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SCHOOL of
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MEDICINE



London School of Hygiene & Tropical Medicine

Equality, Diversity & Inclusion - 2017/18 data report

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Introduction

This report highlights a selection of the London School of Hygiene & Tropical Medicine (LSHTM)'s activities in support of equality and diversity during the academic year 2017/18 as well as staff and student data across the nine protected characteristics.

Under the Equality Act 2010 all public bodies must in the exercise of its functions, have due regard to the need to¹ -

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In England the Equality Act 2010 (Specific Duties and public authorities) Regulations came into force on 31 March 2017 replacing the Equality Act 2010 (Specific Duties) Regulations 2011². This requires LSHTM to publish the following in a manner that is accessible to the public³

- information relating to people who share a relevant protected characteristic who are employees and other people affected by policies and practices (this report, annually)
- [gender pay gap report](#) (annually)
- [equality objectives](#) (at least every four years)

An Overview of LSHTM in 2017/18

The London School of Hygiene & Tropical Medicine (LSHTM) is a world leading centre for research and postgraduate education in public and global health. With global presence and collaboration at its heart, LSHTM is uniquely qualified to make a difference.

Equity is at the heart of LSHTM's mission:

Our mission is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice.

The Equality, Diversity and Inclusion (EDI) programme at LSHTM has a varied remit including charter marks such as Athena SWAN (LSHTM holds two Bronze faculty awards, one Silver faculty award and a Bronze institutional award), memberships to Stonewall,

¹ Section 149, Public sector equality duty, The Equality Act 2010

² ECU (2017): The public sector equality duty: specific duties and public authorities regulations for England (Revised June 2017): <https://www.ecu.ac.uk/publications/public-sector-equality-duty-specific-duties-for-england/>

³ Section 3, The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

achieved commitment level of the London Healthy Workplace Charter, and it has signed the Time to Change pledge. In 2017/18 LSHTM successfully renewed three Athena SWAN applications under the expanded criteria; Institutional application at Bronze, Faculty of Infectious and Tropical Diseases at Bronze and Faculty of Public Health and Policy at Silver.



Strategy

In 2017, the new [institutional strategy](#) was launched with a priority area commitment to develop a “Talented, Diverse & Inclusive Staff and Student Community” bringing EDI to the core of LSHTM’s activities.

The objectives of the strategy are:

- a) To foster a thriving, inclusive staff and student community, built on our shared values of free-thinking and collaborative working. To set this within an ethical and healthy environment built on respect, equal opportunities, excellence and creativity.
- b) To provide training, supervision and mentoring support to enable all staff to achieve their full potential through opportunities to develop expertise and skills.
- c) To recruit, develop and retain outstanding and diverse researchers and educators who produce excellent science and can influence the public and global health agenda, providing equal opportunity for progression. We will continue our recruitment drive, and ensure succession planning.
- d) To make sure the expectations and responsibilities of our community are clearly expressed and widely communicated.

A new approach to inclusivity commenced at LSHTM with the launch of the “LSHTM includes me” campaign in 2017 which included events (see below) and the wide spread use of the rainbow lanyard with “LSHTM includes me!” emblazoned on it.

Events

Across the year LSHTM held several events across the EDI spectrum including Phyll Opoku-Gyimah speaking about intersectionality and creating inclusive spaces as part of Black History Month events; an LGBT+ welcome event at the start of the academic year and LGBT+ History Month Launch, which featured international spoken word poets Bethany Rose and Dean Atta; and LSHTM’s annual Women in Health Lecture delivered by Professor Polly Roy.

Training and Initiatives

LSHTM has undertaken significant work to foster a more inclusive working environment and ensure EDI principles are embedded into all of LSHTM's training provision. We have run EDI-specific workshops on 'Respectful Working Cultures', 'Managing Diversity in the HE teaching practice', 'Mental Health Awareness', and 'Disability Awareness' and will continue to encourage high uptake.

EDI Training

All new members of staff are required to complete equality and diversity training as part of their first six-month mandatory training which includes Moodle modules on:

- Equality and Diversity Essentials
 - This module introduces the concepts of equality, diversity and inclusion, and provides an overview of the main legislation and its practical implications. Enables everyone to play a positive role by exploring how to break down barriers to equality and diversity - including unconscious bias and stereotypes - and challenge unacceptable behaviour effectively.
- Disability Confident
 - This learning resource provides the practical steps you need to take in order to serve disabled customers, and to work with disabled colleagues and staff.
- Challenging Unconscious Bias
 - Featuring innovative discovery learning interactions and scenarios, the course enables staff to recognise and overcome their biases, and provides them with a practical, non-confrontational framework for challenging biased thinking and decisions effectively.

Confirmation of completion is required as part of the Induction and Probation Checklist.

An additional half-day session, "Equality and Diversity in LSHTM - Addressing Issues Confidently", is offered to all staff at several points throughout the year. The "Recruitment and Selection Skills" course covers EDI aspects including understanding the implications of equalities legislation. This course is available throughout the year as it is a policy requirement that all staff taking part in interviews, whether appointment boards or within Departments, have undertaken training in interview and selection skills.

Leadership and management training

LSHTM supports Advance HE's (previously the Leadership Foundation) Aurora Women's Leadership Programme and has done since it was launched in 2013. Each year, we support 8 women to take part in the programme (usually 4 academic and 4 Professional Services (PS) members of staff). There is a competitive application process and we usually

receive more than double the number of applicants for the 8 places. As a result, we have developed our in-house programme Future Female Leaders. This is an action learning based programme, which takes place over six months. It is now in its third cohort and can take a maximum of 9 women each year.

To develop our next generation of research leaders we have developed the Pathway to Academic Leadership Programme for Research Fellows and Assistant Professors who are in the early stages of establishing themselves as an independent researcher and starting to build a research team.

We run an accredited Management Development programme called Management in Practice. It is accredited as a CMI Award at level 4 and covers a range of operational management topics from personal effectiveness, coaching and teamwork to negotiation, performance management and decision making. This has been run twice in the past two years. EDI is embedded within the programme, particularly in the case studies and scenarios used, which reflect some of the current situations managers are faced with in the workplace.

Mental health

LSHTM has signed up to the national programme, Time to Change and officially signed the “pledge” at an event in October 2017. Time to Change is a movement, which works to change attitudes to mental health within the workplace. As part of our commitment we have recruited over 30 mental health champions and will offer these staff the opportunity to participate in Mental Health First Aid training. Mental Health First Aiders can make themselves known by wearing a designated green lanyard, or in their email signature.

Staff

LSHTM is comprised of three Faculties (Epidemiology and Population Health, Infectious and Tropical Diseases and Public Health and Policy), the MRC Unit The Gambia and the MRC/UVRI Uganda Research Unit which joined LSHTM in 2018 and have equivalent status to that of faculties, and the Professional Services (PS) departments. The London International Development Centre (LIDC) is a collaboration of several University of London Colleges, whose staff are employed by LSHTM.

Table 1 shows a breakdown of academic and PS staff in Epidemiology and Population Health (EPH), Infectious and Tropical Diseases (ITD), Public Health and Policy (PHP), Professional Services, LIDC and the MRC Unit The Gambia and the MRC/UVRI Uganda Research Unit. Across LSHTM, academics account for 60.8% (n=937) of all staff, and most academic staff are based in the three.

The majority of staff in the MRC Units are Locally Employed Staff Overseas (LESO staff) who do not have an employment contract with LSHTM, and therefore have not been included in the figures in this report.

Age

The mean and median ages of staff are very similar across academic and PS staff (Table 2), with an overall mean of 42 and median of 40,

Disability

The figures in Table 3 represent those staff who have stated that they have a disability. Across all staff, 5.6% of people have declared a disability, for academic staff this is slightly lower at 4.6% and for professional services slightly higher at 7.3%.

The declaration rate for staff at LSHTM is slightly higher than across the HE sector (HESA: 4.9% for all staff, 4.1% for academic staff and 5.6% for professional and support staff). Despite the slightly higher declaration rates, further activities could be undertaken to increase declaration rates as nationally, 16 % of work age have a disability.⁴

Ethnicity

Across LSHTM 22.7% identified as BME, 71.1% as White and 6% are unknown (this is a mixture of information being missing, not known and refused). To simplify the following charts, 'unknown' has been removed.

⁴ <https://www.gov.uk/government/publications/disability-facts-and-figures/disability-facts-and-figures#fn:3>

Ethnic origins selected by staff are:

- Arab
- Asian or Asian British - Bangladeshi
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Black or Black British - African
- Black or Black British - Caribbean
- Chinese
- Gypsy Traveller
- Mixed - White and Asian
- Mixed - White and Black African
- Mixed - White and Black Caribbean
- Other Asian background
- Other Black background
- Other Ethnic background
- Other Mixed background
- Other White background
- White

LSHTM has a higher BME population of academic staff (20.3% BME, 79.7% white) than academic staff across the sector (15.0% BME, 85.0% white)⁵. This may be due to the global remit of LSHTM. At research assistant level 33.3% of academic staff identify as BME but this decreases to 10.6% at professorial level (Figure 1).

A similar trend is seen among professional services staff. LSHTM has a higher BME population of professional services staff (30.0% BME, 70.0% white) compared to the sector (11.3% BME, 88.6% white).⁶ In grades 1-3 35.1% of professional services staff identify as BME but in grades 8-9 this is 16.2% (Figure 2).

When considering nationality and ethnicity, the highest proportion of BME staff come from outside the UK and the EU with BME staff accounting for 60.4% of non-UK or EU staff (Figure 3). Of UK academic staff 87.5% are white, and from the EU 91.9% are white

⁵ Advance HE, Equality in higher education: staff statistical report 2018

⁶ Advance HE, Equality in higher education: staff statistical report 2018

(Figure 4). Of UK professional services staff 69.4% are white and from the EU 94.4 are white.

In recruitment of both academic and professional services staff (Figures 5-8), applicants who are white are more likely to be appointed than BME applicants (1.6% for BME applicants compared to 5.6% of applicants for academic roles and 3.9% of BME applicants compared to 6.3% of white for PS roles). Based on our most recent Athena SWAN application, and reflecting concern about the above data, action is currently being undertaken to identify and address imbalances in recruitment specifically in relation to nationality and ethnic origin. This includes conducting further analysis of recruitment data by nationality and ethnic origin to identify if the imbalance is specific to any particular grade, which will form the basis for recommendations for implementation by the HR Director.

Gender

LSHTM has a majority female population for both academics and professional services staff at all career stages except the most senior grades (Figures 9-11). Across all staff groups 61.6% identify as female and 38.4% as male, for academic staff 58.8% are women and for professional services staff 65.8% are women. Within the faculties Public Health and Policy has the highest percentage of women (69.6%) and Infectious and Tropical Diseases the lowest (59.4%) (Figure 12). Due to small numbers and the way in which the HR system captures the MRC Units' staff the gender breakdown of the MRC Unit The Gambia at LSHTM and the MRC/UVRI and LSHTM Uganda Research Unit is misleading; consideration is being given to how an accurate picture can be achieved in the future.

For both academic and professional services staff, the pipeline shows a decrease in women at the most senior grades (Figures 10 and 11). In 2017/18 LSHTM successfully submitted an Institutional Athena SWAN application and will be working through our action plan to improve gender equality across all levels, which includes improving support for the progression of women to senior posts for both academic and professional services staff.

When looking at recruitment (Figures 13 to 16), women are more likely to be appointed than men. For academic staff 3.8% of women from the original applicant pool are appointed compared to 2.8% of men (Figure 14). For professional services 5.9% of women from the original applicant pool compared to 3.3% of men (Figure 16). Based on the analysis taken in our most recent Athena SWAN application, and reinforced by the data in this report, action is being taken to improve gender balance in recruitment. This includes: exploring the reasons behind recruiting more women and lower success rate of men at shortlist and appointment, including examining the profile of the feeder pools (action A19); trialling anonymised applications on the recruitment system and comparing the data from pilot posts with data from posts handled using current procedures (action

A21); and engaging recruitment agencies to help search out female applicants for senior professional services posts (action A32).

Gender Identity

Whilst staff are asked a question on gender identity, the number of respondents is small. Very few state that their gender identity is not the same as that identified at birth and this is therefore not represented in this report to maintain anonymity.

Nationality

LSHTM is a global institution and has staff from 73 countries. The five countries with the largest number of staff excluding the UK are the USA, Italy, France, Spain and Ireland. Of all staff, 65.6% are from the UK, 19.1% from countries within the rest of the EU and 15.3% from countries outside of the EU (Figure 17; Figures 18-19 for academics and professional services separately).

Religion and belief

No religion (38.6%) and information unknown (28.7%) are the two largest percentages for staff religion and belief. The three largest religious groups represented among LSHTM staff are Christian (23.1%), Muslim (3.2%) and Hindu (1.9%) (Figure 20).

Further work can be undertaken to improve the collection of missing data, as there has been an increase in the percentage of staff whose religious information is not known (2016/17 19.8% of staff were categorised as unknown for religion and belief, and 28.7% in 2017/18).

Sexual Orientation

63.3% of staff identify as heterosexual and 5% as bisexual, gay man, gay woman/lesbian or other (Figure 21). The percentage of staff whose sexual orientation is 'unknown' has reduced to 31.7% (in 2016/2017 'unknown' accounted for 60.2%) but further work should be taken to decrease the amount of missing data within this category.

Students

LSHTM offers postgraduate degrees via MSc courses (PGT) and in Research (PGR) there are MPhil/PhD and DrPh options. MSc courses are offered in London and by distance learning. The latter are admitted by the International Programmes of the University of London and are not reported here. For the 2017/18 year there were 700 postgraduate taught students (PGT) on our London based programmes and 600 doctoral students. (PGR) These courses are undertaken on a full time and part time basis, 82.3% of PGT student are enrolled full time compared to 42.3% of PGR students (Figure 22).

Age

The age of PGT students ranges from 21 to 73 with the median being 28. For PGR students the range is from 21-71 with the median being 35 (Table 4). Compared to the sector LSHTM has a greater proportion of PGT students in the 26-35 category (in HESA it is 30.6%) (Figure 23). At PGR level only 5.7% of students are aged 25 or under compared to 39.9% of HESA PGR students.

Disability

At PGT level the percentage of those disclosing a disability is 10.3% which is higher than the sector average of 8.5%, but for PGR students it is slightly lower than the sector average at 6.2% (Figure 24).

At both PGT and PGR levels a higher percentage of students are known to have a disability when compared to applicants (Figure 24).

When looking at the percentage of PGT students graduating with distinctions by disability marker there is a slight gap; of those with known disabilities 11.8% achieve a distinction and of those with no known disability 13.8% achieve a distinction (Figure 25).

Ethnicity

As with staff, due to the global remit of LSHTM we have a large proportion of BME students enrolled across the institution. At PGT it is 43.6% of students and at PGR it is 40.2% (Figure 26) which is approximately double the HESA averages (Figure 27).

Despite these higher figures there is a drop between the percentage of BME applications and the students enrolled at both PGT and PGR (Figure 26). At PGT 75.8% of applications come from BME applicants compared to 43.6% of enrolled students and at PGR 66.1% of applications are from BME applicants compared to 40.2% of enrolled students.

In terms of the percentage of PGT students graduating with distinctions by ethnicity, there is a gap between BME and White students with 8.0% of BME students achieving a distinction compared to 17.4% of white students (Figure 28 and 29). When broken down further by region of nationality (UK, EU and rest of the world in Figure 30) the percentage of white students receiving a distinction compared to BME students is higher in all three categories. While numbers are small further investigation is warranted.

Gender

At PGT 67.9% of students are women, which is higher than the sector's 60% (Figure 32). At PGR this drops slightly to 62.3% but again this is still above the sector's 48.3%. At both PGT and PGR female students account for a higher percentage of students than applications (Figure 31).

When looking at the percentage of PGT students graduating with distinctions by gender there is almost no difference with 13.6% of women and 13.9% of men achieving a distinction (Figure 33).

Gender Identity

While students are asked a question on gender identity, the number of respondents in general is small. Very few state that their gender identity is not the same as they were identified at birth and these are therefore not represented in this report to maintain anonymity.

Nationality

As a global institution, LSHTM has PGT students from 84 countries. The four countries with the largest number of students after the UK are the USA, Canada, Germany and Nigeria. PGR students come from 73 countries, the five largest after the UK being the USA, Canada, Uganda, France and India. The global focus of LSHTM may account for the higher proportion of non-EU students (40.2% at PGT and 45.3%) when compared to HESA data (26.7% at PGT and 28.8% at PGR) (Figure 34).

Religion and belief

The three largest religions and beliefs represented among students are Christian (30.5%), Muslim (6.6%) and Hindu (3.4%) (Figure 35). No religion accounts for 40.3% of students.

There has been a decrease in the percentage of missing data since the 2016/17 report when the percentage of unknown was 64%; it is now 11.6%.

Sexual orientation

79.9% of students identify as heterosexual whereas 7.9% identify as bisexual, gay man, gay woman/lesbian or other (Figure 36).

As with staff the disclosure rate for sexual orientation has improved with a reduction of 'unknown' from 65% in 2016/17 to 12.6% in 2017/18.

Appendix

Staff data^{7 8}

Table 1 – Staff by unit and staff type (academic or professional services)

	Academic	PS	Grand Total
Epidemiology and Population Health	323	99	422
Infectious and Tropical Diseases	308	130	438
Public Health and Policy	265	47	312
LIDC	6	14	20
Professional Support Services	6	304	310
MRC Unit The Gambia at LSHTM	25	8	33
MRC/UVRI and LSHTM Uganda Research Unit	4	1	5
Grand Total	937	603	1540

Table 2 – Staff by age

	Average (mean)	Average (Median)	Minimum	Maximum
All Staff	42	40	19	79
Academic	43	40	22	79
PS	41	40	19	73

Table 3 – Staff declaring a disability⁹

	Percentage of all staff	Percentage of academic staff	Percentage of PS staff
Disability declared	5.6%	4.6%	7.3%
No known disability	94.4%	95.4%	92.7%

⁷ Only staff on London School of Hygiene & Tropical Medicine contracts have been included. No Locally Employed Staff Overseas (LESO staff) have been included.

⁸ Distance Learning Tutors have been removed from these figures, as their records do not provide an accurate representation of currently active DL tutors. DL Tutor details have no finishing date and are not removed once inactive. The oldest start date for a DL Tutor is 01/09/1991. Currently there are 506 DL members of staff with 81 (16%) currently on another contract at LSHTM, who have therefore been included in the data. Of all DL staff on record 81.5% are female and 18.5% male; 73.1% are white and 26.9% BME (Unknown removed; 3.7% of overall group); 69.1% are from the UK, 21% from the EU (UK removed), 8.6% from outside the EU and 1.2% unknown.

⁹ The category 'No known disability' includes both those who indicated that they are not disabled, and those who have chosen not to answer the question; this aligns with changes made to HESA reporting standards in 2012.

Figure 1 – Academic staff by grade and ethnicity

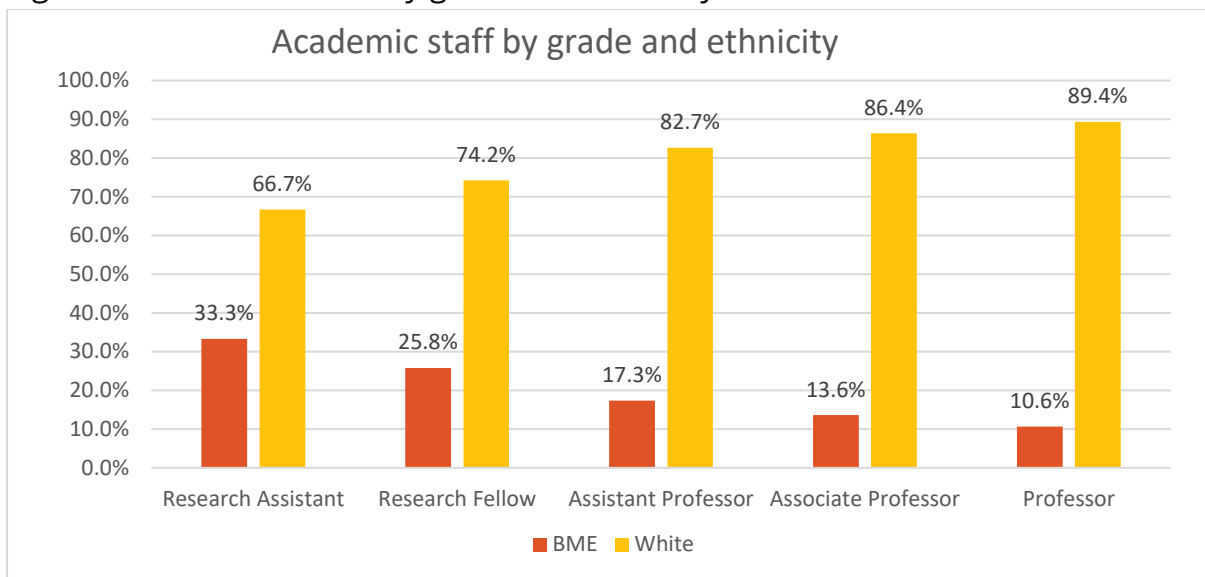
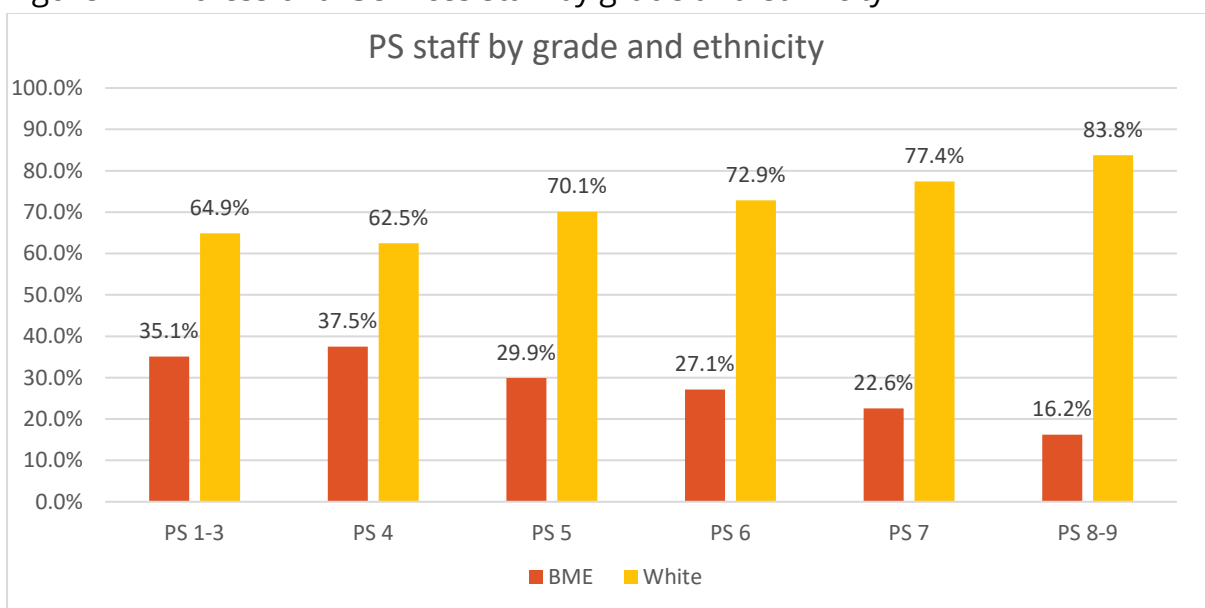


Figure 2 – Professional Services staff by grade and ethnicity¹⁰



¹⁰ Due to small numbers, some grades have been merged.

Figure 3 – All staff by region of nationality and ethnicity

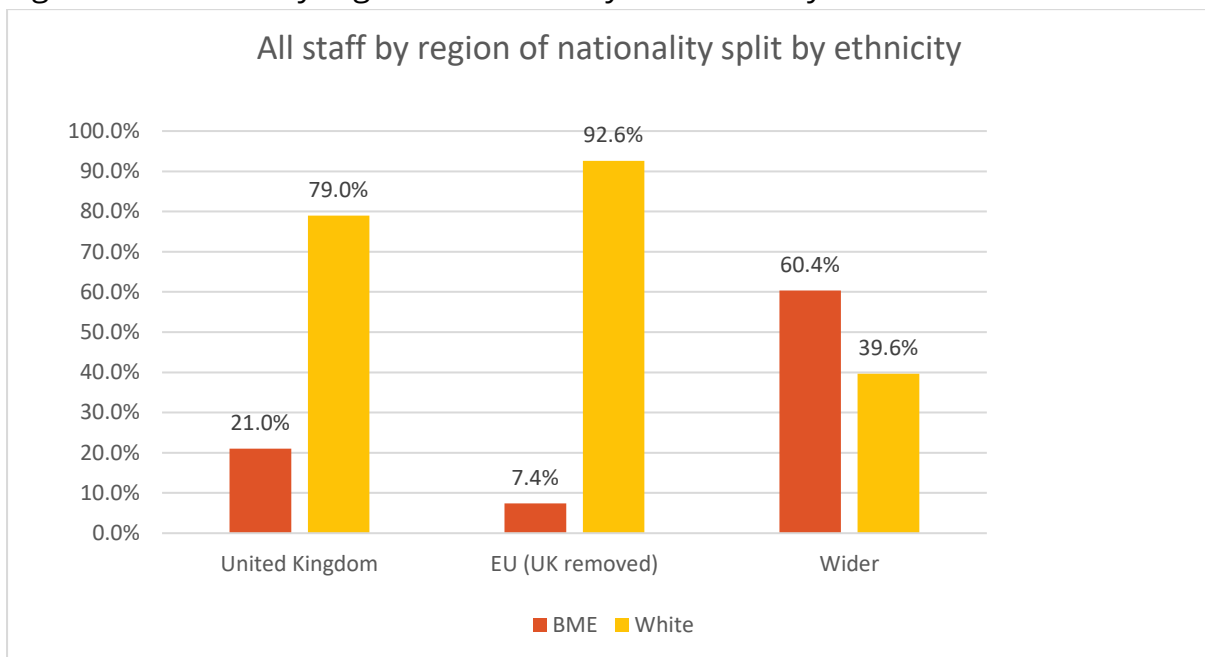


Figure 4 – Academic and professional services staff by region of nationality and ethnicity

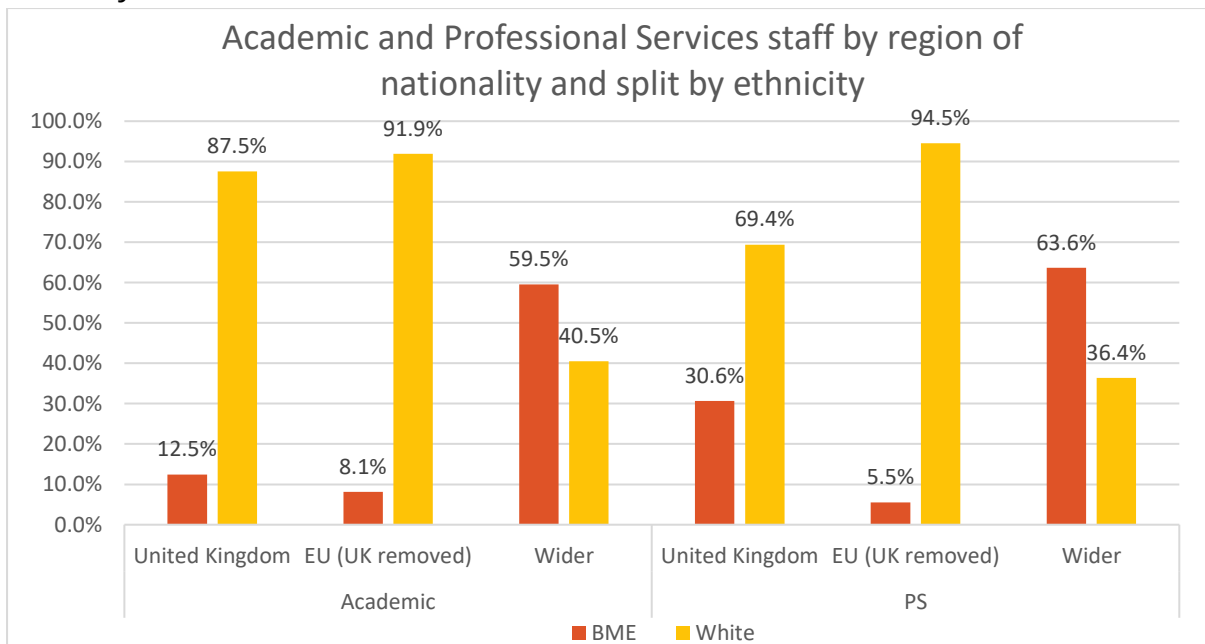


Figure 5 – Recruitment percentage at each stage for academic staff by ethnicity

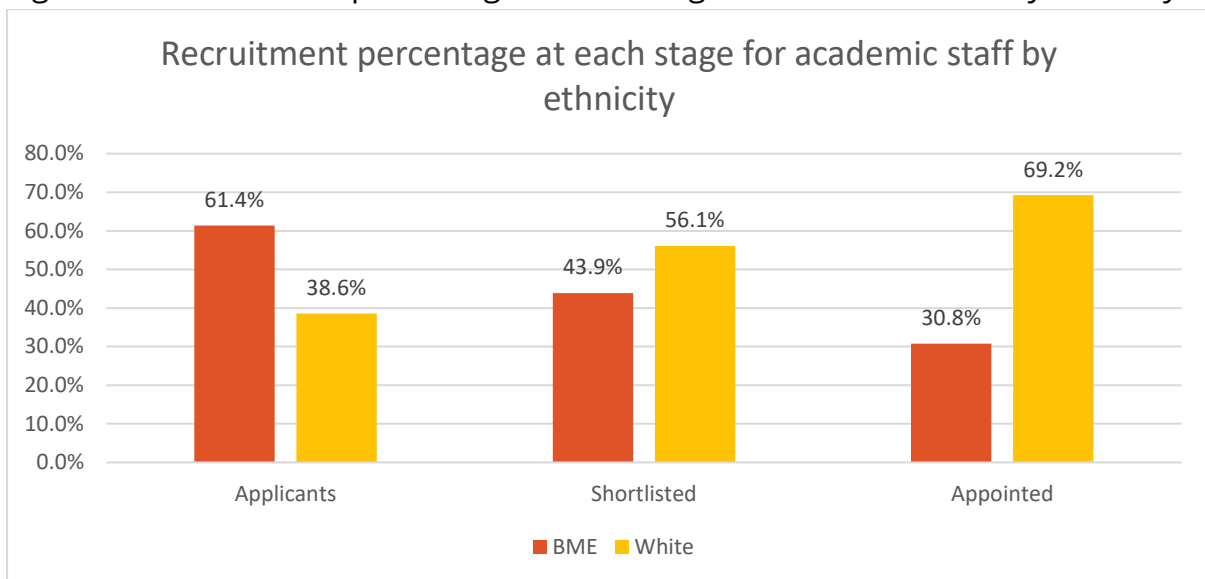


Figure 6 - Recruitment success rate of academic staff from applicant pool by ethnicity

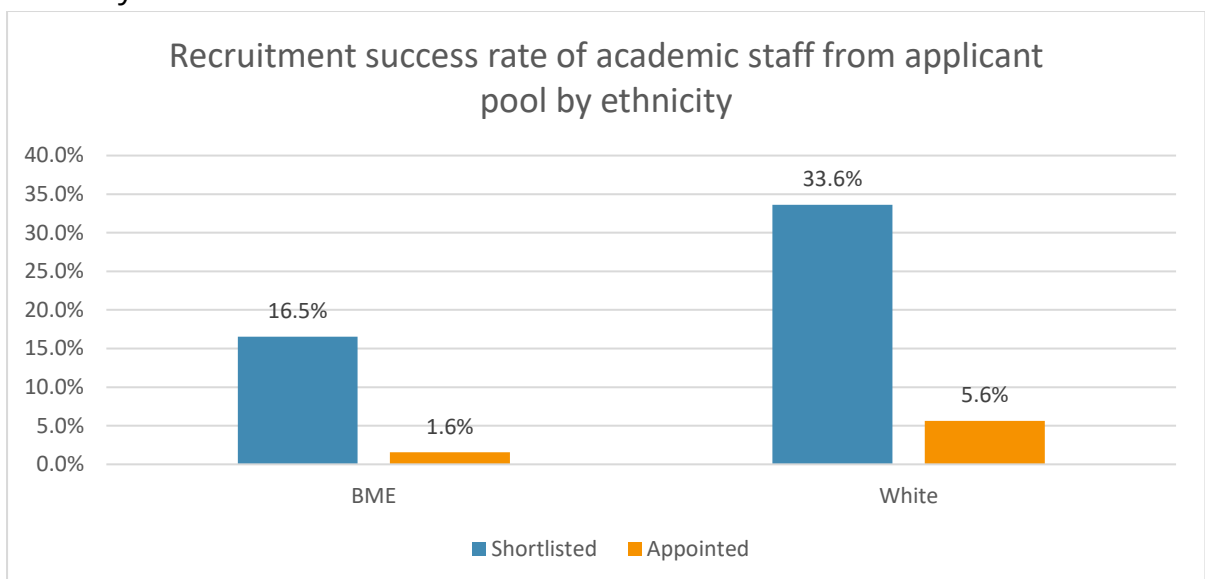


Figure 7 – Recruitment percentage at each stage for professional services staff by ethnicity¹¹

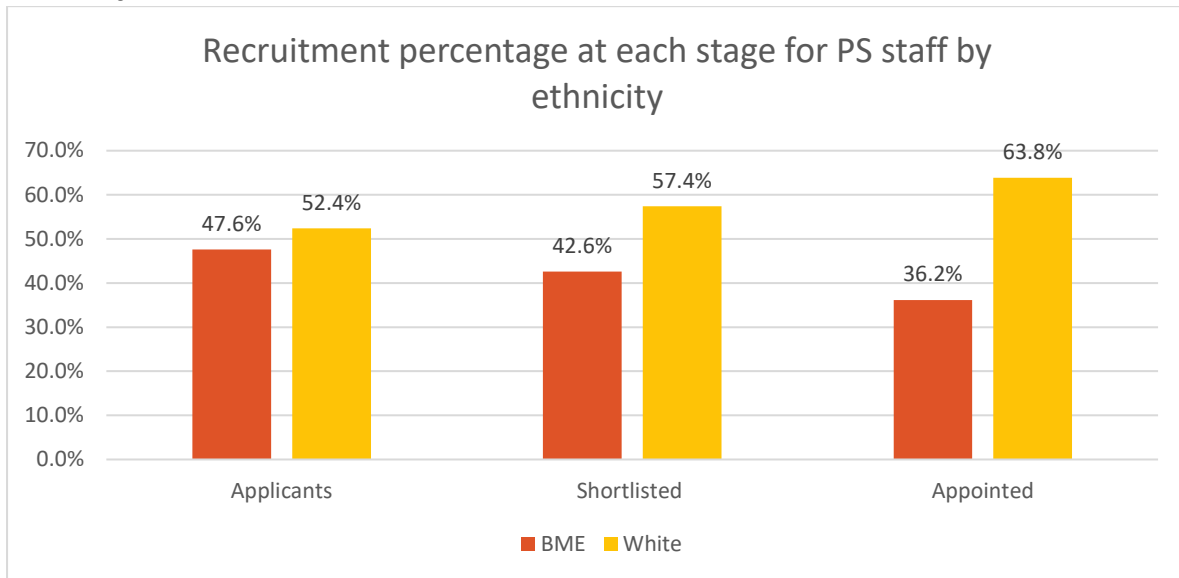
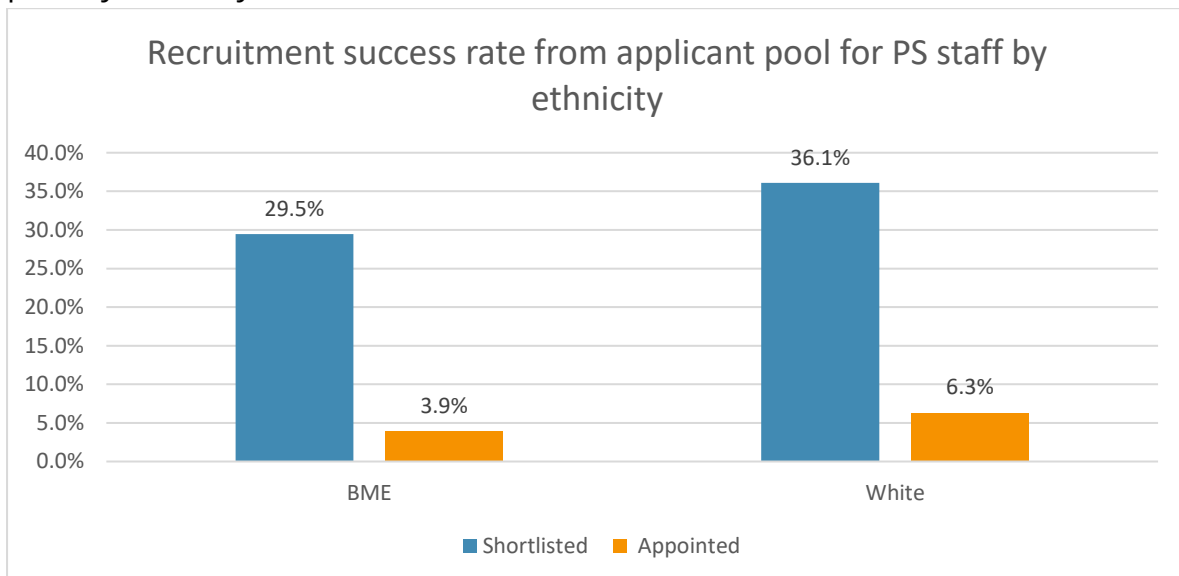


Figure 8 – Recruitment success rate for professional services staff from applicant pool by ethnicity¹²



¹¹ To simplify the following recruitment charts, 'unknown' has been removed. For academic staff unknown accounts for 5.5% of applicants.

¹² To simplify the following recruitment charts, 'unknown' has been removed. For professional services staff unknown accounts for 7% of applicants.

Figure 9 – Academic and professional services staff by gender

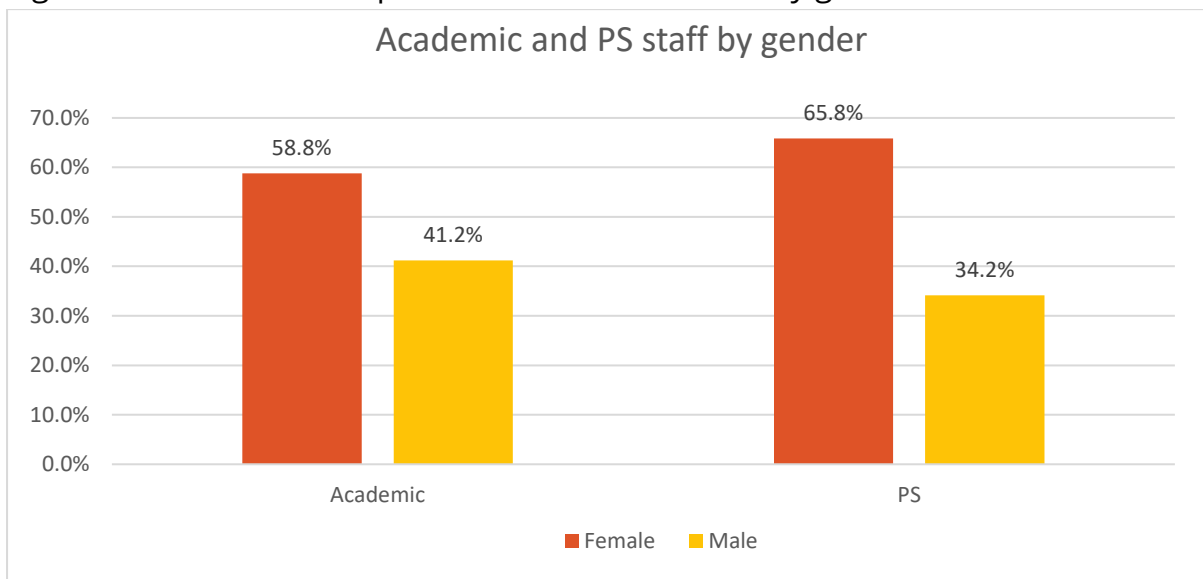


Figure 10 – Academic staff by grade and gender

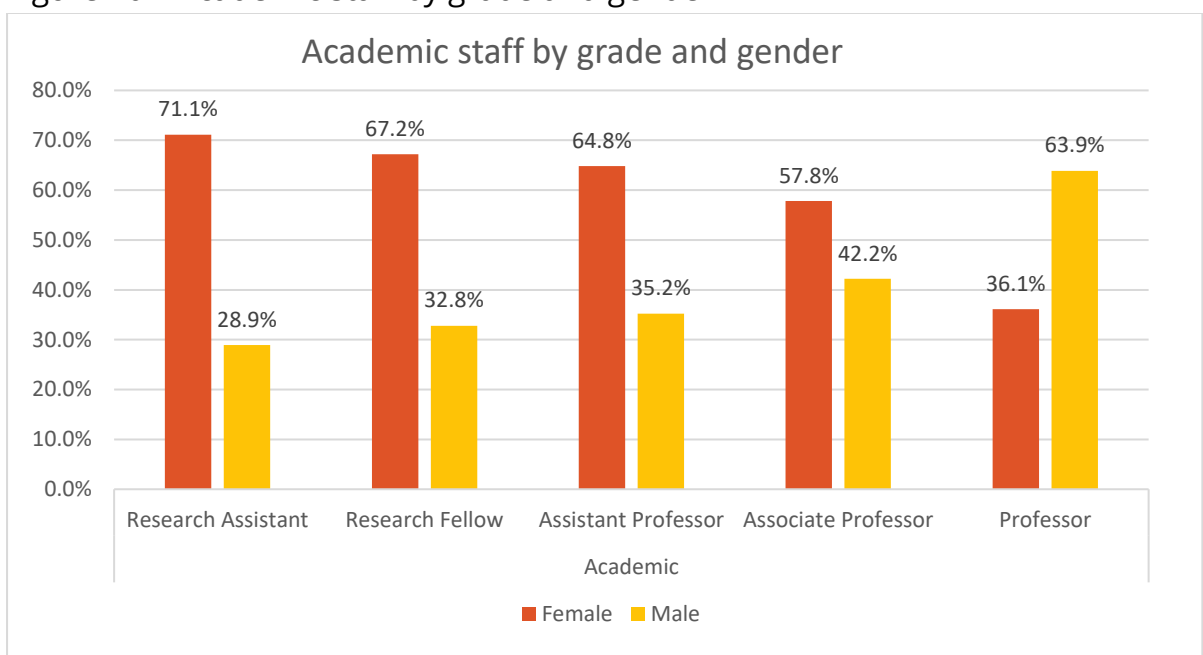


Figure 11 – Professional Service by grade and gender

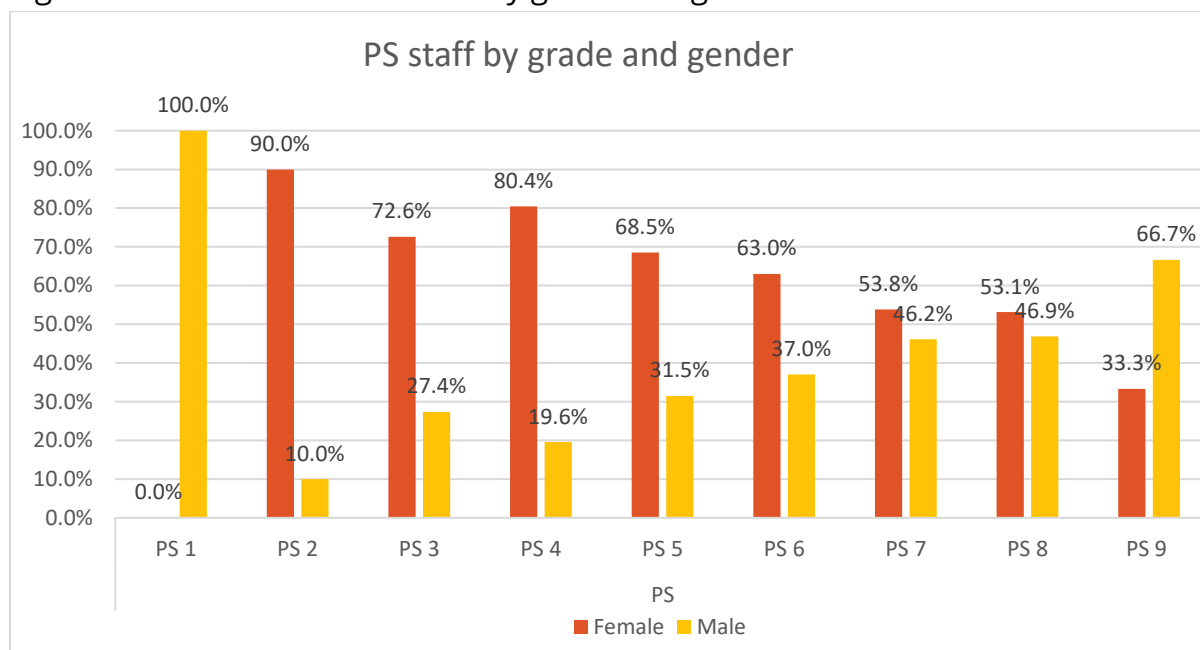
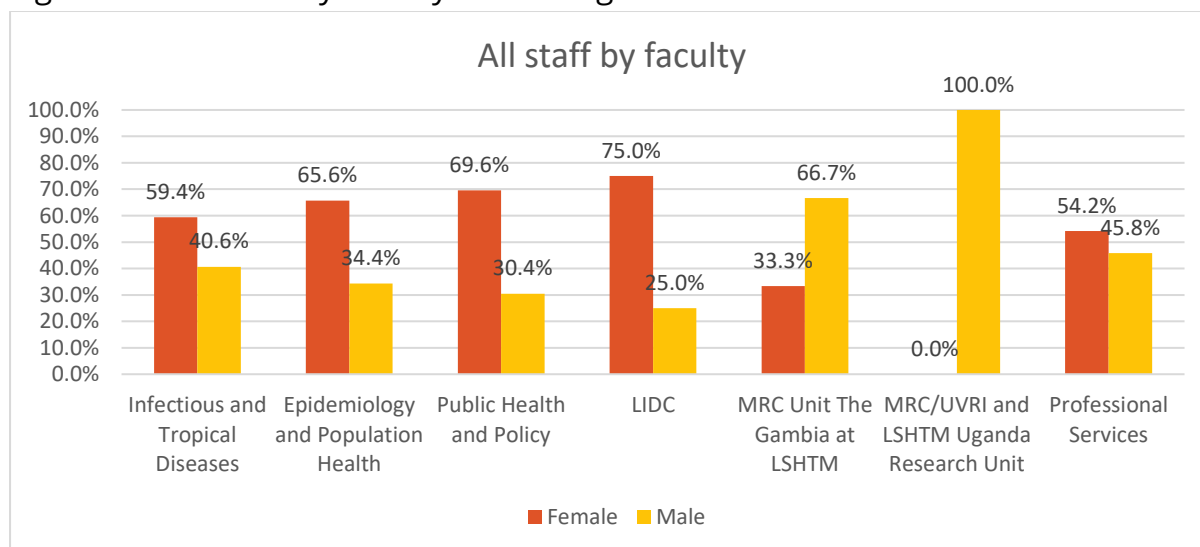


Figure 12 – All staff by Faculty/Unit and gender¹³



¹³ As with all data in this report, only staff on London School of Hygiene & Tropical Medicine contracts have been included and staff on Locally Employed Staff Overseas (LESO staff) have been excluded. The HR record system cannot assign staff to multiple faculties. If staff working at a Unit held a contract at LSHTM prior to the Units' transfer in February 2018 they are connected to an academic faculty, if they joined as part of the transfer they are connected to the relevant MRC Unit. As a result some academic staff who work some or most of their FTE in an MRC Unit are recorded as belonging to a London based faculty.

Figure 13 – Recruitment percentages at each stage by gender - academic staff¹⁴

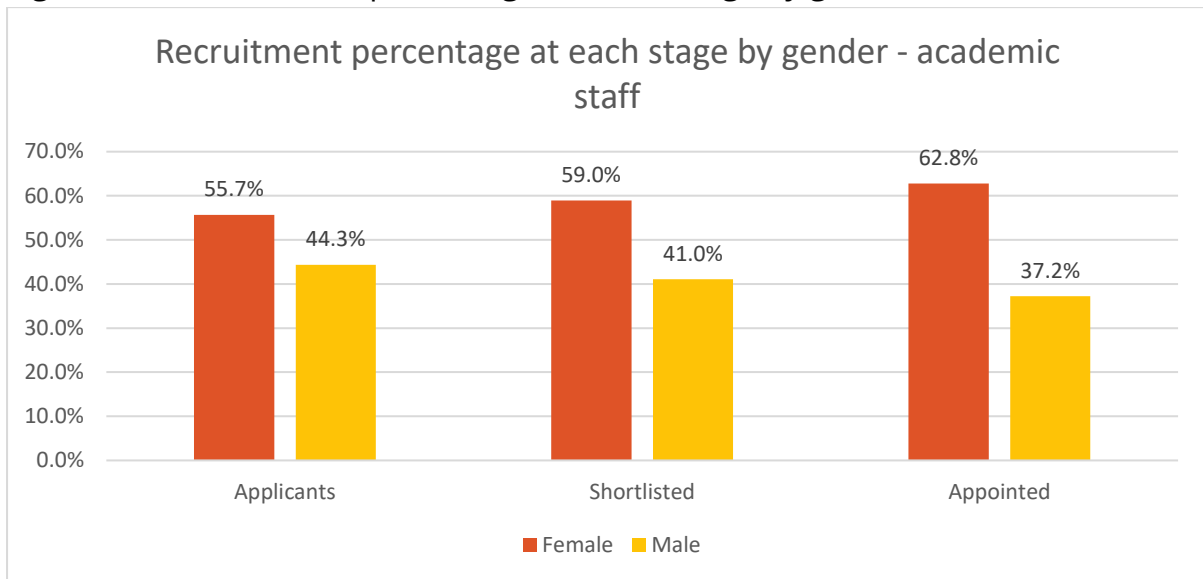
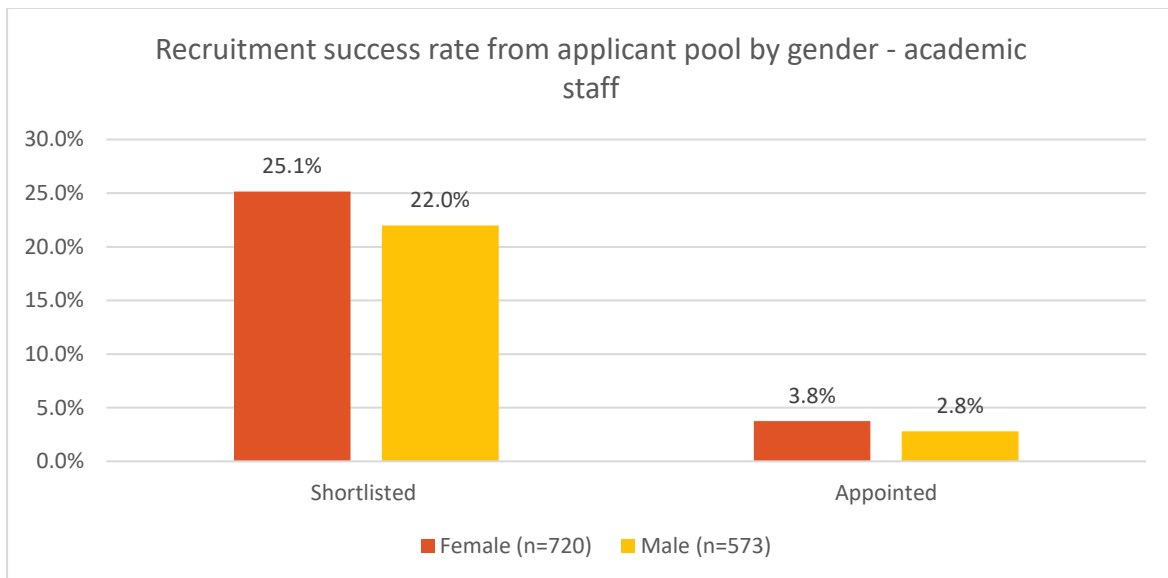


Figure 14 – Recruitment success rate from original applicant pool by gender - academic staff¹⁵



¹⁴ Unknowns (1.5% of all applicants) have been removed for recruitment data.

¹⁵ Unknowns (1.5% of all applicants) have been removed for recruitment data.

Figure 15 – Recruitment percentages at each stage by gender – professional services staff¹⁶

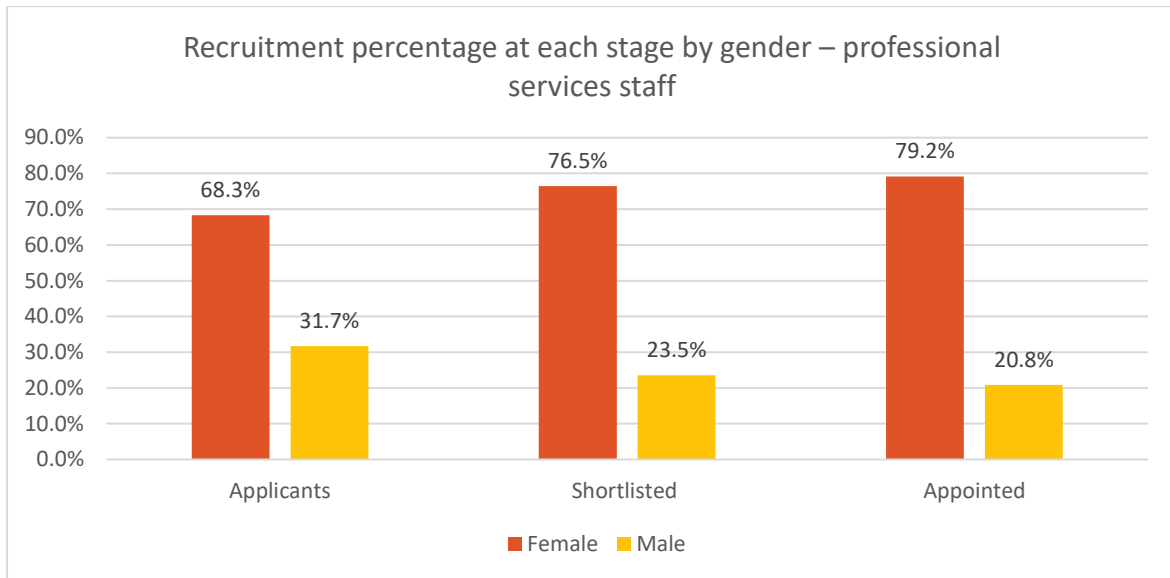
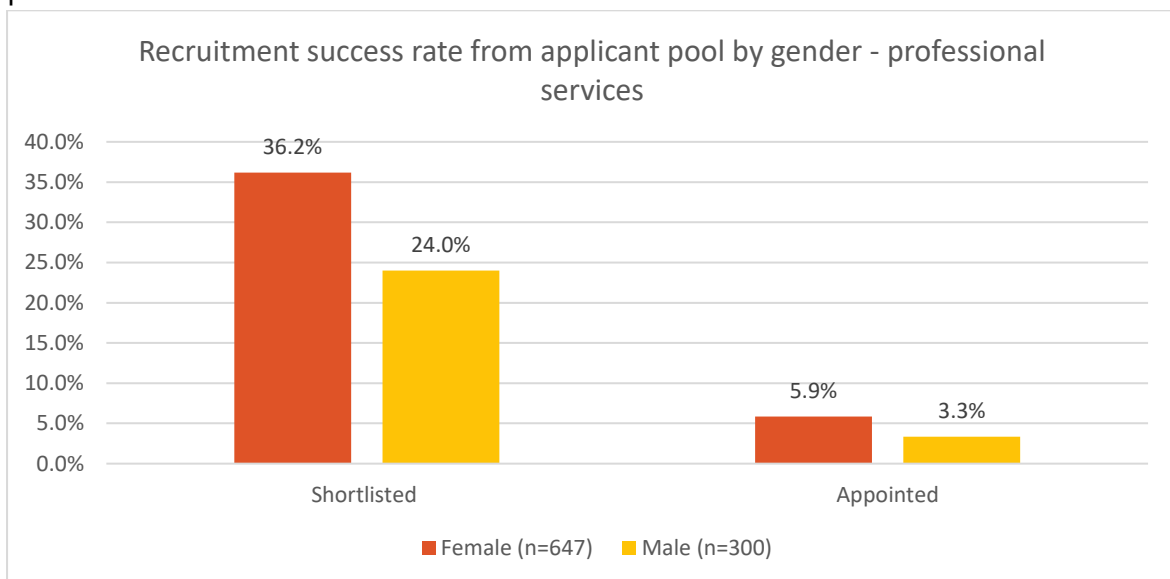


Figure 16 – Recruitment success rate from original applicant pool by gender – professional services staff¹⁷



¹⁶ Unknowns (2.7% of all applicants) have been removed for recruitment data.

¹⁷ Unknowns (2.7% of all applicants) have been removed for recruitment data.

Figure 17 – Nationality of all staff (UK, EU, Rest of the world)

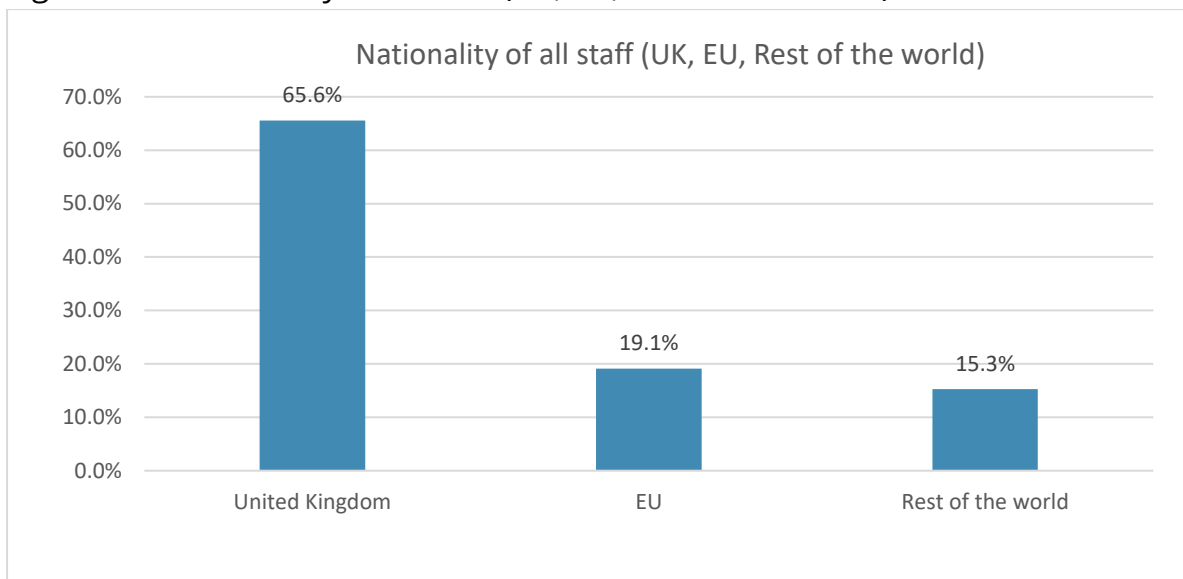


Figure 18 – Academic staff by nationality

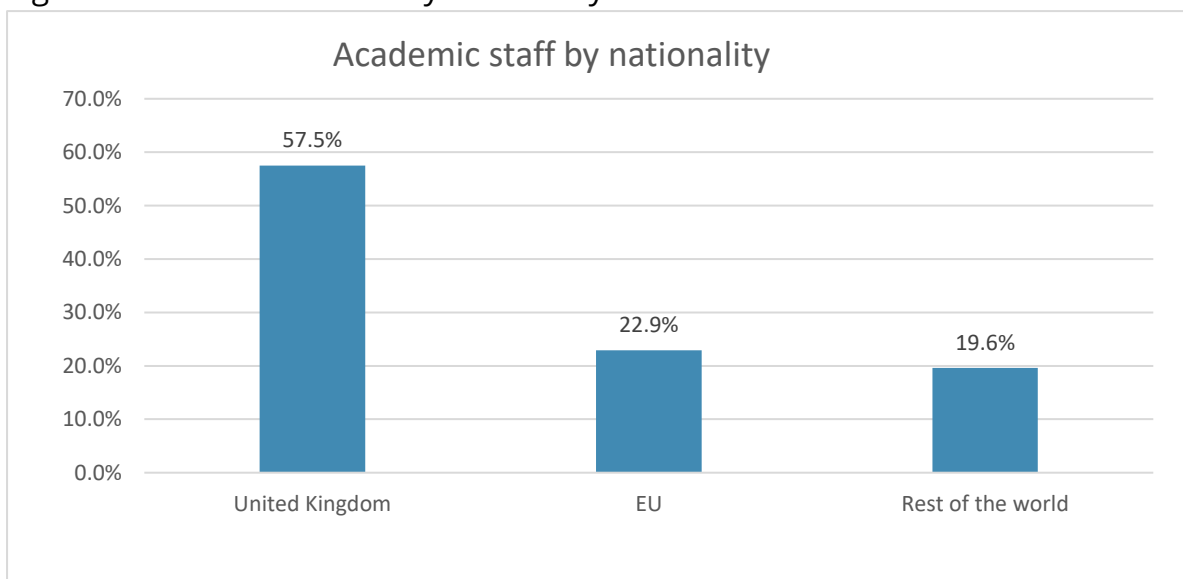


Figure 19 – Professional services staff by nationality

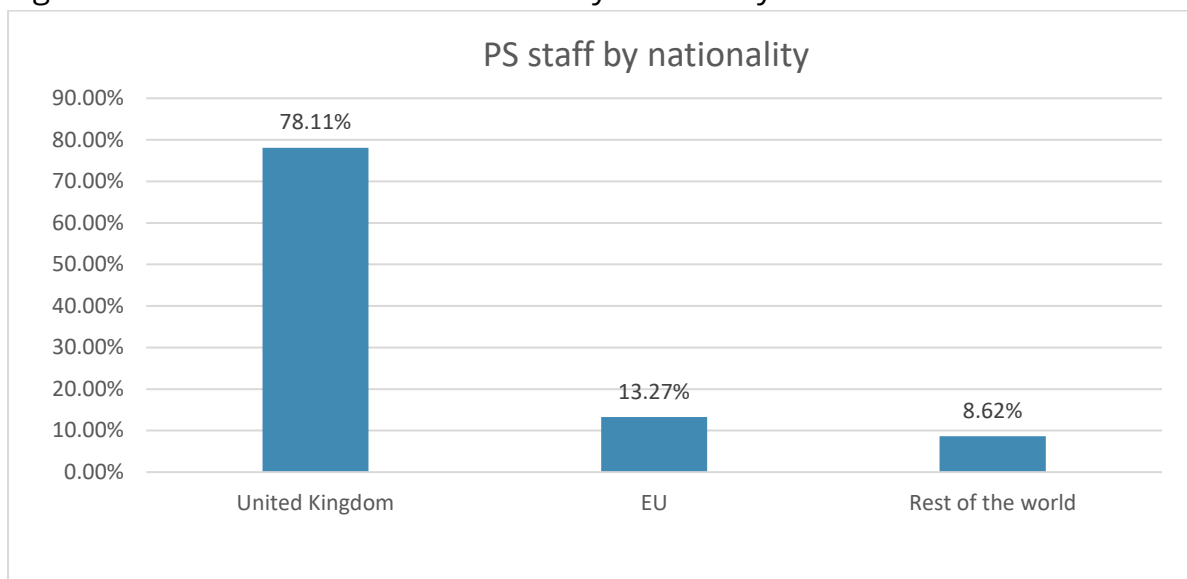
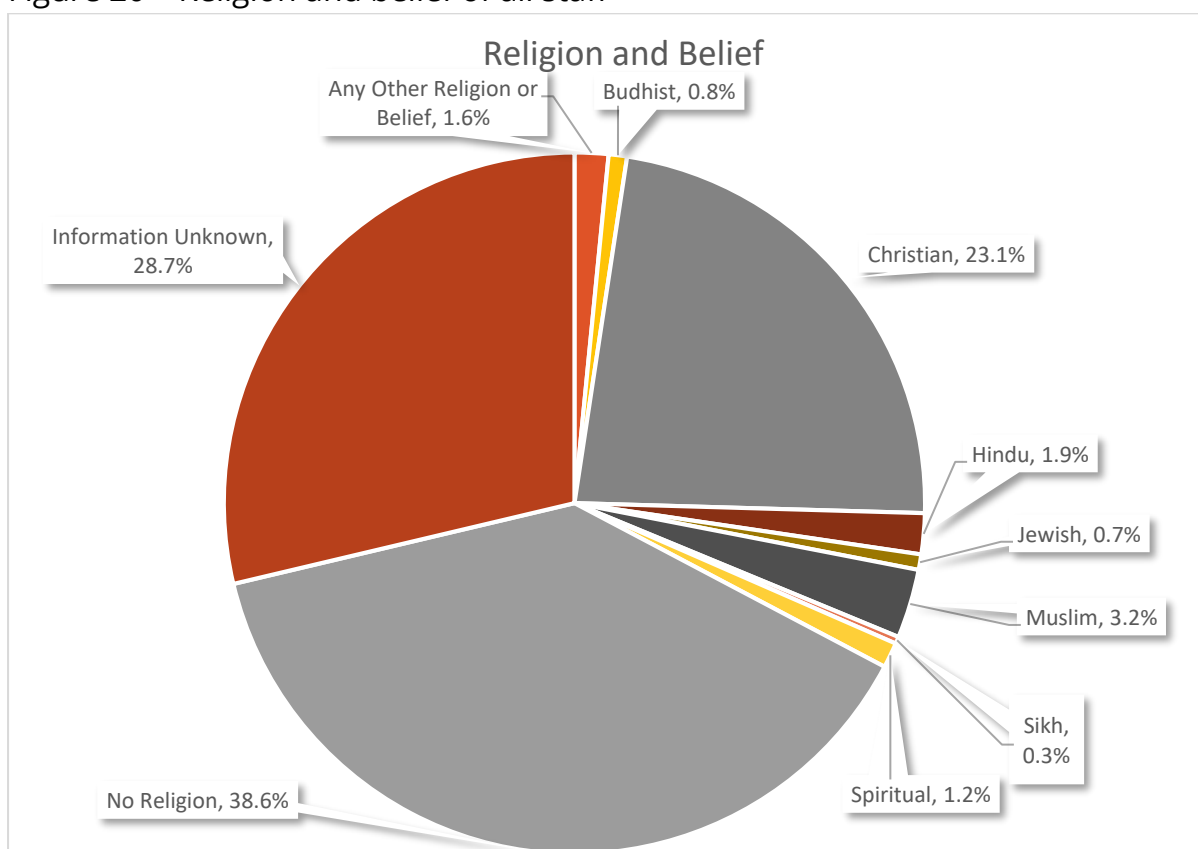
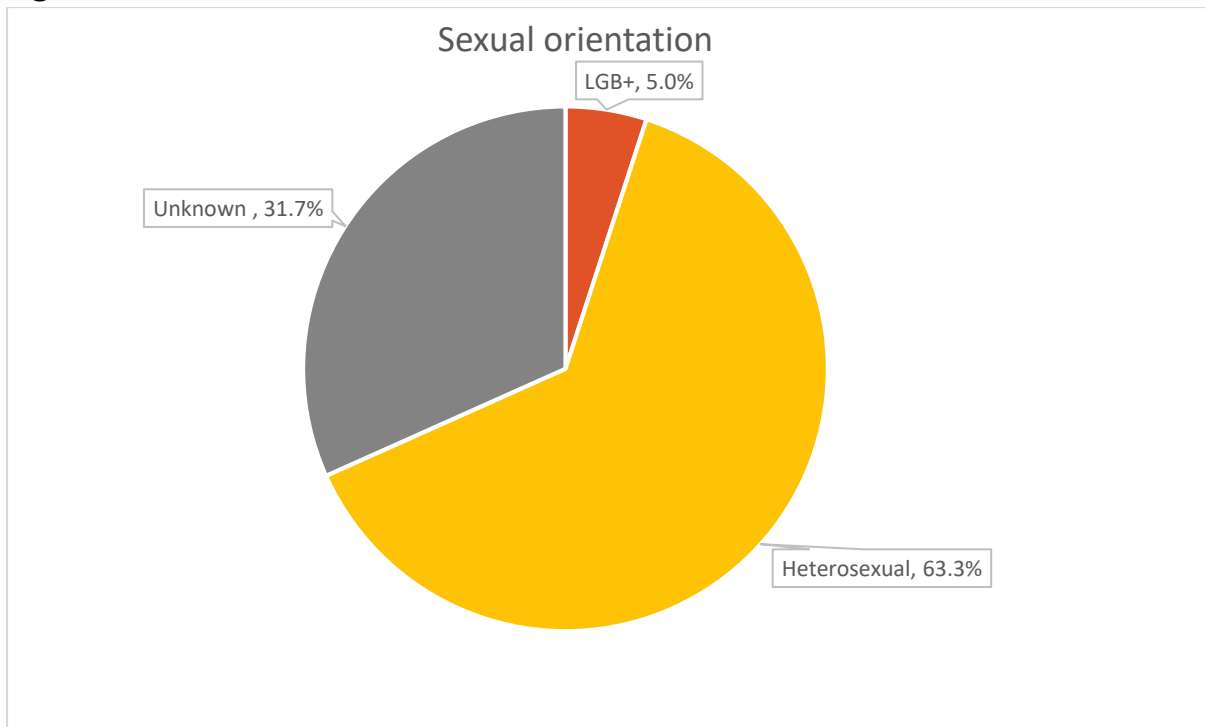


Figure 20 – Religion and belief of all staff¹⁸



¹⁸ This data has only been collected by HESA commencing in the 2012/13 academic year following the institution of the Equality Act 2010. However, this data is currently voluntary to return so a full picture across the sector is not currently available. LSHTM does collect this data

Figure 21 – Sexual orientation of all staff¹⁹



and it is mandatory for new staff and students, however the process of collecting it from existing staff and students is still underway leaving a higher 'unknown' rate than in other characteristics.

¹⁹ This data has only been collected by HESA commencing in the 2012/13 academic year following the institution of the Equality Act 2010. However, this data is currently voluntary to return so a full picture across the sector is not currently available. LSHTM does collect this data and it is mandatory for new staff and students, however the process of collecting it from existing staff and students is still underway leaving a higher 'unknown' rate than in other characteristics.

Student Data

Figure 22 – Mode of study for PGT and PGR

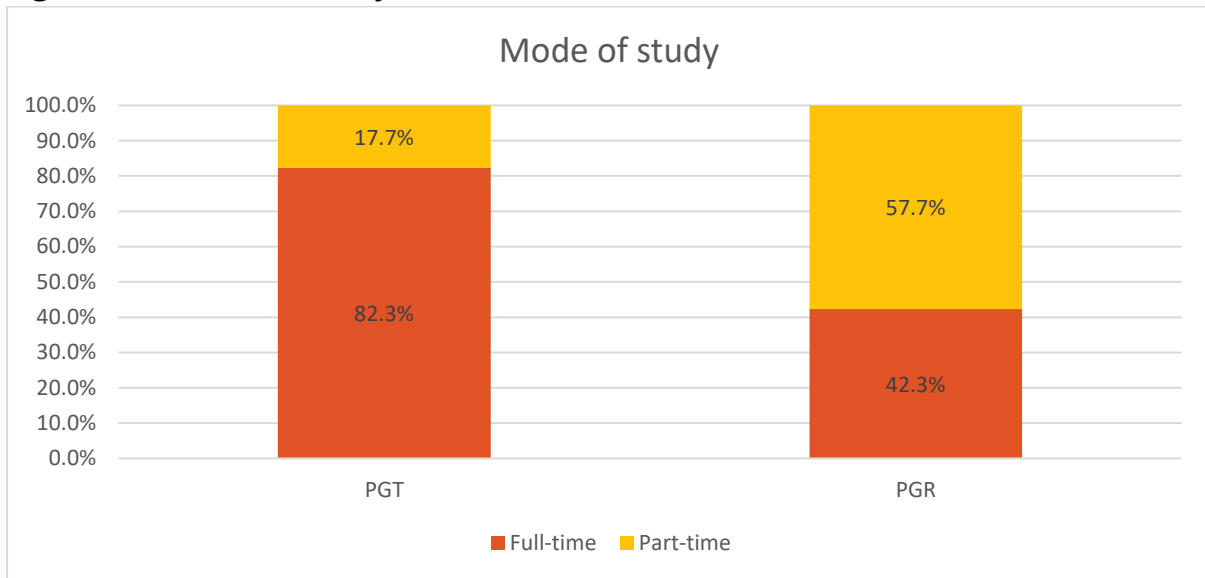


Table 4 – Age of students for PGT and PRG including HESA

Student type at LSHTM	Average (Mean)	Average (Median)	Minimum	Maximum
PGT	30	28	21	73
PGR	36	35	21	71

Figure 23 – Age of students for PGT and PRG including HESA benchmarking

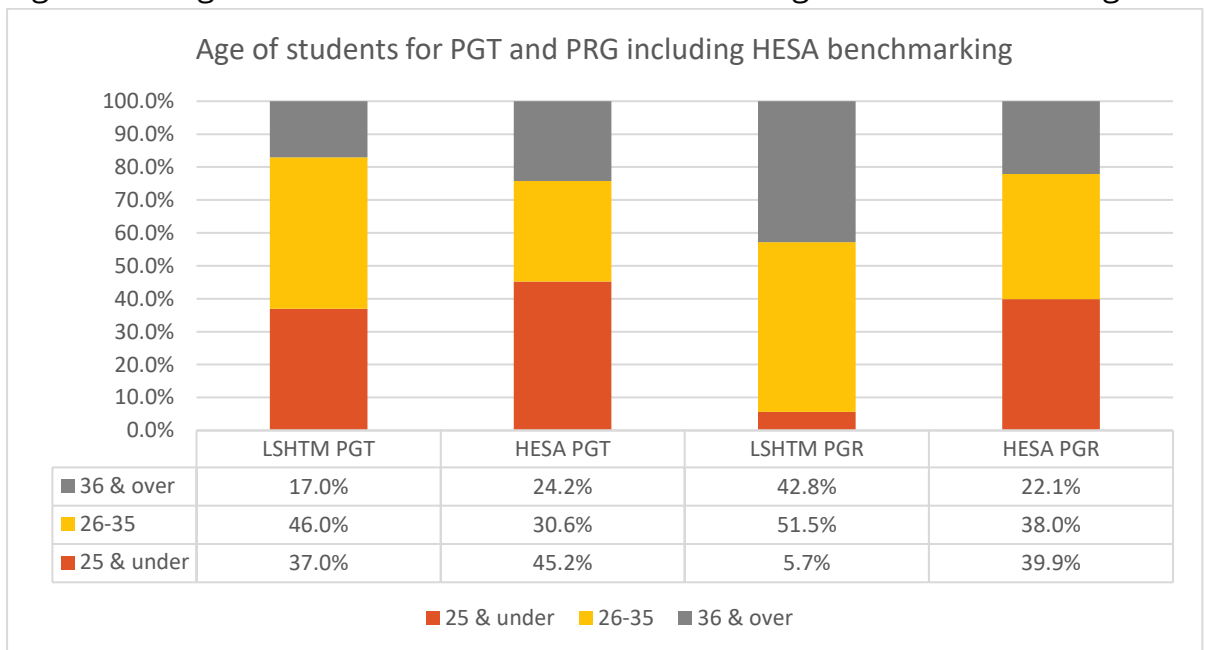


Figure 24 – Percentage of applicants and current PGT and PGR students with a declared disability²⁰

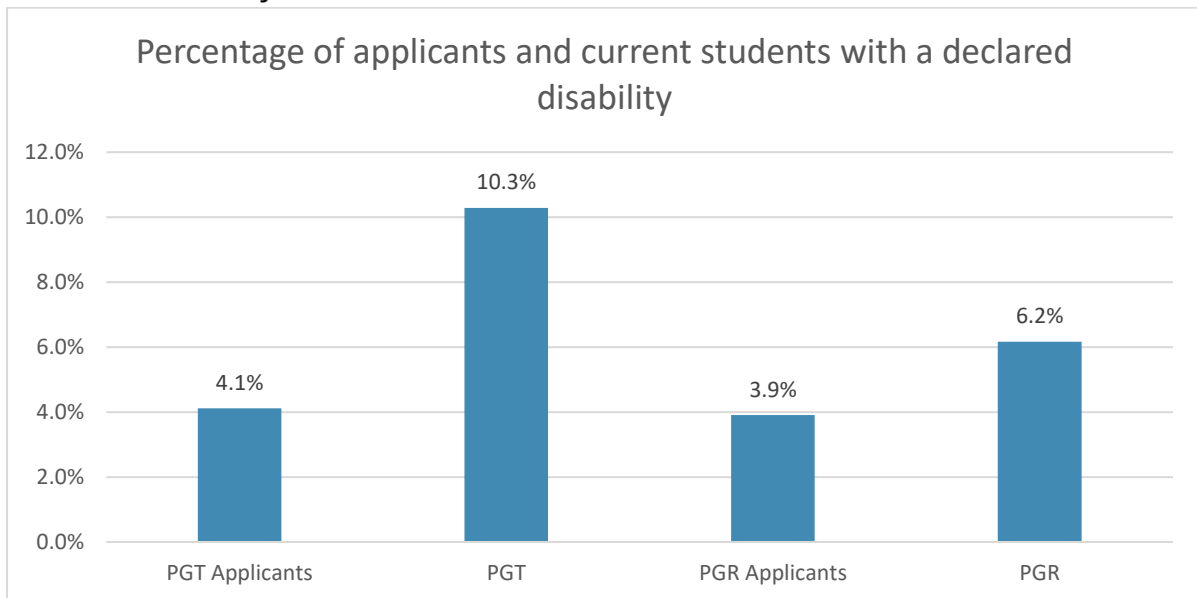
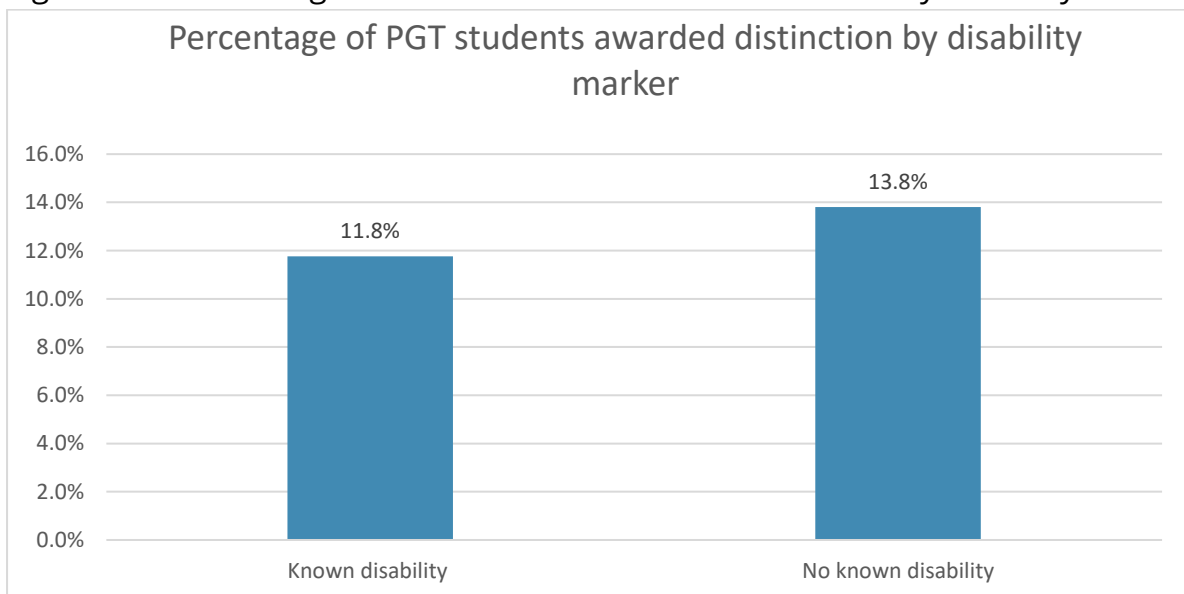


Figure 25 – Percentage of PGT students awarded distinction by disability marker



²⁰ 'No known disability' includes both those who indicated that they are not disabled and those whose disability status is unknown.

Figure 26 – Student applications and enrolled students by ethnicity

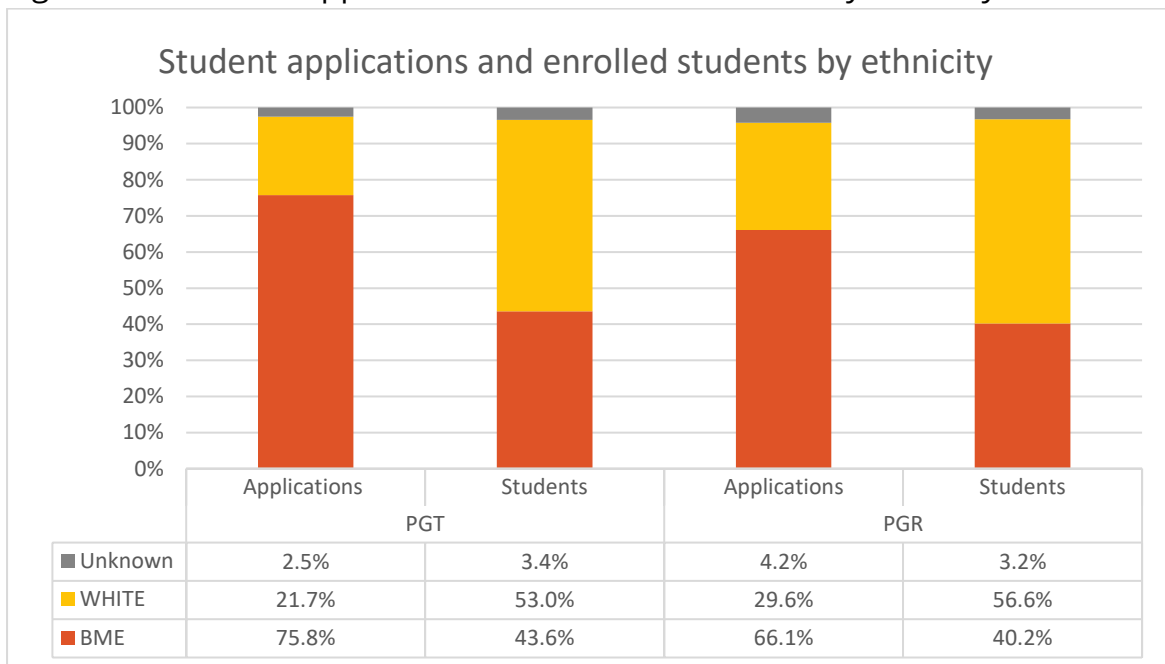


Figure 27 – PGT and PGR students by ethnicity with HESA benchmarking

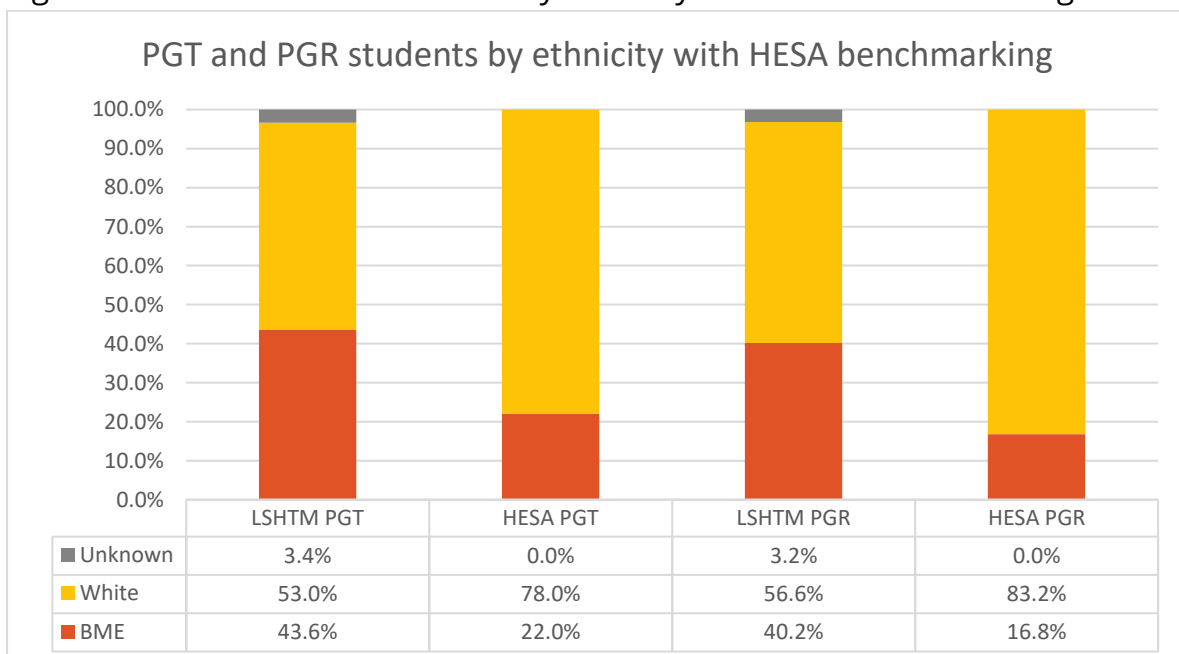


Figure 28 – Percentage of PGT students awarded distinction by ethnicity

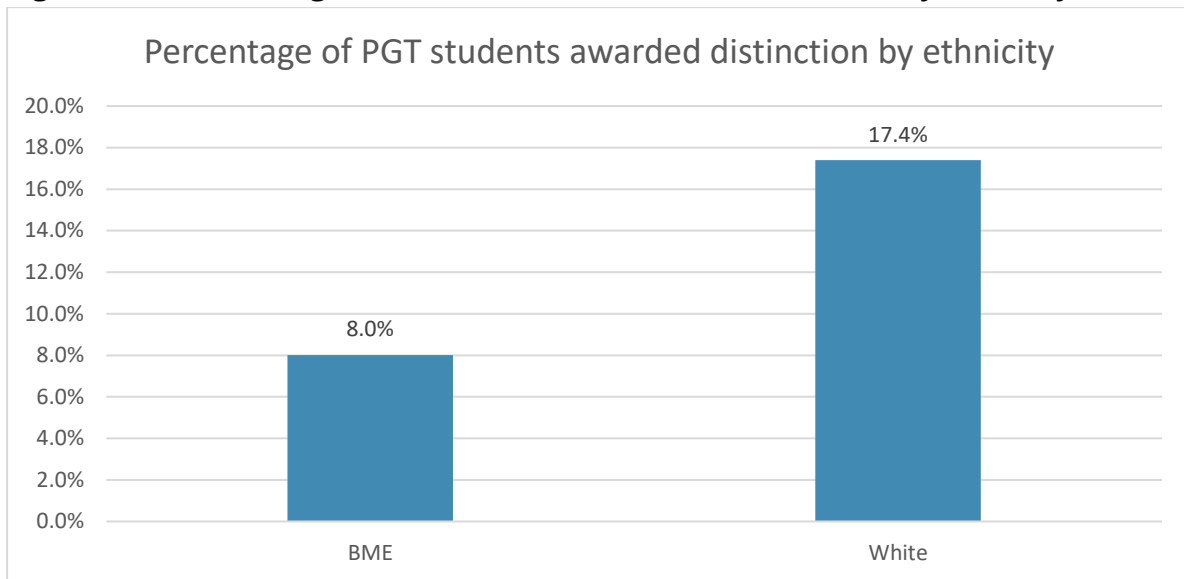


Figure 29 – PGT Student award level by ethnicity

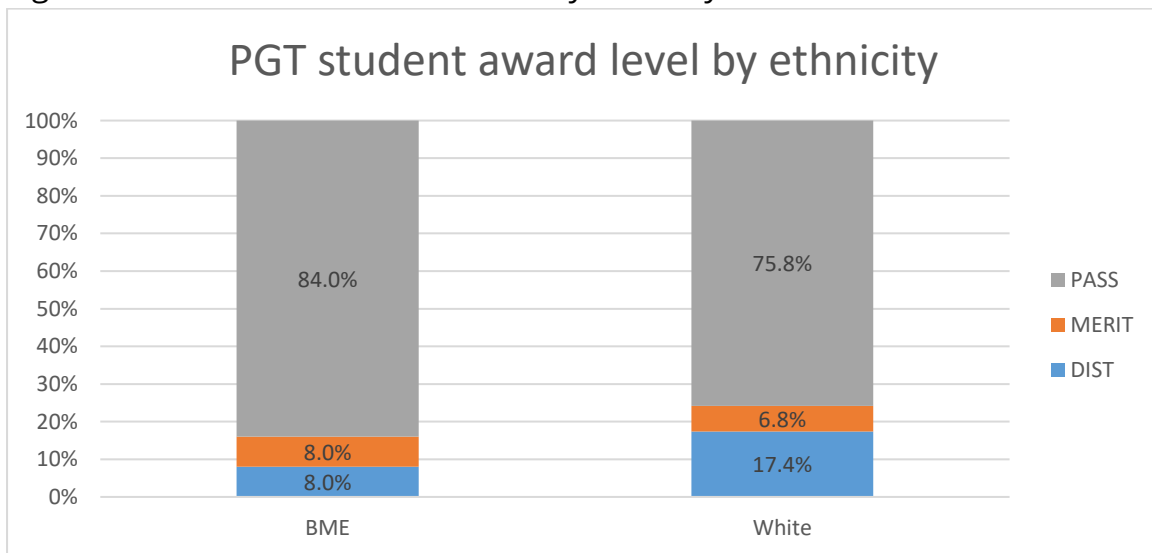


Figure 30 – PGT Student award level by region of nationality and ethnicity

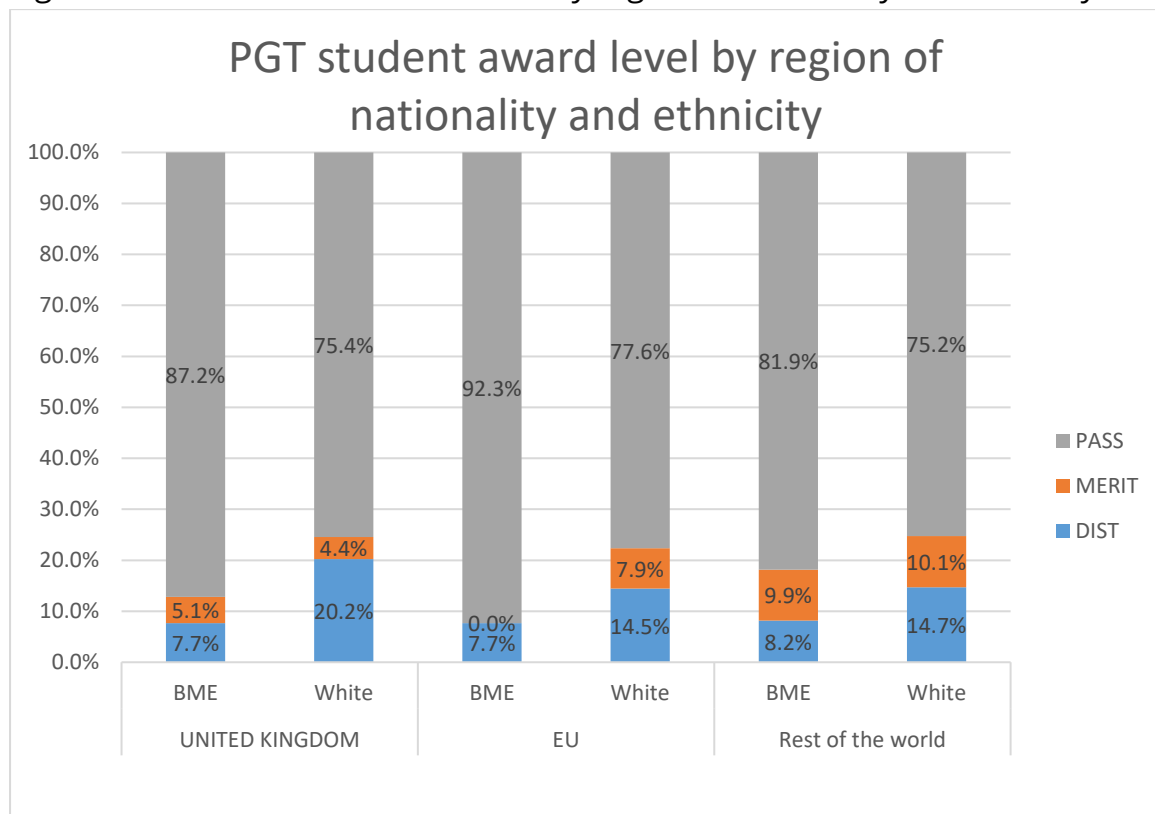


Figure 31 – Student applications and enrolled students by gender

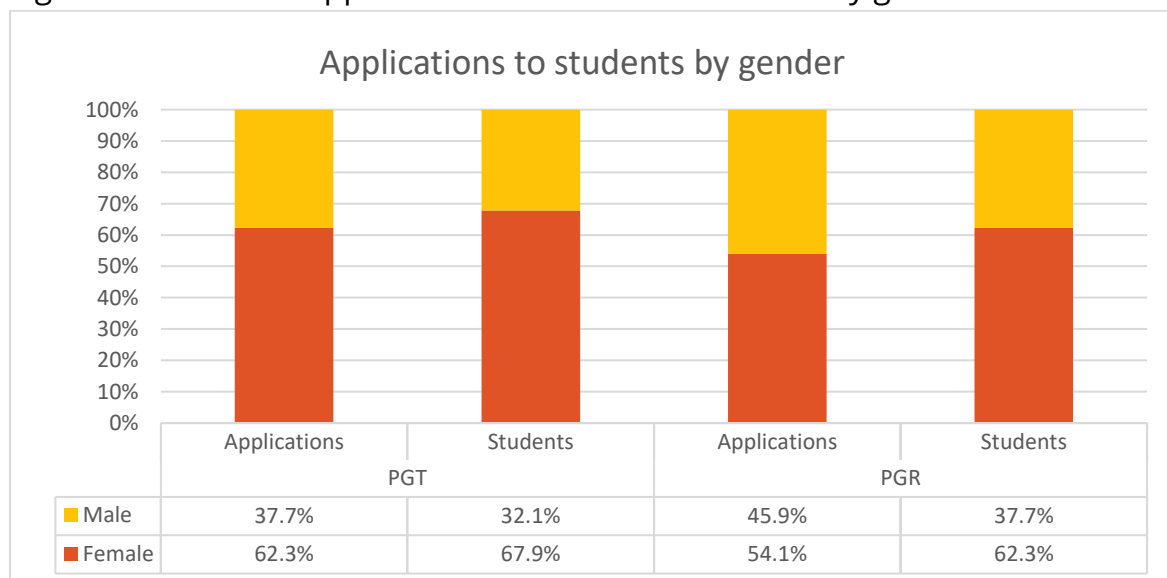


Figure 32 – PGT and PGR students by gender with HESA benchmarking

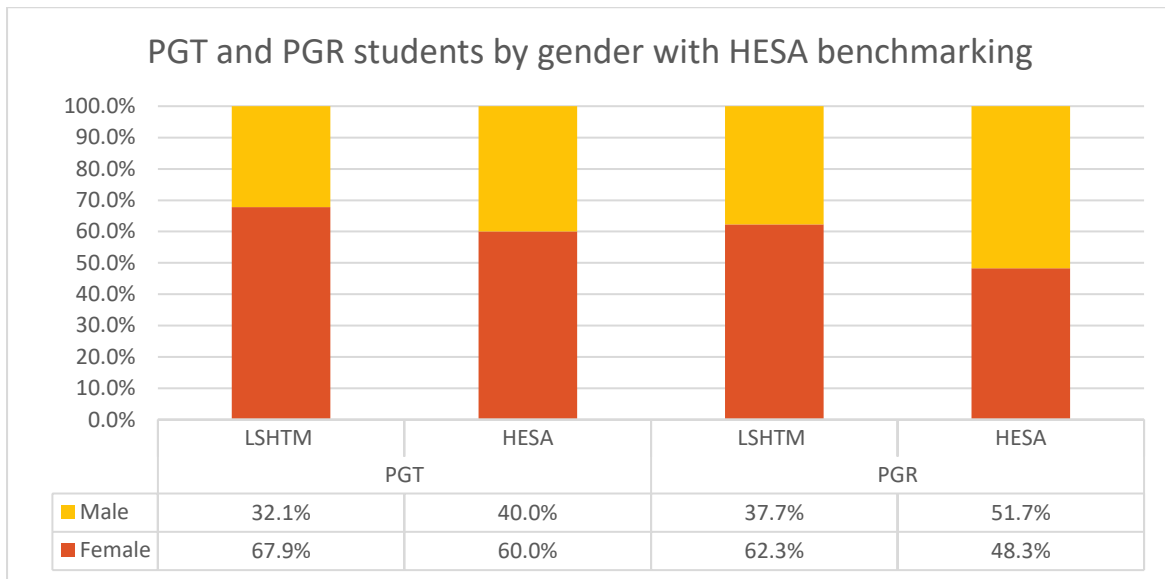


Figure 33 – Percentage of PGT students awarded distinction by gender

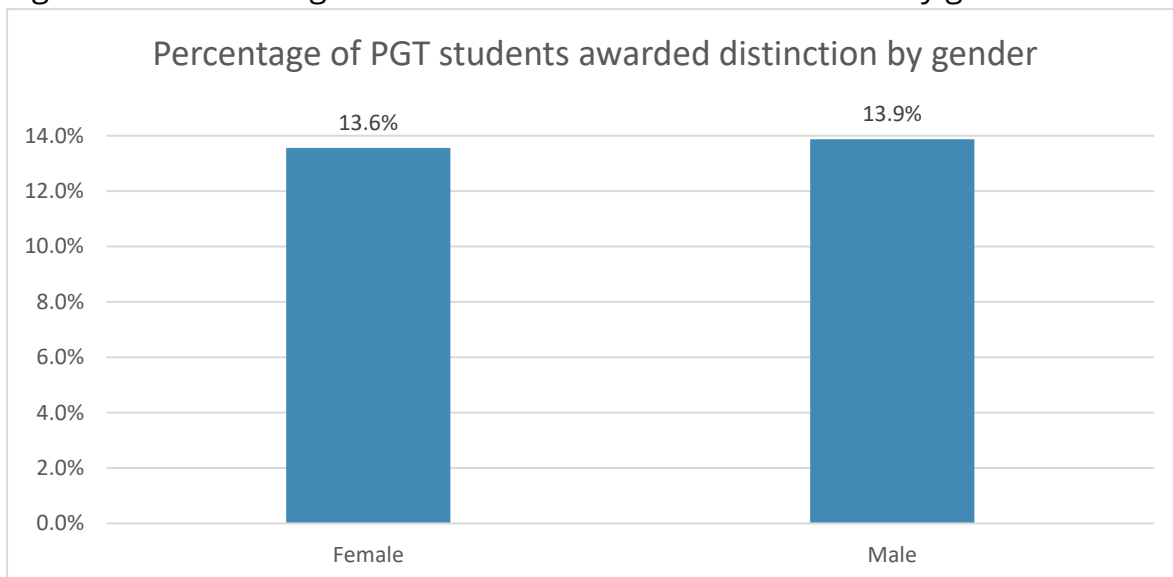


Figure 34 – PGT and PGR students by region of nationality (UK, EU, Rest of the world)

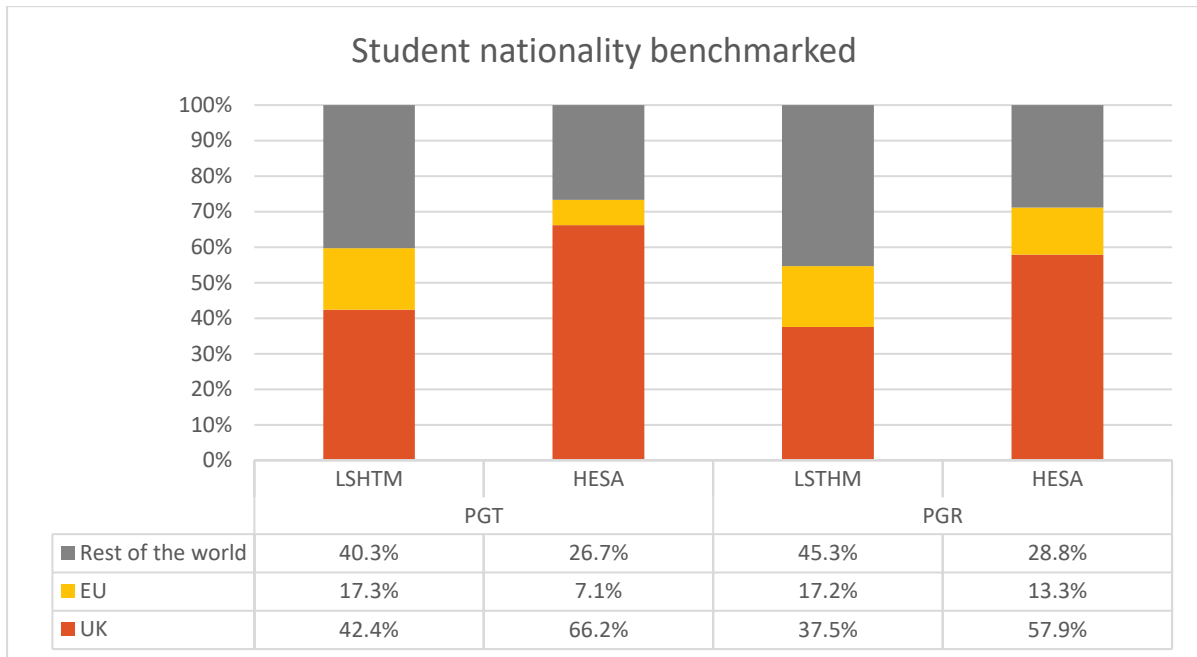


Figure 35 – Religion and belief of all students

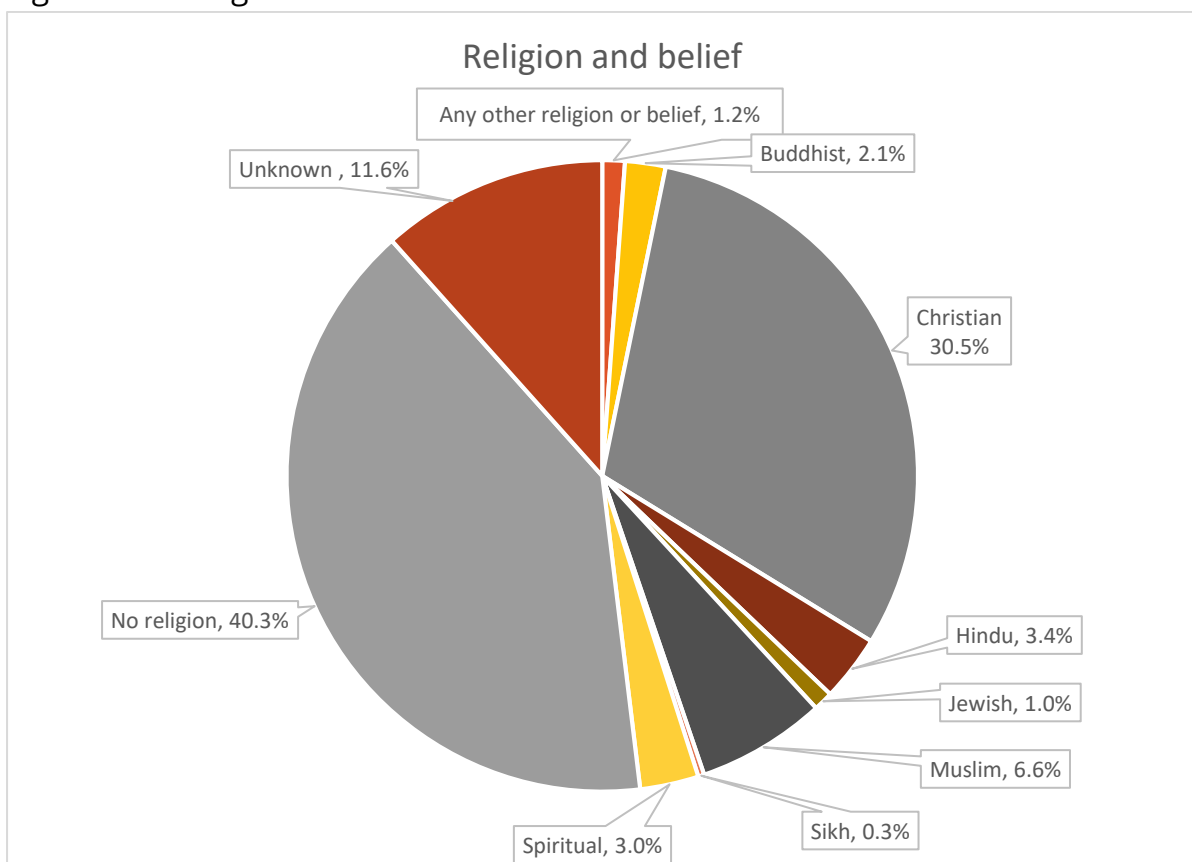


Figure 36 – Sexual orientation of all students

