

Paper 1



Student Equality Monitoring Report 2022 - 2023

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Overview

This report presents an overview of GSA's student equality information for 2022/2023 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.

Please note that there have been changes implemented to HESA's Data Futures as of 2022/23 which affect the way certain data relating to the protected characteristics can be presented. This, in turn, has impacted on drawing comparisons with previous years and would require for future data to be accumulated in order to produce a meaningful data comparison. This has been clearly marked and referenced throughout the report. For the full list of changes introduced to Data Futures, please visit: [Data Futures 2022/23 \(C22056\): Notification of changes to personal characteristics data | HESA](#).

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 \(sfc.ac.uk\)](#)). The findings of this report have not been benchmarked against neither the Scotland, nor the Glasgow City average as the required data was unavailable at the time of analysis.

Overview

Key findings:

- This report highlights a 16.5% increase in the total GSA student population since 2018/19, making 2022/23 the academic year with the highest overall number of students over the past five-year period.
- 2022/23 marks the second highest number of withdrawals over the past five years – 126 in total however, this equates to 5% of all enrolled GSA students.
- There was an increase of 4.8 percentage points in the number of GSA students from minority ethnic background over the past five years (from 25.7% in 18/19 to 30.5% in 22/23), marking the highest percentage of students from minority ethnic background since 18/19.
- The ethnicity attainment gap between UK-domiciled students from minority ethnic backgrounds and UK-domiciled students from any white background for 22/23 sat at 14.5pp in favour of UK-domiciled students from any white background. These figures mark a decrease of 2.5pp compared to 21/22.
- The 22/23 ethnicity attainment gap between students from minority ethnic backgrounds and students from any white background (regardless of domicile) was sitting at 16.0 percentage points in favour of students from any white background. These figures mark a decrease of 3.2pp compared to 21/22.
- From 2018/19 up until 2020/21, the degree attainment gap between male and female students had been sitting at, respectfully, -1.0, -9.0, and -11.0 percentage points in favour of female students. In 2021/22, the Sex Attainment gap reached 3.4pp in favour of male students, marking an increase of 14.4pp over the previous year and the first time the sex attainment gap was in favour of male students over the past six-year period. 22/23 saw the Sex Attainment gap go back to being in favour of female students sitting at -2.7pp, marking a decrease of 6.1pp compared to 21/22.
- The 22/23 attainment gap between students whose gender identity matches the sex they were assigned at birth and those whose does not, sat at -5.1 percentage points in favour of students whose gender identity does not match the sex they were assigned at birth. This marks a 19.8pp decrease since 21/22 (when figures showed a 14.7pp gap in favour of students whose gender identity matched the sex they were assigned at birth).
- The degree attainment gap between students who disclosed a disability and those who did not for 22/23 sat at 6.1pp in favour of students who had not disclosed a disability. This marks a 2.9pp increase since 21/22

Overview

- The highest proportion of graduates who received a First-Class Honours degree in 22/23 were aged between '25-39' (33.8%).
- 60.0% of graduates who identified as having 'Other sexual orientation' received a First-Class Honours degree in 22/23.

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"> • '17 and under', '18', '19-20', '21', '22-24', '25-39', '40 and over' <p>When reporting undergraduate applications and acceptances, the UCAS age breakdown is used:</p> <ul style="list-style-type: none"> • '17 and under', '18', '19-20', '21-24', '25-29', '30-34', '35 and over' • 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. 	pp. 11 – 16

<p>Disability</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"> • The changes that were introduced to Data Futures from 22/23 allow students to select multiple disabilities. Therefore, table 18 looks at data as a proportion of the times a particular kind of disability has been disclosed, rather than the overall number of GSA students. 	<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. • 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. 	<p>pp. 17 – 26</p>

<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. 	<p>pp. 27 – 36</p>
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		<ul style="list-style-type: none"> Data on race/ethnicity is presented both relative to all students and in relation to UK domiciled students only. 	
Religion and Belief	<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"> A Religion and Belief 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. 	pp. 37 – 40
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). 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. 	pp. 41 – 48

Overview

Sexual Orientation	<p>HESA records 'the sexual orientation of the student on the basis of their own self-assessment'.</p> <ul style="list-style-type: none">• In 22/23 the options 'Gay Man' and 'Gay Woman/Lesbian' were merged into 'Gay or Lesbian'.	<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">• 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.	<p>pp. 49 – 52</p>
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Age

Highlights:

- In 2022/23 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 (27.1%). This was followed by the '19-20' age group (24.3%) and the '25-39' age group (19.7%). The least represented students were aged '17 and under' (3.5% but still marking the highest proportion of '17 and under' over the past five-year period) and '40 and over' (3.8%).
- All GSA students in 22/23 aged 21-24 comprised 40.3% of the whole GSA student body.
- 23.5% of all GSA students in 22/23 were aged 25 or over.
- The highest proportion of students in undergraduate courses in 22/23 were aged '19-20' (32.9% of all undergraduate students) and '22-24' in postgraduate courses (49.1% of all postgraduate students).
- The highest proportion of UCAS undergraduate applications in 2022-2023 were submitted by candidates aged '18' (43.7%), compared to 39.7% in 21/22, and '19-20' (31.4%), compared to 34.8% in 21/22. The lowest number of applications was received by applicants aged '30-34' (1.4%) and '35 and over' (2.8%), which is consistent with previous years
- 22/23 is the first year over the past five-year period with the highest number of successful UCAS applications made by candidates aged '18' (36.3%) and not '19-20' (32.2%). Moreover, in contrast to the previous five years, the lowest number of acceptances were of applicants aged '30-34' (2.0%) and not of applicants aged '17 and under' (3.2%).
- 8.2% of all UCAS applications in 22/23 were made by students aged 25 and over, however, a proportionately higher number of undergraduate acceptances were from the 25 and over age group – 12.9% of all acceptances in 22/23. Nevertheless, this marks a decrease of 2.0 percentage points compared to the undergraduate acceptances of applicants aged 25 and over in 21/22 (14.9%).
- The highest proportion of graduates who received a First-Class Honours degree in 22/23 were aged between '25-39' (33.8%).

Age

- The highest proportion of withdrawals in 22/23 came from the '19-20' age group (31.0% of all withdrawals), followed by the '25-39' age group (27.8% of all withdrawals).
- The 22/23 age attainment gap between students aged 18-24 and those aged 25 and over was 2.1 percentage points in favour of the students aged 18-24. This marks a 15.2pp decrease compared to 21/22.

Age

Table 1: Student Breakdown by Age in 22/23

Age	ALL STUDENTS									
	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
17 and under	38	1.7%	56	2.3%	44	1.9%	39	1.6%	100	3.5%
18	167	7.3%	139	5.7%	154	6.5%	183	7.5%	239	8.4%
19-20	543	23.8%	569	23.5%	565	24.0%	553	22.7%	690	24.3%
21	337	14.7%	318	13.1%	315	13.4%	316	13.0%	376	13.2%
22-24	650	28.4%	709	29.3%	659	28.0%	719	29.5%	769	27.1%
25-39	479	21.0%	559	23.1%	522	22.1%	533	21.8%	560	19.7%
40 and over	72	3.1%	70	2.9%	98	4.2%	97	4.0%	108	3.8%
TOTAL	2286	100%	2420	100%	2357	100%	2440	100%	2842	100%

Table 2: Student Age Profile by School and Level of Study in 22/23

	Total	17 and under		18		19-20		21		22-24		25-39		40 and over	
Glasgow School of Art	2842	100	3.5%	239	8.4%	690	24.3%	376	13.2%	769	27.1%	560	19.7%	108	3.8%
Postgraduates	751	0	0.0%	0	0.0%	<5	-	28	3.7%	369	49.1%	305	40.6%	46	6.1%
Undergraduates	2091	100	4.8%	239	11.4%	687	32.9%	348	16.6%	399	19.1%	255	12.2%	63	3.0%
Architecture	595	35	5.9%	45	7.6%	120	20.2%	64	10.8%	182	30.6%	142	23.9%	7	1.2%
Design	1029	28	2.7%	94	9.1%	300	29.2%	170	16.5%	275	26.7%	137	13.3%	25	2.4%
Fine Art	742	14	1.9%	59	8.0%	184	24.8%	95	12.8%	161	21.7%	173	23.3%	56	7.5%
Innovation and Technology	444	14	3.2%	32	7.2%	81	18.2%	46	10.4%	150	33.8%	105	23.6%	16	3.6%

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 22/23

UCAS APPLICATIONS		2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
Age	17 and under	110	2.5%	110	2.7%	135	3.2%	160	3.5%	176	4.0%
	18	1555	36.0%	1405	34.9%	1510	36.1%	1815	39.7%	1921	43.7%
	19-20	1500	34.6%	1445	35.9%	1445	34.5%	1590	34.8%	1382	31.4%
	21-24	755	17.5%	660	16.4%	680	16.3%	595	13.0%	558	12.7%
	25-29	200	4.6%	200	5.0%	225	5.4%	225	4.9%	176	4.0%
	30-34	95	2.2%	80	2.0%	65	1.6%	75	1.6%	62	1.4%
	35 and over	110	2.5%	125	3.1%	120	2.9%	110	2.4%	121	2.8%
TOTAL		4325	100%	4025	100%	4180	100%	4570	100%	4396	100%

Please note that ALL UCAS figures include Undergraduate applications only.

Table 4: UCAS Acceptances Breakdown by Age in 22/23

UCAS ACCEPTANCES		2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
Age	17 and under	15	3.3%	10	2.0%	10	2.1%	5	1.0%	19	3.2%
	18	140	30.4%	130	26.0%	140	29.2%	160	31.7%	217	36.3%
	19-20	155	33.7%	195	39.0%	190	39.6%	175	34.7%	192	32.2%
	21-24	95	20.7%	90	18.0%	75	15.6%	90	17.8%	92	15.4%
	25-29	25	5.4%	35	7.0%	35	7.3%	50	9.9%	36	6.0%
	30-34	15	3.3%	15	3.0%	15	3.1%	10	2.0%	12	2.0%
	35 and over	15	3.3%	25	5.0%	15	3.1%	15	3.0%	29	4.9%
TOTAL		460	100%	500	100%	480	100%	505	100%	597	100%

Please note that ALL UCAS figures include Undergraduate applications only.

Age

Table 5: Degree Classification Breakdown by Age at Graduation in 22/23

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	11	28.2%	12	30.8%	11	28.2%	5	12.8%	39 (100.0%)
21	31	30.4%	42	41.2%	20	19.6%	9	8.8%	102 (100.0%)
22-24	45	27.6%	75	46.0%	31	19.0%	12	7.4%	163 (100.0%)
25-39	23	33.8%	26	38.2%	9	13.2%	10	14.7%	68 (100.0%)
40 and over	<5	-	6	37.5%	5	31.3%	<5	-	16 (100.0%)

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

Table 6: Withdrawals Breakdown by Age

Withdrawals by Age	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%	2022/2023	%
17 and under	6	4.5	<5	-	0	0.0%	<5	-	<5	-
18	5	3.8%	9	10.2%	<5	-	11	9.0%	7	5.6%
19-20	21	15.8%	9	10.2%	9	22.5%	36	29.3%	39	31.0%
21	13	9.8%	<5	-	6	15.0%	18	14.7%	17	13.5%
22-24	41	30.8%	27	30.7%	15	37.5%	26	21.2%	20	15.9%
25-39	38	28.6%	33	37.5%	6	15.0%	17	13.8%	35	27.8%
40 and over	9	6.8%	<5	-	<5	-	12	9.8%	6	4.8%
TOTAL:	133	100%	88	100%	40	100%	123	100%	126	100%

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
2022/2023	2.1pp	N/A	N/A
2021/2022	17.3pp	22.6pp	27.3pp
2020/2021	1.6pp		
2019/2020	28.8pp		
2018/2019	-11.8pp		

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.

Disability

Highlights:

- 20.8% of all GSA students in 2022/23 had disclosed a disability, marking a decrease of 1.8 percentage points compared to 21/22.
- 23.9% of all Undergraduate students compared to 12.1% of all Postgraduate students in 22/23 had disclosed a disability.
- 22.3% of all 22/23 GSA graduates were disabled. This marks a 3.5pp decrease compared to 21/22.
- In 22/23, 19.0% of all UCAS applications and 19.4% of all undergraduate acceptances were of applicants who disclosed a disability. This continues the slow but steady increase of disability disclosure amongst applicants over the past five years – from 14.8% of undergraduate applications and 13.9% of undergraduate acceptances in 18/19 to, respectively, 19.0% and 19.4% in 22/23, making 22/23 the year with the highest proportion of undergraduate applications and acceptances of disabled applicants yet.
- 22/23 is the first year with more than 5.0% of undergraduate applicants having disclosed a mental health condition – 5.7% of all applicants, compared to 3.3% in 18/19 and 4.2% in 21/22.
- 5.4% of undergraduate acceptances in 22/23 were of applicants who disclosed a mental health condition, which marks a 1.7pp increase compared to 21/22 (3.7%).
- The highest proportion of disclosed disability in 22/23 was ‘Learning difference such as dyslexia, dyspraxia or AD(HD)’, comprising 44.3% of all disclosed disability. This was followed by ‘Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety’ at 27.8% of all disclosed disability that year.
- 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 8.4% of all UCAS applications, as well as 10.4% of all UCAS acceptances. The least common disclosed disability/condition amongst UCAS applications and acceptances was ‘A physical impairment or mobility issues such as difficulty using arms or using a wheelchair or crutches’ and it

Disability

comprised fewer than five UCAS applications and no acceptances. In 22/23 there were no applicants who were 'Blind or have a serious visual impairment uncorrected by glasses. All numbers and trends are consistent with previous years.

- In 22/23, 0.2% of all undergraduate applications (or 1.0% of all undergraduate applications made by applicants who disclosed a disability) were made by applicants who declared they are 'Deaf or have a serious hearing impairment'. 12.5% of those applicants were accepted (comprising <5 of all undergraduate acceptances in 22/23 and 0.9% of all undergraduate acceptances made by applicants who disclosed a disability).
- In 2022/23, the School of Fine Art had the highest proportion of disabled students (29.2% of all students in the school), which is consistent with previous years. This was followed by the School of Architecture (19.8% of all students in the school).
- The undergraduate disability disclosure rates in the schools of Design, Architecture and Fine Art have remained consistent with 21/22. The UG disability disclosure rates in the newly-merged School of Innovation and Technology sat at 17.2%, which is the lowest compared to the other schools and 3.2pp lower than the combined data for the former schools of Innovation and Simulation and Visualisation for 21/22.
- 27.8% of withdrawals in 22/23 were made by disabled students, which is a decrease of 2.3 percentage points compared to 21/22 but still marks the second highest percentage of withdrawals from students who disclosed a disability over the past five years.
- 85 out of all 591 disabled students in 22/23 are from minority ethnic backgrounds (14.4%), marking a slight increase of 0.6pp compared to 21/22.
- The degree attainment gap between students who disclosed a disability and those who did not for 22/23 sat at 6.1pp in favour of students who had not disclosed a disability. This marks a 2.9pp increase since 21/22 and a 7.1pp increase since 20/21, however, it is still 5.9pp lower than 18/19.
- In 2022/23, 15 (11.9%) of all withdrawals were made by students who had disclosed a mental health condition (also comprising 42.9% of all withdrawals made by disabled students in 22/23). These numbers mark the highest proportion of all withdrawals made by students who had disclosed a MH condition over the past five years.
- The attainment gap between students who disclosed a mental health condition and those who were not known to be disabled for 22/23 is 33.3pp in favour of the latter. This marks a significant increase of 25.1pp compared to 21/22 and a 46.6pp increase compared to 20/21, making 22/23 the year with

Disability

the largest disability gap between students who disclosed a mental health condition and those who were not known to be disabled over the past five-year period.

- The 22/23 attainment gap between students who had disclosed a mental health condition and students who had disclosed any other disabilities sits at 3.6pp in favour of students who had reported any other disability, other than a mental health condition. This marks a 3.9pp increase compared to 21/22 and a 11.9pp increase compared to 20/21. Nevertheless, it is still a 15.3pp lower compared to 19/20.

Disability

Table 8: Student Breakdown by Disability in 22/23

Disability	ALL STUDENTS									
	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
No disclosed disability	1846	80.8%	1953	80.7%	1828	77.6%	1888	77.4%	2251	79.2%
Disclosed disability	440	19.3%	467	19.3%	529	22.5%	552	22.6%	591	20.8%
TOTAL	2286	100%	2420	100%	2357	100%	2440	100%	2842	100%

Table 9: Student Disability Profile by School and Level of Study in 22/23

	Total	No disclosed disability		Disclosed Disability	
Glasgow School of Art	2842	2251	79.2%	591	20.8%
Postgraduates	751	660	87.9%	91	12.1%
Undergraduates	2091	1591	76.1%	500	23.9%
Architecture	595	477	80.2%	118	19.8%
Design	1029	839	81.5%	190	18.5%
Fine Art	742	525	70.8%	217	29.2%
Innovation and Technology	444	381	85.8%	63	14.2%

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

	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
	All UGs		All UGs		All UGs		All UGs		All UGs	
Architecture (UG)	357	64 (17.9%)	367	70 (19.1%)	372	74 (19.9%)	347	70 (20.2%)	408	85 (20.8%)
Design (UG)	553	131 (23.7%)	561	135 (24.1%)	577	139 (24.1%)	612	138 (22.6%)	828	180 (21.7%)
Fine Art (UG)	493	138 (28.0%)	507	138 (27.2%)	479	147 (30.7%)	497	166 (33.4%)	574	189 (32.9%)
Innovation & Technology (UG)	157	25 (15.9%)	174	39 (22.4%)	185	42 (22.7%)	206	42 (20.4%)	250	43 (17.2%)

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	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
A	No disability	3560 (81.0%)	3851 (84.5%)	3544 (84.8%)	3434 (85.4%)	3688 (85.2%)
B	A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	57 (1.3%)	47 (1.0%)	27 (0.6%)	29 (0.7%)	38 (0.9%)
C	Blind or have a serious visual impairment uncorrected by glasses	0 (0.0%)	<5 (-)	<5 (-)	<5 (-)	<5 (-)
D	Deaf or have a serious hearing impairment	8 (0.2%)	5 (0.1%)	5 (0.1%)	<5 (-)	8 (0.2%)
E	A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	43 (1.0%)	23 (0.5%)	34 (0.8%)	35 (0.9%)	37 (0.9%)
F	A mental health condition, such as depression, schizophrenia or anxiety disorder	251 (5.7%)	190 (4.2%)	194 (4.6%)	177 (4.4%)	145 (3.3%)
G	A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	369 (8.4%)	354 (7.8%)	293 (7.0%)	275 (6.8%)	327 (7.6%)
H	A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	<5 (-)	7 (0.2%)	11 (0.3%)	12 (0.3%)	18 (0.4%)
I	A disability, impairment or medical condition that is not listed above	41 (0.9%)	35 (0.8%)	34 (0.8%)	33 (0.8%)	27 (0.6%)
J	Two or more impairments and/or medical conditions	64 (1.5%)	44 (1.0%)	35 (0.8%)	24 (0.6%)	39 (0.9%)
	TOTAL:	4396 (100%)	4559 (100%)	4178 (100%)	4023 (100%)	4331 (100%)

Please note that ALL UCAS figures include Undergraduate applications only.

Disability

Table 12: UCAS Acceptances Breakdown by Disability

Code	Label	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
A	No disability	481 (80.6%)	441 (80.9%)	404 (82.6%)	418 (84.4%)	397 (86.1%)
B	A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	<5 (-)	<5 (-)	<5 (-)	<5 (-)	5 (1.1%)
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	<5 (-)	0 (0.0%)	<5 (-)	<5 (-)	<5 (-)
E	A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	<5 (-)	<5 (-)	7 (1.4%)	<5 (-)	<5 (-)
F	A mental health condition, such as depression, schizophrenia or anxiety disorder	32 (5.4%)	20 (3.7%)	27 (5.5%)	22 (4.4%)	22 (4.8%)
G	A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	62 (10.4%)	64 (11.7%)	41 (8.4%)	38 (7.7%)	31 (6.7%)
H	A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	0 (0.0%)	<5 (-)	0 (0.0%)	<5 (-)	<5 (-)
I	A disability, impairment or medical condition that is not listed above	6 (1.0%)	6 (1.1%)	<5 (-)	7 (1.4%)	<5 (-)
J	Two or more impairments and/or medical conditions	9 (1.5%)	7 (1.3%)	<5 (-)	<5 (-)	<5 (-)
	TOTAL:	597 (100%)	545 (100%)	489 (100%)	495 (100%)	461 (100%)

Please note that ALL UCAS figures include Undergraduate applications only.

Disability

Table 13: Degree Classification Breakdown by Disability at Graduation in 22/23

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	23	26.4%	34	39.1%	18	20.7%	11	12.6%	<5	-	87 (100%)
No Disclosed Disability	90	29.7%	127	41.9%	59	19.5%	27	8.9%	0	0.0%	303 (100%)

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

Table 14: Disability Attainment Gap

Academic Year	Attainment Gap GSA	Attainment Gap Glasgow City	Attainment Gap Scotland
2022/2023	6.1pp	N/A	N/A
2021/2022		3.2pp	-5.5pp
2020/2021		-1.0pp	3.7pp
2019/2020		5.0pp	3.2pp
2018/2019		12.0pp	4.3pp

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 22/23

Withdrawals by Disability:	Disclosed Disability:	No Disclosed Disability:	Total:
	35 (27.8%)	91 (72.2%)	126 (100%)

These percentages are a part of the whole withdrawal in 2022/2023 (i.e. 126 students).

Disability

Table 16: Withdrawals Breakdown by Disability

Withdrawals by Disability	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%	2022/2023	%
No Disclosed Disability	100	75.2%	65	73.9%	33	82.5%	86	69.9%	91	72.2%
Disclosed Disability	33	24.8%	23	26.1%	7	17.5%	37	30.1%	35	27.8%
TOTAL:	133	100%	88	100%	40	100%	123	100%	126	100%

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

Table 17: Disability by HESA Category until 21/22

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

Disability

Table 18: Declared disabilities in 22/23

Code	Label	2022/2023
95	No known impairment, health condition or learning difference	2589 (76.9%)
51	Learning Difference such as dyslexia, dyspraxia or AD(HD)	344 (10.2%)
53	Social/communication conditions such as speech and language impairment or an Autistic spectrum condition	30 (0.9%)
54	Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	35 (1.0%)
55	Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	216 (6.4%)
56	Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)	10 (0.3%)
57	D/deaf or have a hearing impairment	14 (0.4%)
58	Blind or have a visual impairment uncorrected by glasses	- (0.0%)
59	Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language	<5 (-)
96	An impairment, health condition or learning difference not listed above	21 (0.6%)
98	Prefer not to say	81 (2.4%)
99	Not available	25 (0.7%)
	TOTAL:	3366

Disability

Table 19: Withdrawals by Mental Health condition

Withdrawals by MH condition	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%	2022/2023	%
All Withdrawals	133	100.0%	88	100.0%	40	100.0%	123	100.0%	126	100.0%
Disclosed a MH condition (% of all)	10	7.5%	10	11.4%	<5	-	12	9.8%	15	11.9%
Disclosed Disability Total Withdrawals	33	100%	23	100%	7	100%	37	100%	35	100%
Disclosed a MH condition (% of total)	10	30.3%	10	43.5%	<5	-	12	32.4%	15	42.9%

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

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
2022/2023	33.3pp	N/A	N/A	3.6pp	N/A	N/A
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		

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 4.8 percentage points in the number of GSA students from minority ethnic background over the past five years (from 25.7% in 18/19 to 30.5% in 22/23), marking the highest percentage of students from minority ethnic background since 18/19.
- The percentage of students whose ethnicity is unknown has also increased by 6.1pp since 18/19 – from 2.2% in 18/19 to 8.3% in 22/23.
- In 22/23, 21.1% of undergraduate students and 56.7% of postgraduate students identified as coming from a minority ethnic background.
- The largest proportion of students from minority ethnic backgrounds in 22/23 were in the School of Innovation and Technology (43.5% of all students in the school), followed by the School of Design (33.7% of all students in the school) and the School of Architecture (30.4% of all students in the school). The school with the lowest proportion of students from minority ethnic backgrounds was the School of Fine Art (19.3% of all students in the school).
- 18.3% of withdrawals in 22/23 were made by students from minority ethnic backgrounds, which is consistent with 21/22.
- There were 26 students in 22/23 who identified as Black (including 'Black – African or African British', 'Black – Caribbean or Caribbean British' and 'Any Other Black background') comprising 0.9% of all GSA students. These figures are consistent with previous years.
- 177 students identified as Asian (including 'Asian – Bangladeshi or Bangladeshi British', 'Asian – Indian or Indian British', 'Asian Pakistani or Pakistani British' and 'Any other Asian background') which equals 6.2% of all GSA students in 22/23.
- There were 501 students in 22/23 who identified as 'Asian - Chinese or Chinese British', comprising 17.6% of the whole GSA student body in that year.
- 119 students identified as coming from a Mixed or multiple ethnic group making up 4.2% of all GSA students in 22/23.
- 45 students identified either as coming from 'Any other ethnic background' or as 'Arab', comprising 1.6% of all GSA students in 22/23.

Ethnicity and Domicile

- 85 out of all 868 minority ethnic students were disabled (9.8%, marking a slight but steady decrease from 10.6% in 21/22 and 11.7% in 20/21).
- The 22/23 ethnicity attainment gap between students from minority ethnic backgrounds and students from any white background (regardless of domicile) was sitting at 16.0 percentage points in favour of students from any white background. While these figures mark a decrease of 3.2pp compared to 21/22, they are also 16.0pp higher than in 18/19.

Ethnicity by Domicile:

- In 22/23, 64.1% of all GSA students were UK-domiciled. 12.3% of all UK-domiciled students were from minority ethnic backgrounds which marks a 1.1pp increase compared to 21/22.
- In 22/23, 83.3% of all UK-domiciled students were from any white background, 12.3% students were from a minority ethnic background, and 4.4% students were of unknown ethnic background.
- 56 (25.0%) out of all 224 UK-domiciled minority ethnic students were disabled. This marks a decrease of 5.0pp since 20/21.
- In 22/23 10.8% of all UK-domiciled UCAS applicants were from minority ethnic backgrounds, which is consistent with previous years. Nevertheless, 22/23 marks the highest number of undergraduate acceptances of UK-domiciled applicants from minority ethnic backgrounds over the past five years – 12.9% of all undergraduate acceptances.
- The ethnicity attainment gap between UK-domiciled students from minority ethnic backgrounds and UK-domiciled students from any white background for 22/23 sat at 14.5pp in favour of UK-domiciled students from any white background. These figures mark a decrease of 2.5pp compared to 21/22, but also an increase of 23.5pp compared to 18/19 when the gap was at -9.0pp in favour of UK-domiciled students from minority ethnic backgrounds.

Ethnicity and Domicile

Table 21: Student Breakdown by Ethnicity

ALL STUDENTS- Ethnicity		2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
Ethnicity	Any White Background	1649	72.1%	1733	71.6%	1657	70.3%	1599	65.5%	1737	61.1%
	Minority Ethnic Background	587	25.7%	638	26.4%	640	27.2%	716	29.3%	868	30.5%
	Unknown/Refused/N/A	50	2.2%	49	2.0%	60	2.5%	125	5.1%	237	8.3%
TOTAL		2286	100%	2420	100%	2357	100%	2440	100%	2842	100%

Table 22: UK-Domiciled Student Breakdown by Ethnicity

ALL STUDENTS - UK Domiciled - Ethnicity		2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
Ethnicity	Any White Background	1322	89.6%	1354	89.0%	1340	87.6%	1363	85.0%	1518	83.3%
	Minority Ethnic Background	147	10.0%	157	10.3%	179	11.7%	180	11.2%	224	12.3%
	Unknown/Refused/N/A	7	0.5%	10	0.7%	10	0.7%	60	3.8%	81	4.4%
TOTAL		1476	100%	1521	100%	1529	100%	1603	100%	1823	100%

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

	Total	Any White Background		Minority Ethnic Background		Unknown/Refused/N/A	
Glasgow School of Art	2842	1737	61.1%	868	30.5%	237	8.3%
Postgraduates	751	278	37.0%	426	56.7%	47	6.3%
Undergraduates	2091	1459	69.8%	442	21.1%	190	9.1%
Architecture	595	376	63.2%	181	30.4%	38	6.4%
Design	1029	558	54.2%	347	33.7%	123	12.0%
Fine Art	742	556	74.9%	143	19.3%	43	5.8%
Innovation and Technology	444	221	49.8%	193	43.5%	30	6.8%

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 22/23

	Total	Any White Background		Minority Ethnic Background		Unknown/Refused/N/A	
Glasgow School of Art	1823	1518	83.3%	224	12.3%	81	4.4%
Postgraduates	254	203	79.9%	42	16.5%	9	3.5%
Undergraduates	1569	1315	83.8%	182	11.6%	72	4.6%
Architecture	401	310	77.3%	82	20.4%	9	2.2%
Design	627	507	80.9%	66	10.5%	54	8.6%
Fine Art	541	490	90.6%	42	7.8%	9	1.7%
Innovation and Technology	229	189	82.5%	31	13.5%	9	3.9%

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

	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
	All UGs		All UGs		All UGs		All UGs		All UGs	
Architecture (UG)	357	33 (9.3%)	367	46 (12.6%)	372	53 (14.3%)	347	53 (15.3%)	408	107 (26.2%)
Design (UG)	553	38 (6.9%)	561	33 (5.9%)	577	40 (6.9%)	612	47 (7.7%)	828	196 (23.7%)
Fine Art (UG)	493	34 (6.9%)	507	38 (7.5%)	479	36 (7.5%)	497	30 (6.1%)	574	74 (12.9%)
Innovation and Technology (UG)	157	7 (4.5%)	174	<5 (-)	185	8 (4.3%)	206	14 (6.8%)	250	62 (24.8%)

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)									
		2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
Ethnicity	Any White Background	2720	88.7%	2355	88.5%	2340	88.3%	2510	87.5%	2449	87.9%
	Asian	120	3.9%	90	3.4%	115	4.3%	120	4.2%	105	3.8%
	Black	35	1.1%	35	1.3%	25	0.9%	25	0.9%	38	1.4%
	Mixed	120	3.9%	115	4.3%	115	4.3%	130	4.5%	130	4.7%
	Other	35	1.1%	30	1.1%	25	0.9%	40	1.4%	29	1.0%
	Unknown/Refused	35	1.1%	35	1.3%	30	1.1%	45	1.6%	35	1.3%
TOTAL		3065	100%	2660	100%	2650	100%	2870	100%	2786	100%

Please note that ALL UCAS figures include Undergraduate applications only.

Table 27: UCAS UK-Domiciled Acceptances Breakdown by Ethnicity

		UCAS ACCEPTANCES (UK Domiciled only)									
		2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
Ethnicity	Any White Background	295	86.8%	305	84.7%	320	87.7%	350	87.5%	375	86.2%
	Asian	15	4.4%	15	4.2%	15	4.1%	15	3.8%	14	3.2%
	Black	5	1.5%	5	1.4%	0	0.0%	0	0.0%	5	1.1%
	Mixed	15	4.4%	20	5.6%	20	5.5%	20	5.0%	29	6.7%
	Other	5	1.5%	5	1.4%	5	1.4%	10	2.5%	8	1.8%
	Unknown/Refused	5	1.5%	10	2.8%	5	1.4%	5	1.3%	<5	-
TOTAL		340	100%	360	100%	365	100%	400	100%	435	100%

Please note that ALL UCAS figures include Undergraduate applications only.

Ethnicity and Domicile

Table 28: Degree Classification Breakdown by Ethnicity at Graduation in 22/23 (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	102	32.7%	127	40.7%	57	18.3%	26	8.3%	312 (100%)
Minority Ethnic Background	6	9.8%	29	47.5%	19	31.1%	7	11.5%	61 (100%)
Unknown/Refused/N/A	5	33.3%	5	33.3%	0	0.0%	5	33.3%	15 (100%)

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

Table 29: Degree Classification Breakdown by Ethnicity at Graduation in 22/23 (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	86	31.2%	115	41.7%	52	18.8%	23	8.3%	276 (100%)
Minority Ethnic Background	<5	-	10	41.7%	6	25.0%	<5	-	24 (100%)
Unknown/Refused/N/A	<5	-	<5	-	0	0.0%	<5	-	6 (100%)

Please note these figures relate to undergraduate students only. Also, these percentages reflect 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
2022/2023	14.5pp	N/A	2022/2023	16.0pp	N/A	N/A
2021/2022	17.0pp	N/A	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		

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 22/23

Withdrawals by Ethnicity:	Any White Background:	Minority Ethnic Background:	Unknown/Refused/N/A:	Total:
	85 (67.5%)	23 (18.3%)	18 (14.3%)	126 (100%)

These percentages are a part of the whole withdrawal in 2022/2023 (i.e. 126 students).

Ethnicity and Domicile

Table 32: Withdrawals Breakdown by Ethnicity

Withdrawals by Ethnicity	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%	2022/2023	%
Any White Background	85	63.9%	62	70.5%	30	75.0%	91	74.0%	85	67.5%
Minority Ethnic Background	36	27.1%	20	22.7%	8	20.0%	23	18.7%	23	18.3%
Not Known/Info Refused/N/A	12	9.0%	6	6.8%	<5	-	9	7.3%	18	14.3%
TOTAL:	133	100%	88	100%	40	100%	123	100%	126	100%

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 22/23

	Total	Scotland		Rest of UK (RUK)		EU		Overseas	
Glasgow School of Art	2842	1315	46.3%	508	17.9%	200	7.0%	819	28.8%
Postgraduates	751	181	24.1%	73	9.7%	55	7.3%	442	58.9%
Undergraduates	2091	1134	54.2%	435	20.8%	145	6.9%	377	18.0%
Architecture	595	298	50.1%	103	17.3%	71	11.9%	123	20.7%
Design	1029	462	44.9%	165	16.0%	59	5.7%	343	33.3%
Fine Art	742	334	45.0%	207	27.9%	45	6.1%	156	21.0%
Innovation and Technology	444	199	44.8%	30	6.8%	24	5.4%	191	43.0%

These percentages are of the respective School or Level cohorts.

Ethnicity and Domicile

Table 34: Withdrawals Breakdown by Domicile in 22/23

Withdrawals by Domicile:	Scottish:	RUK:	EU:	Overseas:	Total:
	67 (53.2%)	25 (19.8%)	9 (7.1%)	24 (19.0%)	126 (100%)

These percentages are a part of the whole withdrawal in 2022/2023 (i.e. 126 students).

Table 35: Withdrawals Breakdown by Domicile

Withdrawals by Domicile	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%	2022/2023	%
Scottish	63	47.4%	32	36.4%	17	42.5%	72	58.6%	67	53.2%
RUK	20	15.1%	14	15.9%	6	15.0%	29	23.6%	25	19.8%
EU	18	13.6%	22	25.0%	6	15.0%	9	7.3%	9	7.1%
Overseas	32	24.1%	20	22.7%	11	27.5%	13	10.6%	24	19.0%
TOTAL:	133	100%	88	100%	40	100%	123	100%	126	100%

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 22/23

Classification	First Class Honours	Second Class Honours (Upper)	Second Class Honours (Lower)	Third Class Honours/ Pass (degree awarded without honours)	Total
UK-Domiciled	92 30.1%	128 41.8%	58 19.0%	28 9.2%	306 (100%)
Non-UK-Domiciled	21 26.9%	32 41.0%	16 20.5%	9 11.5%	78 (100%)

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

Ethnicity and Domicile

Table 37: Degree Classification by Specific Domicile in 22/23

	First Class Honours	Second Class Honours (Upper)	Second Class Honours (Lower)	Third Class Honours/ Pass (degree awarded without honours)	Total
Scottish	48 (23.0%)	90 (43.1%)	47 (22.5%)	24 (11.5%)	209 (100.0%)
Rest of the UK	44 (45.4%)	38 (39.2%)	11 (11.3%)	<5 (-)	97 (100.0%)
European Union	18 (42.9%)	15 (35.7%)	6 (14.3%)	<5 (-)	42 (100%)
Overseas	<5 (-)	17 (47.2%)	10 (27.7%)	6 (16.7%)	36 (100%)

Religion and Belief

Highlights:

- 22/23 marked the lowest percentage of students who declared having a major religion or belief, other than Christianity – 5.8% (dropped 3.3pp since 21/22) and the highest percentage of students declaring ‘any other religion or belief’ – 3.8% (up 2.7pp since 18/19 and 2.1pp since 21/22).
- 67.3% of all undergraduate degrees in 22/23 were awarded to students who disclosed having no religion, followed by 14.4% awarded to students who identify as Christian (all denominations), 2.1% to other major religions and beliefs, 7.2% to any other religion or belief and 9.0% to those who preferred not to say or did not provide any information.
- In 22/23, 63.5% of all withdrawals were made by students who disclosed having no religion. This marks a 9.8 percentage points increase compared to 21/22 and constitutes the second highest proportion of withdrawals made by students, who had disclosed having no religion, over the past five years, second only to 20/21 with 70.0%.
- The 22/23 attainment gap between students who disclosed having no religion and those who disclosed any religion or belief sits at 9.5pp in favour of students who reported having no religion or belief. These figures mark a 25.2pp decrease compared to 21/22.
- The 22/23 attainment gap between students who chose not to disclose a religion or belief and those who disclosed any religion or belief sits at 1.6pp in favour of students who chose not to disclose a religion or belief. This is a decrease of 25.9pp, compared to 21/22 when the attainment gap sat at 27.5pp in favour of students who had preferred not to say.

Religion and Belief

Table 38: Student Breakdown by Religion and Belief and Domicile in 22/23

GSA Religion	Total	UK-domiciled (Scotland + Rest of UK)	Non-UK-domiciled (EU + Overseas)
No Religion	1940 (68.3% of all GSA students)	1238 (67.9% of all UK-domiciled)	702 (68.9% of all non-UK-domiciled)
Buddhist	45 (1.6%)	14 (0.8%)	31 (3.0%)
Christian - Church of Scotland	59 (2.1%)	57 (3.1%)	<5 (-)
Christian - Roman Catholic	189 (6.7%)	153 (8.4%)	36 (3.5%)
Christian - Other denomination	136 (4.8%)	75 (4.1%)	61 (6.0%)
Hindu	44 (1.5%)	6 (0.3%)	38 (3.7%)
Jewish	10 (0.4%)	8 (0.4%)	<5 (-)
Muslim	63 (2.2%)	44 (2.4%)	19 (1.9%)
Sikh	<5 (-)	<5 (-)	0 (0.0%)
Spiritual	0 (0.0%)	0 (0.0%)	0 (0.0%)
Any other religion or belief	109 (3.8%)	79 (4.3%)	30 (2.9%)
Prefer not to say/Information refused	245 (8.6%)	147 (8.1%)	98 (9.6%)
Total	2842 (100%)	1823 (100%)	1019 (100%)

Table 39: Student Breakdown by Religion and Belief

All Students	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
No Religion	1547	67.7%	1614	66.7%	1635	69.4%	1671	68.5%	1940	68.3%
Christian (all denominations)	330	14.4%	350	14.5%	329	14.0%	315	12.9%	384	13.5%
Other Major Religions and Beliefs (including Spiritual)	178	7.8%	194	8.0%	182	7.7%	223	9.1%	164	5.8%
Any Other Religion or Belief	25	1.1%	33	1.4%	32	1.4%	41	1.7%	109	3.8%
Prefer not to say/Information not provided	206	9.0%	229	9.5%	179	7.6%	190	7.8%	245	8.6%
Total	2286	100%	2420	100%	2357	100%	2440	100%	2842	100%

Religion and Belief

Table 40: Degree Classification Breakdown by Religion and Belief at Graduation in 22/23

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	81	31.0%	111	42.5%	43	16.5%	26	10.0%	261 (100%)
Buddhist	0	0.0%	<5	-	<5	-	0	0.0%	<5 (100%)
Christian – Church of Scotland	<5	-	<5	-	<5	-	0	0.0%	11 (100%)
Christian – Roman Catholic	6	25.0%	12	50.0%	<5	-	<5	-	24 (100%)
Christian – Other denomination	<5	-	7	33.3%	11	52.4%	0	0.0%	21 (100%)
Hindu	0	0.0%	<5	-	0	0.0%	0	0.0%	<5 (100%)
Jewish	0	0.0%	<5	-	0	0.0%	0	0.0%	<5 (100%)
Muslim	<5	-	<5	-	0	0.0%	0	0.0%	<5 (100%)
Sikh	0	0.0%	0	0.0%	<5	-	0	0.0%	<5 (100%)
Spiritual	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0 (0.0%)
Any other religion or belief	9	32.1%	9	32.1%	6	21.4%	<5	-	28 (100%)
Prefer not to say/ Information refused	10	28.6%	13	37.1%	7	20.0%	5	14.3%	35 (100%)

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

Religion and Belief

Table 41: Withdrawals Breakdown by Religion and Belief

Withdrawals by Age	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%	2022/2023	%
No Religion	81	60.9%	52	59.1%	28	70.0%	66	53.7%	80	63.5%
Buddhist	<5	-	<5	-	0	0.0%	<5	-	<5	-
Christian – Church of Scotland	<5	-	<5	-	<5	-	6	4.9%	5	4.0%
Christian – Roman Catholic	7	5.3%	<5	-	<5	-	8	6.5%	8	6.3%
Christian – Other denomination	10	7.5%	7	8.0%	<5	-	10	8.1%	<5	-
Hindu	<5	-	0	0.0%	0	0.0%	0	0.0%	<5	-
Jewish	0	0.0%	<5	-	<5	-	0	0.0%	<5	-
Muslim	5	3.8%	0	0.0%	0	0.0%	<5	-	<5	-
Sikh	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spiritual	<5	-	5	5.7%	<5	-	9	7.3%	0	0.0%
Any other religion or belief	<5	-	<5	-	0	0.0%	6	4.9%	11	8.7%
Prefer not to say/ Information refused	18	13.5%	16	18.2%	<5	-	15	12.2%	9	7.1%
TOTAL:	133	100%	88	100%	40	100%	123	100%	126	100%

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
2022/2023	9.5pp	2022/2023	1.6pp
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

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 2022/23, 31.6% of all GSA students identified as 'Male', 66.5% identified as 'Female', 1.3% identified as 'Other' and for 0.7% there was no information available or they preferred not to say. These numbers are consistent with previous years and regardless of whether the students are undergraduates or postgraduates.
- In 22/23, the school with the highest proportion of students who identified as 'Male' was the School of Innovation and Technology (43.2% of all students in the school), followed by the School of Architecture (42.9%).
- The school with the highest proportion of students who identified as 'Female' was the School of Fine Art (73.7% of all students in the school), followed by the School of Design (72.1%).
- The school with the highest proportion of students who identified as 'Other' was the School of Fine Art (2.8% of all students in the school). This marks an increase of 0.5pp since 21/22.
- UCAS applications from male applicants sat at 25.3% in 22/23, as opposed to 74.7% applications from female applicants. These values have marked a slight but steady decrease in the numbers of male undergraduate applicants – from 28.0% in 20/21 and 25.9% in 21/22 to 25.3% in 22/23, making 22/23 the year with the lowest number of male applicants over the past five-year period. Nevertheless, proportionally more male than female undergraduate applicants were accepted in 22/23 – 27.6% of all acceptances were of male students (even though 25.3% of all applications were made by male applicants).
- 70.6% of withdrawals in 22/23 were made by female students, marking a decrease of 2.6 percentage points compared to 21/22 and an increase of 15.0 percentage points 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). Similarly, 22/23 marks a 4.2pp increase in withdrawals made by male students compared to 21/22, as well as a decrease of 13.5pp since 18/19.
- In 2022/23, 67.6% of students declared that their gender identity matches the sex they were assigned at birth, 3.3% disclosed that their gender identity does not match the sex they were assigned at birth, and 29.1% did not provide any information. These figures mark the lowest proportion of students whose gender identity matches the sex they were assigned at birth over the past five-year period (19.1pp lower than 21/22), the highest proportion of

Sex and Gender Identity

students whose gender identity does not match the sex they were assigned at birth over the past five-year period (0.7pp higher than 21/22 and 1.0pp higher than 18/19), and the highest proportion of students who did not provide any information over the past five-year period (18.4pp higher than 21/22).

- From 2018/19 up until 2020/21, the degree attainment gap between male and female students had been sitting at, respectfully, -1.0, -9.0, and -11.0 percentage points in favour of female students. In 2021/22, the Sex Attainment gap reached 3.4pp in favour of male students, marking an increase of 14.4pp over the previous year and the first time the sex attainment gap was in favour of male students over the past six-year period. 22/23 saw the Sex Attainment gap go back to being in favour of female students sitting at -2.7pp, marking a decrease of 6.1pp compared to 21/22.
- 2.3% of all undergraduate degrees in 22/23 were awarded to students whose gender identity does not match the sex they were assigned at birth. Those figures are consistent with 21/22.
- 2022/23 marks the highest proportion of withdrawals made by students whose gender identity does not match the sex they were assigned at birth over the past five-year period (5.6% of all withdrawals in 22/23), as well as the lowest proportion of withdrawals from students whose gender identity matches the sex they were assigned at birth, over the same five-year period (75.4% of all withdrawals in 22/23).
- The 22/23 attainment gap between students whose gender identity matches the sex they were assigned at birth and those whose does not, sat at -5.1 percentage points in favour of students whose gender identity does not match the sex they were assigned at birth. This marks a 19.8pp decrease since 21/22 (when figures showed a 14.7pp gap 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									
		2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
Male		730	31.9%	789	32.6%	754	32.0%	746	30.6%	897	31.6%
Female		1521	66.5%	1585	65.5%	1564	66.4%	1659	68.0%	1889	66.5%
Other		35	1.5%	46	1.9%	39	1.7%	35	1.4%	37	1.3%
N/A										19	0.7%
TOTAL		2286	100%	2420	100%	2357	100%	2440	100%	2842	100%

Table 44: Student Sex Profile by School and Level of Study in 22/23

	Total	Male		Female		Other		N/A	
Glasgow School of Art	2842	897	31.6%	1889	66.5%	37	1.3%	19	0.7%
Postgraduates	751	231	30.8%	503	67.0%	9	1.2%	8	1.2%
Undergraduates	2091	666	31.9%	1386	66.3%	28	1.3%	11	0.5%
Architecture	595	255	42.9%	334	56.1%	<5	-	<5	-
Design	1029	273	26.5%	742	72.1%	11	1.1%	<5	-
Fine Art	742	170	22.9%	547	73.7%	21	2.8%	<5	-
Innovation and Technology	444	192	43.2%	241	54.3%	<5	-	8	1.8%

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		N/A	
2022/2023	666	31.9%	1386	66.3%	28	1.3%	11	0.5%
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%		

Table 46: Postgraduate Students Breakdown by Sex

	Postgraduate							
	Male		Female		Other		N/A	
2022/2023	231	30.8%	503	67.0%	9	1.2%	8	1.2%
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%		

Table 47: UCAS Applications Breakdown by Sex

Sex	UCAS APPLICATIONS - Sex									
	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
Male	1185	27.4%	1130	28.1%	1170	28.0%	1180	25.9%	1110	25.3%
Female	3145	72.6%	2895	71.9%	3010	72.0%	3380	74.1%	3286	74.7%
TOTAL	4330	100%	4025	100%	4180	100%	4560	100%	4396	100%

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									
	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
Male	130	28.3%	170	34.4%	165	33.7%	145	28.2%	165	27.6%
Female	330	71.8%	325	65.7%	325	66.3%	370	71.9%	432	72.4%
TOTAL	460	100%	495	100%	490	100%	515	100%	597	100%

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 22/23

Classification	First Class Honours		Second Class Honours (Upper)		Second Class Honours (Lower)		Third Class Honours/ Pass (degree awarded without honours)		Total
Male	35	28.9%	48	39.7%	23	19.0%	15	12.4%	121 (100%)
Female	76	29.1%	110	42.1%	53	20.3%	22	8.4%	261 (100%)
Other	<5	-	<5	-	0	0.0%	<5	-	6 (100%)

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

Table 50: Sex Attainment Gap

Academic Year	Attainment Gap GSA	Attainment Gap Glasgow City	Attainment Gap Scotland
2022/2023	-2.7pp	N/A	N/A
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

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 22/23

Withdrawals by Sex:	Male:	Female:	Other:	Total:
	36 (28.6%)	89 (70.6%)	<5 (-)	126 (100%)

These percentages are a part of the whole withdrawal in 2022/2023 (i.e. 126 students).

Table 52: Withdrawals Breakdown by Sex

Withdrawals by Sex	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%	2022/2023	%
Male	56	42.1%	28	31.8%	13	32.5%	30	24.4%	36	28.6%
Female	74	55.6%	58	65.9%	27	67.5%	90	73.2%	89	70.6%
Other	<5	-	<5	-	0	0.0%	<5	-	<5	-
TOTAL:	133	100%	88	100%	40	100%	123	100%	126	100%

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:
2022/2023	1921	67.6%	93	3.3%	828	29.1%	2842 (100%)
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%)

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 22/23

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	%	
Yes	95	28.2%	150	44.5%	61	18.1%	30	8.9%	337 (100%)
No	5	55.6%	<5	-	<5	-	<5	-	9 (100%)
Information refused	13	31.0%	9	21.4%	13	31.0%	7	16.7%	42 (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?”. Please note these figures relate to undergraduate students only. Also, these percentages reflect their share of their individual characteristic cohort.

Table 55: Withdrawals Breakdown by Gender Identity

Withdrawals by Sex	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
	Count	%	Count	%	Count	%	Count	%	Count	%
Yes	118	88.7%	69	78.4%	33	82.5%	96	78.1%	95	75.4%
No	<5	-	<5	-	<5	-	6	4.9%	7	5.6%
Information refused	13	9.8%	16	18.2%	5	12.5%	21	17.1%	24	19.0%
TOTAL:	133	100%	88	100%	40	100%	123	100%	126	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?”. 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
2022/2023	-5.1pp
2021/2022	14.7pp
2020/2021	-2.0pp
2019/2020	-2.4pp
2018/2019	11.5pp
<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 4.6 percentage points in the number of students who identify as 'Bisexual' since 18/19 (from 9.7% in 18/19 to 14.5% in 22/23), marking the highest proportion of bisexual students over the past five-year period.
- The percentage of students who identified as 'Gay or Lesbian' has remained consistent over the past five years.
- 22/23 marked the year with the lowest proportion of students who identified as having 'Other sexual orientation' over the past five-year period – 2.7% of all students.
- Over the past five years, there has been a steady decrease in the number of students who identify as 'Heterosexual' - from 64.7% in 18/19 to 56.4% in 22/23.
- There has been an increase in the percentage of students who selected 'Prefer Not to Say' or refused to provide information (from 17.0% in 18/19 to 20.7% in 22/23).
- 2022/23 marked the highest proportions of Bisexual students and the lowest proportions of Heterosexual students over the past five-year period for both undergraduate (16.0% and 54.4% respectively) and postgraduate (10.4% and 61.9% respectively) cohorts.
- 60.0% of graduates who identified as having 'Other sexual orientation' received a First-Class Honours degree in 22/23.
- The attainment gap between students who identify as heterosexual and those who disclose any other sexual orientation for 22/23 sat at -9.8pp in favour of students disclosing any sexual orientation, other than heterosexual, marking an increase of 5.0pp since 21/22. While fluctuating, the gap has been in favour of students disclosing any sexual orientation, other than heterosexual since 18/19.
- The 22/23 attainment gap between heterosexual students and those who refused to disclose their sexual orientation sits at 2.5pp in favour of heterosexual students, marking a 14.1pp increase compared to 21/22.

Sexual Orientation

Table 57: Student Breakdown by Sexual Orientation

All Students	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
Bisexual	221	9.7%	259	10.7%	303	12.9%	330	13.5%	413	14.5%
Gay Man	91	4.0%	96	4.0%	87	3.7%	81	3.3%	162	5.7%
Gay Woman/Lesbian	36	1.6%	43	1.8%	44	1.9%	54	2.2%		
Heterosexual	1478	64.7%	1486	61.4%	1417	60.1%	1449	59.4%	1602	56.4%
Other	72	3.1%	87	3.6%	78	3.3%	75	3.1%	78	2.7%
Prefer not to say/Information not provided	388	17.0%	449	18.6%	428	18.2%	451	18.5%	587	20.7%
Total	2286	100%	2420	100%	2357	100%	2440	100%	2842	100%

Table 58: Undergraduate Students Breakdown by Sexual Orientation

All Students	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
Bisexual	185	11.4%	204	12.3%	238	14.4%	262	15.4%	335	16.0%
Gay Man	66	4.1%	64	3.8%	69	4.2%	63	3.7%	126	6.0%
Gay Woman/Lesbian	27	1.7%	36	2.2%	35	2.1%	40	2.3%		
Heterosexual	1037	64.1%	1016	61.1%	965	58.3%	976	57.3%	1137	54.4%
Other	53	3.3%	61	3.7%	61	3.7%	56	3.3%	63	3.0%
Prefer not to say/Information not provided	250	15.5%	283	17.0%	287	17.3%	306	18.0%	430	20.6%
Total	1618	100%	1664	100%	1655	100%	1703	100%	2091	100%

Sexual Orientation

Table 59: Postgraduate Students Breakdown by Sexual Orientation

All Students	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
Bisexual	36	5.4%	55	7.3%	65	9.3%	68	9.2%	78	10.4%
Gay Man	25	3.7%	32	4.2%	18	2.6%	18	2.4%	36	4.8%
Gay Woman/Lesbian	9	1.3%	7	0.9%	9	1.3%	14	1.9%		
Heterosexual	441	66.0%	470	62.2%	452	64.4%	473	64.1%	465	61.9%
Other	19	2.8%	26	3.4%	17	2.4%	19	2.6%	15	2.0%
Prefer not to say/Information refused	138	20.7%	166	22.0%	141	20.1%	145	19.7%	157	20.9%
Total	668	100%	756	100%	702	100%	737	100%	751	100%

Table 60: Degree Classification Breakdown by Sexual Orientation at Graduation in 22/23

Classification (Age at Graduation)	First Class Honours		Second Class Honours (Upper)		Second Class Honours (Lower)		Third Class Honours / Pass (degree awarded without honours)		Total
Bisexual	16	21.6%	41	55.4%	12	16.2%	5	6.8%	74 (100%)
Gay or Lesbian	9	34.6%	11	42.3%	<5	-	<5	-	26 (100%)
Heterosexual	57	29.1%	77	39.3%	40	20.4%	22	11.2%	196 (100%)
Other	6	60.0%	<5	-	0	0.0%	<5	-	10 (100%)
Prefer not to say/Information refused	25	30.5%	29	35.4%	20	24.4%	8	9.8%	82 (100%)

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

Overview

Table 61: Withdrawals Breakdown by Sexual Orientation

Withdrawals by Age	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%	2022/2023	%
Bisexual	17	12.8%	8	9.1%	7	17.5%	25	20.3%	22	17.5%
Gay Man	5	3.8%	<5	-	<5	-	7	5.7%	7	5.6%
Gay Woman/Lesbian	<5	-	0	0.0%	<5	-	<5	-		
Heterosexual	84	63.2%	57	64.8%	19	47.5%	60	48.8%	71	56.3%
Other	<5	-	<5	-	<5	-	6	4.9%	<5	-
Prefer not to say/Information refused	22	16.6%	19	21.6%	10	25.0%	21	17.1%	25	19.8%
TOTAL:	133	100%	88	100%	40	100%	123	100%	126	100%

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
2022/2023	-9.8pp	2022/2023	2.5pp
2021/2022	-4.8pp	2021/2022	-11.6pp
2020/2021	-7.2pp	2020/2021	-11.2pp
2019/2020	-1.9pp	2019/2020	1.1pp
2018/2019	-0.9pp	2018/2019	-3.6pp

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.