identified as 'Female' in 21/22 is proportionately higher than both the Scotland and Glasgow City average in 21/22 (59.2% and 57.4% respectively).
- The percentage of GSA students who identified as 'Other' in 21/22 is proportionately higher than both the Scotland and Glasgow City average in 21/22 (0.4% and 0.6% respectively).
- In 21/22, the school with the highest proportion of students who identified as 'Male' was the School of Simulation and Visualisation (51.7% of all students in the school), followed by the School of Architecture (43.8%).
- The school with the highest proportion of students who identified as 'Female' was the School of Design (78.3% of all students in the school), followed by the School of Fine Art (70.1%).
- The school with the highest proportion of students who identified as 'Other' was the School of Fine Art (2.3% of all students in the school).
- UCAS applications from male applicants sat at 25.9% in 21/22, as opposed to 74.1% female applicants. These values have marked a slight decrease in the numbers of male applicants – from 28.0% in 20/21 to 25.9% in 21/22, making 21/22 the year with the lowest number of male applicants over the past five-year period.
- UCAS acceptances of male applicants in 21/22 sat at 28.2%, as opposed to 71.9% acceptances of female candidates. This, although consistent with the data from 17/18 and 18/19, marks a decrease of 5.5pp compared to 20/21.

## Sex and Gender Identity

- 73.2% of withdrawals in 21/22 were made by female students, marking an increase of 5.7 percentage points compared to 20/21 and an increase of 17.6 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). Overall, 21/22 marks the highest percentage of withdrawals from female students over the past five-year period.
- In 2021/22, 86.7% of students declared that their gender identity matches the sex they were assigned at birth, 2.6% disclosed that their gender identity does not match the sex they were assigned at birth, and 10.7% did not provide any information. Those numbers are consistent with previous years.
- From 2016/17 up until and including 2018/19, the degree attainment gap between male and female students had been sitting consistently at between 0 and 1 percentage points in favour of female students. In 2019/20 this rose to 9pp in favour of female students, reaching 11pp in 2020/21. In 2021/22, the GSA Sex Attainment gap reached 3.4pp in favour of male students, marking an increase of 14.4pp over the past year and the first time the sex attainment gap was in favour of male students in the past six-year period. The 21/22 GSA sex attainment gap is 1.3pp lower than the Scotland average sex gap for 21/22 (4.7pp in favour of students who identified as male) and 3.9pp higher than the Glasgow City sex attainment gap in 21/22 (-0.5pp in favour of students who identified as female).
- 2.3% of all undergraduate degrees in 21/22 were awarded to students whose gender identity does not match the sex they were assigned at birth.
- 2021/22 marks the first instance over the past five years where the number of withdrawals, made by students whose gender identity does not match the sex they were assigned at birth, is above 5 (6 in 21/22, or 4.9% of all withdrawals in 21/22).
- The attainment gap between students whose gender identity matches the sex they were assigned at birth and those whose does not, sits at 14.7 percentage points in favour of students whose gender identity matches the sex they were assigned at birth. This marks a 16.7pp increase since 20/21 (when figures showed a 2pp gap in favour of students whose gender identity doesn't match the sex they were assigned at birth), but a 43.1pp decrease since 17/18 when the gap sat at 57.8pp in favour of students whose gender identity matched the sex they were assigned at birth.

# Sex and Gender Identity

**Table 43:** Student Breakdown by Sex

Sex		Sex - ALL STUDENTS									
		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Male		766	33.4%	730	31.9%	789	32.6%	754	32.0%	746	30.6%
Female		1504	65.6%	1521	66.5%	1585	65.5%	1564	66.4%	1659	68.0%
Other		24	1.0%	35	1.5%	46	1.9%	39	1.7%	35	1.4%
<b>TOTAL</b>		<b>2294</b>	<b>100%</b>	<b>2286</b>	<b>100%</b>	<b>2420</b>	<b>100%</b>	<b>2357</b>	<b>100%</b>	<b>2440</b>	<b>100%</b>

**Table 44:** Student Sex Profile by School and Level of Study in 21/22

	Total	Male		Female		Other	
Glasgow School of Art	2440	746	30.6%	1659	68.0%	35	1.4%
Postgraduates	737	239	32.4%	487	66.1%	11	1.5%
Undergraduates	1703	507	29.8%	1172	68.8%	24	1.4%
Architecture	525	230	43.8%	288	54.9%	7	1.3%
Design	845	174	20.6%	662	78.3%	9	1.1%
Fine Art	643	177	27.5%	451	70.1%	15	2.3%
Innovation	253	83	32.8%	168	66.4%	<5	-
Simulation and Visualisation	149	77	51.7%	71	47.7%	<5	-

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 45:** Undergraduate Students Breakdown by Sex

	Undergraduate					
	Male		Female		Other	
2021/2022	507	29.8%	1172	68.8%	24	1.4%
2020/2021	527	31.8%	1100	66.5%	28	1.7%
2019/2020	501	30.1%	1129	67.8%	34	2.0%
2018/2019	476	29.4%	1115	68.9%	27	1.7%
2017/2018	500	30.7%	1108	68.0%	22	1.3%

**Table 46:** Postgraduate Students Breakdown by Sex

	Postgraduate					
	Male		Female		Other	
2021/2022	239	32.4%	487	66.1%	11	1.5%
2020/2021	227	32.3%	464	66.1%	11	1.6%
2019/2020	288	38.1%	456	60.3%	12	1.6%
2018/2019	254	38.0%	406	60.8%	8	1.2%
2017/2018	266	40.1%	396	59.6%	<5	-

**Table 47:** UCAS Applications Breakdown by Sex

Sex	UCAS APPLICATIONS - Sex									
	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Male	1055	26.6%	1185	27.4%	1130	28.1%	1170	28.0%	1180	25.9%
Female	2920	73.5%	3145	72.6%	2895	71.9%	3010	72.0%	3380	74.1%
<b>TOTAL</b>	<b>3975</b>	<b>100%</b>	<b>4330</b>	<b>100%</b>	<b>4025</b>	<b>100%</b>	<b>4180</b>	<b>100%</b>	<b>4560</b>	<b>100%</b>

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

**Table 48:** UCAS Acceptances Breakdown by Sex

Sex	UCAS ACCEPTANCES - Sex									
	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Male	125	27.8%	130	28.3%	170	34.4%	165	33.7%	145	28.2%
Female	325	72.2%	330	71.8%	325	65.7%	325	66.3%	370	71.9%
<b>TOTAL</b>	<b>450</b>	<b>100%</b>	<b>460</b>	<b>100%</b>	<b>495</b>	<b>100%</b>	<b>490</b>	<b>100%</b>	<b>515</b>	<b>100%</b>

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 49:** Degree Classification Breakdown by Sex at Graduation in 21/22

Classification	First Class Honours		Second Class Honours (Upper)		Second Class Honours (Lower)		Third Class Honours/ Pass (degree awarded without honours)		Total
Male	33	38.4%	36	41.9%	12	14.0%	5	5.8%	86 (100%)
Female	74	28.9%	123	48.1%	47	18.4%	12	4.7%	256 (100%)
Other	<5	-	<5	-	<5	-	<5	-	6 (100%)

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

**Table 50:** Sex Attainment Gap

Academic Year	Attainment Gap GSA	Attainment Gap Glasgow City	Attainment Gap Scotland
2021/2022	3.4pp	-0.5pp	4.7pp
2020/2021	-11.0pp		- 4.8pp
2019/2020	-9.0pp		-4.9pp
2018/2019	-1.0pp		-4.6pp
2017/2018	-1.0pp		-4.4pp

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 51:** Withdrawals Breakdown by Sex in 21/22

Withdrawals by Sex:	Male:	Female:	Other:	Total:
	30 (24.4%)	90 (73.2%)	<5 (0-)	123 (100%)

These percentages are a part of the whole withdrawal in 2021/2022 (i.e. 123 students).

**Table 52:** Withdrawals Breakdown by Sex

Withdrawals by Sex	2017/2018	%	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%
Male	34	34.0%	56	42.1%	28	31.8%	13	32.5%	30	24.4%
Female	65	65.0%	74	55.6%	58	65.9%	27	67.5%	90	73.2%
Other	<5	-	<5	-	<5	-	0	0.0%	<5	-
<b>TOTAL:</b>	<b>100</b>	<b>100%</b>	<b>133</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>123</b>	<b>100%</b>

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

**Table 53:** Student Breakdown by Gender Identity

Gender ID same as Sex at birth?	Yes		No		Information not provided		Total:
2021/2022	2115	86.7%	64	2.6%	261	10.7%	2440 (100%)
2020/2021	2038	86.5%	57	2.4%	262	11.1%	2357 (100%)
2019/2020	2031	83.9%	72	3.0%	317	13.1%	2420 (100%)
2018/2019	1981	86.7%	52	2.3%	253	11.1%	2286 (100%)
2017/2018	1992	86.9%	33	1.5%	269	11.7%	2294 (100%)

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

# Sex and Gender Identity

**Table 54:** Degree Classification Breakdown by Gender Identity in 21/22

Classification	First Class Honours		Second Class Honours (Upper)		Second Class Honours (Lower)		Third Class Honours/ Pass (degree awarded without honours)		Total
	Count	%	Count	%	Count	%	Count	%	
<b>Yes</b>	93	<b>31.2%</b>	137	<b>46.0%</b>	54	<b>18.1%</b>	14	<b>4.7%</b>	<b>298 (100%)</b>
<b>No</b>	<5	-	<5	-	<5	-	<5	-	<b>8 (100%)</b>
<b>Information refused</b>	14	<b>33.3%</b>	20	<b>47.6%</b>	5	<b>11.9%</b>	<5	-	<b>42 (100%)</b>

These answers are produced in response to the HESA question: “Is your gender identity the same as the gender you were assigned at birth?”. Please note these figures relate to undergraduate students only. Also, these percentages are a reflection of their share of their individual characteristic cohort.

**Table 55:** Withdrawals Breakdown by Gender Identity

Withdrawals by Sex	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Yes</b>	86	<b>86.0%</b>	118	<b>88.7%</b>	69	<b>78.4%</b>	33	<b>82.5%</b>	96	<b>78.1%</b>
<b>No</b>	<5	-	<5	-	<5	-	<5	-	6	<b>4.9%</b>
<b>Information refused</b>	11	<b>11%</b>	13	<b>9.8%</b>	16	<b>18.2%</b>	5	<b>12.5%</b>	21	<b>17.1%</b>
<b>TOTAL:</b>	<b>100</b>	<b>100%</b>	<b>133</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>123</b>	<b>100%</b>

These answers are produced in response to the HESA question: “Is your gender identity the same as the gender you were assigned at birth?”. These percentages represent the withdrawal as a proportion of the specified group in each year’s respective cohort.



# Sex and Gender Identity

**Table 56:** Gender Identity Attainment Gap (Gender Identity matches sex assigned at birth vs. Gender Identity doesn't match sex assigned at birth)

Academic Year	Attainment Gap GSA
2021/2022	14.7pp
2020/2021	-2.0pp
2019/2020	-2.4pp
2018/2019	11.5pp
2017/2018	57.8pp
<p>These answers are produced in response to the HESA question: "Is your gender identity the same as the gender you were assigned at birth?". The attainment gap is the percentage difference between first and second class, upper degrees awarded to students who answered 'Yes' to the above question and second-class upper degrees awarded to students who answered 'No'. A minus (-) percentage indicates that students who answered 'No' have received a proportionately higher percentage of first and upper second-class degrees than students who answered 'Yes'.</p>	

# Sexual Orientation

## Highlights:

- There has been an increase of 6.1 percentage points in the number of students who identify as 'Bisexual' since 17/18 (from 7.4% in 17/18 to 13.5% in 21/22), marking the highest proportion of bisexual students over the past five-year period.
- The percentage of students who identified as 'Gay Man', 'Gay Woman/Lesbian' or 'Other' has remained quite consistent over the past five years.
- There has been a decrease of 7.6 percentage points in the number of students who identify as 'Heterosexual' since 17/18 (from 67.0% in 17/18 to 59.4% in 21/22, marking the first time in the past five-year period where the proportion of heterosexual students has dropped below 60.0%).
- There has been a slight increase in the percentage of students who selected 'Prefer Not To Say' or refused to provide information (from 16.3% in 17/18 to 18.5% in 21/22).
- In 21/22, 15.4% of Undergraduate students identified as 'Bisexual', as opposed to 9.2% of Postgraduate students.
- The number of Postgraduate students who identified as 'Heterosexual' in 21/22 is 6.8 percentage points higher than the number of heterosexual Undergraduate students.
- 50.0% of both gay men and gay women/lesbians obtaining an undergraduate degree in 21/22, received a First Class Honours qualification.
- 20/21 saw the lowest percentage of withdrawals made by heterosexual students (47.5% in 20/21, which then increased to 48.8% in 21/22, which is still the second lowest proportion of withdrawals from students who identify as heterosexual since 17/18).
- The attainment gap between students who identify as heterosexual and those who disclose any other sexual orientation for 21/22 sits at 4.8pp in favour of students disclosing any sexual orientation, other than heterosexual. While fluctuating, the gap has been in favour of students disclosing any sexual orientation, other than heterosexual since 18/19 (after decreasing by 5.7pp compared to 17/18, when it sat at 4.8pp in favour of heterosexual students).
- Similarly, the 21/22 attainment gap between heterosexual students and those who refused to disclose their sexual orientation sits at 11.6pp in favour of those who preferred not to disclose. These figures are consistent with the figures from 20/21.

# Sexual Orientation

**Table 57:** Student Breakdown by Sexual Orientation

All Students	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Bisexual	169	7.4%	221	9.7%	259	10.7%	303	12.9%	330	13.5%
Gay Man	101	4.4%	91	4.0%	96	4.0%	87	3.7%	81	3.3%
Gay Woman/Lesbian	36	1.6%	36	1.6%	43	1.8%	44	1.9%	54	2.2%
Heterosexual	1536	67.0%	1478	64.7%	1486	61.4%	1417	60.1%	1449	59.4%
Other	77	3.4%	72	3.1%	87	3.6%	78	3.3%	75	3.1%
Prefer not to say/Information not provided	375	16.3%	388	17.0%	449	18.6%	428	18.2%	451	18.5%
<b>Total</b>	<b>2294</b>	100%	<b>2286</b>	100%	<b>2420</b>	100%	<b>2357</b>	100%	<b>2440</b>	100%

**Table 58:** Undergraduate Students Breakdown by Sexual Orientation

All Students	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Bisexual	130	8.0%	185	11.4%	204	12.3%	238	14.4%	262	15.4%
Gay Man	77	4.7%	66	4.1%	64	3.8%	69	4.2%	63	3.7%
Gay Woman/Lesbian	29	1.8%	27	1.7%	36	2.2%	35	2.1%	40	2.3%
Heterosexual	1087	66.7%	1037	64.1%	1016	61.1%	965	58.3%	976	57.3%
Other	51	3.1%	53	3.3%	61	3.7%	61	3.7%	56	3.3%
Prefer not to say/Information not provided	256	15.7%	250	15.5%	283	17.0%	287	17.3%	306	18.0%
<b>Total</b>	<b>1630</b>	100%	<b>1618</b>	100%	<b>1664</b>	100%	<b>1655</b>	100%	<b>1703</b>	100%

# Sexual Orientation

**Table 59:** Postgraduate Students Breakdown by Sexual Orientation

All Students	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
<b>Bisexual</b>	39	<b>5.9%</b>	36	<b>5.4%</b>	55	<b>7.3%</b>	65	<b>9.3%</b>	68	<b>9.2%</b>
<b>Gay Man</b>	24	<b>3.6%</b>	25	<b>3.7%</b>	32	<b>4.2%</b>	18	<b>2.6%</b>	18	<b>2.4%</b>
<b>Gay Woman/Lesbian</b>	7	<b>1.1%</b>	9	<b>1.3%</b>	7	<b>0.9%</b>	9	<b>1.3%</b>	14	<b>1.9%</b>
<b>Heterosexual</b>	449	<b>67.6%</b>	441	<b>66.0%</b>	470	<b>62.2%</b>	452	<b>64.4%</b>	473	<b>64.1%</b>
<b>Other</b>	26	<b>3.9%</b>	19	<b>2.8%</b>	26	<b>3.4%</b>	17	<b>2.4%</b>	19	<b>2.6%</b>
<b>Prefer not to say/Information refused</b>	119	<b>17.9%</b>	138	<b>20.7%</b>	166	<b>22.0%</b>	141	<b>20.1%</b>	145	<b>19.7%</b>
<b>Total</b>	<b>664</b>	100%	<b>668</b>	100%	<b>756</b>	100%	<b>702</b>	100%	<b>737</b>	100%

**Table 60:** Degree Classification Breakdown by Sexual Orientation at Graduation in 21/22

Classification (Age at Graduation)	First Class Honours		Second Class Honours (Upper)		Second Class Honours (Lower)		Third Class Honours / Pass (degree awarded without honours)		Total
<b>Bisexual</b>	11	<b>26.8%</b>	22	<b>53.7%</b>	7	<b>17.1%</b>	<5	-	<b>41 (100%)</b>
<b>Gay Man</b>	7	<b>50.0%</b>	<5	-	<5	-	0	<b>0.0%</b>	<b>14 (100%)</b>
<b>Gay Woman/Lesbian</b>	5	<b>50.0%</b>	<5	-	<5	-	<5	-	<b>10 (100%)</b>
<b>Heterosexual</b>	60	<b>29.0%</b>	93	<b>44.9%</b>	41	<b>19.8%</b>	13	<b>6.3%</b>	<b>207 (100%)</b>
<b>Other</b>	6	<b>42.9%</b>	6	<b>42.9%</b>	<5	-	0	<b>0.0%</b>	<b>14 (100%)</b>
<b>Prefer not to say/Information refused</b>	20	<b>32.3%</b>	33	<b>53.2%</b>	6	<b>9.7%</b>	<5	-	<b>62 (100%)</b>

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

# Sexual Orientation

**Table 61:** Withdrawals Breakdown by Sexual Orientation

Withdrawals by Age	2017/2018	%	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%
Bisexual	<5	-	17	<b>12.8%</b>	8	<b>9.1%</b>	7	<b>17.5%</b>	25	<b>20.3%</b>
Gay Man	<5	-	5	<b>3.8%</b>	<5	-	<5	-	7	<b>5.7%</b>
Gay Woman/Lesbian	<5	-	<5	-	0	<b>0.0%</b>	<5	-	<5	-
Heterosexual	67	<b>67.0%</b>	84	<b>63.2%</b>	57	<b>64.8%</b>	19	<b>47.5%</b>	60	<b>48.8%</b>
Other	<5	-	<5	-	<5	-	<5	-	6	<b>4.9%</b>
Prefer not to say/Information refused	20	<b>20.0%</b>	22	<b>16.6%</b>	19	<b>21.6%</b>	10	<b>25.0%</b>	21	<b>17.1%</b>
<b>TOTAL:</b>	<b>100</b>	<b>100%</b>	<b>133</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>123</b>	<b>100%</b>

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

**Table 62:** Sexual Orientation Attainment Gap (Heterosexual vs. Any other sexual orientation; Heterosexual vs. Prefer not to say/Information refused)

Sexual orientation (Heterosexual vs. Any other sexual orientation)		Sexual orientation (Heterosexual vs. 'Prefer not to say/ Information refused')	
Academic Year	Attainment Gap GSA	Academic Year	Attainment Gap GSA
2021/2022	<b>-4.8pp</b>	2021/2022	<b>-11.6pp</b>
2020/2021	-7.2pp	2020/2021	-11.2pp
2019/2020	-1.9pp	2019/2020	1.1pp
2018/2019	-0.9pp	2018/2019	-3.6pp
2017/2018	4.8pp	2017/2018	-18.0pp

The attainment gap is the percentage difference between first and second class, upper degrees awarded to students identifying as heterosexual, and first and second-class upper degrees awarded to students reporting any other sexual orientation (or who have preferred not to say or have refused to provide information). A minus (-) percentage indicates that students disclosing any sexual orientation, other than heterosexual, or who have preferred not to say or have refused to provide information, have received a proportionately higher percentage of first and upper second-class degrees than their 'Heterosexual' counterparts.