

London School of Hygiene and Tropical Medicine

**Annual diversity data analysis
2023-24**

LSHTM annual diversity data analysis (2023-24)

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Introduction

This report is published by the London School of Hygiene and Tropical Medicine ('LSHTM') as part of its public sector equality duty. It sets out staff and student diversity data for the academic year 2023-24, and trend data for previous academic years.

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

The majority of staff in the MRC Units are Locally Employed Staff Overseas ('LESO' staff) who hold a local employment contract. Equality legislation is different in Uganda and The Gambia in terms of protected characteristics and requirements of organisations to collect data for their staff. Diversity data for MRC Unit staff in Uganda and The Gambia is therefore not included in this report.

LSHTM runs several distance learning programmes via the International Programmes of the University of London, which are taught by Distance Learning Tutors ('DLTs'). DLT contracts have no end date and individuals are not removed if inactive. As records do not provide an accurate representation of currently active DLTs, DLTs are not included in this report.

For some sections of this report, the number of respondents in different categories is small, increasing the risk of identifying an individual from the data. For this reason, absolute numbers of staff and students have been intentionally omitted from selected tables and figures to ensure that individual confidentiality is protected and that LSHTM meets its data protection obligations. Also for these reasons, data on gender modality has not been included in this report, and ethnicity categories have been grouped in some sections. Where ethnicities have been grouped, this has been done in line with the groupings used in the 2021 UK Census. A full list of groups is included in the Glossary.

Benchmark data is included in some sections of this report to provide comparative context. This is based on data provided by the Higher Education Statistics Authority ('HESA'), as published in the Advance HE student and staff Statistical Reports for 2024.¹

¹ Advance HE. Staff statistical report 2024; Advance HE. Students statistical report 2024

Staff recruitment and promotions data analysis

Staff – overview

Table 1 shows a breakdown of academic and professional services staff in Epidemiology and Population Health ('EPH'), Infectious and Tropical Diseases ('ITD'), Public Health and Policy ('PHP'), Professional services and 'other'. 'Other' includes the Division of Education, LIDC and international staff based at the MRC Unit the Gambia, and the MRC/UVRI Uganda Research Unit.

Table 1 – Staff by unit and staff type (academic or professional services) in 2023-24

	Academic	Professional services
Central services and departments	6	388
Faculty of Epidemiology and Population Health	439	128
Faculty of Infectious and Tropical Diseases	290	118
Faculty of Public Health and Policy	257	50
Other (including international staff based at the MRC units)	49	59
Total	1,041	743

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

Staff recruitment in 2024

Legal sex

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

For academic roles in 2024, the percentage of all applicants that were female was highest for Research Assistant roles (66%) and lowest for Professor roles (20%). The proportion of female applicants for academic roles decreased at each grade from Research Assistant to Professor, but with a higher proportion of female applicants for Associate Professor roles than Assistant Professor roles (44% vs. 40%, respectively).

Intersecting legal sex and ethnicity in 2024, 63% of RME applicants for Research Assistant roles and 25% of RME applicants for Professor roles were female. Less than 50% of RME applicants for other academic roles were female. The proportion of female applicants for academic roles who are from racially minoritised ethnic backgrounds decreased at each grade from Research Assistant to Professor, but with a slightly higher proportion of RME female applicants for Associate Professor roles than Assistant Professor roles (31% vs. 30%, respectively).

For professional services roles in 2024, female applicants accounted for between 51% and 63% of all applications in posts at grades 1/2 to 6, inclusive, 43% of applicants for posts at grade 7 and 44% of applicants for posts at grades 8/9.

Ethnicity

For academic roles, the percentage of applicants from racially minoritised ethnic backgrounds was 69% for Research Assistant roles and 72% for Research Fellow roles, and decreased at each successive grade to Professor (Table 3).

The percentage of applicants from minoritised ethnic backgrounds ranged from 61% to 73% for Professional services roles from grades 1/2 to 7, but was 44% for roles at grades 8/9 (Table 3). The proportion of male applicants from minoritised ethnic backgrounds increased at each level of seniority for roles from grade 3 to grade 7, with the proportion of female applicants decreasing accordingly; however, similar proportions of males (47%) and females (53%) from minoritised ethnic backgrounds for applied for professional services roles at grades 8/9 being male, and 16% being female (Table 2).

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

		All applicants			RME applicants only		
		Female	Male	Prefer not to say	Female	Male	Prefer not to say
Academic	Research Assistant	66%	34%	1%	63%	37%	0%
	Research Fellow	55%	44%	1%	51%	49%	0%
	Assistant Professor	40%	59%	1%	30%	70%	0%
	Associate Professor	44%	55%	1%	31%	68%	1%
	Professor	20%	80%	0%	25%	75%	0%
Professional services	PS Grade 1/2	51%	48%	1%	45%	55%	0%
	PS Grade 3	61%	37%	2%	62%	37%	1%
	PS Grade 4	53%	46%	2%	50%	50%	0%
	PS Grade 5	63%	36%	1%	59%	41%	0%
	PS Grade 6	51%	48%	1%	45%	55%	0%
	PS Grade 7	43%	55%	2%	42%	58%	0%
	PS Grade 8/9	44%	55%	1%	38%	62%	0%

Note: The denominator for the figures in the table is the total number of submitted applications for jobs at each of the specified grades from all applicants and from RME applicants only, as indicated.

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

		White	RME	Unknown/Refused
Academic	Research Assistant	27%	69%	4%
	Research Fellow	24%	72%	3%
	Assistant Professor	30%	67%	3%
	Associate Professor	38%	58%	4%
	Professor	20%	80%	0%
Professional services	PS Grade 1/2	10%	79%	11%
	PS Grade 3	30%	66%	4%
	PS Grade 4	28%	68%	3%
	PS Grade 5	27%	69%	4%
	PS Grade 6	30%	66%	4%
	PS Grade 7	23%	75%	2%
	PS Grade 8/9	23%	71%	6%

Note: The denominator for the figures in the table is the total number of submitted applications for jobs at each of the specified grades.

Trends over time

This section shows application, shortlisting and appointment data for academic and professional services staff applying in response to job advertisements released between 1 August 2020 and 31 July 2024. The recruitment outcome 'shortlisted' is positive if an applicant is selected for interview, regardless of whether they attended the interview or not. The recruitment outcome 'appointed' is positive if an applicant is selected for the position, regardless of whether they eventually took up the position. Using this approach helps to identify any potential biases in the institutional selection process.

Each 'year' listed in tables 4-7 covers release dates from 1 August to 31 July of the following calendar year.

Tables 4-7 show the distribution of applications, shortlistings or appointments by legal sex or ethnicity over the total number of applications, shortlistings or appointments.

The tables also show the percentage of shortlistings over the total number of applications, or the percentage of appointments over the total number of applications and shortlistings for the listed legal sex or ethnicity group.

Table 4 - Academic staff recruitment by legal sex

Academic year	Total N	Distribution of applications, shortlistings, appointments across legal sex (row %)			% of applicants shortlisted and % of shortlistings appointed by legal sex (column %)		
		Female	Male	Prefer not to say	Female	Male	Prefer not to say
2020	3179	62%	37%	1%			
	657	62%	36%	2%	21%	20%	23%
	205	67%	31%	2%	34%	27%	36%
	3014	54%	44%	2%			
2021	748	59%	39%	2%	27%	22%	23%
	196	65%	34%	1%	29%	23%	7%
	2,893	57%	42%	1%			
	653	59%	39%	2%	23%	21%	30%
2022	198	64%	36%	1%	33%	28%	9%
	2916	56%	43%	1%			
	561	61%	38%	1%	21%	17%	19%
	181	67%	31%	1%	35%	27%	40%
2023	4413	58%	41%	1%			
	664	62%	37%	1%	16%	14%	13%
	175	69%	31%	1%	29%	22%	20%

Note: The recruitment outcome 'shortlisted' is positive if an applicant is selected for interview, regardless of whether they attended the interview or not. The recruitment outcome 'appointed' is positive if an applicant is selected for the position, regardless of whether they eventually took up the position.

Table 5 – Professional services staff recruitment by legal sex

Academic year	Total N	Distribution of applications, shortlistings, appointments across legal sex (row %)			% of applicants shortlisted and % of shortlistings appointed by legal sex (column %)		
		Female	Male	Prefer not to say	Female	Male	Prefer not to say
2020	2436	57%	41%	2%			
	570	64%	33%	3%	26%	19%	35%
	143	66%	32%	2%	26%	24%	18%
2021	1944	63%	36%	2%			
	485	67%	31%	1%	27%	22%	22%
	122	71%	27%	2%	27%	22%	29%
2022	1,831	55%	43%	1%			
	688	63%	36%	1%	43%	31%	30%
	178	68%	31%	1%	28%	23%	13%
2023	3456	53%	46%	2%			
	862	63%	36%	2%	30%	20%	28%
	213	68%	31%	2%	27%	21%	27%
2024	3744	57%	42%	2%			
	639	65%	33%	2%	20%	14%	23%
	144	67%	31%	1%	23%	21%	15%

Note: The recruitment outcome 'shortlisted' is positive if an applicant is selected for interview, regardless of whether they attended the interview or not. The recruitment outcome 'appointed' is positive if an applicant is selected for the position, regardless of whether they eventually took up the position.

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

Academic year	Total N	Distribution of applications, shortlistings, appointments across ethnicity (row %)			% of applicants shortlisted and % of shortlistings appointed by ethnicity (column %)			Gap RME-White
		White	RME	Unknown n/Refused	White	RME	Unknown n/Refused	
2020	3179	41%	54%	5%				
	657	57%	37%	6%	29%	14%	24%	15%
	205	68%	26%	6%	37%	22%	33%	15%
2021	3014	31%	64%	6%				
	748	46%	48%	5%	38%	19%	24%	19%
	196	53%	43%	4%	30%	24%	20%	6%
2022	2,893	29%	67%	4%				
	653	46%	49%	4%	35%	17%	26%	19%
	198	55%	40%	5%	36%	25%	31%	11%
2023	2916	26%	71%	4%				
	561	47%	49%	4%	35%	13%	20%	22%
	181	59%	38%	4%	40%	25%	33%	15%
2024	4413	26%	70%	4%				
	664	47%	51%	3%	27%	11%	11%	16%
	175	61%	37%	3%	34%	19%	28%	15%

Note: The recruitment outcome is positive if an applicant is selected for interview, regardless of whether they attended the interview or not. The recruitment outcome is positive if an applicant is selected for the position, regardless of whether they eventually took up the position. The is calculated as the percentage point difference between the percentage of white and the percentage of RME applicants shortlisted, or shortlisted applicants appointed. For example, for shortlisting, a positive value indicates that a greater percentage of white than BME applicants are shortlisted.

Table 7 – Recruitment percentage at each stage for professional staff by ethnicity

Academic year	Total N	Distribution of applications, shortlistings, appointments across ethnicity (row %)			% of applicants shortlisted and % of shortlistings appointed by ethnicity (column %)			Gap RME-White
		White	RME	Unknown/Refused	White	RME	Unknown/Refused	
2020	2436	43%	51%	6%				
	570	55%	40%	5%	30%	18%	19%	12%
	143	61%	33%	6%	28%	21%	32%	7%
	1944	41%	53%	6%				
2021	485	56%	40%	5%	34%	18%	19%	16%
	122	61%	33%	6%	28%	21%	32%	7%
	1,831	36%	58%	6%				
2022	688	48%	47%	5%	50%	30%	33%	20%
	178	56%	40%	4%	30%	22%	21%	7%
	3456	27%	68%	5%				
2023	862	40%	55%	5%	37%	20%	25%	17%
	213	49%	48%	3%	30%	22%	14%	8%
	3744	28%	68%	4%				
2024	639	41%	55%	4%	25%	14%	17%	11%
	144	54%	42%	4%	30%	17%	23%	13%

Note: The recruitment outcome is positive if an applicant is selected for interview, regardless of whether they attended the interview or not. The recruitment outcome is positive if an applicant is selected for the position, regardless of whether they eventually took up the position. The is calculated as the percentage point difference between the percentage of white and the percentage of RME applicants shortlisted, or shortlisted applicants appointed. For example, for shortlisting, a positive value indicates that a greater percentage of white than RME applicants are shortlisted.

From Tables 4 and 5 we can see that most applicants for both academic and professional roles in each year from 2020 to 2024 were female. Female applicants were more likely to be shortlisted and appointed than male applicants in both academic and professional roles in each of those years.

Tables 6 and 7 also show that most applicants for both academic and professional roles in each year from 2020 to 2024 were from racially minoritised ethnic backgrounds. However, white applicants were more likely to be shortlisted and appointed to academic and professional roles than racially minoritised ethnic applicants in each year from 2020 to 2024.

We recognise that lower representation of racially minoritised ethnic academics at higher grades is a sector-wide issue impacting the pool of applicants and this means LSHTM must do more to develop its internal pipeline of applicants. However, Tables 6 and 7 show that there are still barriers facing applicants from racially minoritised ethnic backgrounds.

Academic staff promotions data

Background and methodology

The data in this section shows applications for promotion. Applications for contribution points or bonus awards are not included.

Promotion applications and outcomes are monitored annually at LSHTM. However, in any one year there can be small numbers of applicants in specific sub-groups making interpretation difficult, and increasing the risk of being able to identify specific individuals

from the data. Data has therefore been aggregated into rolling three-year periods in Figures 1 to 4.

In Figures 1 to 4, 'pool' indicates the average number of staff employed at the specified grade on 31 July of the years included in the three-year rolling period, and from the specific group, such as legal sex, ethnicity and/or Faculty. 'Applications' refers to the number of applications received from staff at that grade for promotion to the next grade. 'Successful applications' refers to the number and/or percentage of applicants at that grade who were successful in their applications to the next grade.

Ethnicity has been grouped into 'racially minoritised ethnic ('RME') and 'White' groups due to small numbers in some categories. Approximately 5% of LSHTM staff have not disclosed ethnicity in our HR records. Where ethnicity information was not disclosed, the data have not been included in this section.

It should be noted that there is no promotions route for professional services staff and so no data is shown for this.

Academic promotions data

Promotions data from 2022-24 rolling period show that similar proportions of women and men were successfully promoted among Research Assistant, Assistant Professor and Associate Professor roles, while a higher proportion of women were successfully promoted than men among Research Fellow roles (Figure 1).

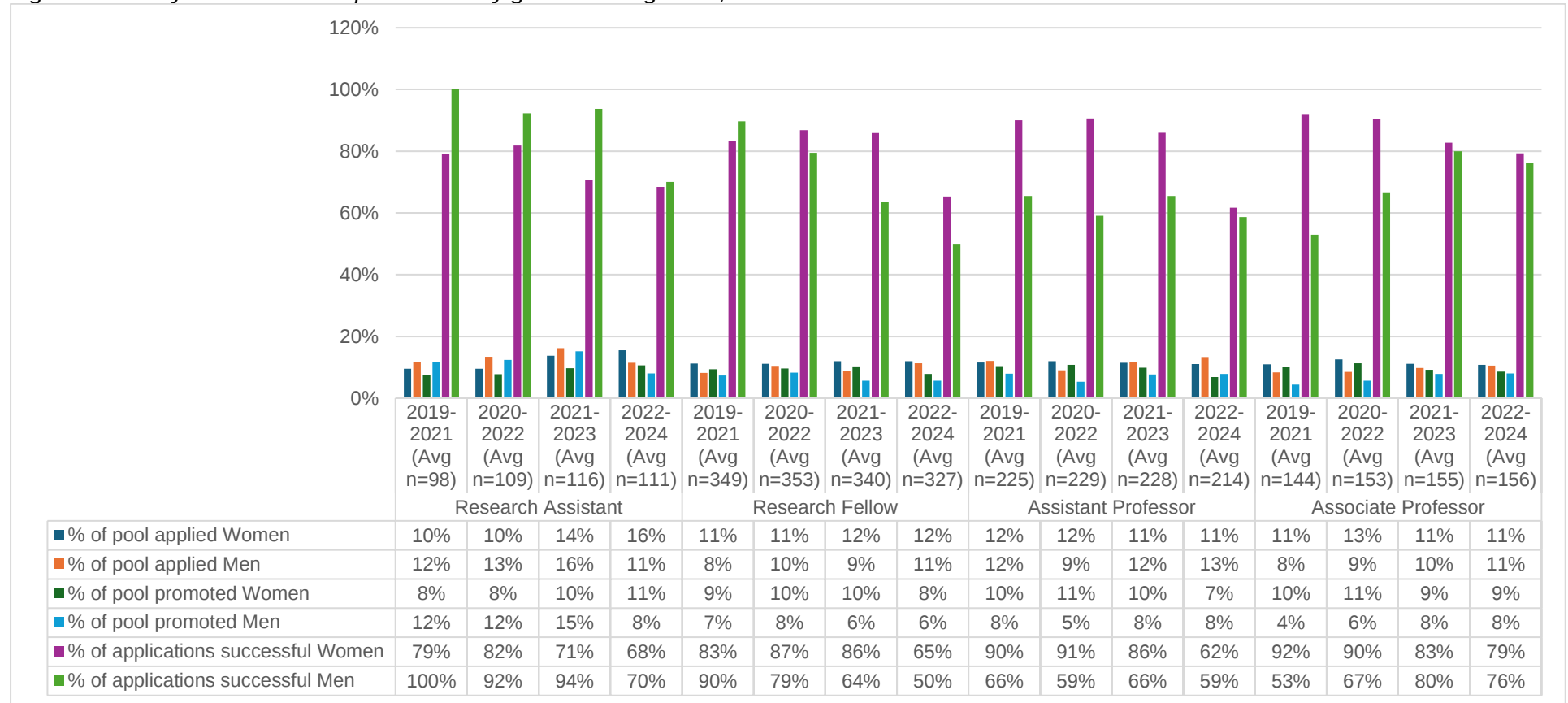
Figure 2 shows that during 2022-24 rolling period, similar proportions of racially minoritised ethnic and white Associate Professors were successfully promoted; while the proportion of racially minoritised ethnic Research Fellows who were promoted was higher than the proportion of white Research Fellows who were promoted. During this period, the proportion of white Research Assistants and Assistant Professors who were promoted was higher than the proportion of racially minoritised ethnic Research Assistants and Assistant Professors who were promoted.

Looking specifically at female applicants from racially minoritised ethnic backgrounds (Figure 3), this group was more successful than male applicants among Research Fellow roles during the 2022-24 rolling period, but less successful than male applicants among Research Assistant, Assistant Professor and Associate Professor roles.

Data also shows that a higher proportion of part time applicants were promoted among Research Assistants, Research Fellow and Assistant Professor roles compared to full time applicants during the 2022-24 rolling period. The reverse was the case for Associate Professor roles during the same period (Figure 4).

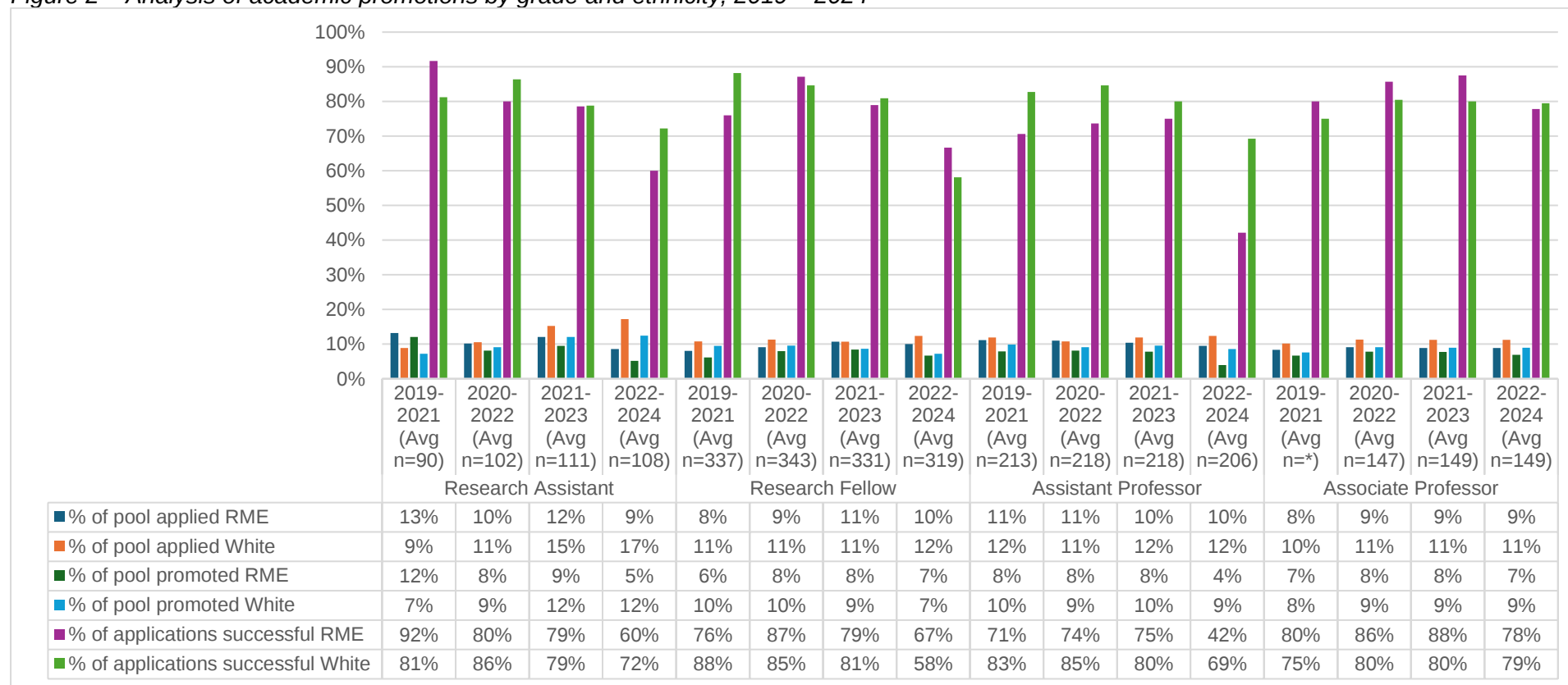
Figure 5 shows that during 2022-24 rolling period, the proportions of Research Assistants and Assistant Professors that were promoted were higher among those who reported a disability than among those with no known disability. Conversely, among Research Fellows and Associate Professors the proportions that were promoted were lower among those who reported a disability than among those with no known disability.

Figure 1 – Analysis of academic promotions by grade and legal sex, 2019 – 2024



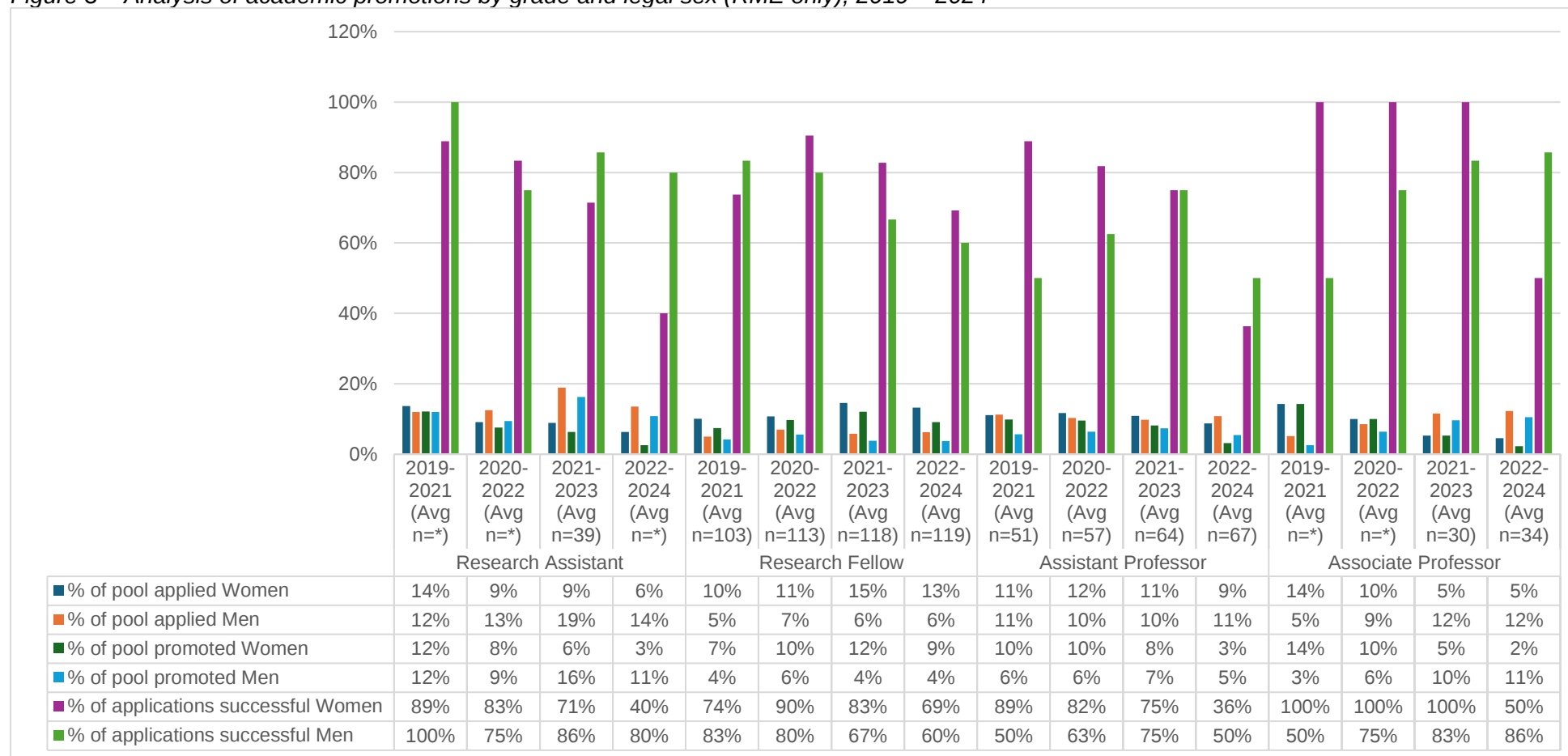
Average n = average total pool size over the 3-year rolling period

Figure 2 – Analysis of academic promotions by grade and ethnicity, 2019 – 2024



Average n = average total pool size over the 3-year rolling period (* n redacted as number of applicants in (protected) category <5); RME: racially minoritised ethnicity

Figure 3 – Analysis of academic promotions by grade and legal sex (RME only), 2019 – 2024



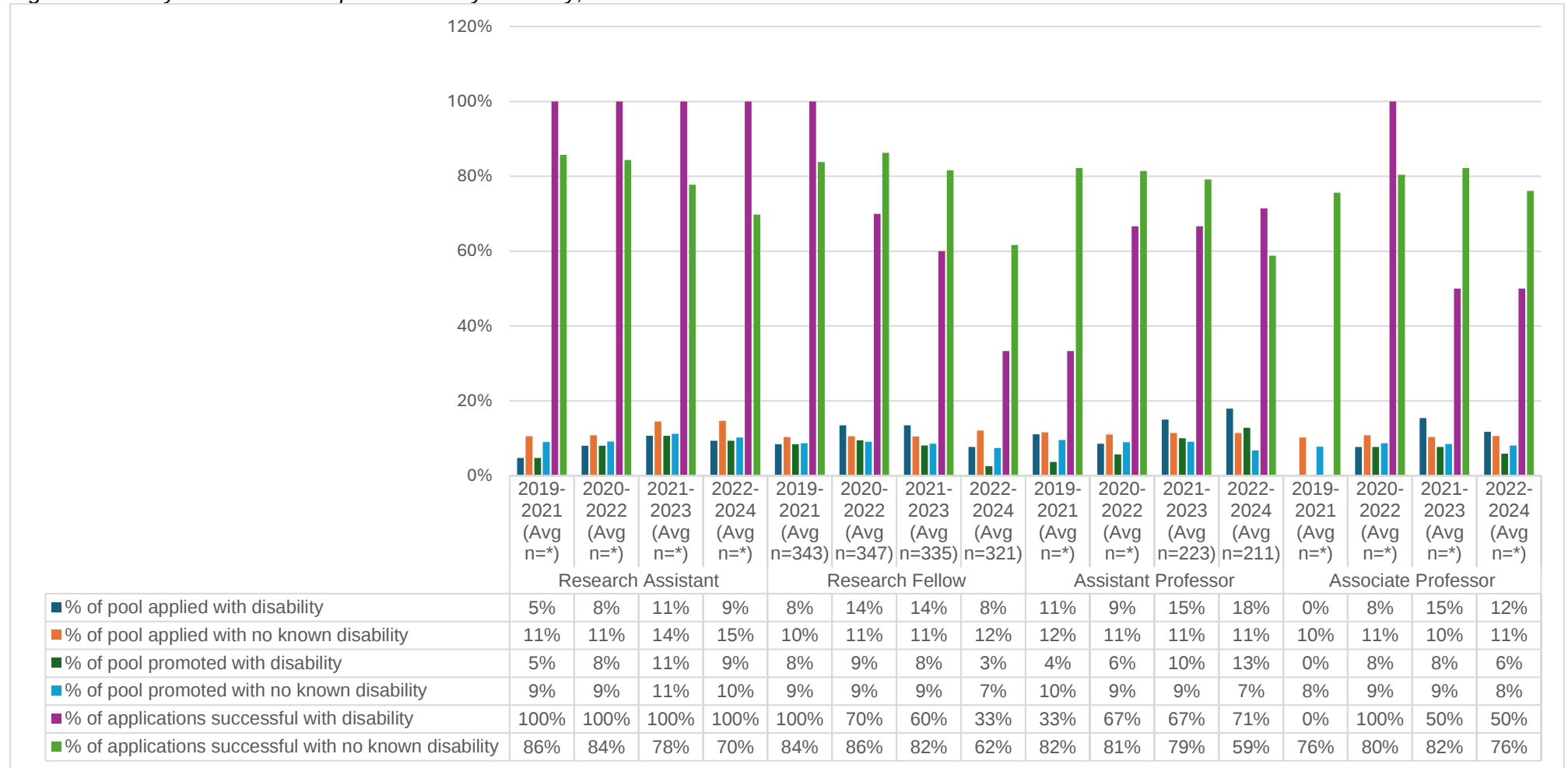
Average n = average total pool size over the 3-year rolling period (* n redacted as number of applicants in (protected) category <5); RME: racially minoritised ethnicity

Figure 4 – Analysis of academic promotions by grade and working pattern, 2019 – 2024



Average n = average total pool size over the 3-year rolling period

Figure 5 – Analysis of academic promotions by disability, 2019 – 2024



Average n = average total pool size over the 3-year rolling period (* n redacted as number of applicants in (protected) category <5)

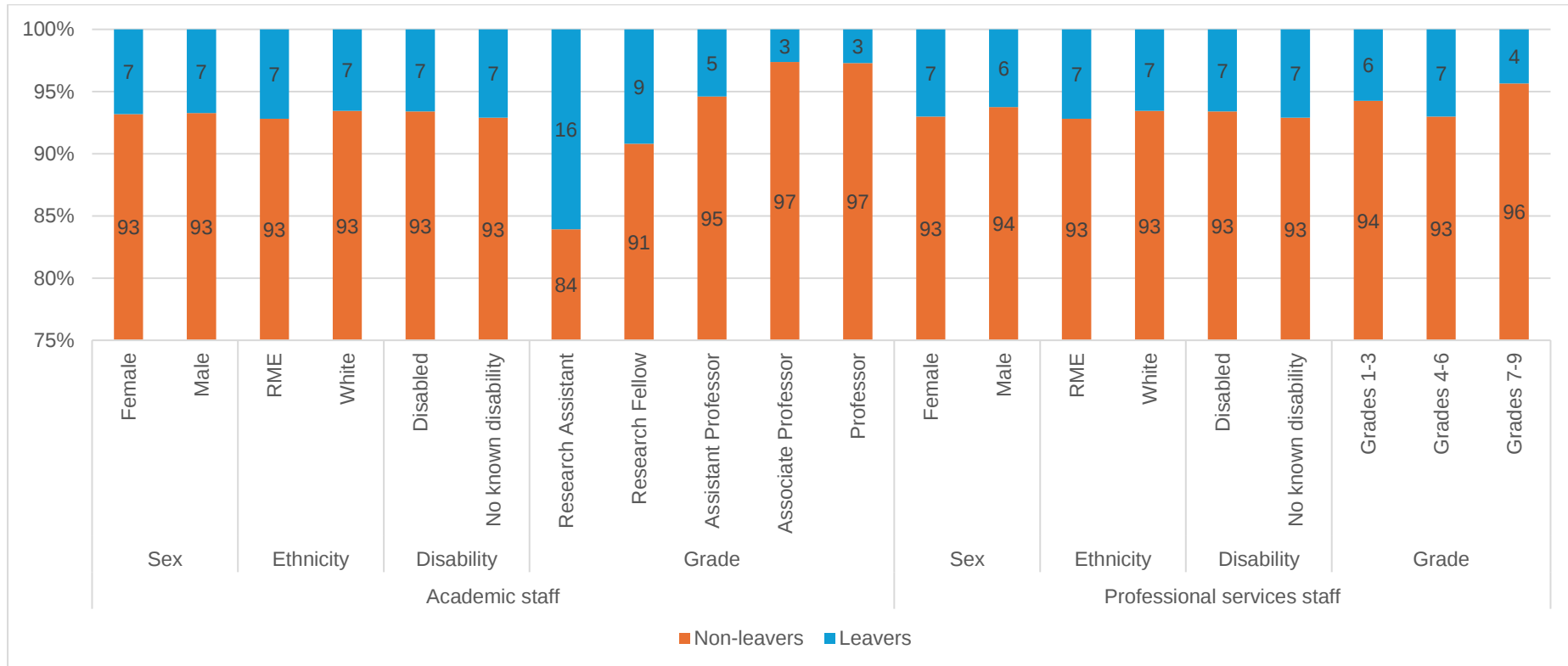
Analysis of staff leaver data

Figure 6 shows data on academic and professional services staff who ended employment at LSHTM from 1 August 2019 to 31 July 2024. This data has been aggregated across a 6-year period because in any one year there may be small numbers of staff who leave in specific sub-groups making interpretation difficult, and increasing the risk of being able to identify specific individuals from the data.

Over the period of analysis, the proportions of both academic and professional services staff leaving employment at LSHTM is similar by legal sex, ethnicity and declared disability. From 1 August 2019 to 31 July 2024, 6% to 7% of female and male staff, staff from racially minoritised and white ethnic backgrounds, and with and without a declared disability left employment at LSHTM.

Among academic staff, higher proportions of staff at lower grades left employment at LSHTM over this period compared to staff at higher grades, with 16% of Research Assistants leaving employment, decreasing to 3% of Associate Professors and Professors leaving employment. This gradient across grade was not observed among professional services staff who left employment from LSHTM.

Figure 6 – Analysis of academic and professional services staff leavers data by legal sex, ethnicity, disability and grade, aggregated from 2019 to 2024



Staff demographic analysis

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

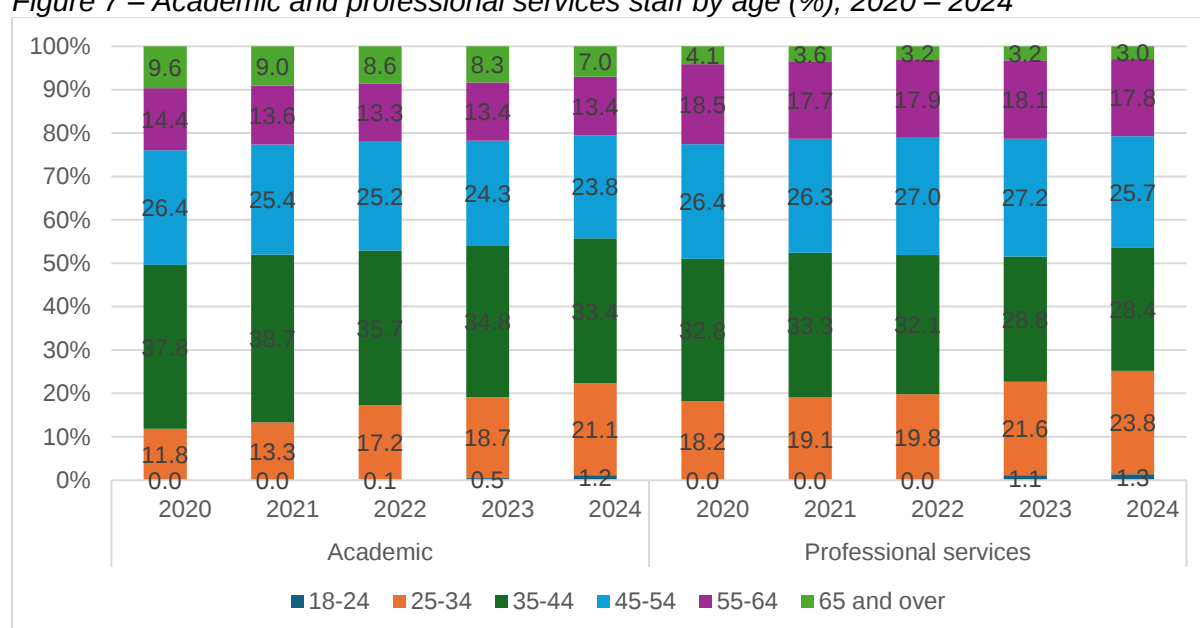
Age

Figure 7 shows an analysis of the LSHTM staff population by age.

From the data, we can see that the proportion of academic staff in the 18 to 24 and 25 to 34 age brackets has increased over time. There has been a decrease in the proportion of academic staff in other age brackets.

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

Figure 7 – Academic and professional services staff by age (%), 2020 – 2024



Disability

Figure 8 shows the percentage of academic and professional services staff who declared a disability from 2020 to 2024, inclusive.

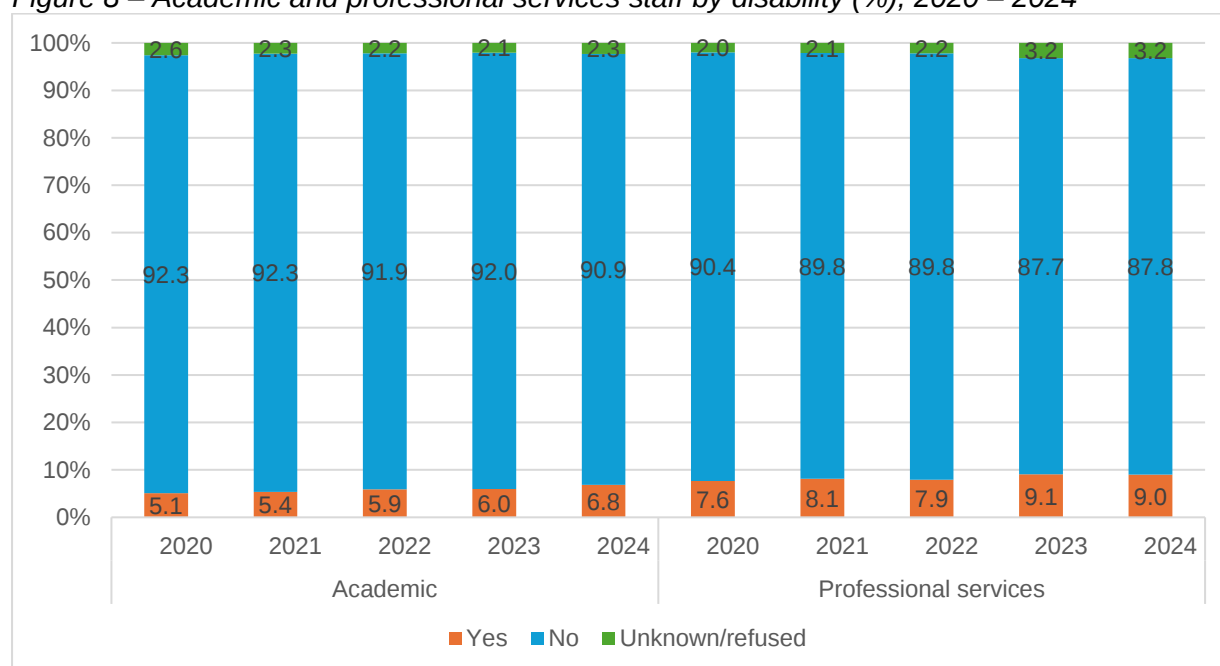
The percentage of academic staff declaring a disability has increased slightly from 5.1% in 2020 to 6.8% in 2024.

The percentage of professional services staff declaring a disability also increased slightly over the same period from 7.7% in 2020 to 9.0% in 2024.

The percentages of academic and professional services staff declaring a disability are similar to the UK higher education averages. HESA data published by from Advance HE shows that 6.3% of academic staff and 8.2% of professional services staff in UK higher education declared a disability in 2022-23.²

² Advance HE. Staff statistical report 2024

Figure 8 – Academic and professional services staff by disability (%), 2020 – 2024



Ethnicity and nationality

Academic staff pipeline

The data in this section shows the percentage of academic staff employed at each grade, and from the specific group (for example, legal sex or ethnicity) from 2019 to 2024, inclusive.

Figures 9 and 10 show the academic pipeline by ethnicity. From this data, we can see that the percentage of racially minoritised ethnic academic staff has increased over the period analysed at the grades of Research Fellow, Assistant Professor and Associate Professor; while the percentage of racially minoritised ethnic academic staff at the grade of Research Assistant has fluctuated between 27% and 38% over the period, and has remained unchanged at 14%-15% at the grade of Professor.

The proportion of racially minoritised ethnic research fellows has risen from 28% in 2019 to 38% in 2024, and the proportion of racially minoritised ethnic assistant professors from 21% to 36%. At associate professor grade, the proportion of racially minoritised ethnic staff has increased from 12% in 2019 to 26% in 2024.

Looking at the proportion of racially minoritised ethnic academic staff who are female, there has been a steady increase in the proportion over time among research fellows, assistant professors and associate professors; while this proportion has fluctuated over time among research assistants, and decreased among professors (Figure 10). The proportion of minoritised ethnic female research assistants has ranged from 26% in 2020 and 2022, up to 42% in 2019. The proportion of racially minoritised ethnic female research fellows has increased from 26% in 2019 to 31% in 2024, and the proportion of racially minoritised ethnic assistant professors from 17% to 35% over the same period. At associate professor grade, the proportion of racially minoritised ethnic female staff has increased from 8% in 2019 to 18% in 2025. The proportion of racially minoritised ethnic female professors has decreased from 14% in 2019 to 11% in 2024.

Figure 11 shows a more detailed breakdown by ethnicity. From this data, we can see that there has been a steady increase in the proportion of academic staff from Asian and Asian British backgrounds, and the proportion of staff from Black and Black British backgrounds, at all grades except for professor from 2019 to 2024. At professor grade, the proportion of staff from Black and Black British reached 4% in 2023, up from 2% in the previous year. There has been little change in the proportion of academic staff from mixed and other ethnic backgrounds at each grade over the period analysed, and staff from white backgrounds continue to be the largest proportion of academic staff at each grade.

Figure 9 – Academic pipeline by ethnicity (%), 2019-2024

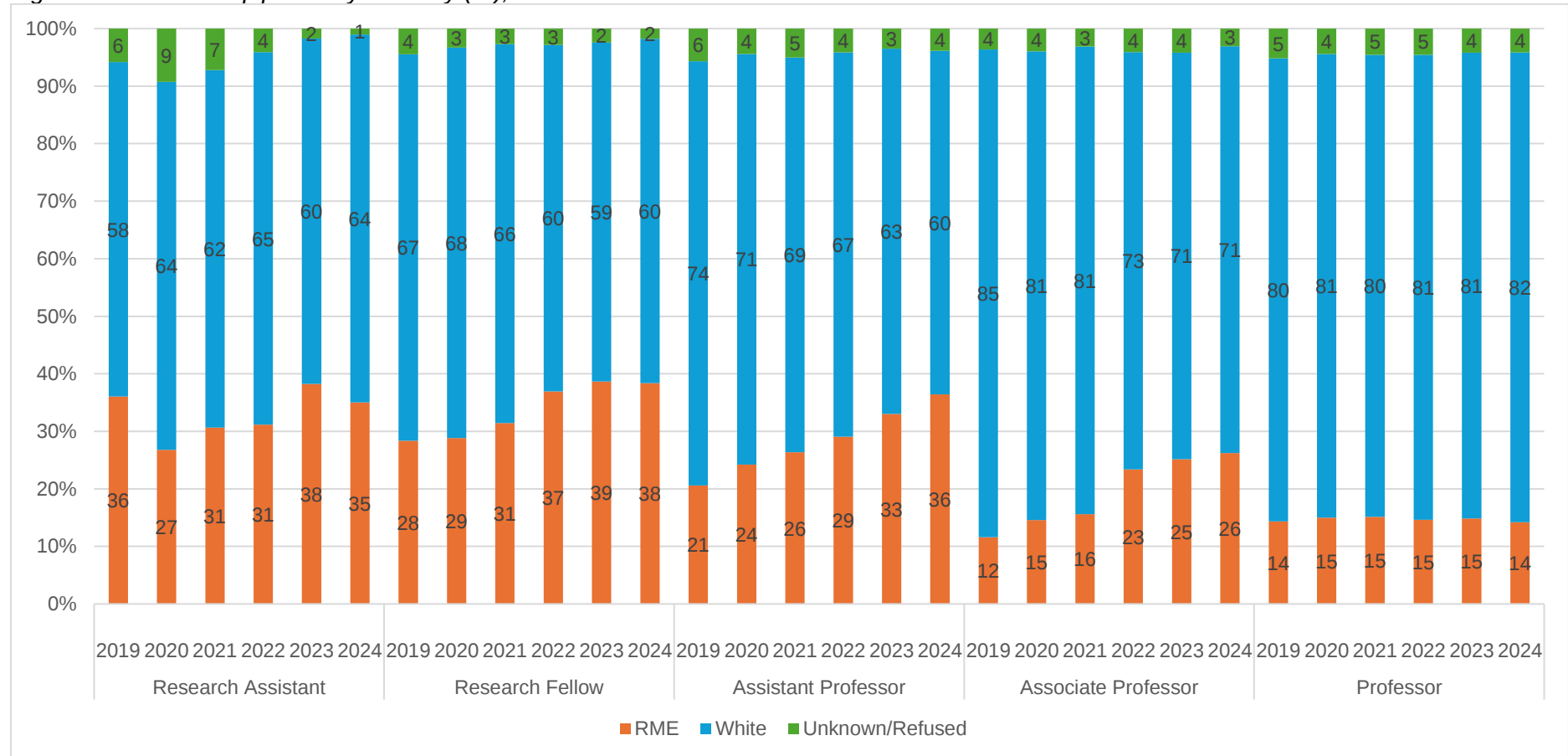


Figure 10 - Academic pipeline by ethnicity – female only (%), 2019-2024



Figure 11 – Academic pipeline by ethnicity (%), 2019 to 2024



Professional services staff pipeline

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

Figure 12 shows that, for roles at grade 4 and higher, the proportion of racially minoritised ethnic professional services staff decreases with seniority of grade. Roles at grade 4 have the highest proportion of staff who identify as from racially minoritised ethnic backgrounds (54% in 2024) and grades 7, 8 and 9 the lowest proportion (27%-28% in 2024). However, Figure 12 also shows that the proportion of racially minoritised ethnic staff has increased at each grade from 2019 to 2024, apart from at grades 1 and 2 where the proportion of racially minoritised ethnic staff has ranged between 33% in 2023 to 60 % in 2022.

Figure 13 shows a more detailed breakdown of professional services staff ethnicity at different grades. From this figure, we can see that most professional services staff at each grade are from White backgrounds. At grades 1-3 and 4-6, staff from Asian and Asian British, or from Black and Black British backgrounds are the next largest groups. This is also the case at grades 7-9, except for in 2019, when the next largest groups after White were staff from Asian and Asian British backgrounds, and staff from mixed backgrounds. Across the period analysed, the increase in the overall proportion of racially minoritised ethnic professional services staff at all grades has been driven by increases the proportion of staff from Asian and Asian British, and from Black and Black British backgrounds.

Figure 12 – Professional services pipeline by ethnicity (%), 2019-2024

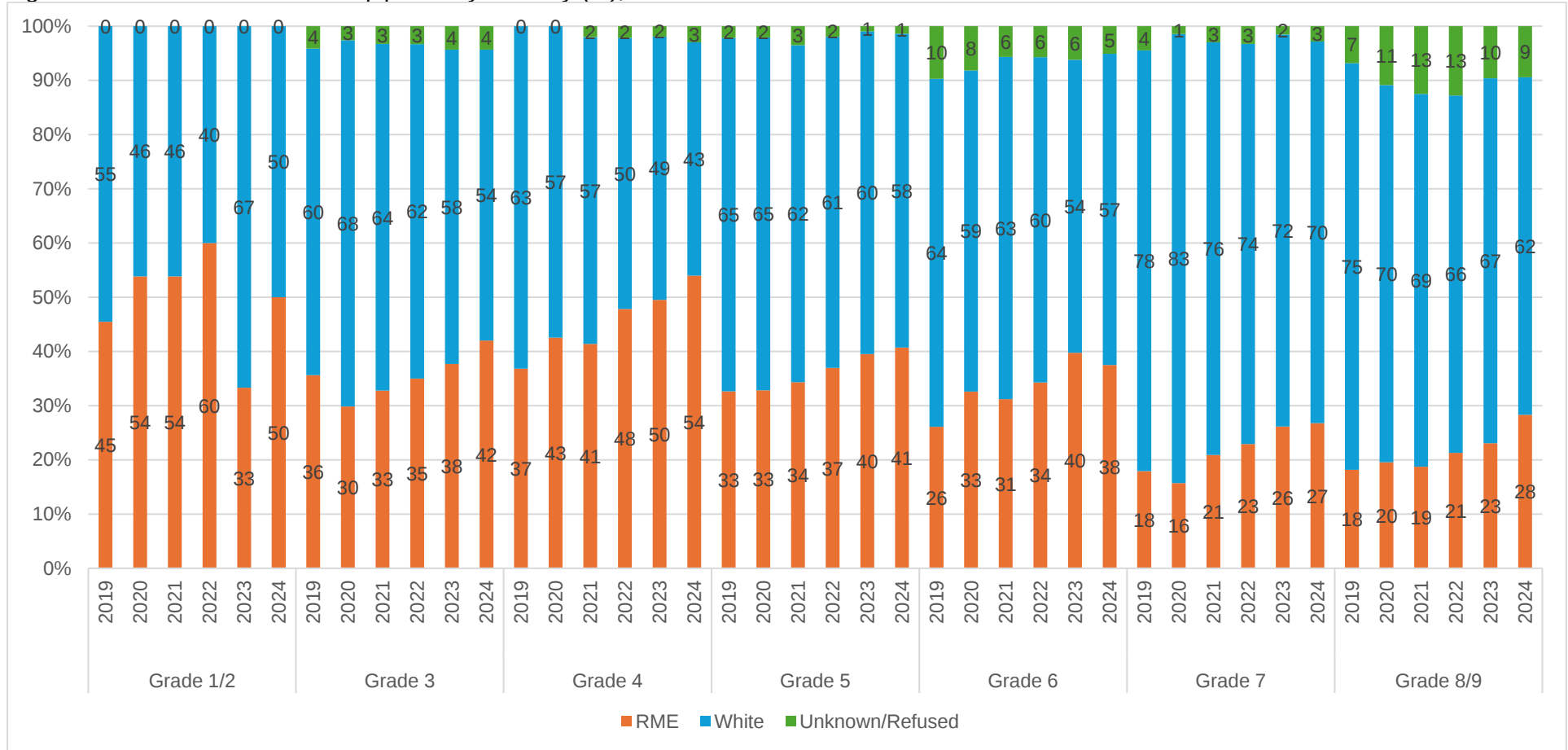
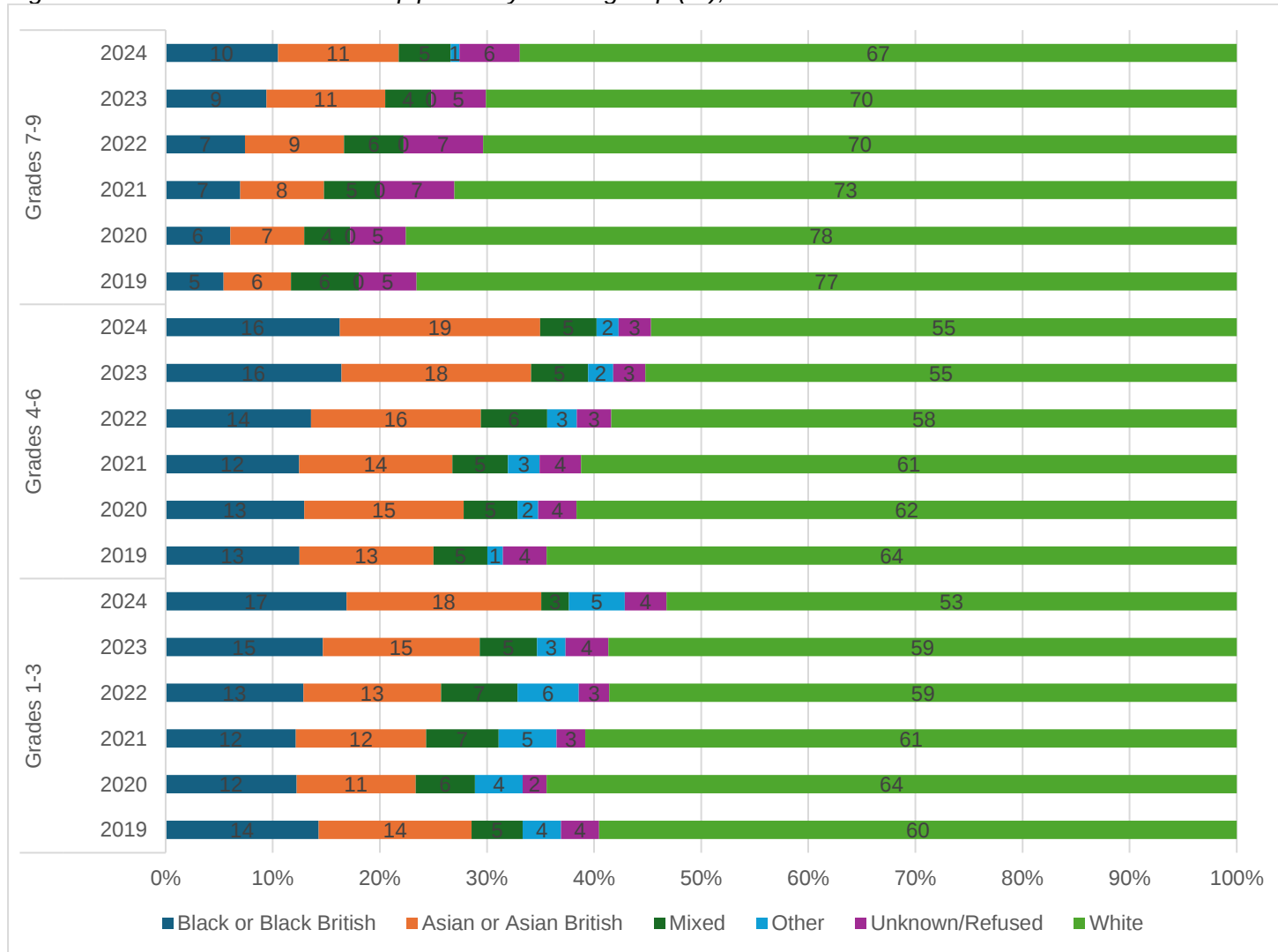


Figure 13 – Professional services pipeline by ethnic group (%), 2019-2024



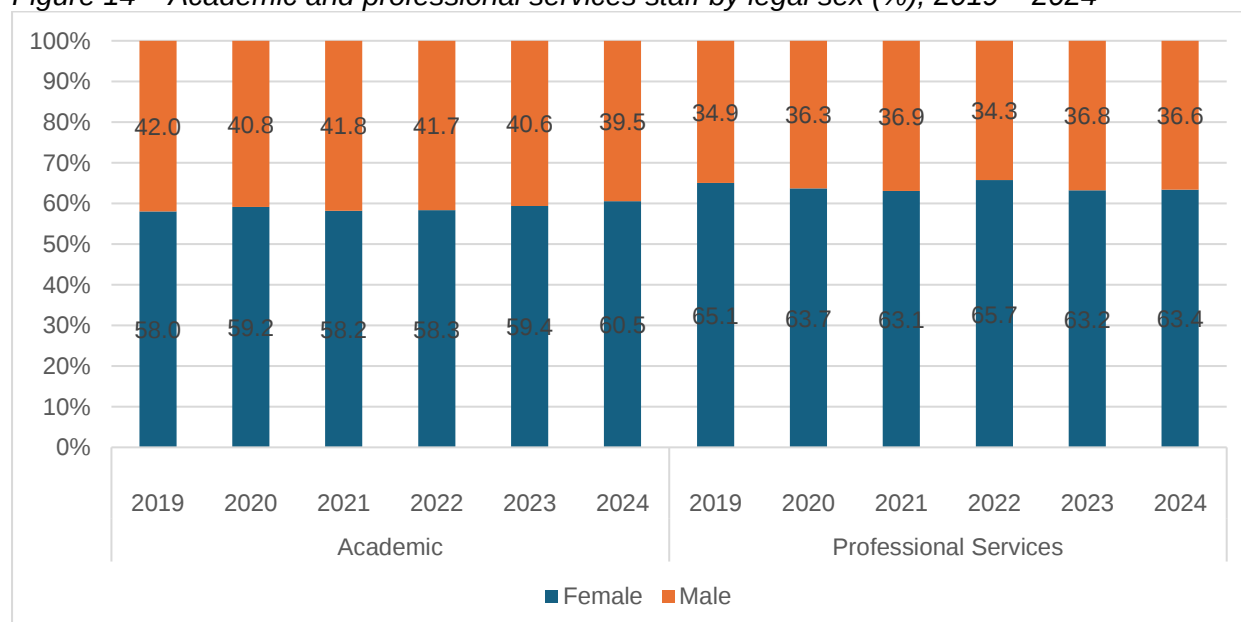
Legal sex

Most academic and professional services staff were female in each year from 2019 to 2024. In 2024, 60.5% of academic staff and 63.4% of professional services staff were female (Figure 14).

The proportion of female academic staff at LSHTM is notably higher than the proportion in UK higher education institutions generally, while the proportion of female professional services staff is similar to the proportion in UK higher education institutions generally. HESA data published by Advance HE shows that the proportion of female academic staff in UK higher education institutions was 48.6% in 2022-23 and the proportion of female professional services staff in UK higher education institutions was 62.8%.³

At LSHTM, 39.5% of academic staff and 36.6% of professional services staff were male in 2024, compared to 51.4% and 37.2% in UK higher education institutions in 2022-23.⁴

Figure 14 – Academic and professional services staff by legal sex (%), 2019 – 2024



Academic staff – pipeline

Figure 15 shows the academic and professional services staff populations broken down by legal sex and working pattern. It shows that a higher proportion of male academic staff work part-time compared to male professional services staff, and that the proportion of male part-time academic staff has increased over time, from 24% in 2019 to 30% in 2024. The proportion of male part-time professional services staff has remained consistent over the period analysed, at 5-7%.

There has also been an increase in the proportion of female academic staff working part-time, from 32% in 2019 to 39% in 2024. The proportion of female professional services staff working part-time has decreased over the same period, from 24% in 2019 to 18% in 2024.

³ Advance HE. Staff statistical report 2024

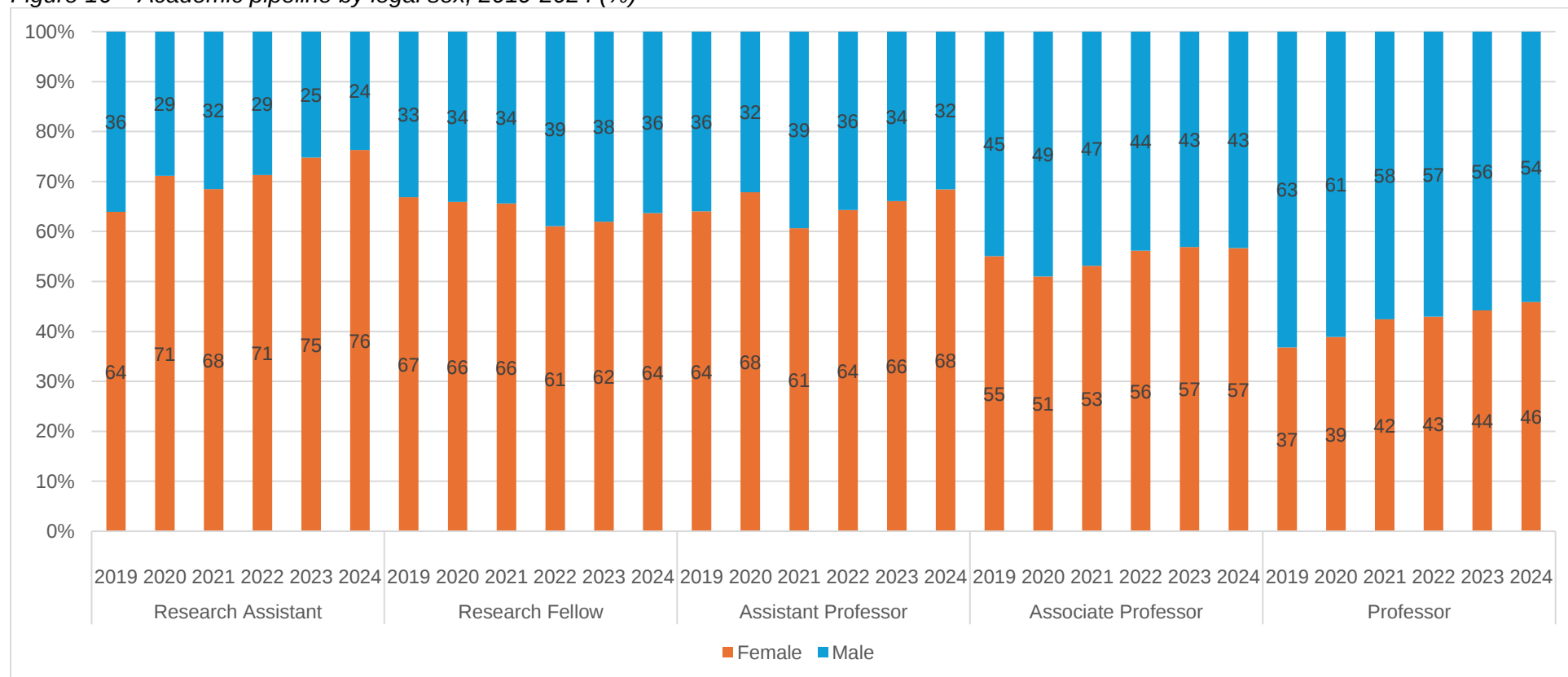
⁴ Advance HE. Staff statistical report 2024

Figure 15 – Staff population by legal sex and working pattern, 2019-2024 (%)



Analysis of the academic pipeline by legal sex shows there have not been significant changes in the proportion of male and female academics at each grade during the period analysed, except for the proportion of female professors, which has steadily increased from 37% in 2019 to 46% in 2024 (Figure 16).

Figure 16 – Academic pipeline by legal sex, 2019-2024 (%)



Professorial bands

There are four professorial bands at LSHTM. These differ in the expected behaviours, and the categories and types of activity, that academic staff are expected to undertake. The bands range in seniority from Band C, Band B(ii), Band B(i), to Band A (most senior).

Figures 17 and 18 show the proportion of professors at Band A, Band B(i) and B(ii) combined, and Band C from 2019 to 2024, by legal sex and ethnicity.

The proportion of female professors at Band A has increased from 23% to 33% between 2019 and 2024, and from 34% to 45% for female professors at Band B over the same period. Between 2019 and 2024, the proportion of female professors at Band C remains consistent at 54%-55%, after peaking at 65% in 2021 (Figure 17).

The proportion of professors at Band A from racially minoritised ethnic backgrounds has increased from 6% in 2019 to 11% in 2024, while the proportion of professors from racially minoritised ethnic backgrounds at Bands B(i) and B(ii) has decreased slightly from 17% in 2019 to 15% in 2024, and remained consistent among professors from racially minoritised ethnic backgrounds at Band C at 15% over the period of analysis (Figure 18).

Figure 17 – Professorial pipeline by legal sex – Professor Band A vs. Band B(i) and B(ii) vs. Band C, 2019 to 2024 (%)

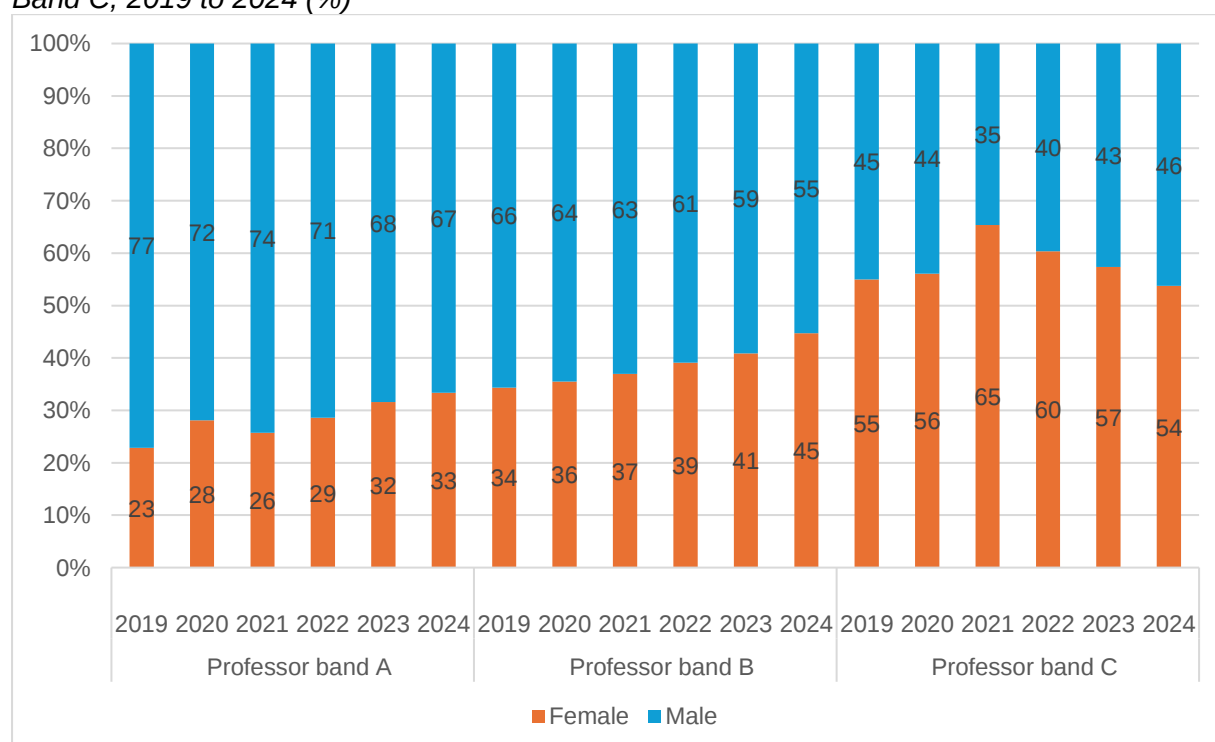
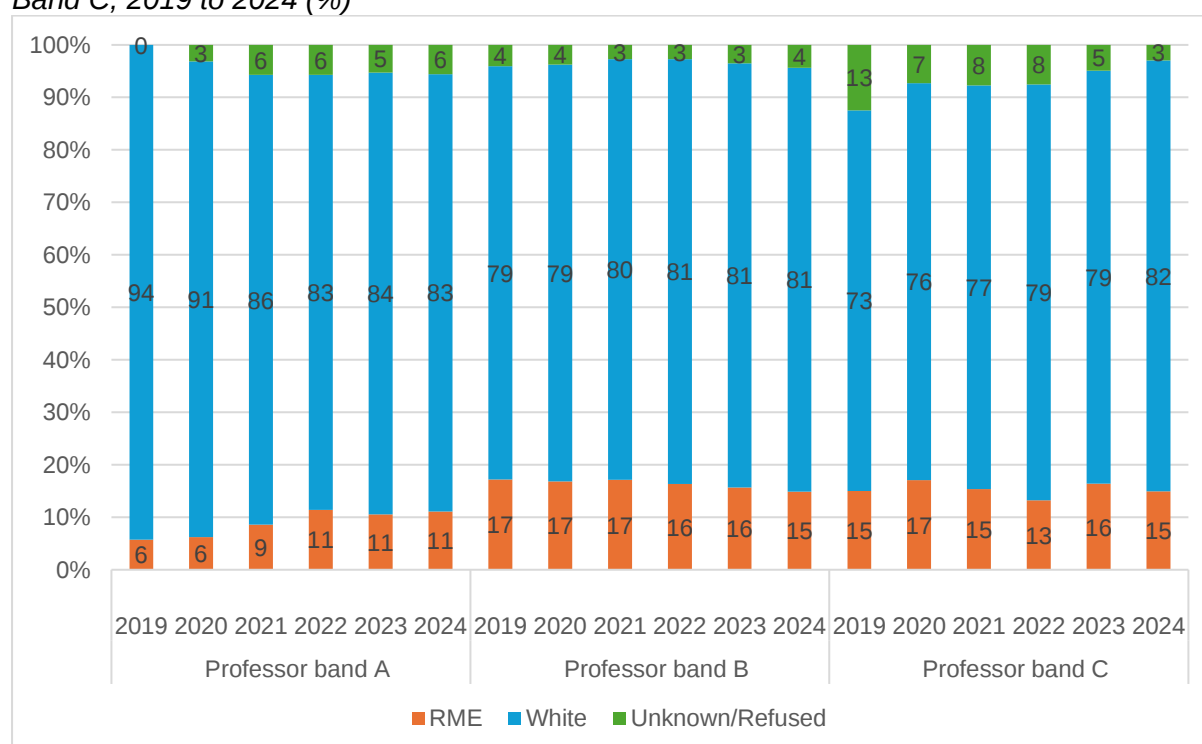


Figure 18 – Professorial pipeline by ethnicity – Professor Band A vs. Band B(i) and B(ii) vs. Band C, 2019 to 2024 (%)

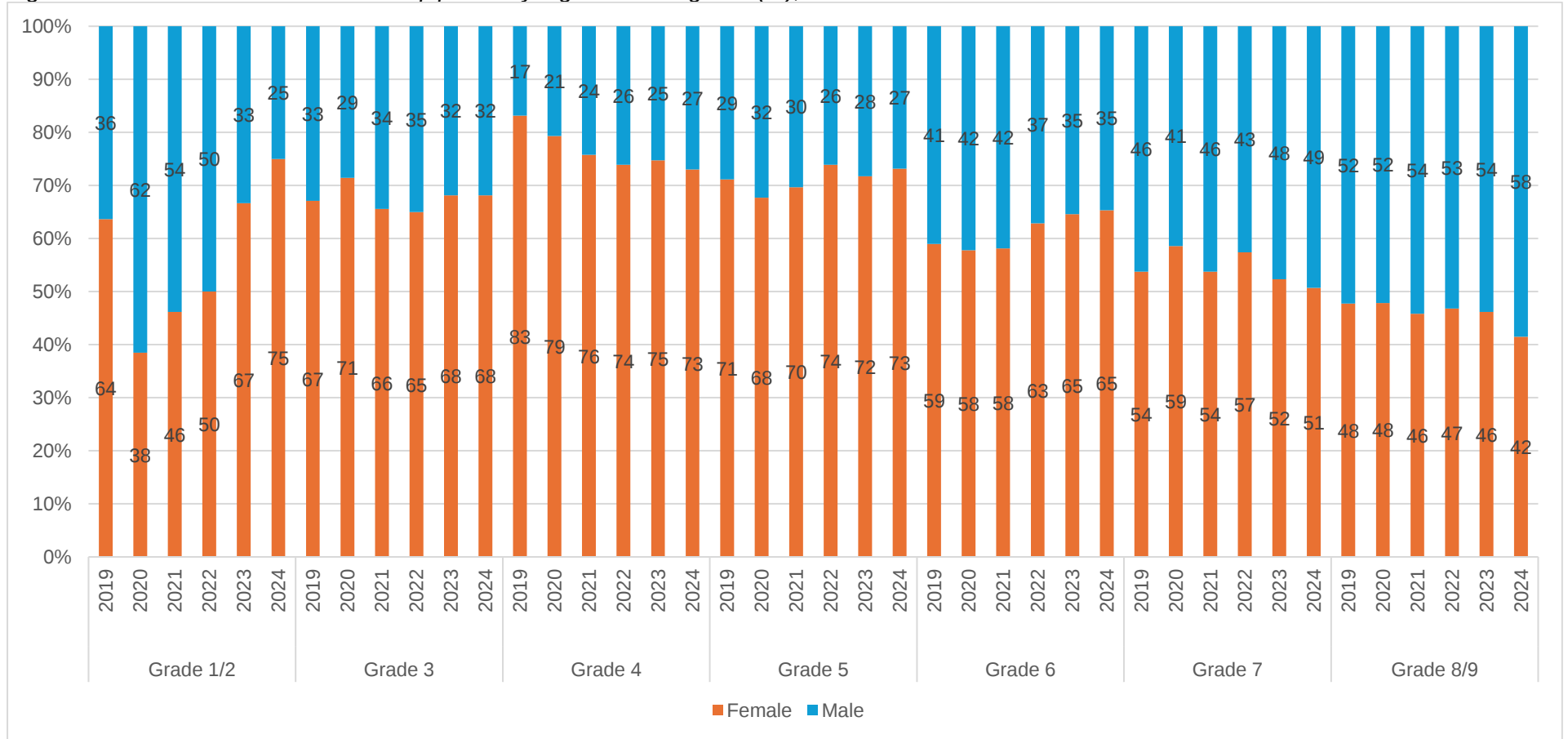


Professional services staff – pipeline

For professional services staff, the proportion of female staff was highest among roles at grades 4 and 5 (both 73% in 2024) and lowest at grades 8/9 (42% in 2024), decreasing at each successive level of seniority (Figure 19).

Over the period analysed, the proportion of female professional services staff at each grade has either remained consistent or only decreased slightly, apart for roles at grade 6 where the proportion of female professional services staff increased from 59% in 2019 to 65% in 2024. It should be noted that the very small number of staff working at grades 1 and 2 (less than 10) compared to other grades means that the percentage figures are more sensitive to small changes in the number and balance of staff across legal sex categories, as reflected in the figures for this grade over time.

Figure 19 – Professional services staff pipeline by legal sex and grade (%), 2019-2024



Contract type analysis – by legal sex and ethnicity

Figure 20 shows the proportion of male and female academic staff on fixed-term and permanent contracts. It shows that there is a higher proportion of female academic staff on fixed-term contracts compared to male academic staff, and that this has been a trend over the period analysed. In 2024, the proportion of female academic staff on fixed-term contracts was 78% and the proportion of male academic staff on fixed-term contracts was 66%. Over time, the gap between the proportions of male and female academic staff on permanent contracts has fluctuated slightly from a low of 8 percentage point difference in 2021 and 2022 to high of a 12 percentage point difference in 2024.

Figure 21 shows the proportion of male and female professional services staff by contract type. It shows that around two-thirds of female professional services staff were on permanent contracts in 2024 (66%), a proportion that has only increased slightly over the period analysed from a low of 60% in 2019. A higher proportion of male professional services staff were on permanent contracts in 2024 (75%), a proportion that has also increased slightly over the period analysed from a low of 68% in 2019.

Figure 20 – Academic staff by contract type and legal sex (%), 2019-2024

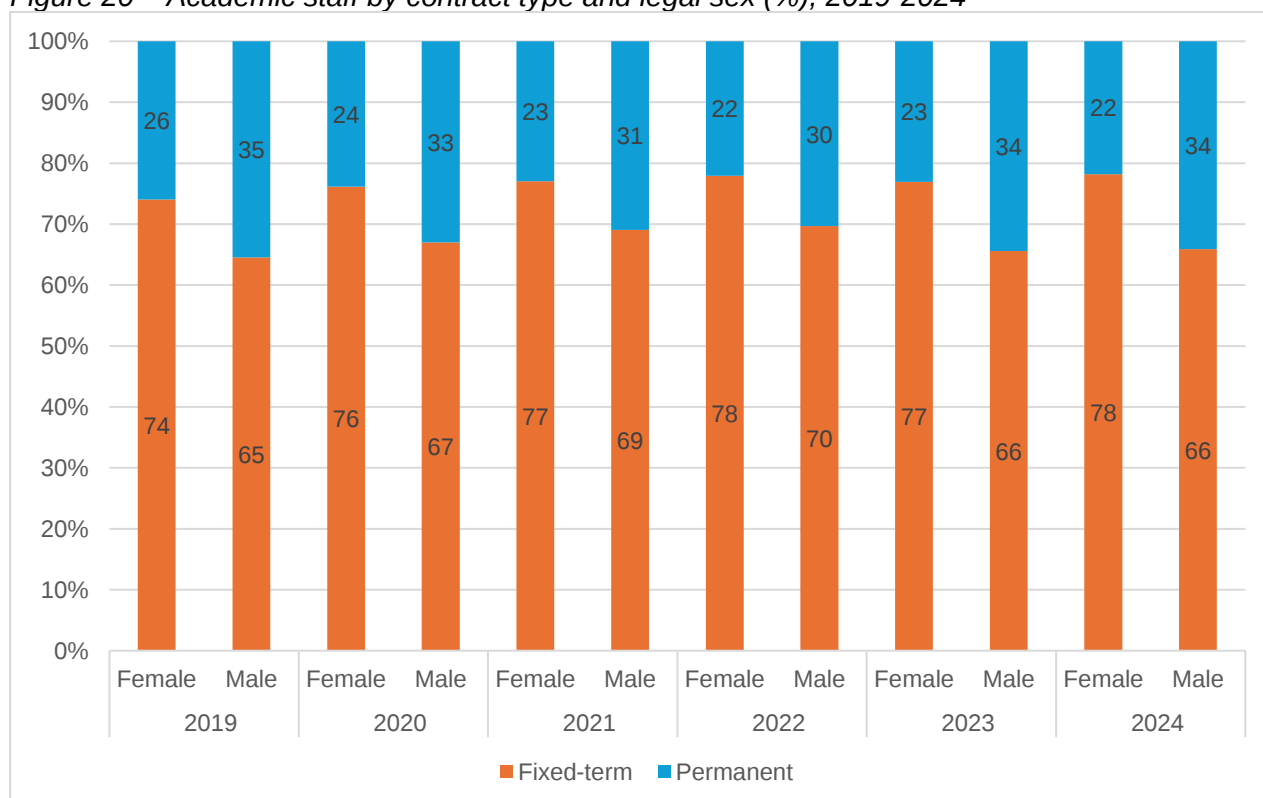
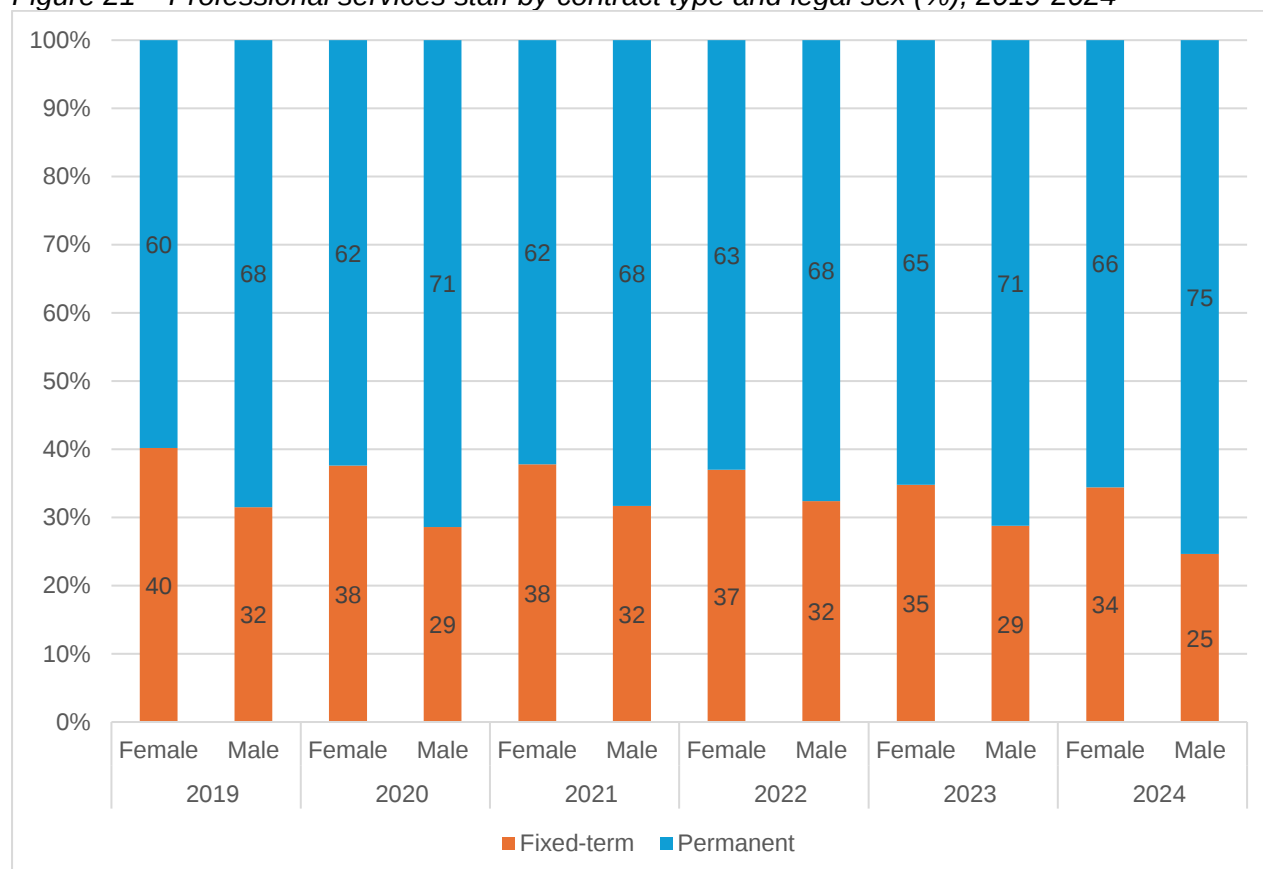


Figure 21 – Professional services staff by contract type and legal sex (%), 2019-2024



Tables 8 and 9 show the proportion of academic staff on fixed-term and permanent contracts by grade, legal sex and ethnicity in 2023/24.

Table 8 shows that there is a similar proportion of male and female staff members on fixed-term and permanent contracts at each academic grade.

Table 9 shows that there is a similar proportion of racially minoritised ethnic research assistants, research fellows and assistant professors on fixed-term and permanent contracts. At associate professor and professor grades, there is a higher proportion of minoritised ethnic staff on fixed-term contracts compared to white staff. At associate professor grade, 72% of racially minoritised ethnic staff are on fixed-term contracts compared to 53% of white staff; and at professor grade, 23% of racially minoritised ethnic staff are on fixed-term contracts, compared to 17% of white staff.

Table 8 – Contract type by grade and legal sex (academic) in 2023-24 (%)

	Female			Male		
	Fixed term	Permanent	Total	Fixed term	Permanent	Total
Research Assistant	100%	0%	76%	100%	0%	24%
Research Fellow	99%	1%	64%	99%	1%	36%
Assistant Professor	89%	11%	68%	92%	8%	32%
Associate Professor	60%	40%	57%	55%	45%	43%
Professor	19%	81%	46%	16%	84%	54%

Note: Casual staff and staff employed directly by the MRC Units are not included in the figures in this table.

Table 9 – Contract type by grade and ethnicity (academic) in 2023-24 (%).

	RME			White			Unknown/Refused		
	Fixed term	Permanent	Total	Fixed term	Permanent	Total	Fixed term	Permanent	Total
Research Assistant	100%	0%	35%	100%	0%	64%	100%	0%	1%
Research Fellow	100%	0%	38%	98%	2%	60%	100%	0%	2%
Assistant Professor	92%	8%	36%	89%	11%	60%	88%	13%	4%
Associate Professor	72%	28%	26%	53%	47%	71%	40%	60%	3%
Professor	23%	77%	14%	17%	83%	82%	11%	89%	4%

Note: Casual staff and staff employed directly by the MRC Units are not included in the figures in this table.

Table 10 shows the proportion of academic and professional services staff on fixed-term and permanent contracts by ethnicity over the last six years. It also shows that the number of academic staff has increased over the last six years from 978 in 2019 to 1038 in 2024.

Table 10 shows that the proportion of racially minoritised ethnic academic staff on fixed-term contracts has been higher than the proportion of white staff on fixed-term contracts in each year during the period analysed. The proportion of racially minoritised ethnic academic staff on fixed-term contracts has increased overall during the period, from 81% in 2019 to 86% in 2024. The proportion of white academic staff on fixed-term contracts has fluctuated over the analysis period, from 66% in 2019 up to 70% in 2021.

For professional services staff, the majority of racially minoritised ethnic staff are on permanent contracts (65% in 2024), which has been consistent during the period analysed. Consequently, the proportion of racially minoritised ethnic professional services staff on fixed-term contracts has also been consistent over the last six years, from 37% in 2017 to 35% in 2024, while the proportion on permanent contracts was 63% in 2019 and 65% in 2024 (Table 10).

Table 10 also shows that the proportion of white professional services staff on fixed-term contracts has decreased slightly over the last six years, from 37% in 2019 to 29% in 2024. The proportion on permanent contracts has increased slightly, from 63% in 2019 to 71% in 2024.

Table 10 – Academic and professional services staff by contract type and ethnicity, 2019-2024

Academic	RME						White						Unknown/Refused						Total
	Fixed term		Permanent		Total		Fixed term		Permanent		Total		Fixed term		Permanent		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
2019	177	81	41	19	220	22	465	66	240	34	707	72	38	69	17	31	55	6	978
2020	199	83	41	17	241	23	510	68	235	32	746	72	35	69	16	31	51	5	1,036
2021	232	84	43	16	275	25	534	70	234	30	772	70	33	69	15	31	49	4	1,091
2022	271	87	40	13	312	28	508	69	230	31	741	67	31	67	15	33	46	4	1,095
2023	279	86	46	14	327	31	466	66	237	34	706	66	22	58	16	42	38	4	1,066
2024	274	86	44	14	320	31	465	68	222	32	688	66	18	55	15	45	33	3	1,038
Professional services	RME						White						Unknown/Refused						Total
	Fixed term		Permanent		Total		Fixed term		Permanent		Total		Fixed term		Permanent		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
2019	69	37	118	63	187	30	153	37	258	63	411	66	11	38	18	62	29	5	627
2020	74	36	129	64	203	31	142	34	281	66	425	65	8	30	19	70	27	4	653
2021	78	36	138	64	216	32	149	36	270	64	421	63	9	31	20	69	29	4	664
2022	80	36	142	64	224	36	134	35	246	65	381	60	8	32	17	68	25	4	627
2023	97	34	188	66	286	40	128	32	267	68	397	55	8	23	27	77	35	5	715
2024	105	35	197	65	304	41	116	29	286	71	403	54	7	19	29	81	36	5	740

Gender modality

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

Religion and belief

In 2024, the highest proportion of academic staff and professional services staff stated 'no religion' in relation to their religion and belief (42.4% of academic staff and 36.9% of professional services staff). This has been the case in each year from 2019 to 2024, inclusive (Table 11). The proportion of academic and professional services staff stating 'no religion' has remained consistent over the period analysed.

After 'no religion', 'Christian', 'Muslim' and 'Hindu' were the next largest groups among academic staff in 2024, at 24.8%, 4.3% and 2.7%, respectively. These three religions were also the next largest groups among professional services staff, which in 2024 was 28.7% Christian, 8.5% Muslim, and 3.8% Hindu. These three groups have been the largest after 'no religion' in each year from 2019 to 2024, inclusive.

Table 11 shows that the proportions of academic staff who identify as Buddhist, Christian, Hindu, Jewish and Muslim and have increased somewhat each year from 2019 to 2024. In 2024 among academic staff, 0.9% were Buddhist, 2.7% Hindu, 1.5% Jewish, 4.3% Muslim, and 24.8% Christian. The proportion of staff stating 'any other religion' over the last six years remained consistent, and was 2.4% in 2024. The proportion of academic staff who are Sikh has remained small at 0.3% in 2024.

The proportions of professional services staff who identify as Hindu, Jewish and Muslim have increased somewhat over the period analysed, and now stand at 3.8% Hindu, 0.9% Jewish, and 8.5% Muslim. The proportion of professional services staff who are Christian has decreased over the last five years, from 30.7% to 28.7%, while the proportion identifying as Buddhist and Sikh has remained consistently small at around 1%, respectively. The proportion stating 'any other religion' over the last six years remained consistent, and was 3.2% in 2023.

In 2024, 9% of both academic and professional services staff preferred not to provide information about their religion and belief. The proportion of academic and professional services staff preferring not to provide information about their religion and belief has decreased only slightly over the last 6 years, from around 11% in 2019.

Table 11 – Academic and professional services staff by religion and belief (%), 2019-2024

	Academic						Professional Services					
	2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024
Buddhist	0.6	0.7	0.8	1.1	1.1	0.9	1.1	0.9	1.1	1.0	1.0	1.1
Christian	21.9	22.0	22.4	23.5	24.3	24.8	30.7	29.0	29.1	29.0	28.3	28.7
Hindu	2.0	2.2	2.3	2.4	2.7	2.7	2.3	2.8	2.9	3.3	3.6	3.8
Jewish	1.2	1.4	1.4	1.4	1.5	1.5	0.5	0.8	0.9	1.3	1.4	0.9
Muslim	3.2	3.2	3.9	4.2	4.5	4.3	4.8	5.0	5.2	6.0	8.2	8.5
No religion	42.4	43.3	43.3	42.3	41.9	42.4	37.8	38.5	37.9	37.3	35.2	36.9
Sikh	0.1	0.1	0.0	0.2	0.2	0.3	1.0	0.9	0.9	1.0	1.1	1.1
Any Other Religion or Belief	2.7	2.9	3.3	2.7	2.4	2.4	2.5	2.6	1.8	2.4	3.6	3.2
Not available	14.2	13.1	12.2	12.1	12.1	11.8	8.5	8.3	8.1	8.4	7.0	6.6
Prefer not to say	11.7	11.0	10.5	10.2	9.2	8.9	10.8	11.2	12.2	10.3	10.6	9.3

Sexual orientation

In 2024, most academic and professional services staff stated their sexual orientation as heterosexual (68.9% and 74.2% respectively). This group has been the largest among LSHTM staff over the last six years (Table 12).

The proportion of bisexual academic and professional services staff has increased overall from 2019 to 2024, from 2.2% in 2019 to 3.5% in 2024 for academic staff, and from 2.1% in 2019 to 3.1% in 2024 for professional services staff. The proportion of staff identifying as ‘another sexual orientation’ has remained consistent at around 0.5% in 2024 for academics, and around 0.9% in 2024 for professional services staff.

The proportion of academic staff who identify as gay or lesbian has been broadly consistent over the period for academic staff, with around 3.6% identifying as gay or lesbian in 2024. The proportion of professional services staff identifying as gay or lesbian has decreased slightly over the last six years, from 4.9% in 2019 to 4.0% in 2024.

Table 12 – Sexual orientation of all staff (%), 2018-2023

	Academic						Professional services					
	2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024
Bisexual	2.2	2.0	1.9	2.3	2.7	3.5	2.1	2.3	2.1	2.9	2.9	3.1
Gay or Lesbian	3.7	3.6	3.8	3.4	3.3	3.6	4.9	4.8	4.9	4.1	4.3	4.0
Heterosexual or straight	65.7	67.0	68.8	69.2	69.5	68.9	71.5	71.9	72.2	72.2	72.8	74.2
Not available	14.9	13.7	12.8	12.7	12.6	12.3	9.0	8.7	8.5	8.9	7.5	6.9
Other sexual orientation	0.3	0.5	0.5	0.5	0.6	0.5	1.0	0.8	0.8	1.1	1.3	0.9
Prefer not to say	13.1	13.2	12.2	11.9	11.4	11.3	11.5	11.5	11.6	10.8	11.1	10.9

Student admissions and outcomes analysis

Overview

LSHTM offers postgraduate degrees via MSc courses (postgraduate taught, PGT) and in research (postgraduate research, PGR), where there are MPhil/PhD and DrPH options. MSc courses are offered in London and by distance learning. Distance learning course students are admitted by the International Programmes of the University of London and are not included in this report.

Programmes belong in general to one of LSHTM's three faculties: Epidemiology and Population Health (EPH), Infectious and Tropical Diseases (ITD), and Public Health and Policy (PHP). For PGT students there are two cross-faculty MSc programmes, one across PHP and ITD, the other across the three faculties. These are represented as 'Cross-faculty' in Table 13 below.

Table 13 – Student by Faculty and level of study, 2022-23

Faculty	PGT	PGR
Epidemiology and Population Health (EPH)	33.8%	37.8%
Infectious and Tropical Disease (ITD)	16.9%	22.4%
Public Health and Policy (PHP)	39.4%	39.8%
Cross-faculty	9.9%	
Total	100.0%	100.0%

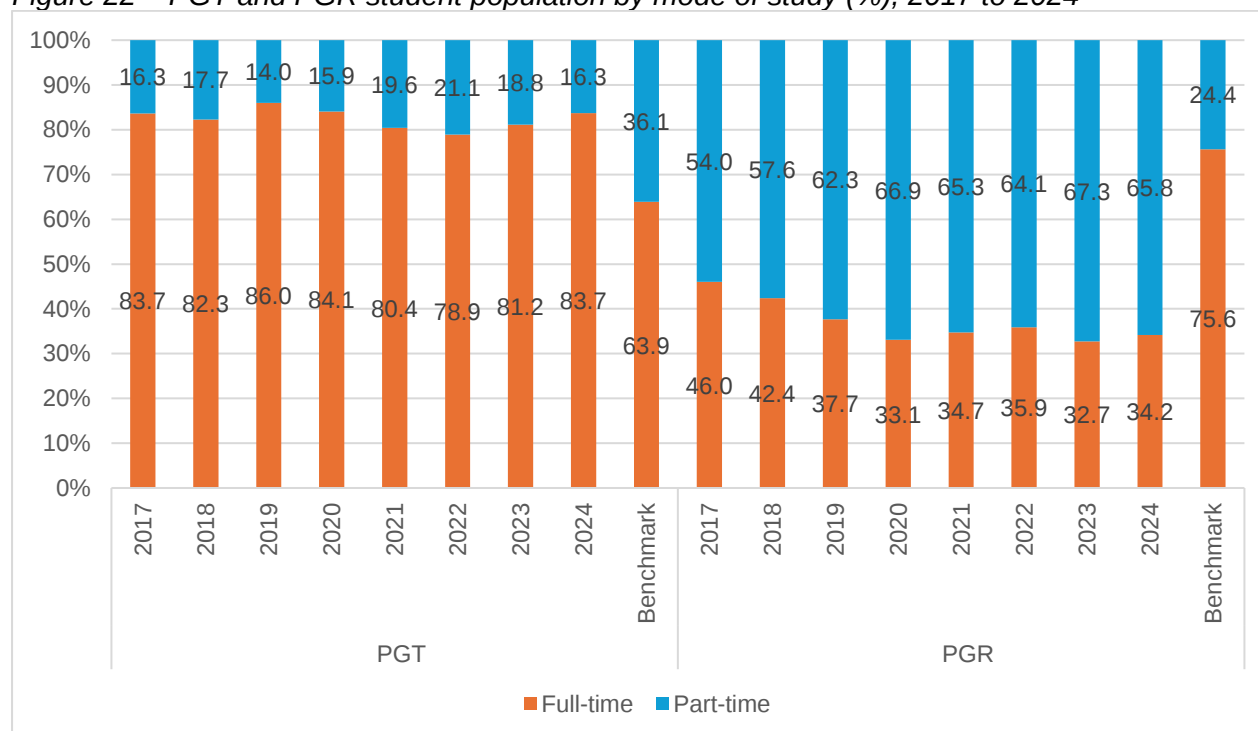
Programmes are undertaken on a full-time or part-time basis. Figure 22 shows that 83.7% of PGT students were enrolled full-time compared to 34.2% of PGR students in 2023-24. The proportion of full-time PGT students at LSHTM is higher than the proportion in the sector generally (83.7% at LSHTM vs 63.9% across the sector). The proportion of full-time PGR students at LSHTM is lower than the sector generally (34.2% at LSHTM compared to 75.6% across the sector).⁵

At LSHTM, 16.3% of PGT students were studying part-time in 2023-24, which is lower than the sector benchmark (36.1%). For PGR students, 65.8% were studying part time in 2023-24, which is higher than the sector benchmark (24.4%) (Figure 22).⁶

⁵ Advance HE. Students statistical report 2023, the most recent available report at the time of publication.

⁶ Advance HE. Students statistical report 2023, the most recent available report at the time of publication.

Figure 22 – PGT and PGR student population by mode of study (%), 2017 to 2024



Advance HE. Students statistical report 2023, the most recent available report at the time of publication.

Student admissions

This section provides analysis of student admissions data. It shows application, offer and acceptance data for postgraduate taught (PGT) and postgraduate research (PGR) courses at LSHTM.

Disability

For PGT, the proportion of applicants declaring a disability has increased from 4.0% in 2019/20 to 10.9% in 2024/25, peaking at 13.7% in 2023/24. The proportion of disabled applicants that received offers followed a similar pattern increasing from 5.1% in 2019/20 to 12.7% in 2024/25. The proportion of disabled offer holders who accepted a place to study was 23.1% (Figure 23). In 2022/23, the proportion of PGT students declaring a disability across UK higher education institutions was 10.3%.⁷

For PGR, the proportion of applicants who declared a disability in 2024/25 was 6.2%, an increase from the previous year 2023/24 (4.5%) (Figure 24). The proportion of disabled PGR applicants who received an offer was 8.3% in 2024/25, and the proportion of disabled offer holders who accepted their place was 11.2%. In 2022/23, the proportion of postgraduate research students declaring a disability across UK higher education institutions was 14.1%.⁸

⁷ Advance HE. Students statistical report 2023, the most recent available report at the time of publication.

⁸ Advance HE. Students statistical report 2023, the most recent available report at the time of publication.

Figure 23 – PGT applications, offers and acceptances by disability marker (%), 2019/20 to 2024/25

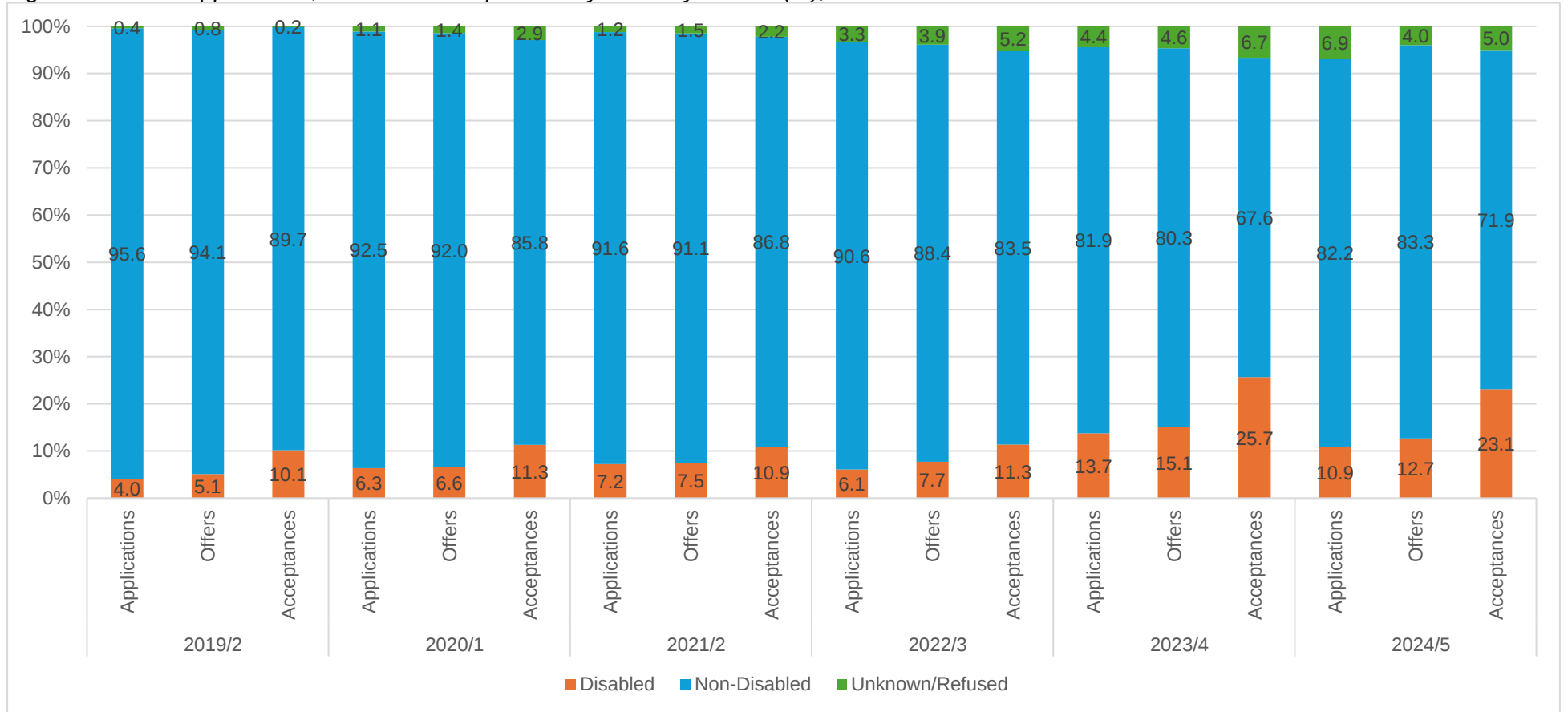
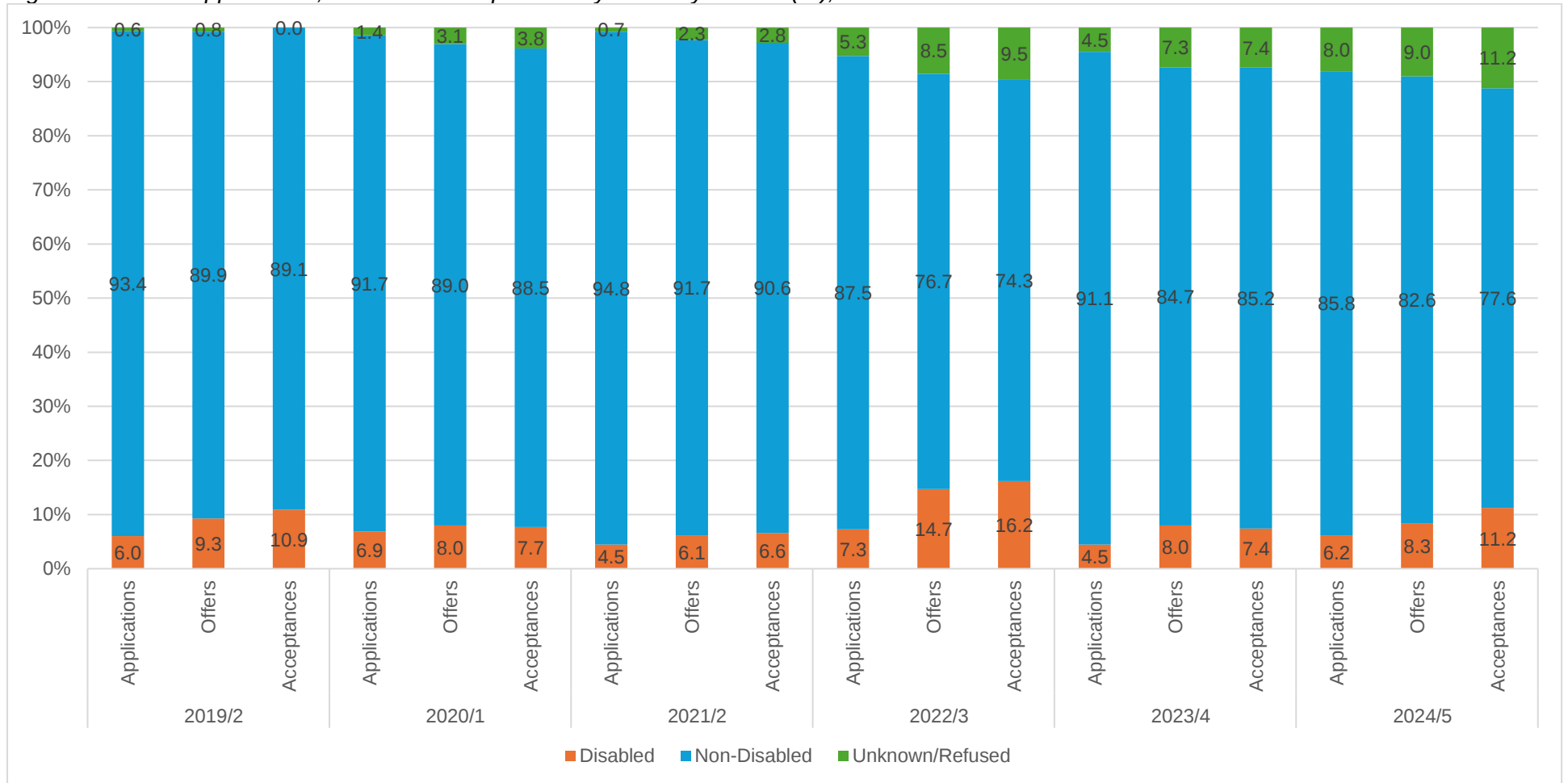


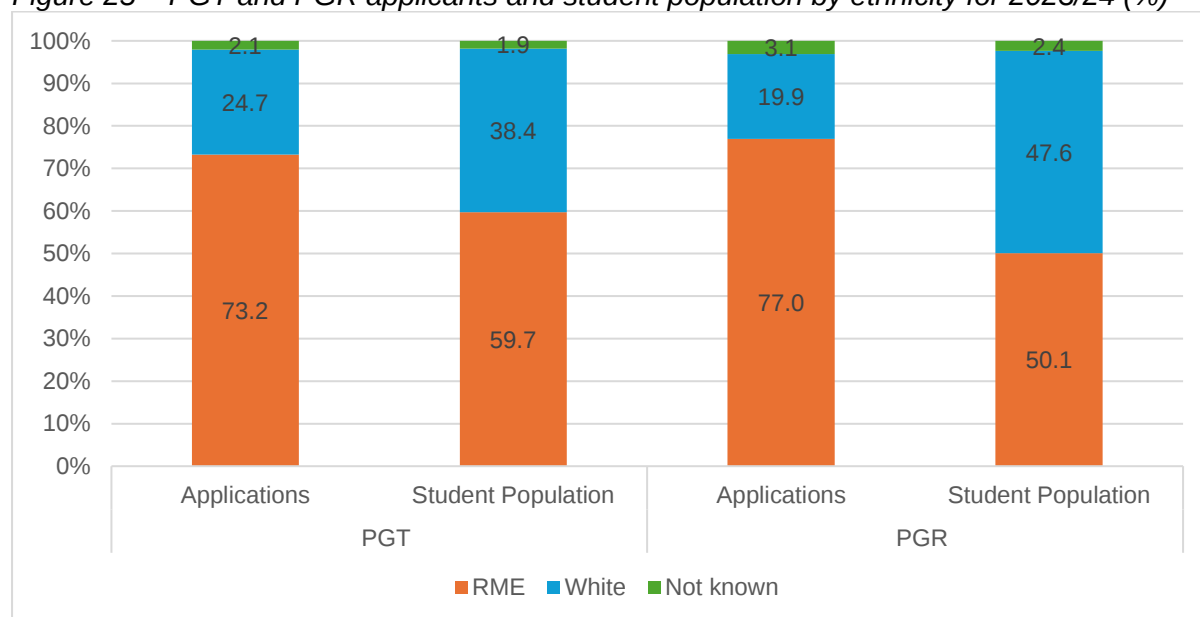
Figure 24 – PGR applications, offers and acceptances by disability marker (%), 2019/20 to 2024/25



Ethnicity

Figure 25 below shows that a high proportion of applications to study at LSHTM are from students who identify as from racially minoritised ethnic backgrounds (73.2% of PGT applications and 77.0% of PGR applications in 2023/24). This proportion is higher than the proportions of racially minoritised ethnic students in the 2023/24 LSHTM student population, which was 59.7% for PGT students and 50.1% for PGR students.

Figure 25 – PGT and PGR applicants and student population by ethnicity for 2023/24 (%)



Analysis of the proportions of applications, offers and acceptances show differences for PGT and PGR students.

Figures 26 and 27 show that the proportion of racially minoritised ethnic students decreases at each stage of the admissions pipeline for PGT and PGR courses.

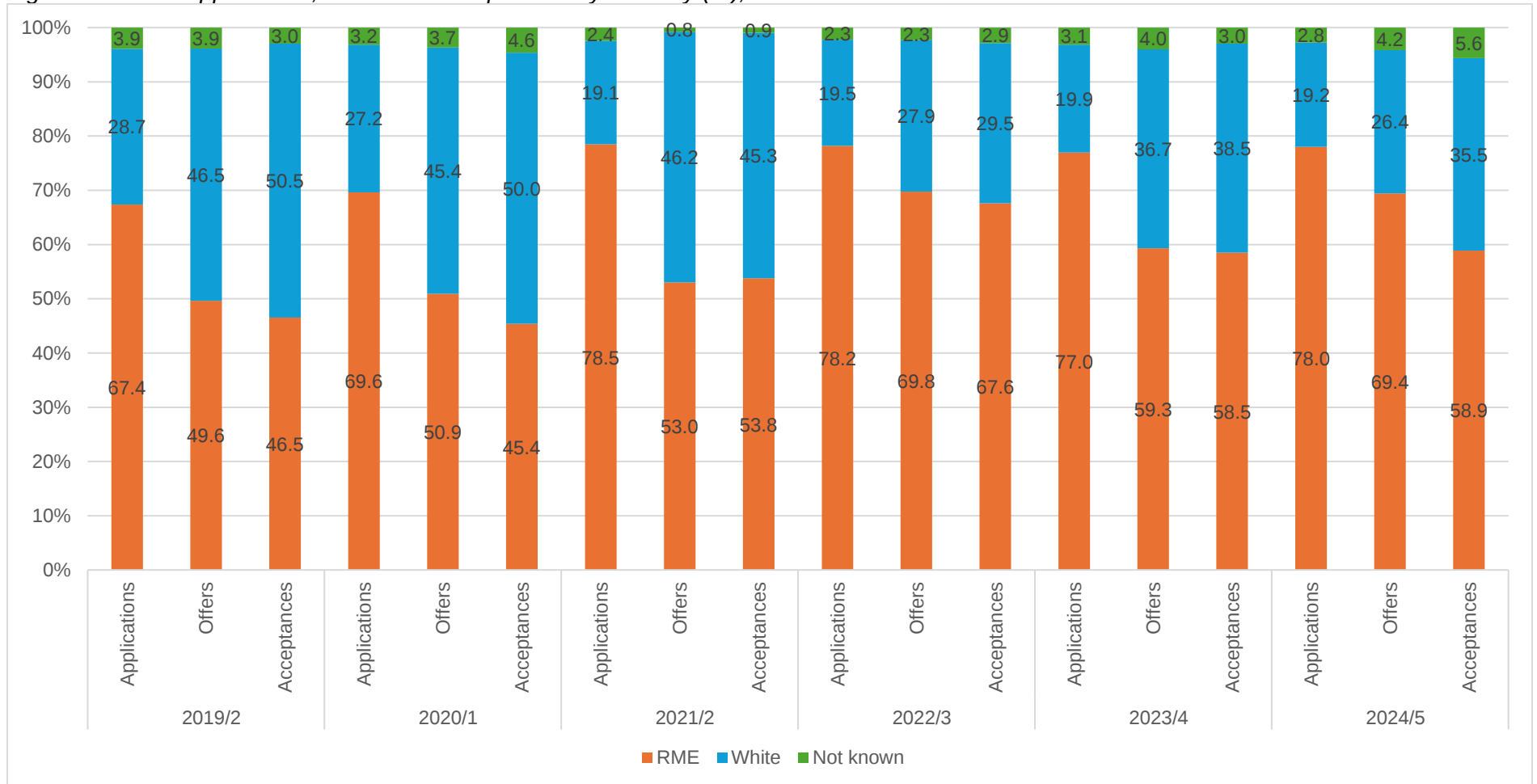
In 2024/25, the proportion of racially minoritised ethnic applicants for PGT courses was 77.4%. The proportion of racially minoritised ethnic applicants who received offers was similar at 77.7% in the same year, and the proportion of accepted offers 64.1%. There was a corresponding increase in the proportion of white students at each stage of the admissions process. This is a trend that has occurred in each year of the last six academic years.

For PGR courses in 2024/25, the proportion of racially minoritised ethnic applicants was 78.0%. The proportion of racially minoritised ethnic applicants who received offers was 69.4% in the same year, and the proportion of accepted offers 58.9%. There was a corresponding increase in the proportion of white students at each stage of the admissions process. This is a trend that has occurred in each year of the last six academic years.

Figure 26- PGT applications, offers and acceptances by ethnicity (%), 2019/20 to 2024/25



Figure 27 - PGR applications, offers and acceptances by ethnicity (%), 2019/20 to 2024/25



Figures 28 and 29 show a more detailed breakdown of the PGR and PGT admissions pipelines by ethnicity and UK/non-UK domicile in 2023/24. They show that the proportions of UK and non-UK white students increased across the admissions pipeline for PGT and PGR courses. Figures 28 and 29 also show differences in admissions outcomes for racially minoritised ethnic students from UK and non-UK domiciles.

PGT students in 2023/24

For PGT courses in 2023/24, 55.3% of UK applications were from white students, 59.5% of offers to UK PGT applicants were made to white students, and 62.0% of accepted offers among UK PGT applicants were made by white students. Among non-UK PGT students, the proportions of applications from, offers to and accepted offers to white students were 17.4%, 19.2% and 29.6%, respectively.

For PGT courses in 2023/24, the proportions of UK students from Asian and Asian British, Chinese, mixed and other ethnic backgrounds making applications, receiving offers and accepting them decreased over the successive stages. UK Asian and Asian British students accounted for 14.1% of applications, 11.9% of offers, and 10.8% of acceptances. UK Chinese students accounted for 4.8% of applications, 4.6% of offers, and 4.1% of acceptances. UK mixed students accounted for 7.8% of applications and offers, and 6.8% of acceptances. UK students from other ethnic backgrounds accounted for 2.5% of applications, 1.6% of offers, and 0.7% of acceptances. The proportion of Black or Black British UK students remained consistent across the stages from 12.9% of applications, to 12.5% of acceptances (Figure 28).

For non-UK PGT students, the proportions of UK students from Asian and Asian British, Chinese, mixed and other ethnic backgrounds making applications, receiving offers and accepting them increased over the admissions process. Non-UK Asian students accounted for 20.3% of applications, 23.0% of offers, and 26.0% of acceptances. Non-UK Chinese students accounted for 9.2% of application, 8.5% of offers and 12.7% of acceptances. Non-UK mixed students accounted for 6.1% of applications, 6.6% of offers, and 10.2% of acceptances. Non-UK students from other ethnic backgrounds accounted for 4.3% of applications, 4.6% of offers, and 5.9% of acceptances.

The proportion of Black non-UK PGT students decreased over the successive stages, accounting for 40.7% of applications (the largest group of applicants), 36.5% of offers (the largest group among offers), and 15.2% of acceptances (Figure 28).

PGR students in 2023/24

For PGR courses in 2023/24, 66.7% of UK applications were from white students, 68.9% of offers to UK PGR applicants were made to white students, and 69.8% of accepted offers among UK PGR applicants were made by white students. Among non-UK applications, 11.8% were received from white students; however, 22.9% of offers to non-UK students were to white students, and 23.9% of accepted offers to non-UK students were among white students. (Figure 29)

For PGR students in 2023/24, the proportions of UK students from Black or Black British, and mixed ethnic backgrounds making applications, receiving offers and accepting them decreased over the successive stages. UK Black or Black British students accounted for 7.6% of applications, 4.4% of offers, and 4.7% of acceptances. UK students of mixed ethnic backgrounds accounted for 10.6% of applications, 8.9% of offers, and 7.0% of acceptances. The proportions of UK students of Asian or Asian British, and of other ethnic backgrounds increased across the stages. UK Asian or Asian British students accounted for 10.6% of

applications, 13.3% of offers and 14.0% of acceptances, while UK students of other ethnic backgrounds accounted for 1.5% of applications, 2.2% of offers, and 2.3% of acceptances. (Figure 29).

For PGR students in 2023/24, the proportions of non-UK students from Asian or Asian British, and Chinese backgrounds making applications, receiving offers and accepting them remained consistent across successive stages; while the proportions of non-UK students from other ethnic backgrounds increased, accounting for 4.5% of applications, 7.6% of offers and 8.7% of acceptances. The proportions of applications, offers and acceptances from non-UK students of Black or Black British, and mixed ethnic backgrounds decreased over the successive stages. Non-UK Black or Black British students accounted for 47.8% of applications, 33.3% of offers, and 32.6% of acceptances, and non-UK students of mixed ethnic backgrounds accounted for 3.9% of applications, 2.9% of offers, and 2.2% of acceptances. (Figure 29).

Figure 28 – PGT applications, offers and acceptances by ethnicity and UK/non-UK marker for 2023/24 (%)

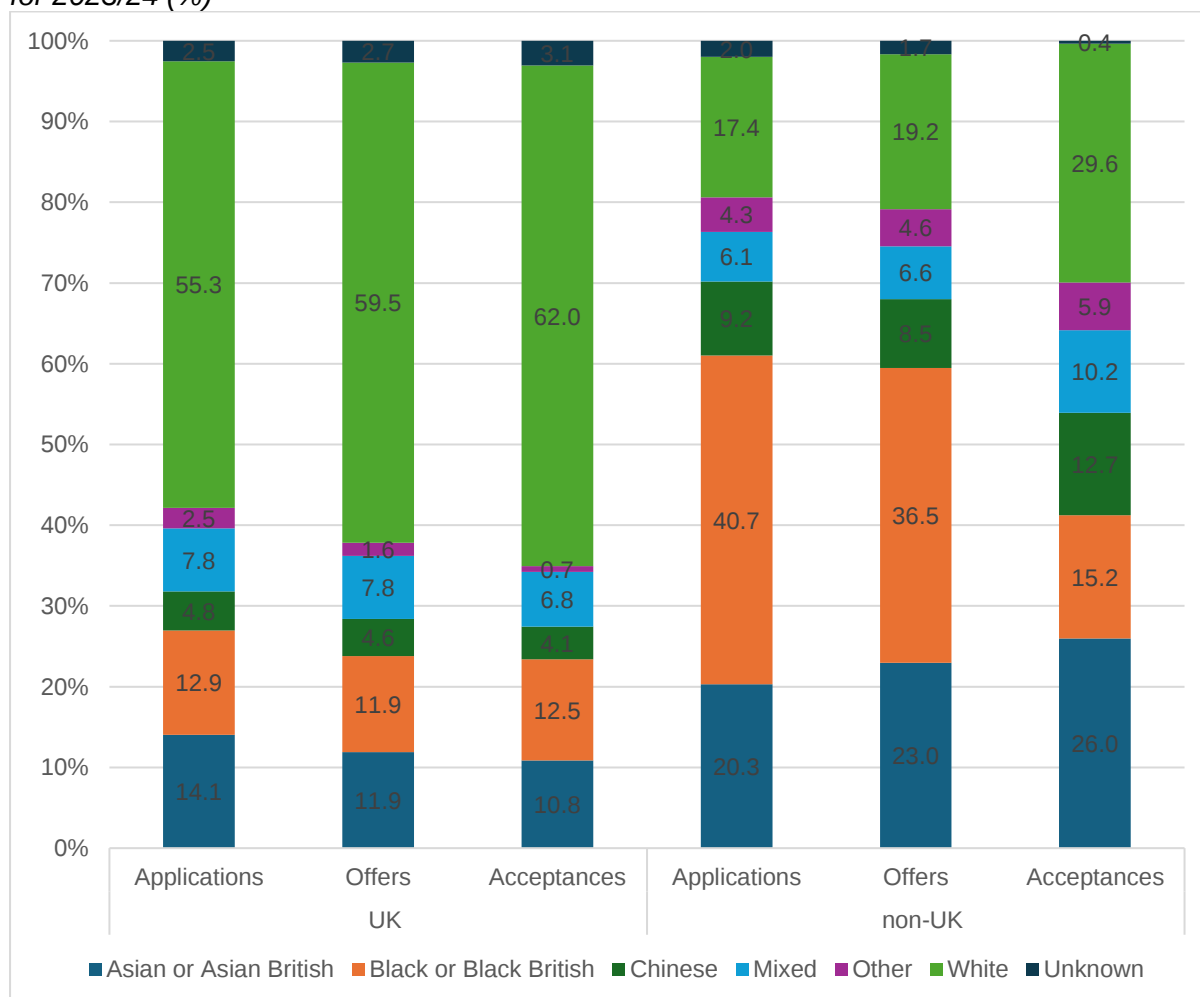
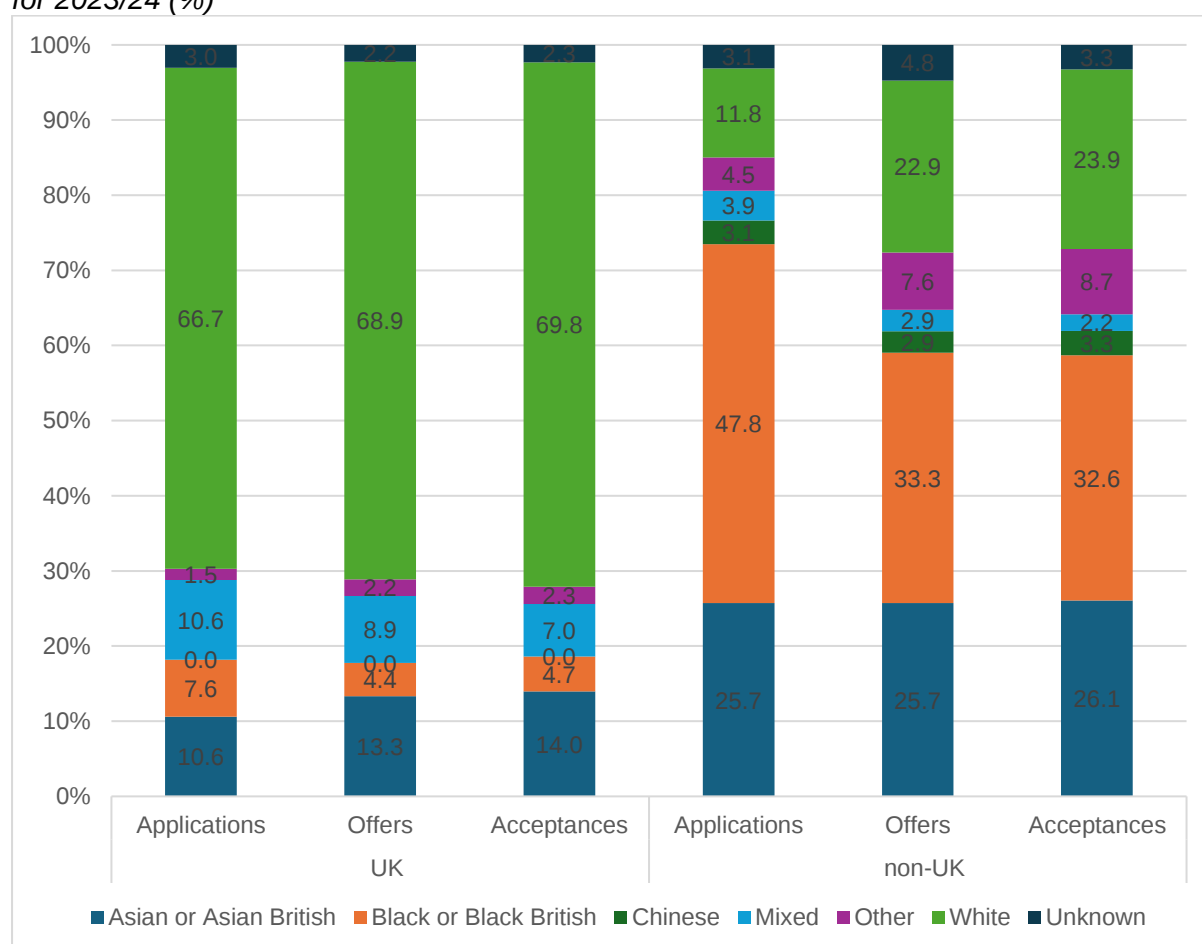


Figure 29 – PGR applications, offers and acceptances by ethnicity and UK/non-UK marker for 2023/24 (%)



Legal sex

Figures 30 and 31 show the proportions of applications, offers and acceptances for male and female PGT and PGR students for the academic years 2019/20 to 2024/25, inclusive.

Figure 30 shows that the proportions of female students increased across successive stages of the admissions pipeline for PGT courses in each of the 6 years analysed. In 2024/25, 61.6% of applications were from female students. The proportion of offers made to female students was 63.4%, and the proportion of acceptances from female students was 73.1%. For male PGT students, these proportions were 38.4%, 36.6% and 26.9% respectively.

For PGR students (Figure 31) 61.2% of applications were from female students in 2024/25. The proportion of offers made to female students was 72.2%, and the proportion of acceptances from female students was 68.2%. For male PGR students, these proportions were 38.8%, 27.8% and 31.8%, respectively.

From Figures 30 and 31, we can see that the proportion of applications, offers and acceptances for female students has been consistently higher than that of male students, and that the proportion of female students has increased throughout the admissions pipeline, in each of the last six academic years.

Figure 30 – PGT applications, offers and acceptances by legal sex (%), 2019/20 to 2024/25



Figure 31 - PGR applications, offers and acceptances by legal sex (%), 2019/20 to 2024/25



Student outcomes

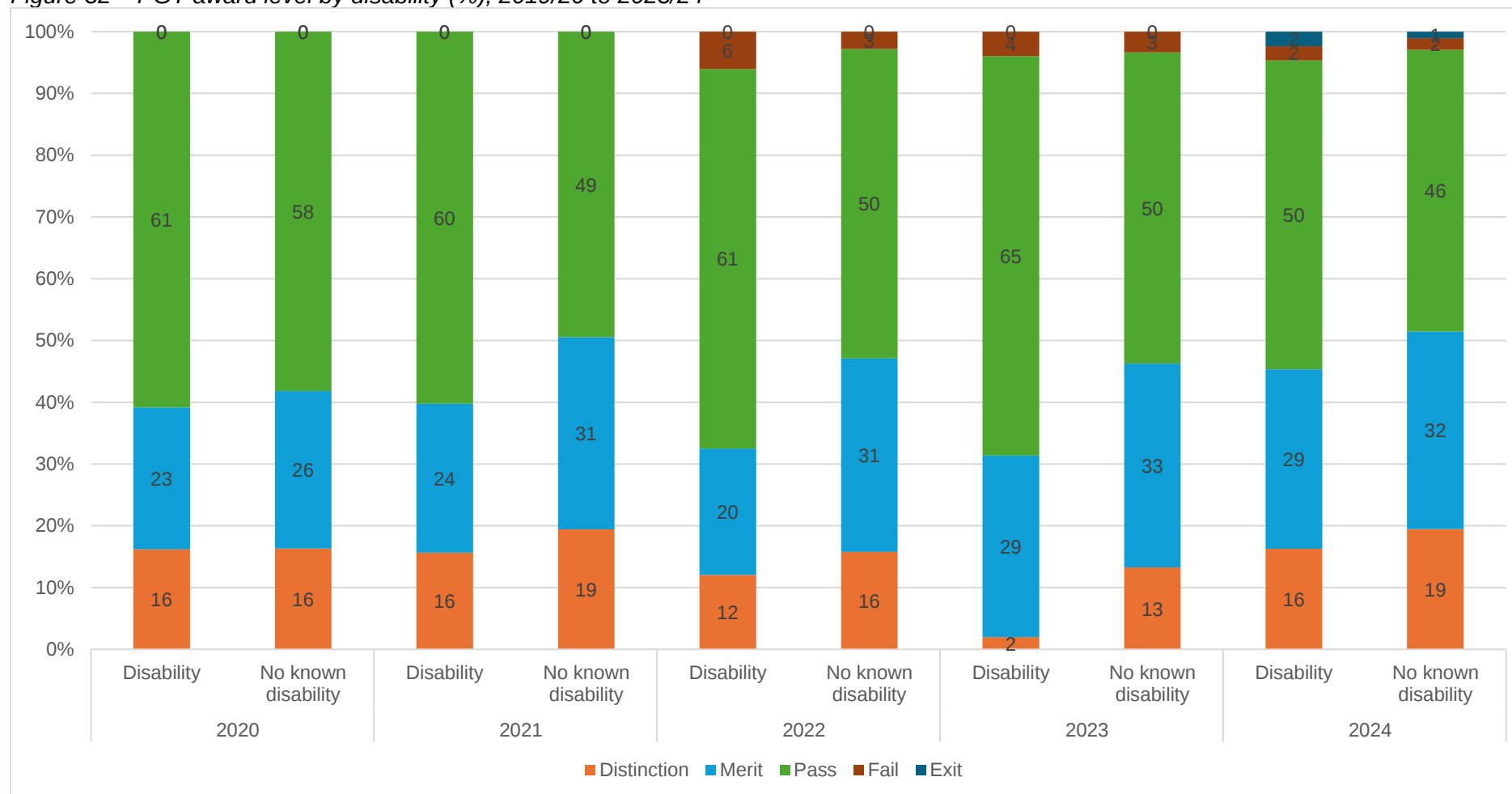
Figures 32 to 36 show awards analysis for LSHTM's intensive master's programmes. The data shows outcomes for post-graduate taught (PGT) students awarded in a given academic year, i.e., the year reflects the date of the award and not the study start date. Award data on fails is available only since the 2021/22 academic year, and exits from 2023/24.

Disability

Figure 32 shows that in 2023/24, the proportion of students reporting a disability graduating with a distinction (16%) was slightly lower than the proportion of students with no known disability (19%). A similar disparity is seen in the proportion of students graduating with a merit between those reporting vs. those with no known disability in 2023/24 (29% vs 32%). This pattern is also seen in most of the preceding years analysed, notably in 2022/23 which saw a much larger disparity in those receiving distinctions (2% of students reporting a disability vs. 13% with no known disability), and in 2021/22 which saw a much larger disparity in those receiving merits (20% of students reporting a disability vs. 31% with no known disability).

The proportion of students who failed or exited before completing their course in 2023/24 was higher among students reporting a disability (combined 4%) compared to students with no known disability (combined 3%). A similar disparity is seen in the previous years where such information was reported.

Figure 32 – PGT award level by disability (%), 2019/20 to 2023/24



Ethnicity

Figure 33 shows that the proportion of PGT students from racially minoritised ethnic backgrounds graduating with a distinction in 2022/23 (15%) was lower than the proportion from white backgrounds graduating with a distinction (25%). The difference between the proportion of students from both groups graduating with a distinction has remained at 11-12 percentage points since 2020/21.

The proportions of students from racially minoritised ethnic and white backgrounds graduating with a merit was similar in 2023/24 at 32% vs. 31%, respectively; however, in the preceding years covered by this analysis, a higher proportion of students from white backgrounds have graduated with a merit compared to their counterparts from racially minoritised ethnic background. During these years, the gap between the proportion of students from white and racially minoritised ethnic backgrounds graduating with a merit has varied from 2 percentage points in 2021/22 to 11 percentage points in 2022/23.

For the years where the information is reported, a higher proportion of students from racially minoritised ethnic backgrounds have either failed or exited before completing their degree compared to their counterparts from white backgrounds. For example in 2023/24, 5% of students from racially minoritised ethnic backgrounds failed or exited compared to 1% of students from white backgrounds.

Figure 34 shows that the PGT award outcomes vary, not only by ethnicity as illustrated in Figure 33, but also according to UK vs non-UK domicile. In 2023/24, a higher proportion of non-UK students from white backgrounds graduated with a distinction than among non-UK students from racially minoritised ethnic backgrounds (25% vs. 13%, respectively), amounting to an awarding gap of 12 percentage points. A similar difference is between UK-domiciled white and racially minoritised students graduating with a distinction (28% vs. 22%), however, the awarding gap is smaller at 6 percentage points. High proportions of UK-domiciled students also received distinctions in 2023/24 compared to their non-UK-domiciled counterparts. Among students from racially minoritised ethnic backgrounds, 22% of UK-domiciled students graduated with a distinction compared to 13% of non-UK-domiciled students, amounting to an awarding gap of 9 percentage point; while among white students, this awarding gap was 3 percentage points.

Students who failed or exited their course before completion in 2023/24 comprised a small proportion of all groups. However, there was still a difference between these outcomes for UK and non-UK-domiciled students, with a higher proportion of UK students from both white and racially minoritised ethnic backgrounds failing or exiting compared to their non-UK counterparts. In both cases, the proportion of racially minoritised ethnic students who failed or exited was higher than the proportion of white students in 2023/24 (3% for RME and 0% for white for non-UK students, and 12% RME and 2% for white for UK students).

Figure 35 shows awards data aggregated across academic years from 2018/19 to 2023/24 by ethnic group. It shows that, among students whose ethnicity is known, students from white backgrounds received the highest proportion of distinctions over the 6-year period (23%), followed by students from mixed ethnic backgrounds (15%), and then students from Asian or Asian British backgrounds (12%). Among students from other ethnic, and Black or Black British backgrounds, 5% and 4% received a distinction, respectively. The proportion of students from Black or British backgrounds receiving a merit was also the lowest over the 6-period.

Figure 33 – PGT award data by ethnicity (%), 2019/20 to 2023/24

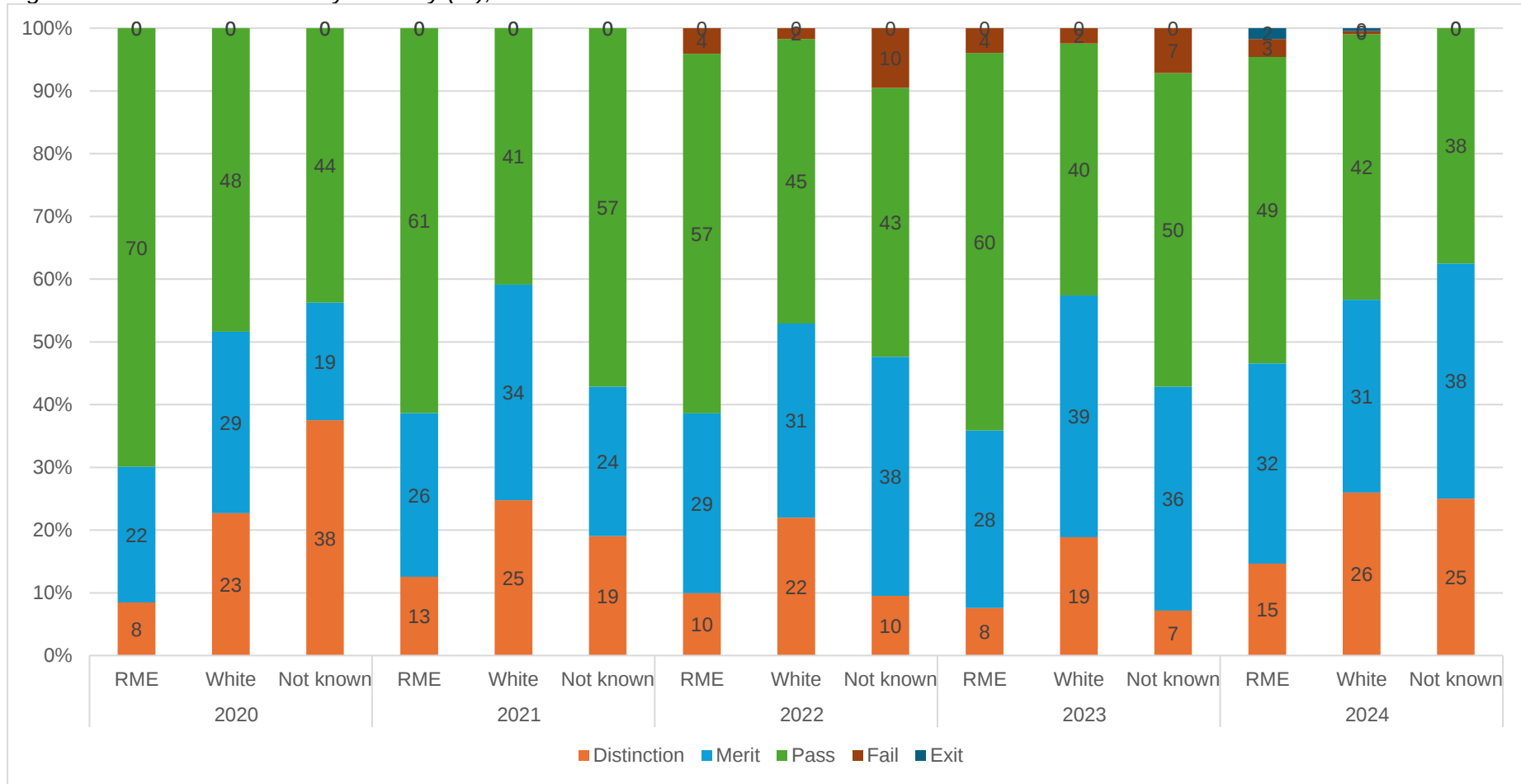


Figure 34 – PGT award data by ethnicity & UK/Non-UK (%), 2023/24

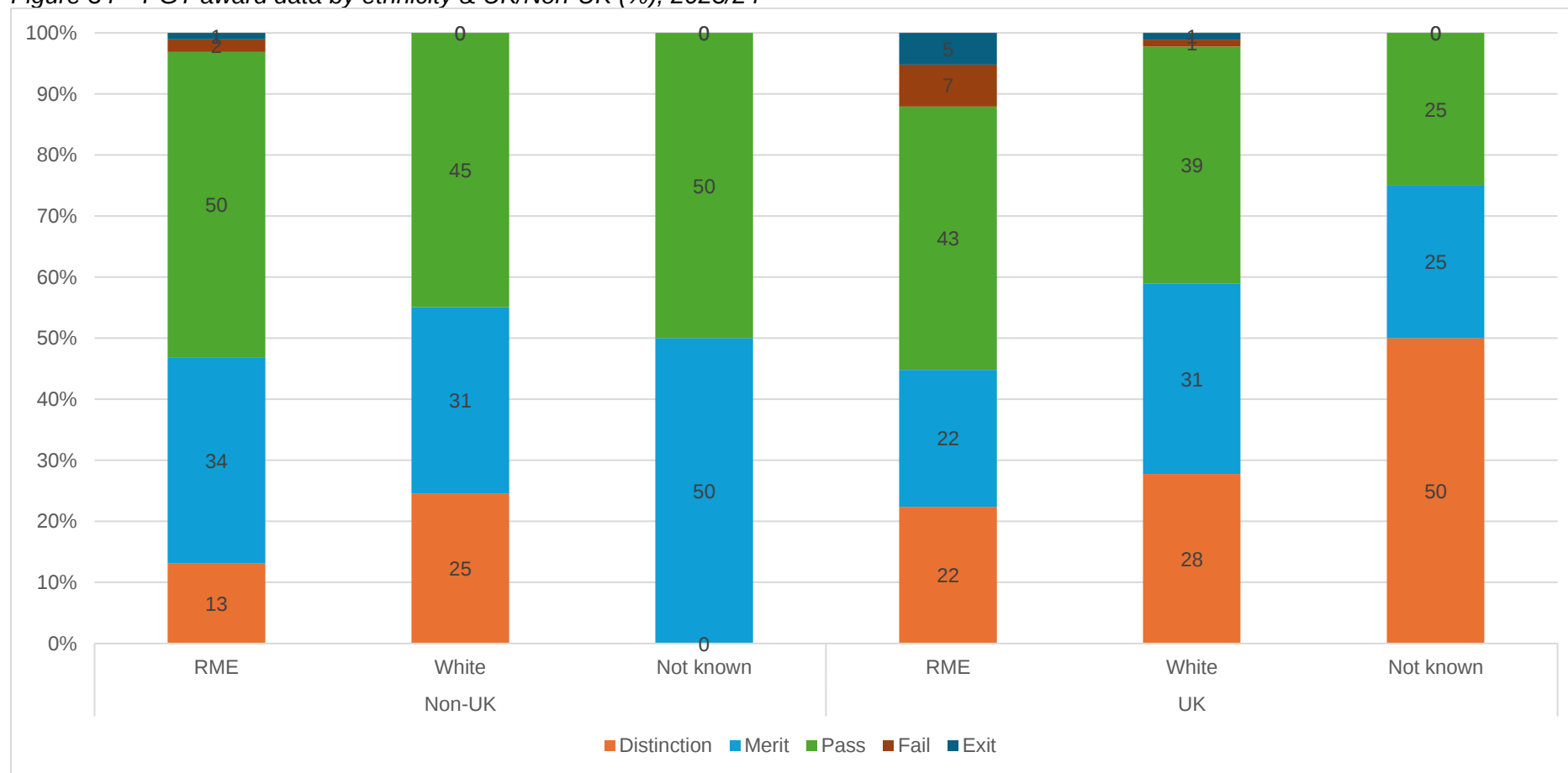
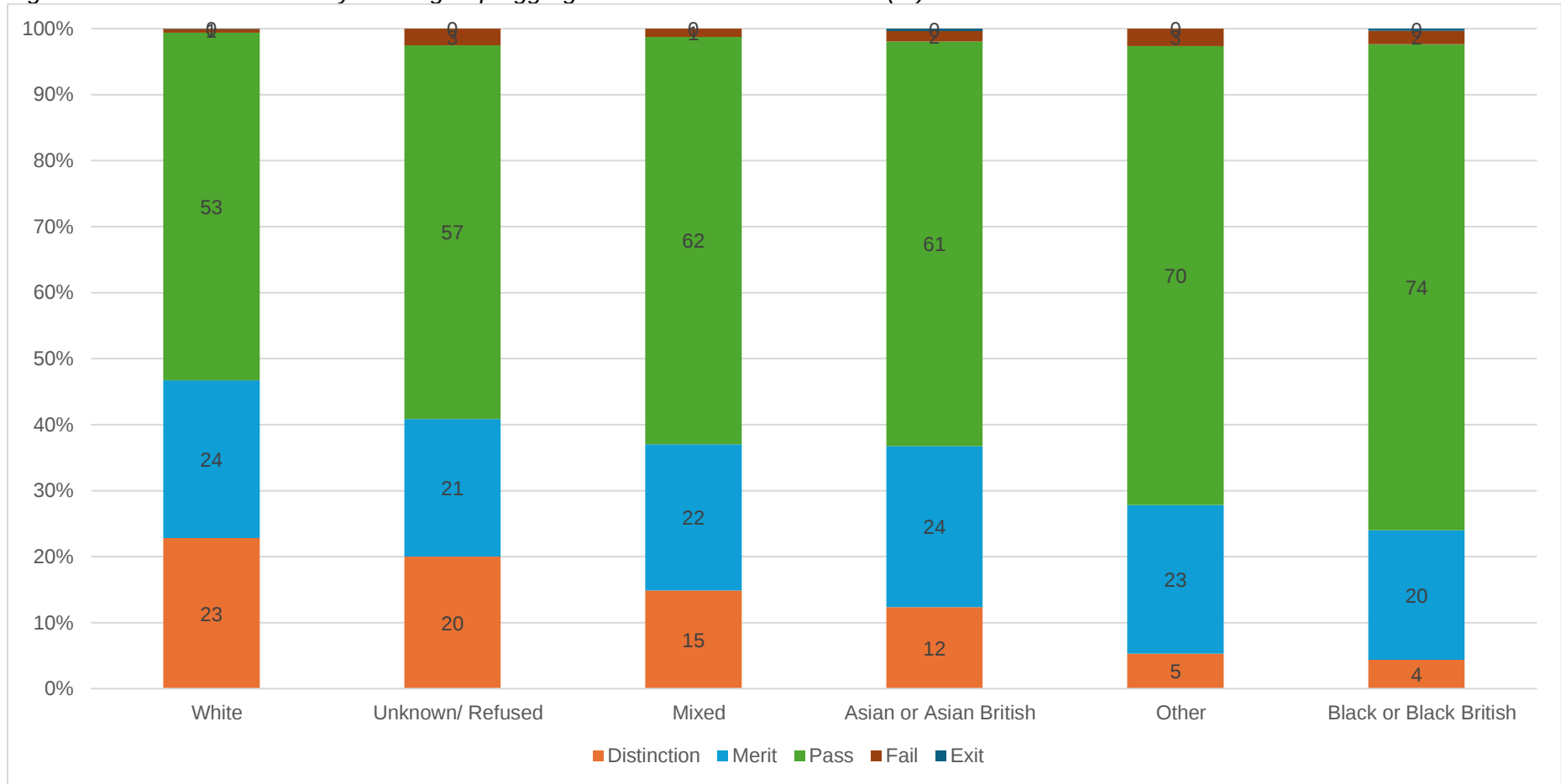


Figure 35 – PGT award data by ethnic group aggregated for 2018/19 to 2023/24 (%)



Legal sex

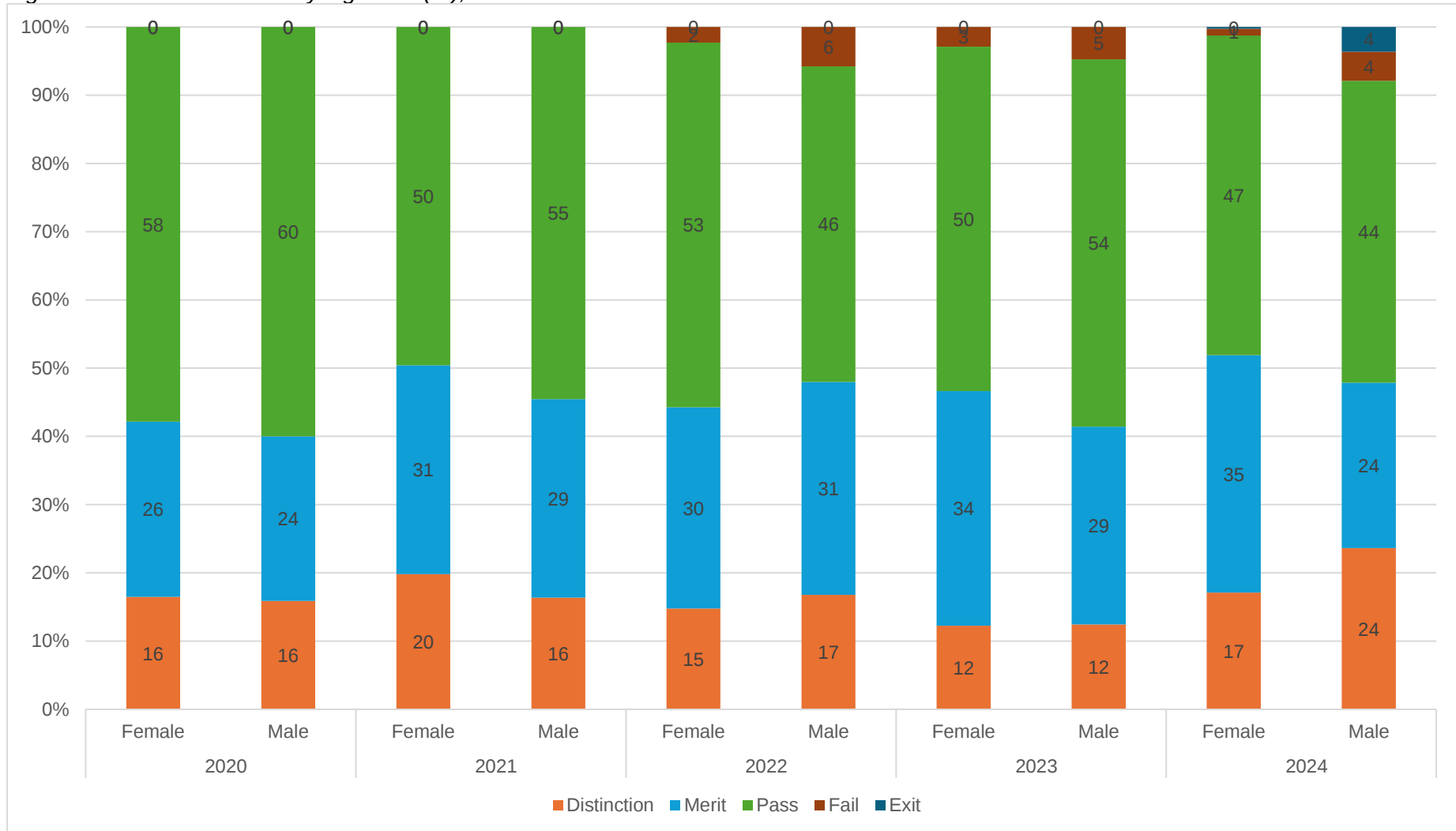
Figure 36 shows that the proportions of female and male students awarded a distinction has been similar across the years analysed, apart from 2023/24 when a much higher proportion of male students were awarded a distinction (24%) compared to their female counterparts (17%).

A similar pattern is seen in the proportions of female and male students awarded a merit across the years analysed, apart from 2023/24 when a much higher proportion of female students were awarded a merit (35%) compared to their male counterparts (24%).

When comparing the combined percentage of PGT students graduating with either a distinction or merit by legal sex, there percentage point difference has been 5 percentage points or less in each of the years analysed (Figure 36).

For the years where the information is reported, a higher proportion of male students have either failed or exited before completing their degree compared to their female counterparts. For example in 2023/24, 8% of male students failed or exited compared to 1% of female students.

Figure 36- PGT award data by legal sex (%), 2019/20 to 2023/24



Student demographic analysis

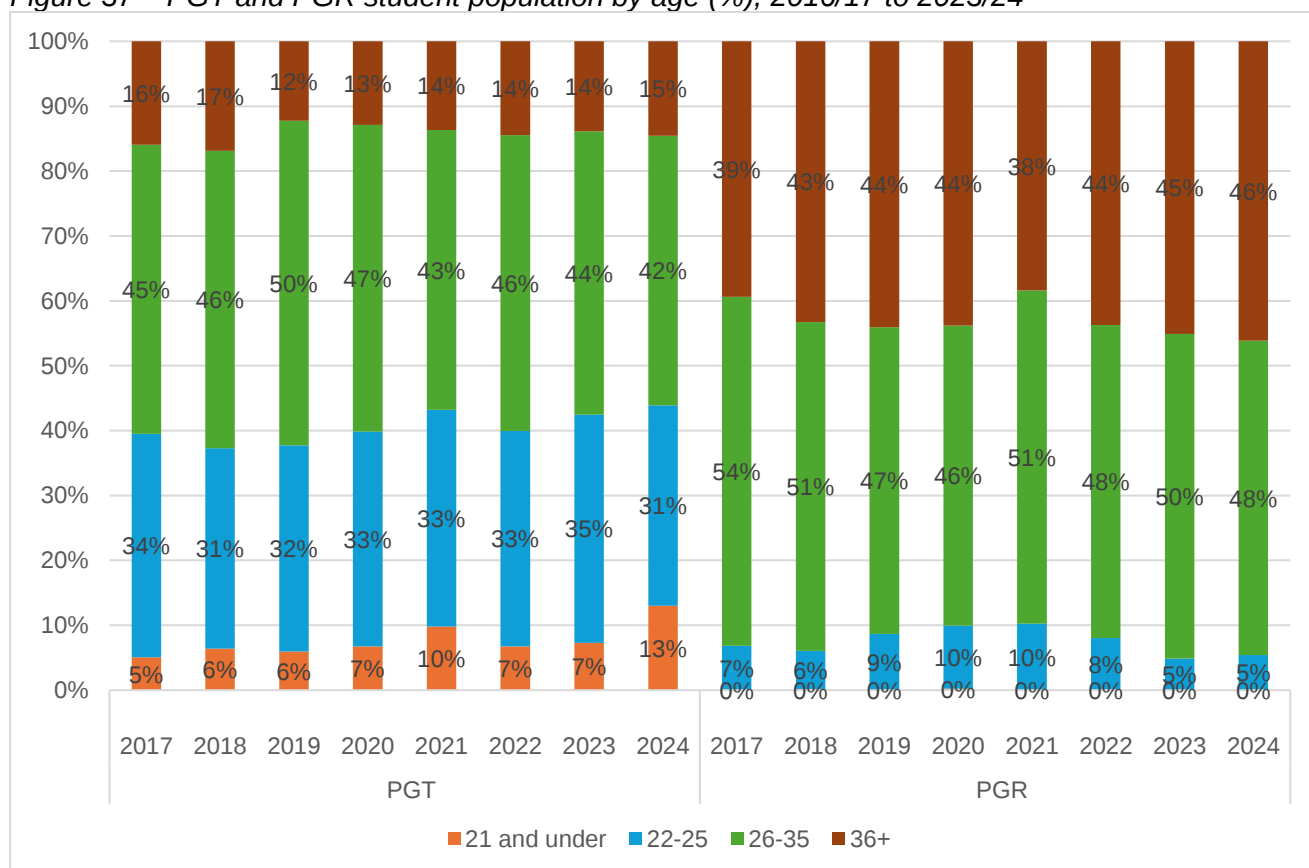
Age

Figure 37 shows trend data for the LSHTM student population by age from 2016/17 to 2023/24.

From this data, we can see that the proportion of PGT students in aged 21 years and under has increased over the time period from 5% in 2016/2017 to 13% in 2023/2024, while the proportion of PGT students aged 22-25 years and 26-35 years has decreased slightly over the same period from 34% to 31%, and from 45% to 42%, respectively.

For PGR students, the proportion of students aged 36 years and over has increased over the period analysed, from 39% in 2016/2017 to 46% in 2023/2024. The proportion of PGR students aged 26 to 35 years has decreased, from 54% in 2016/2017 to 48% in 2023/2024; while the proportion of PGR students aged 22 to 25 years has ranged between 5% and 10% across the period analysed, and 0% of PGR students were aged 21 years and under.

Figure 37 – PGT and PGR student population by age (%), 2016/17 to 2023/24



Disability

Figure 38 shows the LSHTM student population by declared disability over the last five academic years. From this data, we can see that 19.7% of PGT students declared a disability in 2023/24, which has nearly doubled over the period of analysis (i.e. 10.5% of PGT students declared a disability in 2019/20. This is higher than the proportion of PGT students with a declared disability in UK higher education generally (10.3%).⁹

For PGR students, the proportion declaring a disability has also increased in each academic year from 2019/20 to 2023/24. The proportion declaring a disability in 2023/24 was 15.1%. This is higher than the proportion of PGR students with a declared disability in UK higher education generally (14.1%).¹⁰

Table 14 provides a detailed breakdown of the proportion of students declaring different types of disability or impairment in 2023/24. Comparisons to the proportion of students that have declared that disability or impairment in the UK postgraduate student population is shown in this table.

Among the LSHTM PGT student population, the most commonly declared impairment in 2023/24 were mental health conditions (31.6%) and specific learning differences (32.5%); while the most commonly declared impairment among the LSHTM PGR student population were specific learning differences (44.2%). Data from Advance HE shows that 26.3% of PGT students declared a mental health condition and 33.9% declared a specific learning difference in 2022/23; 27.2% of PGR students in the UK declared a specific learning difference in 2022/23.¹¹

Mental health conditions were the second most commonly declared impairment among LSHTM PGR in 2023/24 (16.9%), which is lower than the proportion of students who declared a mental health condition in the UK postgraduate student population generally (24.9%).¹²

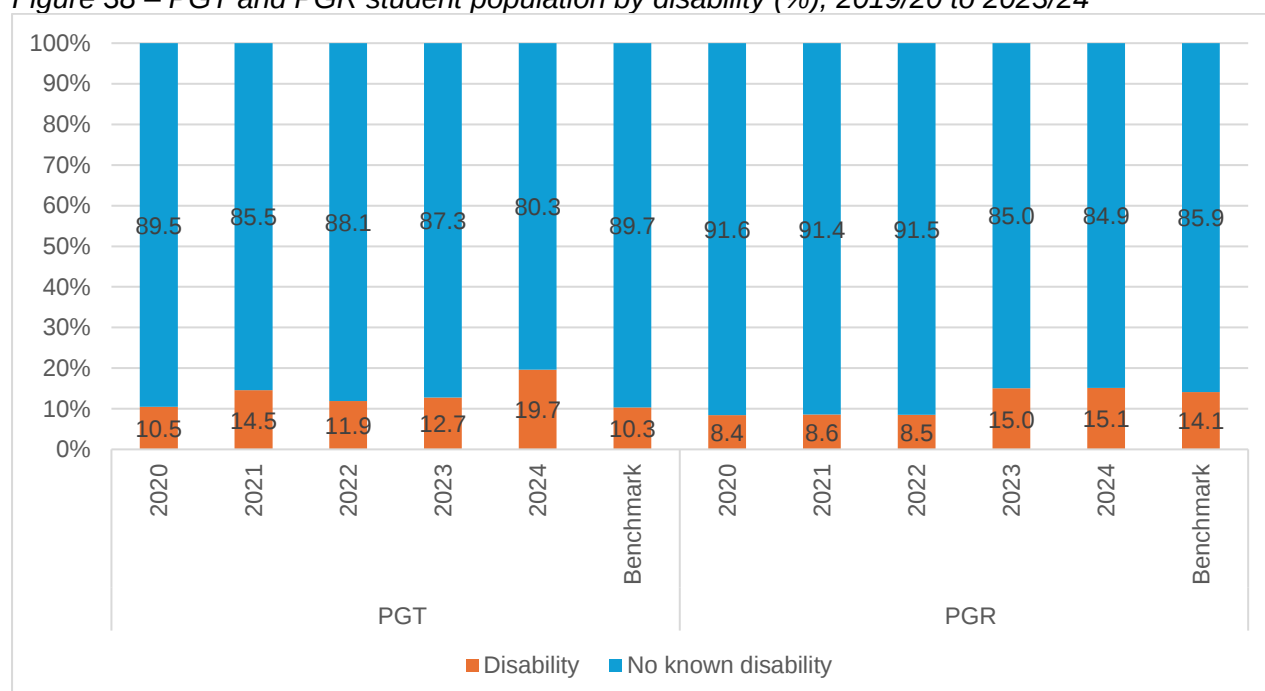
⁹ Advance HE. Students statistical report 2023, the most recent available report at the time of publication.

¹⁰ Advance HE. Students statistical report 2023, the most recent available report at the time of publication.

¹¹ Advance HE. Students statistical report 2023, the most recent available report at the time of publication.

¹² Advance HE. Students statistical report 2023, the most recent available report at the time of publication.

Figure 38 – PGT and PGR student population by disability (%), 2019/20 to 2023/24



Advance HE. Students statistical report 2023, the most recent available report at the time of publication

Table 14 – PGT and PGR disabled student population by impairment in 2023/24

Impairment Type	PGT	Benchmark	PGR	Benchmark
An impairment, health condition or learning difference not listed	16.2%	8.0%	5.2%	7.8%
Blind or visual impairment uncorrected by glasses	0.9%	1.1%	1.3%	1.3%
Deaf or hearing impairment	0.0%	2.3%	1.3%	2.0%
Learning difference (e.g. dyslexia, dyspraxia)	32.5%	33.9%	44.2%	27.2%
Long-term illness or health condition (e.g. cancer, HIV, diabetes)	12.0%	11.4%	13.0%	12.7%
Mental health condition, challenge or disorder (e.g. depression, schizophrenia, anxiety)	31.6%	26.3%	16.9%	24.9%
Physical impairment limiting basic physical activities (e.g. walking, climbing stairs, lifting, carrying)	2.6%	2.7%	9.1%	3.5%
Social/communication conditions (e.g. speech impairment or autistic spectrum condition)	4.3%	2.9%	7.8%	4.3%
Two or more impairments and/or disabling medical conditions	0.0%	11.5%	1.3%	16.4%

Advance HE. Students statistical report 2023, the most recent available report at the time of publication

Ethnicity and nationality

As with staff, due to its global remit LSHTM has a large proportion of racially minoritised ethnic students enrolled across the school. For PGT students, 60% identified as from a racially minoritised ethnic background in 2023/24, an increase from the previous year (53%), and much higher than the proportion in UK higher education generally (24.3%) (Figure 39).¹³

For PGR students, 50% were from racially minoritised ethnic backgrounds in 2023/24, an increase from 45% in 2022/23. This is also significantly higher than the proportion of PGR students from racially minoritised ethnic backgrounds in the UK higher education population generally (20.6%) (Figure 39).¹⁴

Figure 39 – PGT and PGR student population by ethnicity 2017 – 2024 (%)

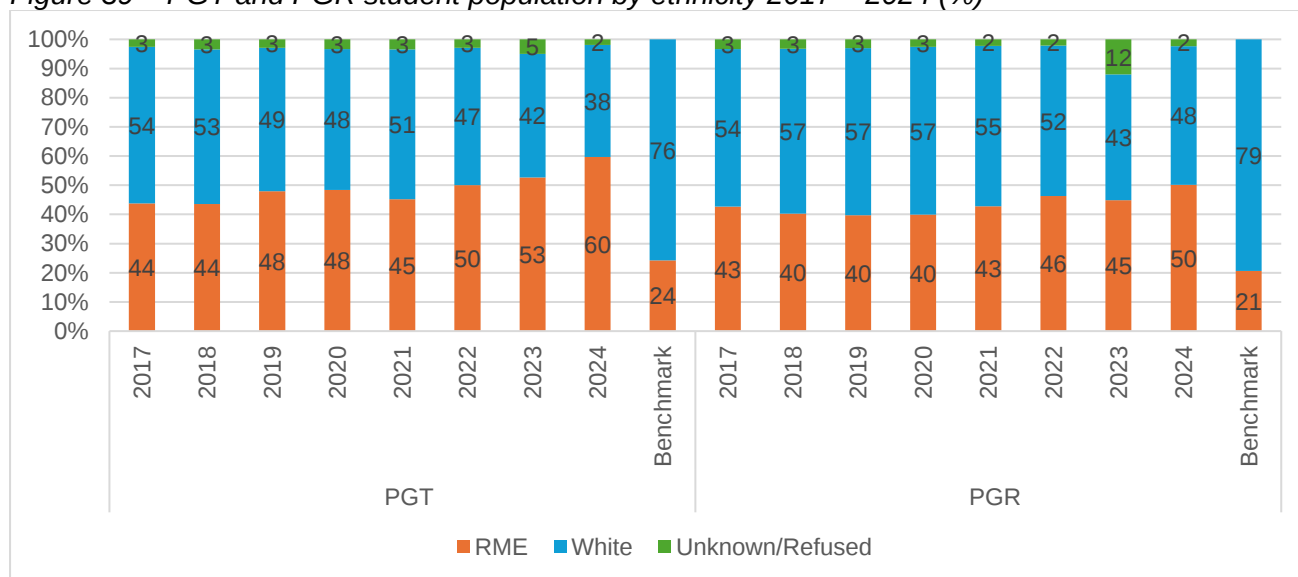


Figure 40 shows a more detailed breakdown of ethnicity of the LSHTM student population in 2023/24. The data shows that students from white backgrounds are the majority of the PGR and PGT population (47.6% and 38.4% respectively), and constitute 42.7% of the total student population.

For PGR, Black or Black British students are the second largest group (22.4%), followed by Asian and Asian British students (19.5%). For PGT, Asian and Asian British students are the second largest group after white students at 35.8%, followed by Black and Black British students (11.8%).

Across the total student population in 2023/24, 28.3% were Asian or Asian British, 16.7% Black or Black British, 6.6% of mixed ethnicity and 3.7% from other ethnic backgrounds. Ethnicity information was not available for 2.1% of students.

¹³ Advance HE. Students statistical report 2023, the most recent available report at the time of publication.

¹⁴ Advance HE. Students statistical report 2023, the most recent available report at the time of publication.

Figure 40 – Student population by detailed ethnicity (%), 2023/24

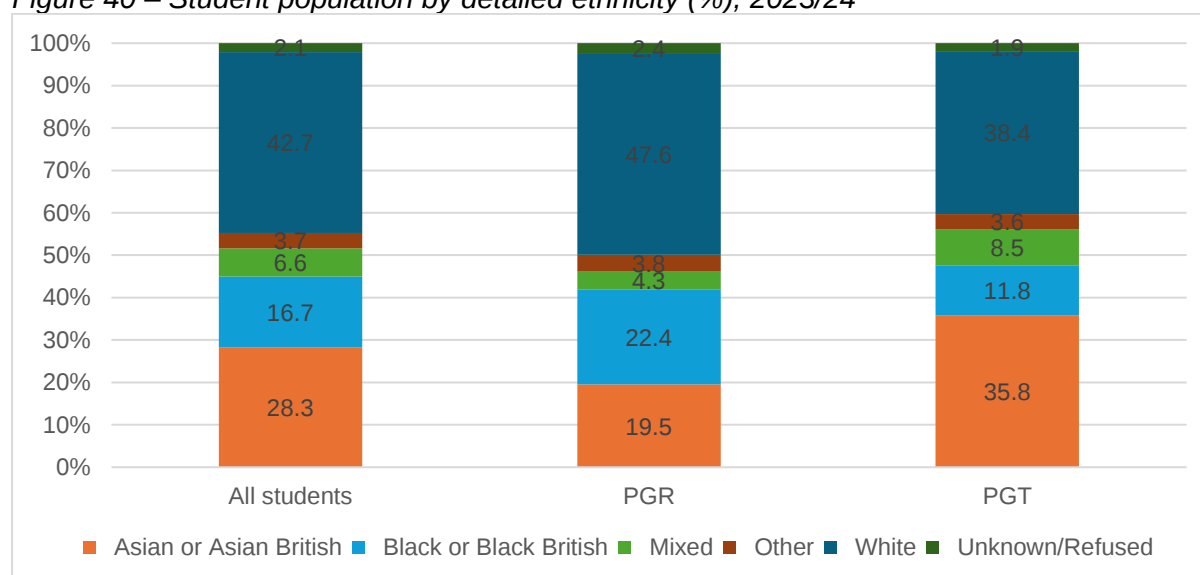


Figure 41 shows that, among racially minoritised ethnic students, the proportion of non-UK students in each ethnicity category is higher than the proportion of UK students in that category, except for students from mixed backgrounds, which is lower. This has been the case for both PGT and PGR students in each year over the period analysed.

UK vs. non-UK domicile - PGT

Figure 41 shows that the total proportion of UK racially minoritised ethnic PGT students fluctuated between 31% to 40% from 2017 to 2024. The proportion of white UK PGT students ranged between 57% and 65% over the period of analysis.

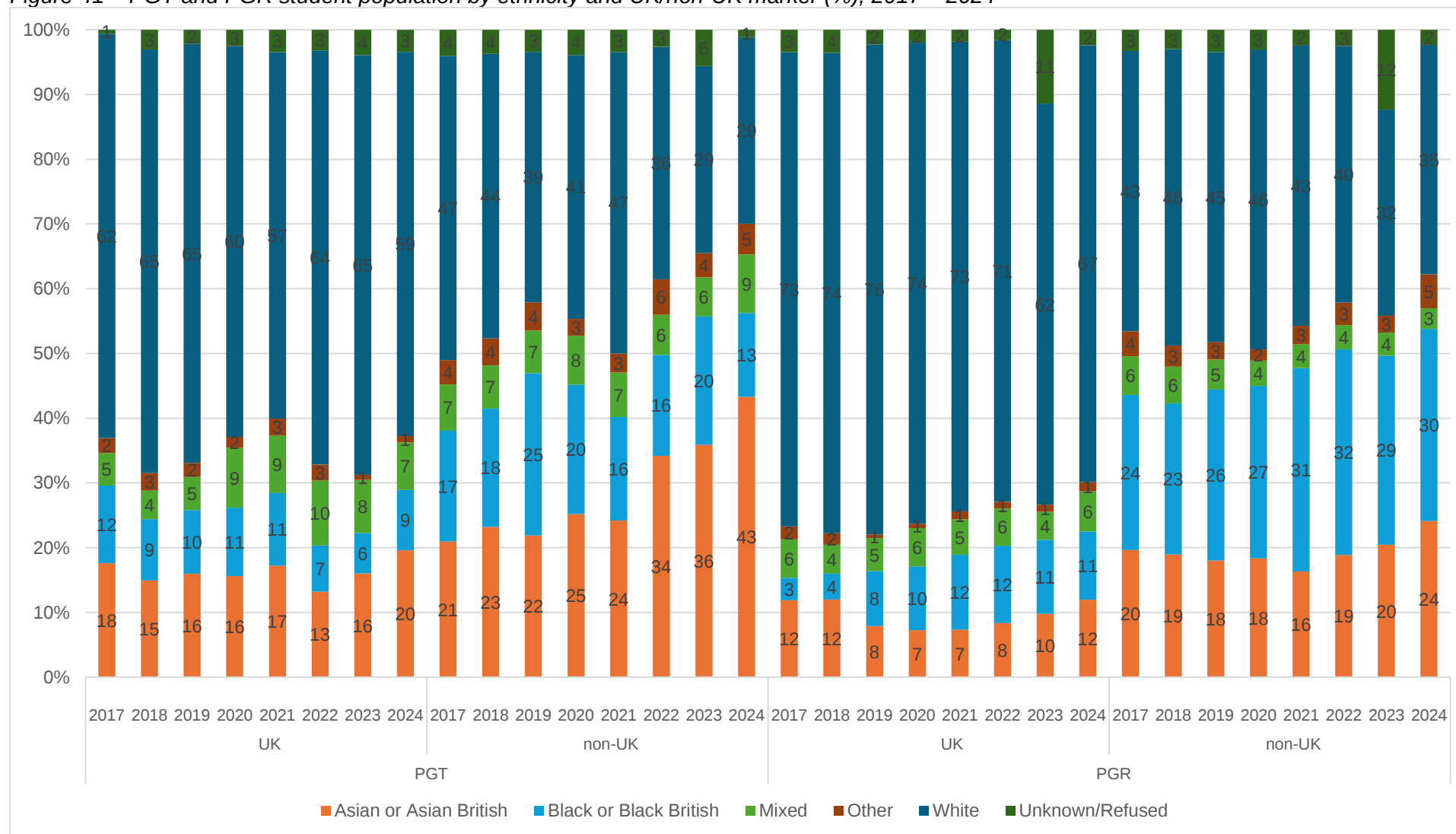
The proportion of non-UK Asian or Asian British PGT students has increased from 21% in 2017 to 43% in 2024. The proportion of non-UK Black or Black British PGT students in 2024 was 13%, but has fluctuated between 16% and 25% during the preceding years analysed. The proportion of non-UK PGT students from other ethnic backgrounds has remained consistent over the period at around 4%, while the proportion from mixed backgrounds has ranged from 6% to 9%. The proportion of white non-UK PGT students has decreased from 47% in 2017 to 29% in 2024.

UK vs. non-UK domicile – PGR

The data shows that the proportion of UK racially minoritised ethnic PGR students from Black or Black British backgrounds increased from 3% in 2017 to 11% in 2024 (Figure 41). The proportion of UK students from mixed and Asian and Asian British backgrounds has remained consistent over the period of analysis, ranging between 4% and 6%, and 7% and 12%, respectively. The proportion of white UK students decreased over the period analysed from 73% in 2017 to 67% in 2024.

For PGR, the proportion of non-UK Asian or Asian British PGR students has fluctuated between 16% in 2021 and 24% in 2024. The proportion of Black or British PGR students has increased over the period analysed, from 24% in 2017 to 30% in 2024. The proportion of non-UK PGT students from mixed has decreased slightly over the period (from 6% to 3%); while the proportion of non-UK PGR students from other ethnic backgrounds has varied between 2% and 5%. The proportion of white non-UK PGR students has decreased since 2017.

Figure 41 – PGT and PGR student population by ethnicity and UK/non-UK marker (%), 2017 – 2024



Legal sex

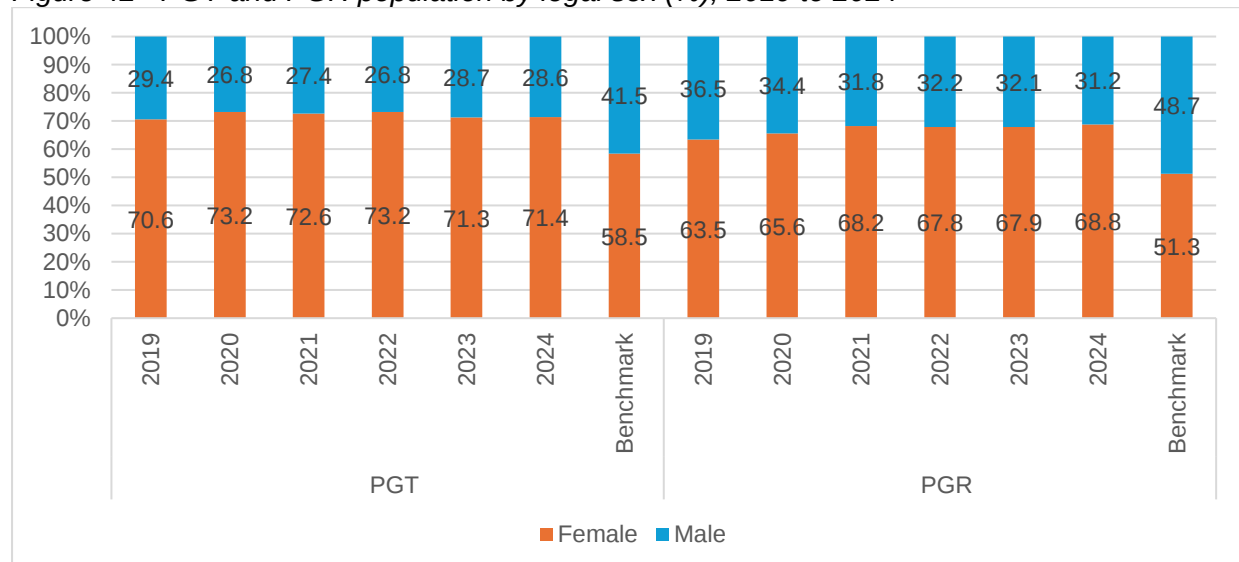
Figure 42 shows the student population by legal sex over the last six academic years, and by comparison to the UK postgraduate population generally.

The proportion of female PGT and PGR students at LSHTM has remained consistent or increased over the last six years, from 70.6% in 2019 to 71.4% in 2024 for PGT students, and from 63.5% to 68.8% for PGR students. The proportion of male students has decreased over the period, from 29.4% to 28.6% for PGT students, and from 36.5% to 31.2% for PGR students.

The proportion of female PGT students at LSHTM in 2024 is higher than the benchmark of female PGT students in the UK (71.4% at LSHTM vs. 58.5% in UK higher education).¹⁵

The proportion of female PGR students at LSHTM in 2024 is higher than the benchmark of female PGR students in the UK (68.8% at LSHTM vs. 51.3% in UK higher education).¹⁶

Figure 42– PGT and PGR population by legal sex (%), 2019 to 2024



Advance HE. Students statistical report 2023, the most recent available report at the time of publication

Gender modality

While students are asked a question on gender modality, only a small number have disclosed that their gender modality does not match their sex as registered at birth. Due to the small numbers, this data is not shown in this section of this report. Despite few students disclosing, LSHTM continues its work to provide an inclusive environment for trans and non-binary students.

¹⁵ Advance HE. Students statistical report 2023, the most recent available report at the time of publication.

¹⁶ Advance HE. Students statistical report 2023, the most recent available report at the time of publication.

Religion and belief

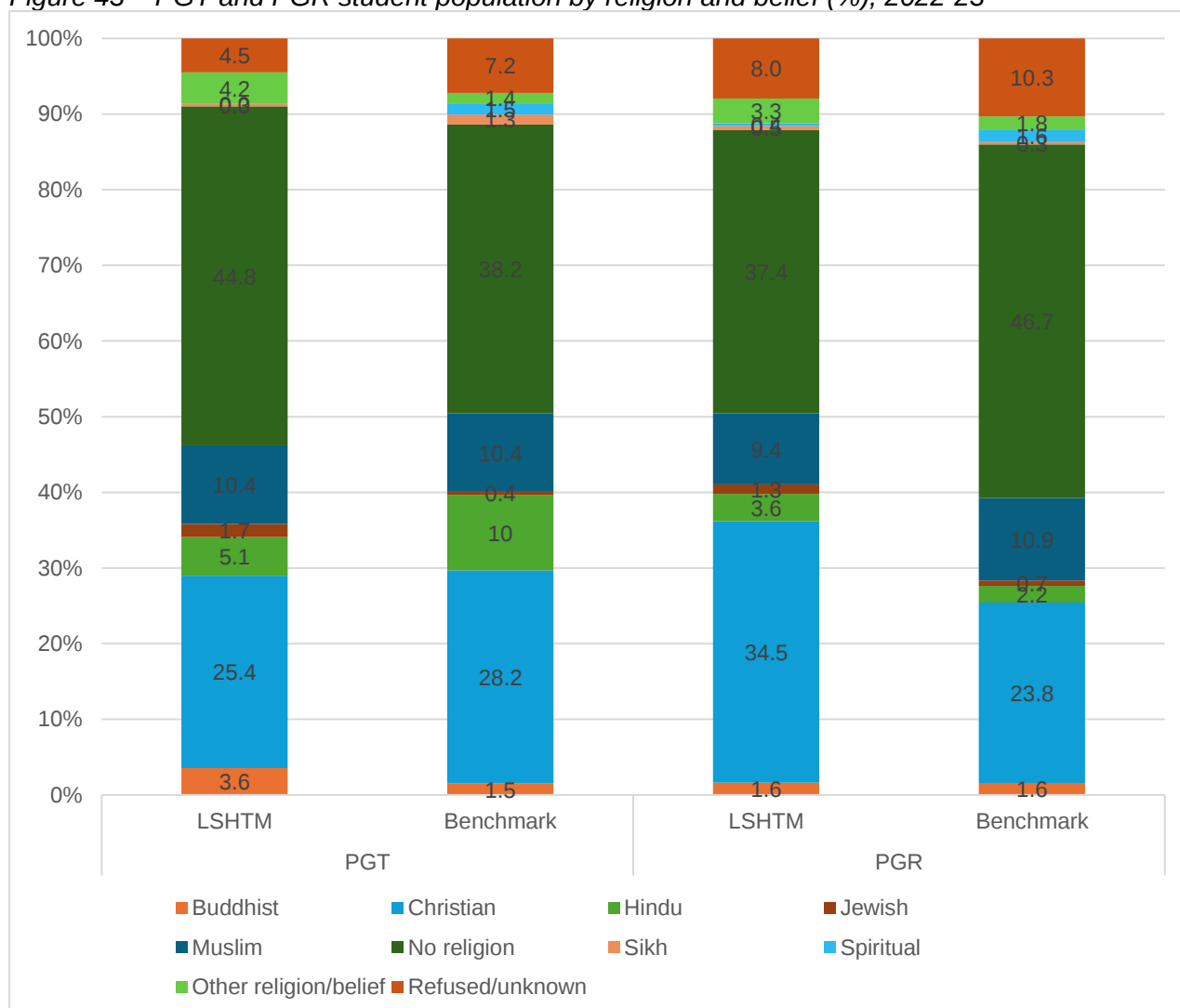
Figure 43 shows the student population in 2023/24 by religion and belief. It shows that 44.8% of PGT students and 37.4% of PGR students identified as 'no religion' in 2023/24.

Around a quarter of PGT students (25.4%) and a third of PGT students (34.5%) as Christian; while 10.4% of PGT students and 9.4% of PGR students identified as Muslim; and 5.1% of PGT students and 3.6% of PGR students identified as Hindu.

Only small proportions of PGT and PGR students identified with other categories of religion and belief, including Buddhist (3.6% of PGT and 1.6% of PGR students), Jewish (1.7% of PGT and 1.3% of PGR students), Sikh (0.3% of PGT and 0.5% of PGR students), as spiritual (0.4% of PGR students) and any other religion or belief (4.2% of PGT and 3.3% of PGR students).

Information on religion and belief was not known for 4.5% of PGT students and 8.0% of PGR students in 2023/24. Comparisons to the proportion of students in each category of religion and belief in the UK PGR and PGR student population in 2022/23 is also shown.

Figure 43 – PGT and PGR student population by religion and belief (%), 2022-23



Advance HE. Students statistical report 2023, the most recent available report at the time of publication

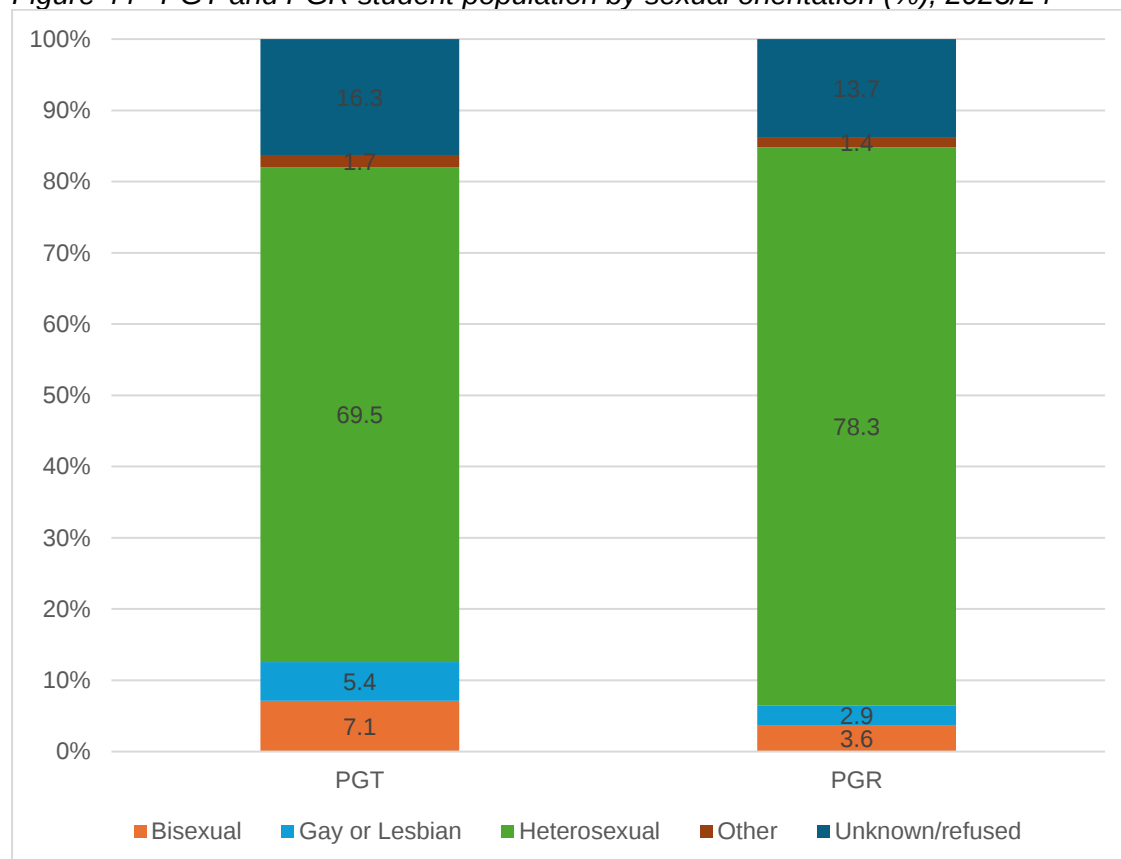
Sexual orientation

Figure 44 shows the student population by sexual orientation. In 2023/24, 69.5% of PGT students and 78.3% of PGR students identified as heterosexual.

Among PGT students, 7.1% identified as bisexual, 5.4% as gay or lesbian, and 1.7% as another sexual orientation. For PGR students, 3.6% identified as bisexual, 2.9% as gay or lesbian, and 1.4% as another sexual orientation.

In 2023/24, data on sexual orientation was not available for 16.3% of PGT and 13.7% of PGR students.

Figure 44– PGT and PGR student population by sexual orientation (%), 2023/24



Glossary

Asian or Asian British	This group includes individuals who identified as one of the following: • Indian • Pakistani • Bangladeshi • Chinese • Any other Asian background
Black or Black British	This group includes individuals who identified as one of the following: • Caribbean • African • Any other Black, Black British, or Caribbean background
RMEG	Racially minoritised ethnic group. This refers to all ethnic groups except the white group.
Disability	This includes individuals who declared that they have one of the following: • A mental health condition • A physical impairment or mobility issues • Blind or a serious visual impairment • Deaf or a serious hearing impairment • Longstanding illness or health condition • Social/communication impairment e.g., Asperger's • Specific learning difficulty - dyslexia, dyspraxia • Two or more impairments and/or disabling medical conditions • Other disabilities and medical conditions not listed above.
DLT	Distance learning tutors
LGBTQ+	The acronym for lesbian, gay, bisexual, transexual, queer, questioning, and asexual.
Mixed	This group includes individuals who identified as one of the following: • White and Black Caribbean • White and Black African • White and Asian • Any other mixed or multiple ethnic background
Other ethnic group	This group includes individuals who identified as one of the following: • Arab • Any other ethnic group
PGR	Postgraduate research courses, such as MPhil and PhD.
PGT	Postgraduate taught courses such as Master's of Science (MSc) degree courses.

Pool	In figures 1 to 5, 'pool' indicates the average number of staff employed at the specified grade on 31 July of the years included in the three-year rolling period, and from the specific group, such as legal sex, ethnicity and/or Faculty
White	This group includes individuals who identified as one of the following: • English, Welsh, Scottish, Northern Irish or British • White Irish • Any other White background