



University of
St Andrews | FOUNDED
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Student equality and diversity report 2019



www.st-andrews.ac.uk

In this report you will find some initial information and performance indicators related to disability, ethnicity and gender for students. These are protected characteristics where we have sufficient data to warrant publication.

Notes

1. Advance HE use the term 'disabled students' to refer to those students who indicated that they are disabled on their Higher Education Statistics Agency (HESA) student record. 'Non-disabled students' is used to refer to those who indicated that they are not disabled, or whose disability status is unknown by their institution.
2. We are using broad race and ethnicity categories of 'Black, Asian, Minority Ethnic (BAME)' and 'White'. If it becomes possible in the future to report on a broader range of categories without identifying individuals, we will provide analyses of race and ethnic gaps that are more fine-grained and include sub-categories within the broad ethnic groups.
3. In terms of gender, we are using the binary categories of men and women. If it becomes possible in the future to report on a broader range of categories without identifying individuals, we will provide analyses of gender that are more fine-grained and include categories that individuals have indicated is their preferred self-identification.
4. Advance HE's *Equality in higher education: student statistical report* (2019) publishes data pertaining to the year 2017-2018. This is the most recent publication and will therefore be used, where appropriate, for higher education benchmarking.
5. The relevant benchmarking data has been sourced from Advance HE. Advance HE produce annual statistical reports based on Higher Education Statistical Agency (HESA) data which look at the continuation of first-year first-degree students. Unfortunately, the University of St Andrews is unable to replicate this data as HESA use the full UK dataset to track movements of students between higher education (HE) institutions. St Andrews can, however, provide a close match based on our HESA returns. As St Andrews is unable to track the movement of students between HE institutions, it is likely that some students who are recorded as 'no longer in HE' may have transferred to other institutions; this means that the University's first-year continuation rate is likely to be underreported, and the rate of withdrawal likely to be over-reported.
6. We have rounded percentages to one decimal place.

If you would like to make a comment about the information provided here, have any ideas for addressing identified gaps, or wish to flag some related activity you are undertaking or aware of, please email peoplestrat@st-andrews.ac.uk.

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Throughout the report you will see this blue bar in the context sections. This denotes text which is thereafter visually represented.

Context

Advance HE reports that in the academic year 2003-2004, the proportion of students who disclosed as having a disability stood at 5.4%; it has since more than doubled (2017-2018). The Higher Education Statistics Agency (HESA) reported that in 2018-2019, 14% of all UK students and 13.4% of Scottish students disclosed a disability.

Findings

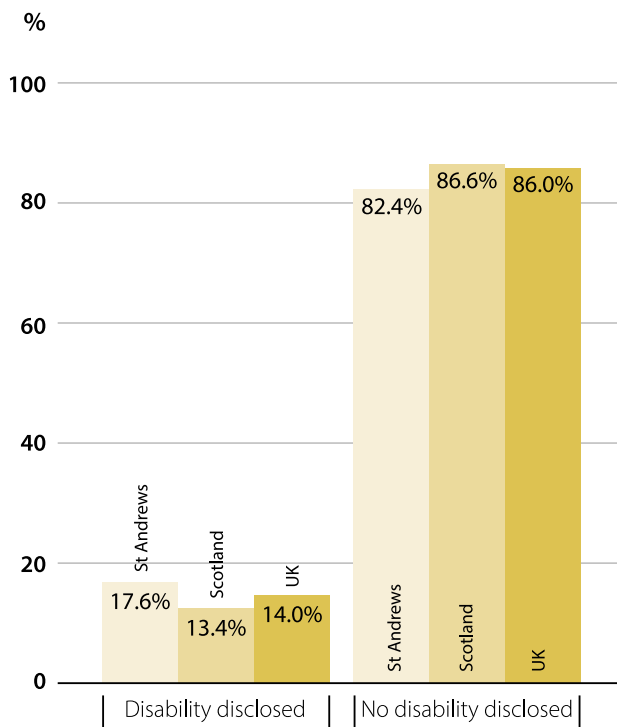
17.6% of St Andrews students disclosed a disability. This is 4.2 percentage points higher than the Scottish average and 3.6 percentage points higher than the UK average.

Key

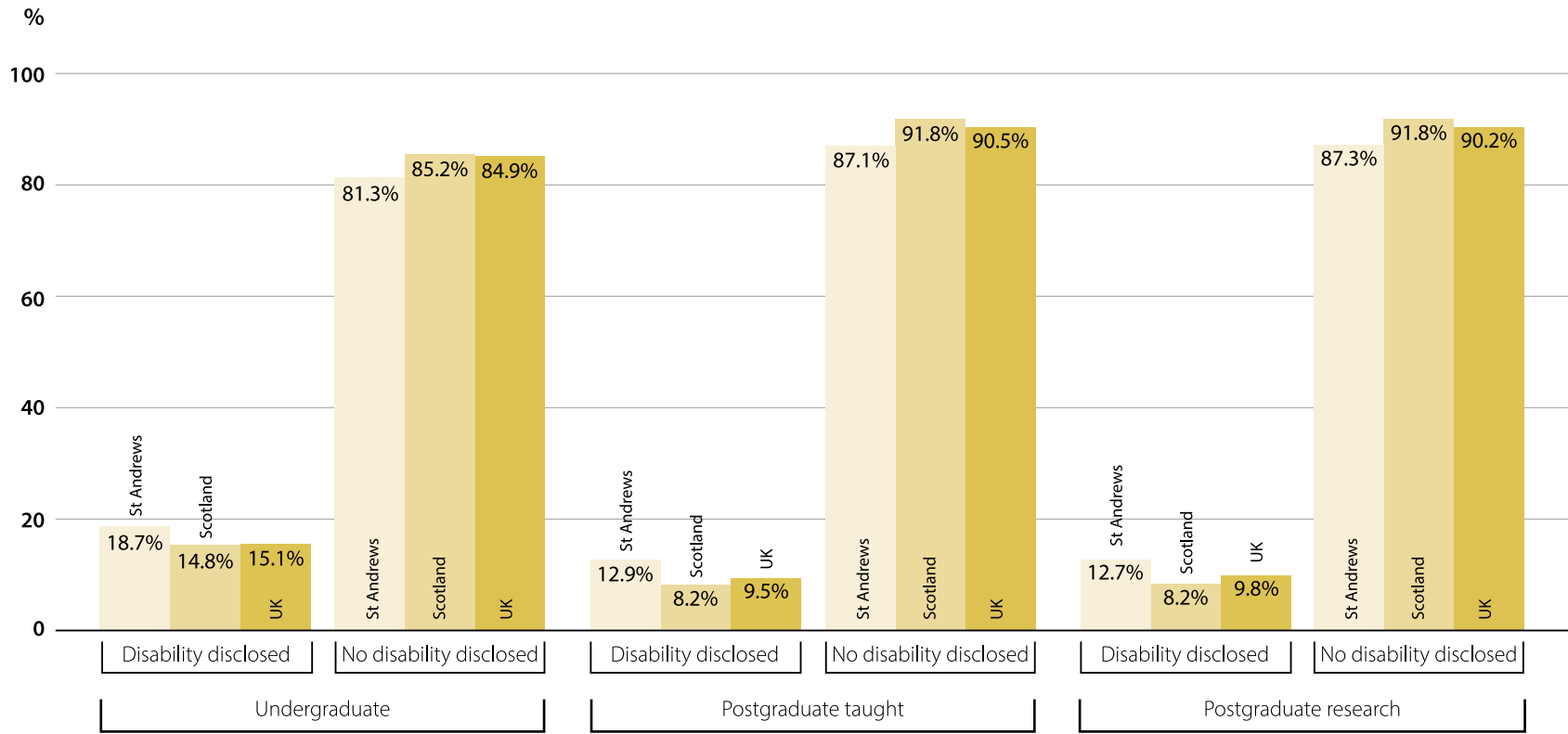
Unless otherwise specified the key for the area representation in this section will be as follows:



Student disability disclosure 2018-2019



Students by degree level and disability disclosure 2018-2019



Context

The **student degree attainment gap by disability** is the difference in the proportion of non-disabled students receiving an 'Upper degree' – a First or 2.1 – as compared to disabled students.

In the UK overall, in academic year 2017-2018, 74.7% of first-degree disabled undergraduate qualifiers received an Upper degree, as compared to 76.6% of non-disabled qualifiers, representing a degree attainment gap of 1.9 percentage points. The student attainment gap by disability is higher in Scotland at 4 percentage points: 80.5% of non-disabled students attained an Upper degree, against 76.5% of disabled students who did so.

The First attainment gap by disability is the difference in the proportion of non-disabled students receiving a First, as compared to disabled students. In the UK overall, the student First attainment gap by disability for the academic year 2017-2018 stood at 2.7%: 25.5% of students with disabilities attained a First, whereas 28.2% of students without disabilities attained a First. In Scotland, the First attainment gap stood at 4.3%: 23% of students with disabilities attained a First, whereas 27.3% of students without disabilities attained a First.

Key

Unless otherwise specified the key for the area representation in this section will be as follows:

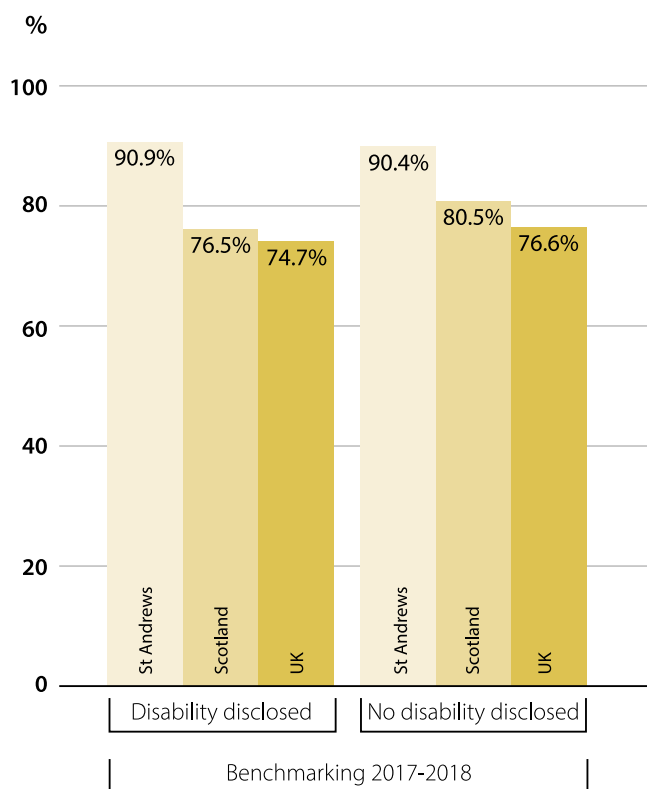
 St Andrews  Scotland  UK

Unless otherwise specified, the key for the 'Disability disclosed' and 'No disability disclosed' representation will be as follows:

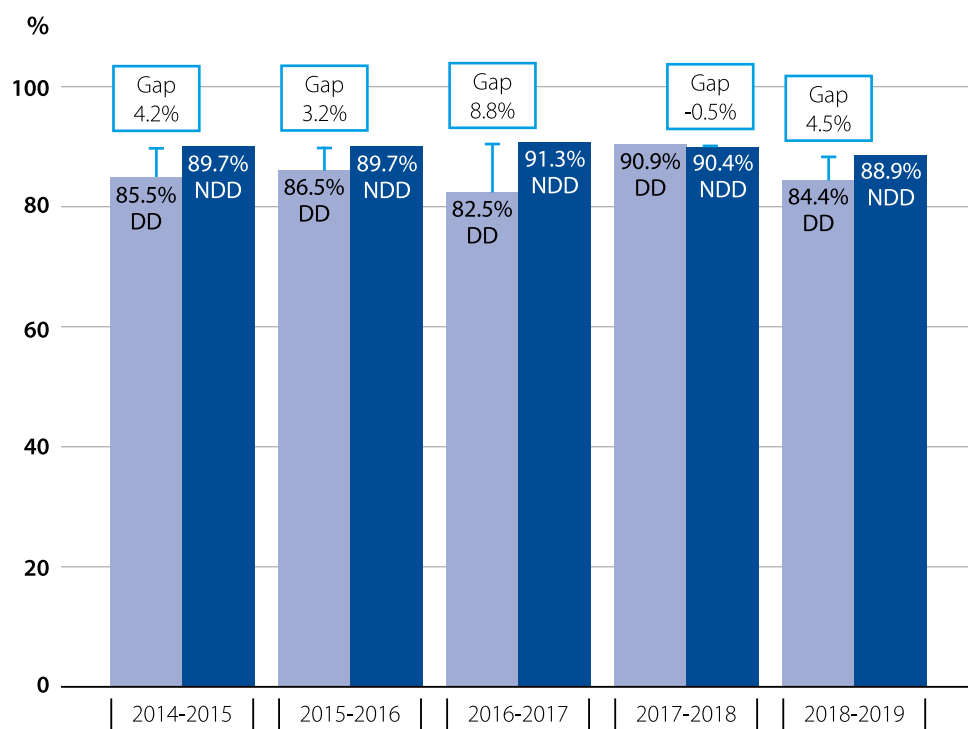
 Disability disclosed (DD)  No disability disclosed (NDD)

Undergraduate degree attainment gap by disability

Percentage achieving Upper Degrees

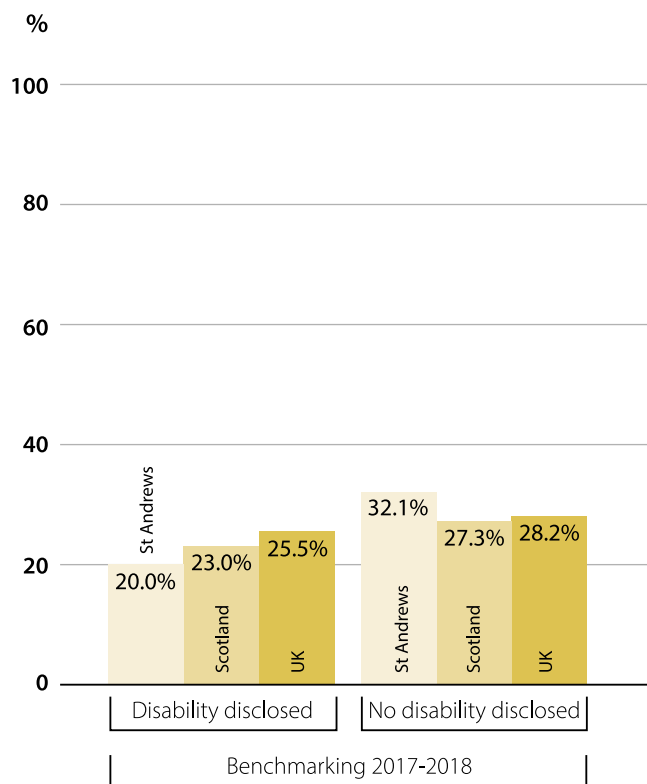


Percentage of St Andrews' students achieving Upper Degrees

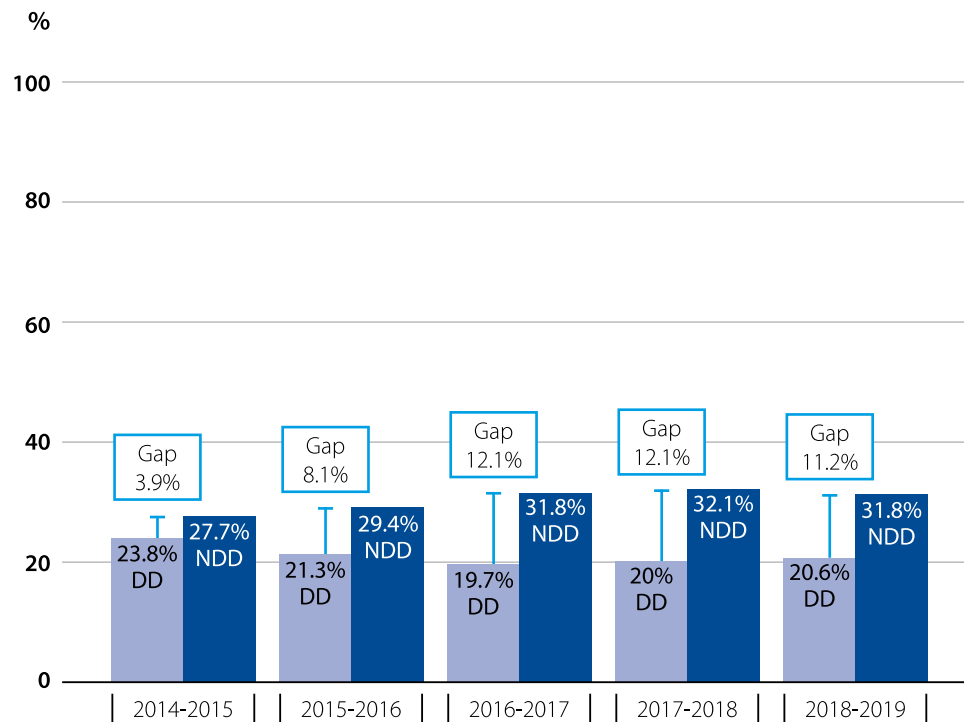


Undergraduate degree First attainment gap by disability

Percentage achieving a First



Percentage of St Andrews' students achieving a First



Findings

Of the past five years, 2017-2018 was the only year where students disclosing a disability at St Andrews secured a higher proportion of Upper degrees than students who had not declared a disability. Of the remaining four years, the Upper degree attainment gap for students who have disclosed a disability has been larger than the UK attainment gap and larger than the Scottish attainment gap in the academic years, 2014-2015, 2016-2017 and 2018-2019. The St Andrews First class disability attainment gap has varied between 3.9% and 12.1%.

Context

The **student continuation gap by disability** is the difference between the proportion of 'non-disabled' and 'disabled' students who continue, complete or transfer in higher education.

Continuation rates are similar for those who disclose a disability (89.1%) and those who do not (90.1%) amongst UK-domiciled full-time first-degree entrants. 8.4% of disabled students who entered HE in 2016-2017 were no longer in HE the following year, compared with 7.3% of non-disabled students (Advance HE).

Findings

The first-year continuation rate (FYCR) at St Andrews for both students who 'disclose a disability' (94.2%) and those who 'do not disclose a disability' (96.3%) is higher than the UK average (90.1%). The first-year continuation gap by disability at St Andrews was 2% for the academic year 2017-2018. The gap was slightly larger than the UK gap, although this difference represents small numbers of St Andrews students as the University's retention rate is high overall.

Key

Unless otherwise specified the key for the area representation in this section will be as follows:

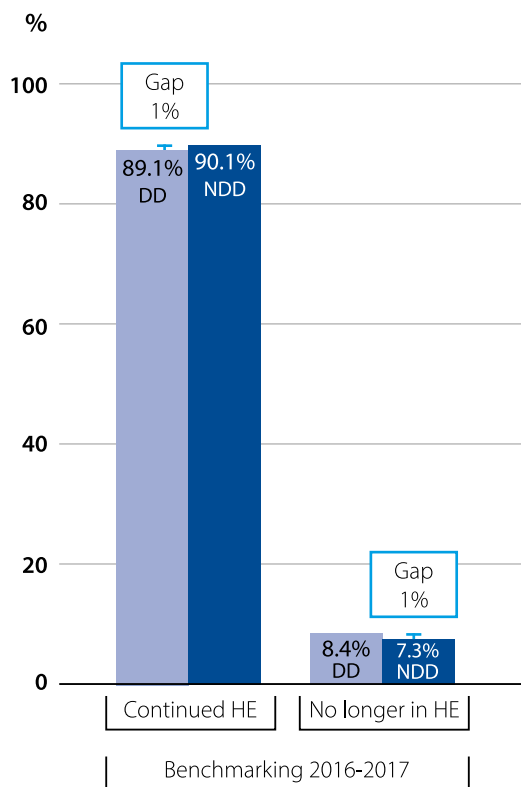
 St Andrews  Scotland  UK

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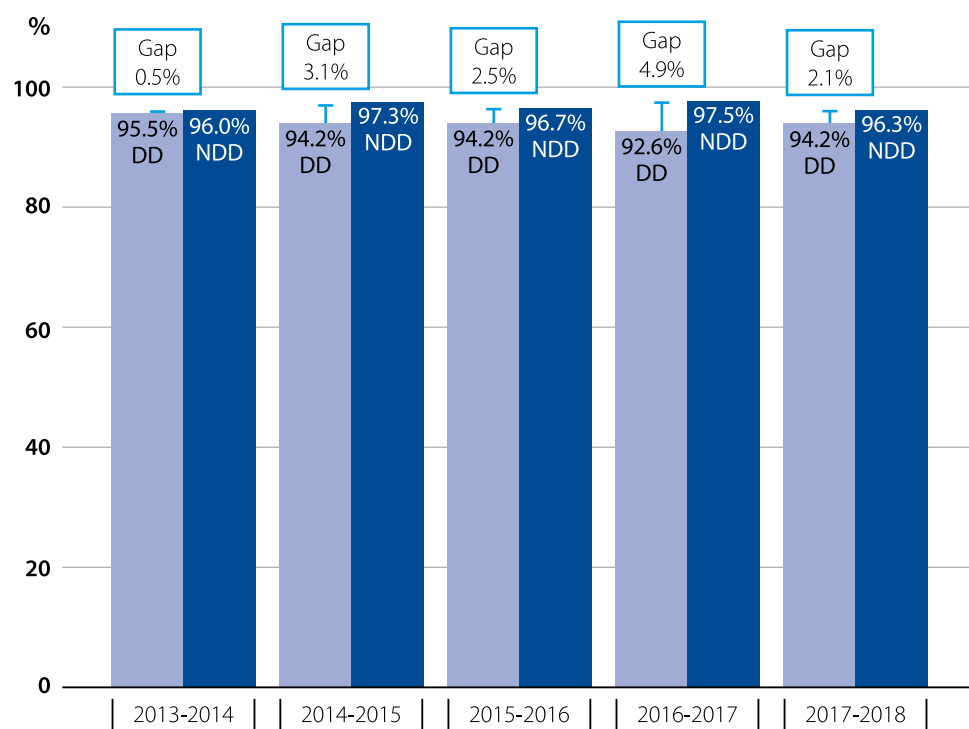
 Disability disclosed (DD)  No disability disclosed (NDD)

Undergraduate first-degree continuation gap by disability

UK undergraduate continuation percentages 2016-2017



Percentage of students successfully completing degree or continuing at St Andrews



Disability actions

Equality, diversity and inclusion staff appointments

In March 2020, the University appointed a Research Fellow and Project Manager in Equalities to work with the AVP Diversity to implement equality, diversity and inclusion (EDI) initiatives across the University. The University also appointed an EDI Project Officer. In addition, the University has appointed two Equality, Diversity and Inclusion Area Leads (one for Arts and Divinity and one for Science) to further the EDI agenda within their respective faculties. These new roles build on the existing EDI staff complement of our Head of EDI, two Awards Advisers and an EDI Assistant.

Inclusive curriculum audit

The Project Manager in Equalities will be working with Student Services and the Proctor's Office to audit the inclusive curriculum initiatives currently active across the University, with a focus on disability. The audit will identify areas to improve and ensure that all Schools remain abreast of sector best practice.

Student support

At present, the University makes provisions for students who declare a disability when they apply to study. We have a range of specialist advisers with knowledge around physical disabilities, sensory impairment, unseen medical conditions, health and medical conditions, mental health and autistic spectrum disorders (this list is not exhaustive).

St Andrews currently provides a range of support including help in:

- assessing disabled students' allowance
- assessing appropriate support for students to access their course of study
- liaising with student accommodation
- supporting students in accessing help from external agencies where necessary.

The University will continue to work to understand and address the disability continuation and attainment gaps.

Context

In the **2011 census**, 86% of the population of England and Wales identified as White (including 'Other White'), and 14% identified as Black, Asian and Minority Ethnic (BAME). In the **Scottish census**, 96% of the population reported their ethnicity as White (including 'Other White'), whilst 4% reported their ethnicity as BAME.

It is only compulsory for higher education institutions (HEIs) to return ethnicity data to the Higher Education Statistics Agency (HESA) for UK-domiciled students. As such, the benchmarking information and point of comparison (below) only pertains to UK-domiciled students. UK-domiciled students can choose not to disclose their ethnicity.

The proportion of students identifying as BAME in UK HE has steadily increased since the academic year 2003-2004, where figures stood at 14.9%. In 2017-2018, 23.6% of students disclosing an ethnicity self-identified as BAME. In Scotland, those students who identified as BAME accounted for 8.8% of the total.

Findings

The UK-domiciled BAME population at the University of St Andrews (10.9%) is considerably lower than the proportion of HE students identifying as BAME across the UK (23.6%). However, Scotland's significantly lower BAME representation (8.8%) is a likely contributory factor.

St Andrews is a globally orientated university and has a distinctive demographic profile with over 45% of staff and students being domiciled outside the UK before arriving here. Considering our distinctive demographical profile, a more accurate portrayal of our BAME representation would also include non-UK domiciles. In 2019, we collected ethnicity data from our non-UK domiciled students for the first time. When we include all of our student cohort (UK-domiciled and non-UK domiciled), 20.2% of our student population is BAME.

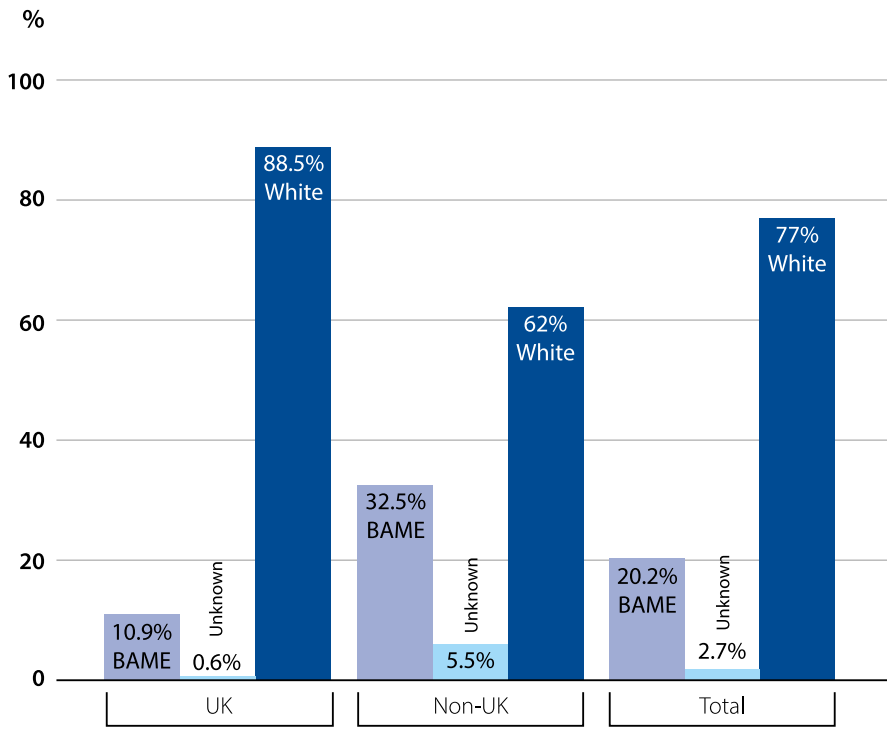
St Andrews' students by domicile, degree level and ethnicity

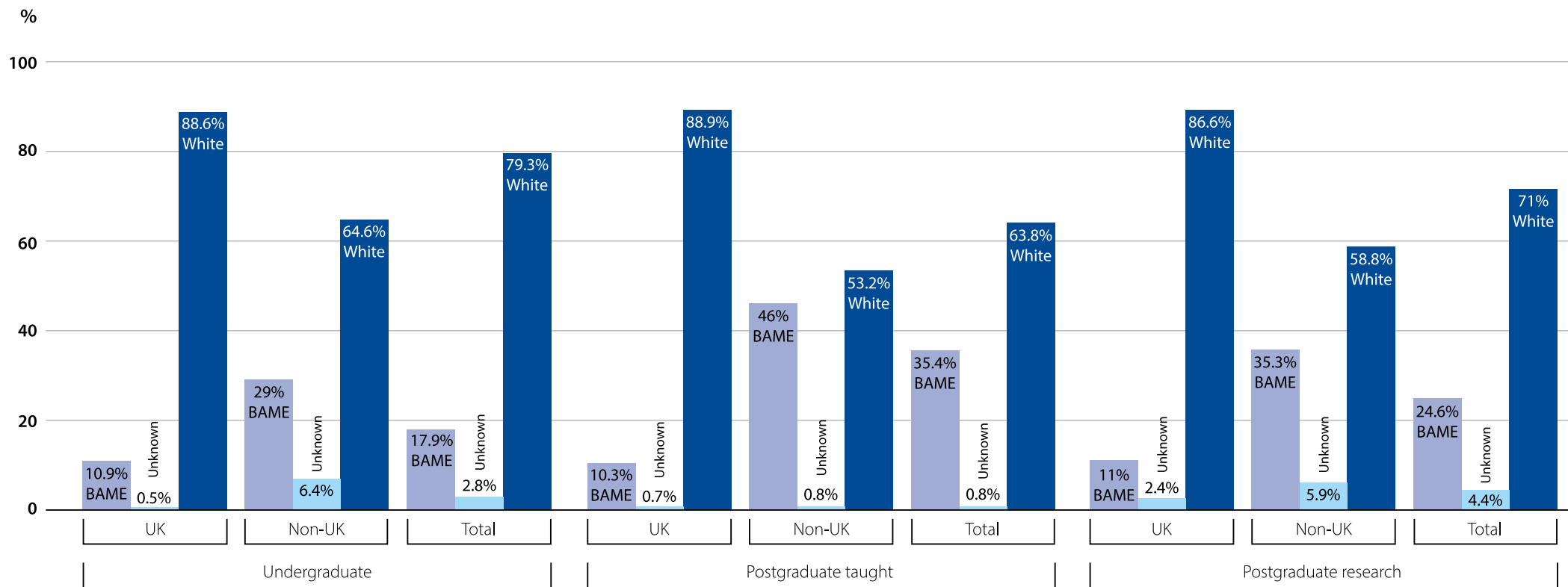
In keeping with the distinctive demographic profile of St Andrews, the majority of BAME students in each cohort are non-UK students. The taught postgraduate community has the largest BAME population at St Andrews (35.4%), as compared to the undergraduate (17.9%) and research postgraduate (24.6%) communities. The majority of the taught postgraduate BAME community is comprised of non-UK students (46%).

Key

Unless otherwise specified, the key for the BAME, Unknown and White representation will be as follows:

 BAME  Unknown  White





Introduction

The **student degree attainment gap by ethnicity** is the difference in the proportion of Black, Asian, Minority Ethnic (BAME) students receiving an Upper degree (First or 2.1) as compared to White students.

The contextual data presented here pertains to UK-domiciled students only, since it is compulsory for higher education institutions to submit ethnicity data to the Higher Education Statistics Agency (HESA) for UK-domiciled students; however, UK-domiciled students can opt not to disclose their ethnicity.

Context

Despite the representation of BAME students among first-degree undergraduate students nationally, there are pronounced differences in the degree attainment outcomes of BAME and White students in UK HE.

In the academic year 2017-2018, 67.7% of BAME students received an Upper degree, as compared to 80.9% of White students, a degree attainment gap of 13.2 percentage points. The ethnicity attainment gap was lower in Scotland: for the academic year 2017-2018, 70% of BAME students attained an Upper degree as compared to 80.5% of White students, a degree attainment gap of 10.5 percentage points. Within the BAME category, rates of attainment differ greatly by ethnic group, with the most pronounced attainment gap between Black and White students.

In the academic year 2017-2018, 20.7% of BAME students across the UK received a First as compared to 30.9% of White students (First attainment gap of 10.2 percentage points). The 'First' attainment gap in Scotland is lower (6.7 percentage points): 19.1% of BAME students received a First as compared to 25.8% of White students.

Findings

At present, the University's ethnicity attainment statistics pertain only to UK-domiciled students. Generally, both White and BAME students at St Andrews receive a higher proportion of Upper degrees compared with averages across the UK, Scotland and the Russell Group of universities.

The ethnicity attainment gap at St Andrews over the past five academic years has generally been smaller in comparison to the UK, Scottish and Russell Group gaps, however in 2017-2018 there was a notable increase in the ethnicity attainment gap.



The **First attainment gap** at the University has fluctuated over the past five years: for three of the five years, the First attainment gap was lower than both the UK (10.2%) and Scottish (6.7%) averages but was higher in the academic year 2017-2018 at 12.3%. In 2016-2017, there was a First attainment gap of -3.2% in favour of BAME students.

Key

Unless otherwise specified the key for the area representation in this section will be as follows:

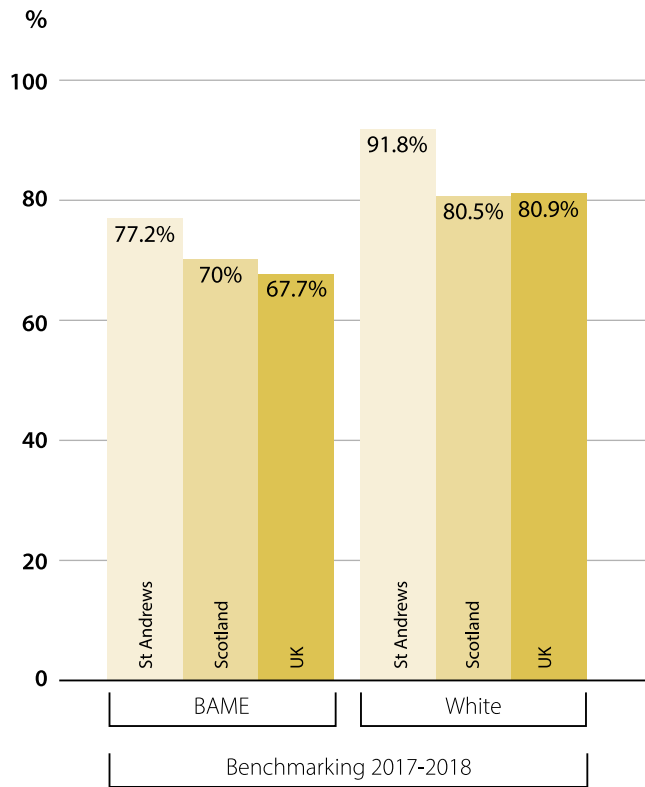
 St Andrews  Scotland  UK

Unless otherwise specified, the key for the BAME and White representation will be as follows:

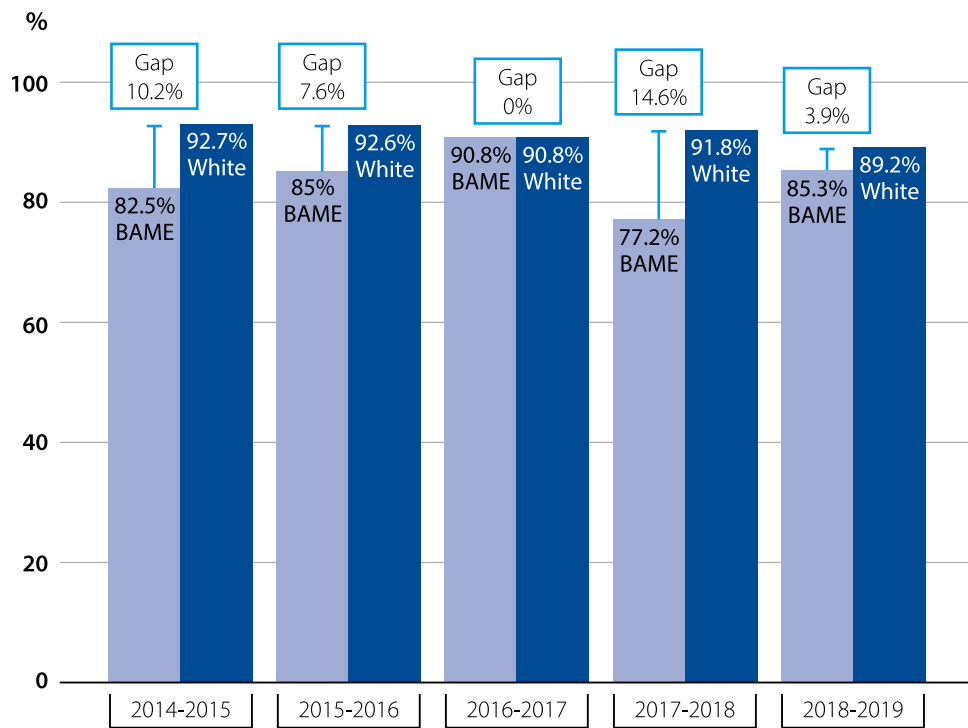
 BAME  White

Undergraduate degree attainment gap by ethnicity

Percentage achieving Upper Degrees

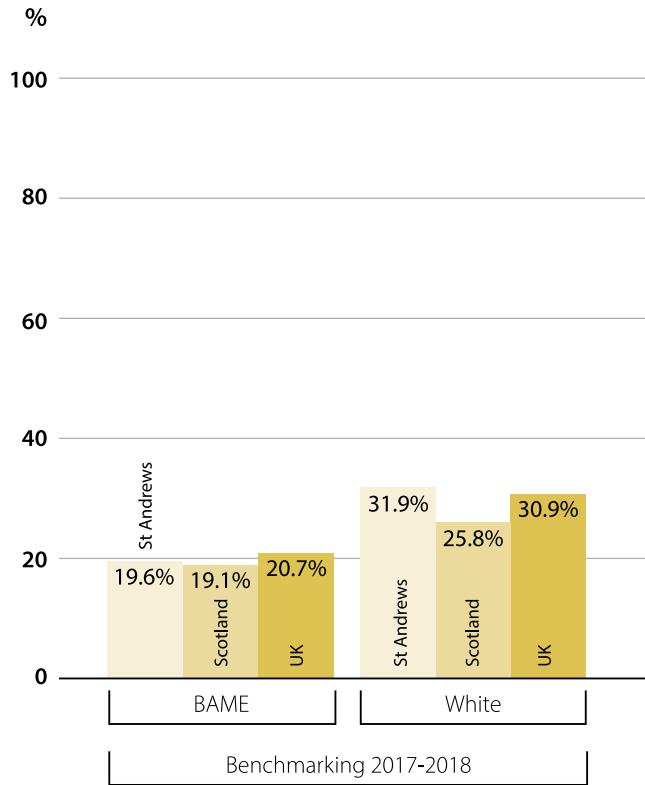


Percentage of St Andrews' students achieving Upper Degrees

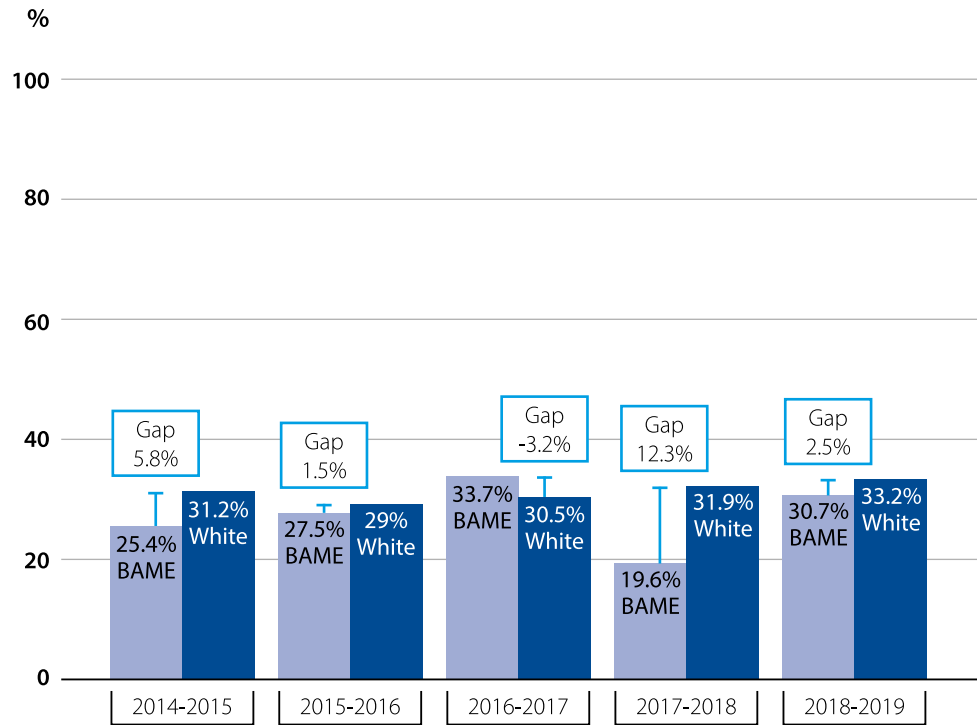


Undergraduate degree First attainment gap by ethnicity

Percentage achieving a First



Percentage of St Andrews' students achieving a First



Context

The **student continuation gap by ethnicity** is the difference between the proportion of BAME and White students who continue, complete or transfer in higher education.

Generally, a greater proportion of White students continue or qualify in UK HE than BAME students. In the academic year 2017-2018, a higher proportion of White students continued or qualified (91.3%) than BAME students (86.8%) among UK-domiciled full-time first-degree entrants. This difference yields a retention gap of 4.5 percentage points.

Within the BAME category, rates of retention across the UK differ by ethnic group: in 2017-2018, the lowest rate of continuation was among Bangladeshi students (82.8%) and those from 'Black other' backgrounds (82.8%), whereas Chinese (93.5%) and Indian (91.4%) students continued in greater proportions than other ethnic groups, including White students (91.3%).

Findings

St Andrews' first-year continuation rate 2017-2018 (FYCR) for both BAME (97.6%) and White (95.7%) students is higher than the UK average (90.1%). In 2017-2018, there was a 1.9 percentage point retention gap in favour of BAME students. For the last five years, BAME students have been more likely to stay at the University than the UK average, and so the ethnicity retention gap at St Andrews has been smaller than the UK average (4.5%).

Key

Unless otherwise specified the key for the area representation in this section will be as follows:

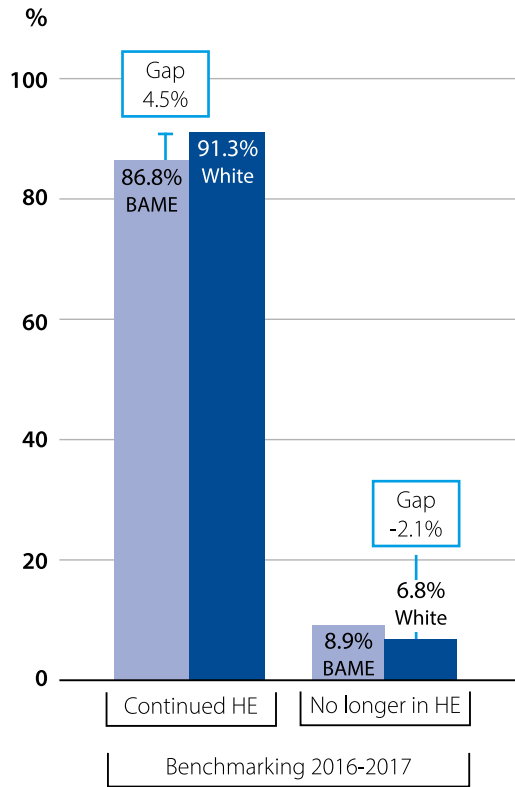
 St Andrews  Scotland  UK

Unless otherwise specified, the key for the BAME and White representation will be as follows:

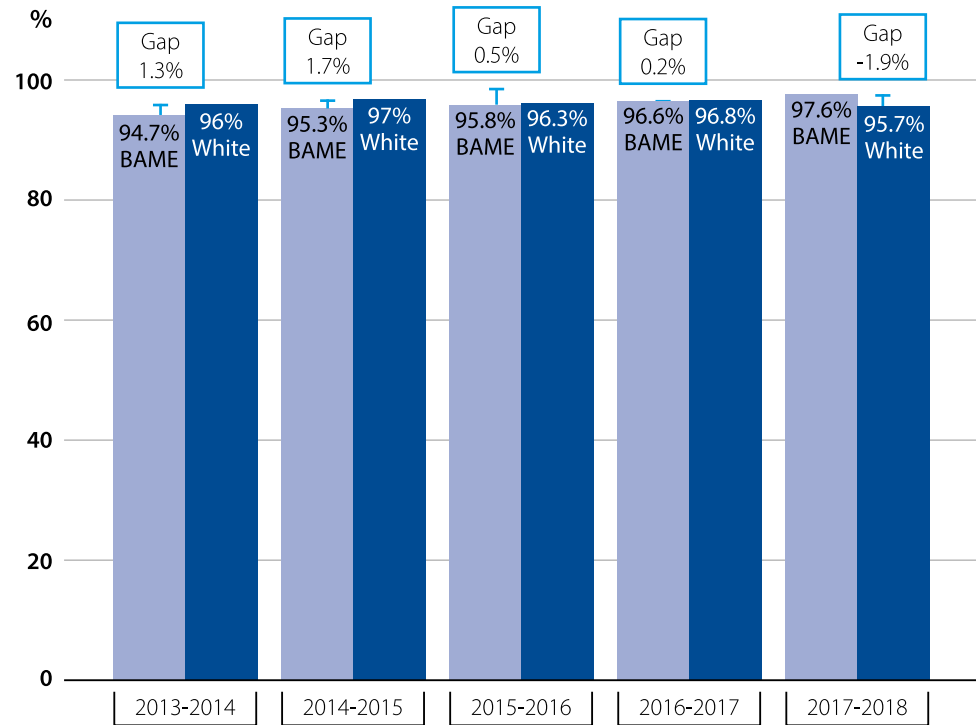
 BAME  White

Undergraduate first-degree continuation gap by ethnicity

UK undergraduate continuation percentages 2016-2017



Percentage of students successfully completing degree or continuing at St Andrews



The University continues to work to identify and address matters which specifically pertain to race and ethnicity. The University's commitment to diversity and inclusivity is a core strand of its [Strategy 2018-2023](#). Within this strand, a priority is achieving greater ethnic diversity and seeking to identify where there may be progress, retention and experience gaps for BAME students with the view to taking meaningful actions to address identified gaps.

Within this report, retention and attainment data by ethnicity is related to UK-domiciled students only. When reporting on the academic year 2019-2020 onwards, the University will publish retention and attainment data for both UK and non-UK domiciled BAME students.

Race Equality Working Group

The University has established a Race Equality Working Group (December 2019). This group will be pivotal in addressing identifiable gaps related to ethnicity (e.g. recruitment, retention, attainment) and will work towards making underlying organisational changes to secure the [Advance HE Race Equality Charter](#).

Equality, diversity and inclusion staff appointment

In March 2019, the University's first Assistant Vice Principal (AVP) for Diversity was appointed. This senior-level role is a visible and high-profile demonstration of the University's determination to place equality, diversity and inclusion at the heart of the St Andrews experience.

In March 2020, the University appointed a Research Fellow and Project Manager in Equalities to work with the AVP Diversity to implement EDI initiatives across the University. The University also appointed an EDI Project Officer. In addition, the University has appointed two EDI Area Leads (one for Arts and Divinity and one for Science) to further the EDI agenda within their respective faculties. These new roles build on the existing EDI staff complement of our Head of EDI, two Equality and Diversity Awards Advisers and an EDI Assistant.

Inclusive curriculum audit

The Project Manager in Equalities will be working with Student Services and the Proctor's Office to audit the inclusive curriculum initiatives currently active across the University, with a focus on race and ethnicity. The audit will identify areas to improve and ensure all Schools remain abreast of sector best practice.

Consultation exercises

In 2019, the University undertook a large consultation exercise to collect the views of 1,000 staff and students, through focus groups and anonymised surveys. The data was analysed to identify key themes and, where possible, 'group specific' trends, including trends in BAME respondents. This research informed the development of the University's People Strategy and its Action Plan.

Some actions, which may impact the ethnic attainment gap are (list is not exhaustive):

- Improving our understanding of students' experience of applying and being accepted to St Andrews (including from diverse perspectives)
- Supporting networks of University communities around specific issues, experiences and interests including BAME communities
- Developing a culture of feedback for staff and students
- Creating space and opportunity for all staff and students to express ideas on how we can improve St Andrews
- Improving web content to attract students by enhancing visibility of access routes and support and ensuring that St Andrews' outward face presents a highly inclusive culture for students to find easily
- Taking a systematic and proactive approach to ask students in their final year if they are interested in further study at St Andrews
- Ensuring teaching sessions are as inclusive as possible e.g. lecture capture, embedding inclusive practices and innovative and diverse modes of learning and interaction in small group sessions

Context

The Higher Education Statistics Agency (HESA) reported that in the academic year 2018-2019, women continued to comprise the majority of students in UK HE (56.7%), whilst men comprised 43.3%. The percentage of students who were women in Scotland stood at 58.3%, which is the highest of the four UK nations.

Findings

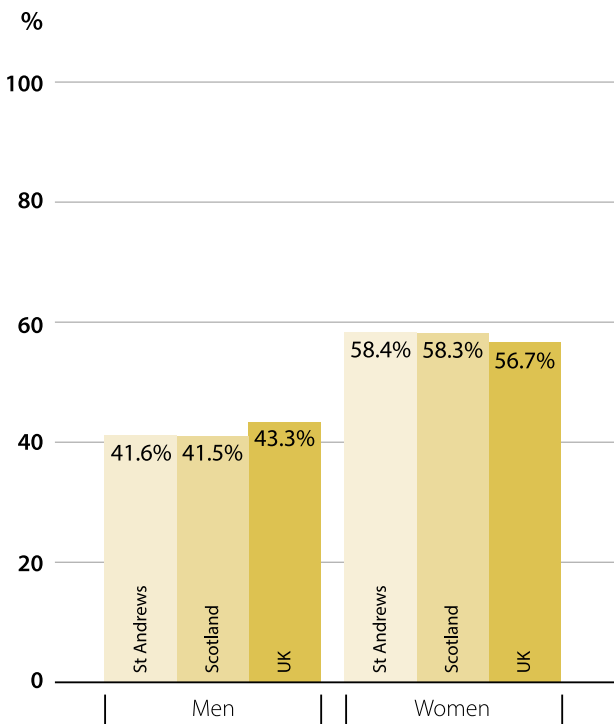
The gender breakdown of the student population at St Andrews is: 41.5% men and 58.4% women. This is in line with current gendered trends in UK higher education and in Scotland. As is the case in UK HE, apart from research postgraduates, the majority of students studying at every degree level at St Andrews were women: women comprised 56.2% of undergraduates and 60.6% of taught postgraduates. Men were only marginally overrepresented amongst research postgraduates, where they comprised 51.7%.

Key

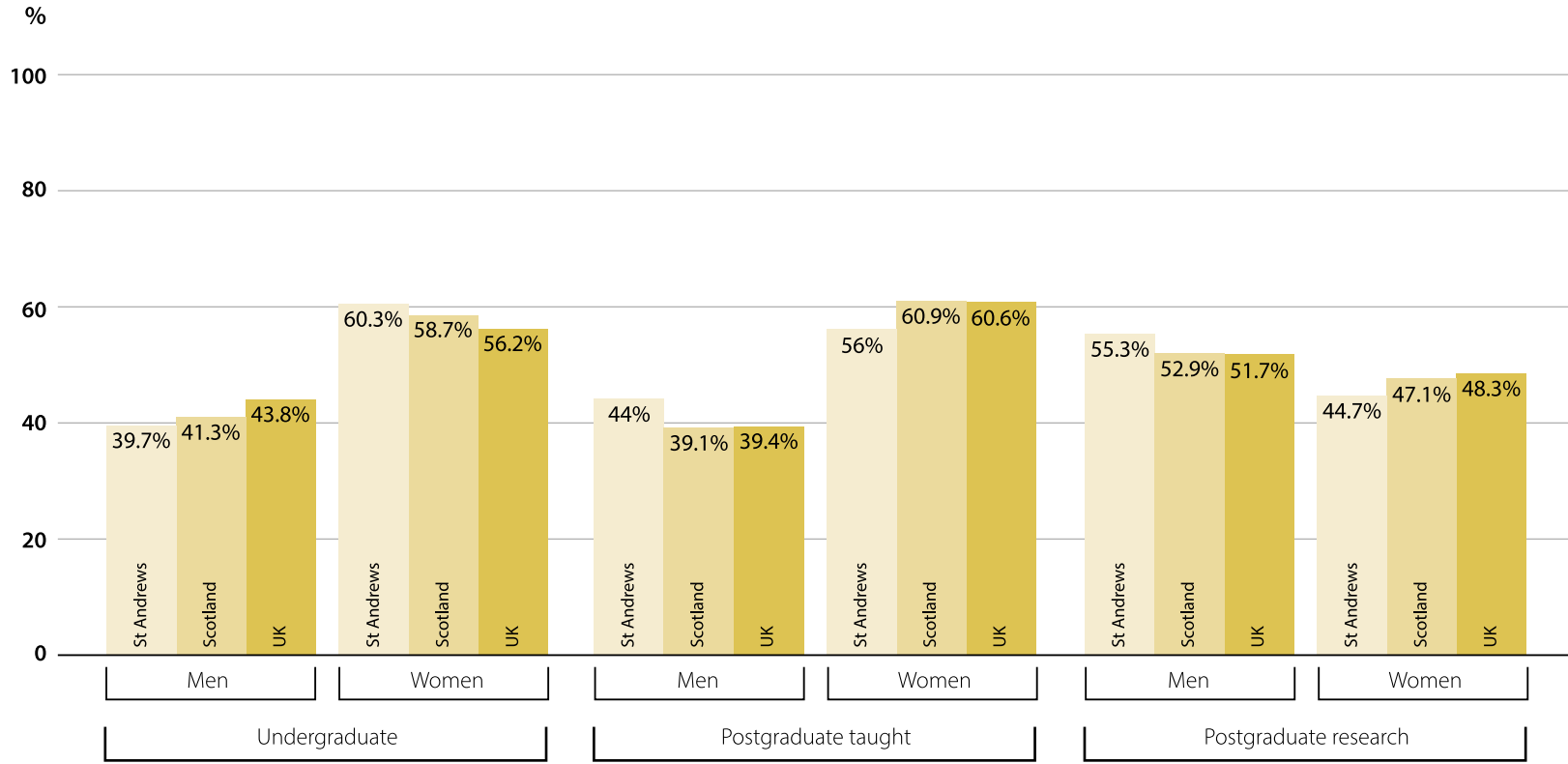
Unless otherwise specified the key for the area representation in this section will be as follows:



Students by gender 2018-2019



Students by degree level and gender 2018-2019



Context

The **student degree attainment gap by gender** is the difference in the percentage of men receiving an Upper degree as compared to the percentage of women. [Advance HE](#) provides the context with regards to gender and degree attainment.

Overall in UK HE, a larger proportion of women first-degree undergraduate qualifiers received an Upper degree (First or 2.1): 73.5% of men as compared to 78.4% of women. This is an attainment gap of -4.9 percentage points. In Scotland, the attainment gap is slightly lower (-4.5 percentage points), where the percentage of women first-degree undergraduate qualifiers receiving an Upper degree is 81.9%, as compared to 77.4% of men who do so.

Overall, in UK HE, 27.2% of men first-degree undergraduate qualifiers attained a First, as compared to 28.3% of women. The attainment gap between men and women being awarded Firsts was slightly less in Scotland: 26.5% of men compared to 26.8% of women.

Findings

In general, both men and women at St Andrews receive a higher proportion of Upper degrees as compared to the UK generally, Scotland and the Russell Group. Men and women at St Andrews also attain a higher proportion of Firsts than the UK as a whole and within Scottish HE. However, the gender attainment gap for attaining a First at St Andrews runs against the trends in the UK and Scotland: for four of the last five years, men have received a higher proportion of Firsts as compared to women.

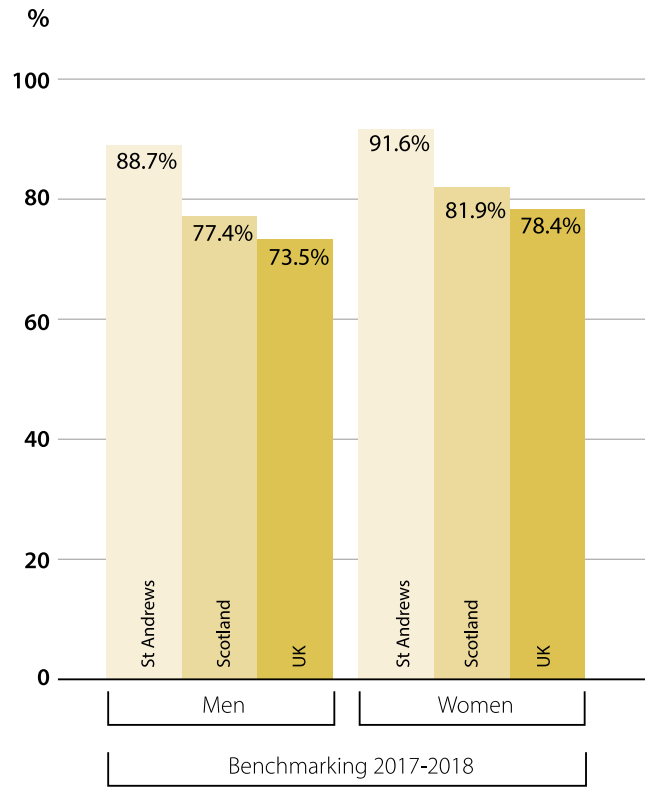
Key

Unless otherwise specified, the key for men and women representation in this section will be as follows:

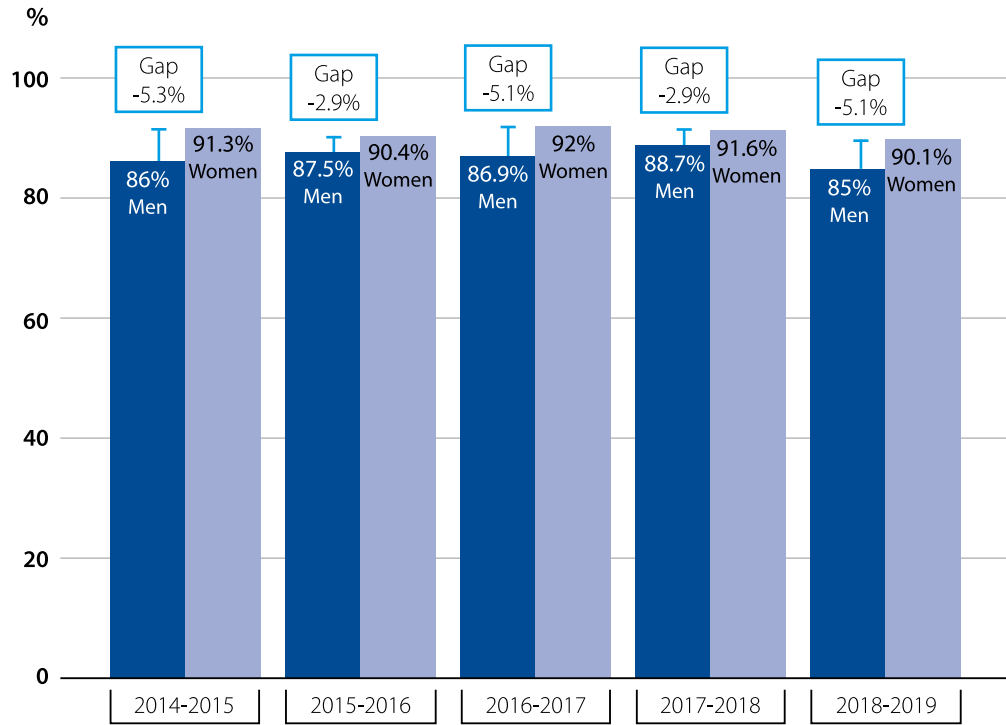
 Men  Women

Undergraduate degree attainment gap by gender

Percentage achieving Upper Degrees

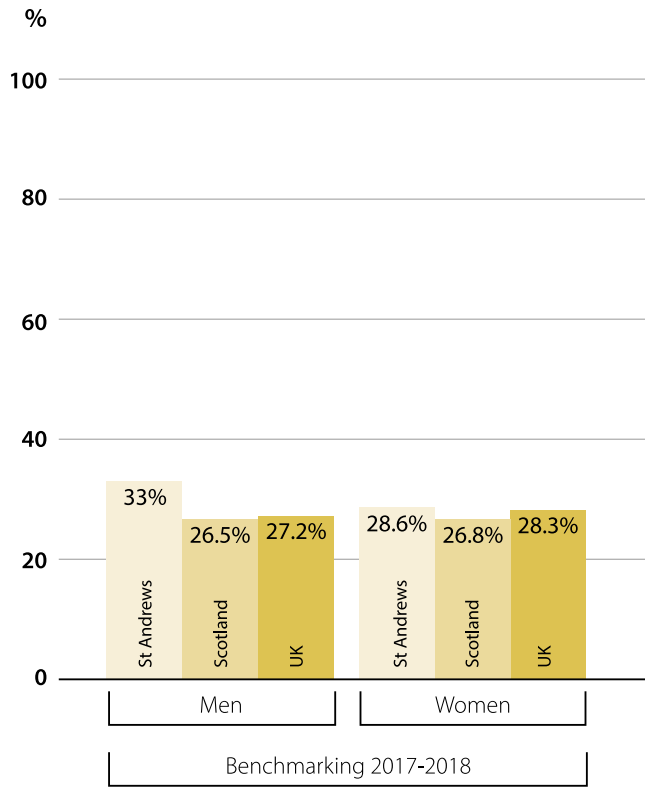


Percentage of St Andrews' students achieving Upper Degrees

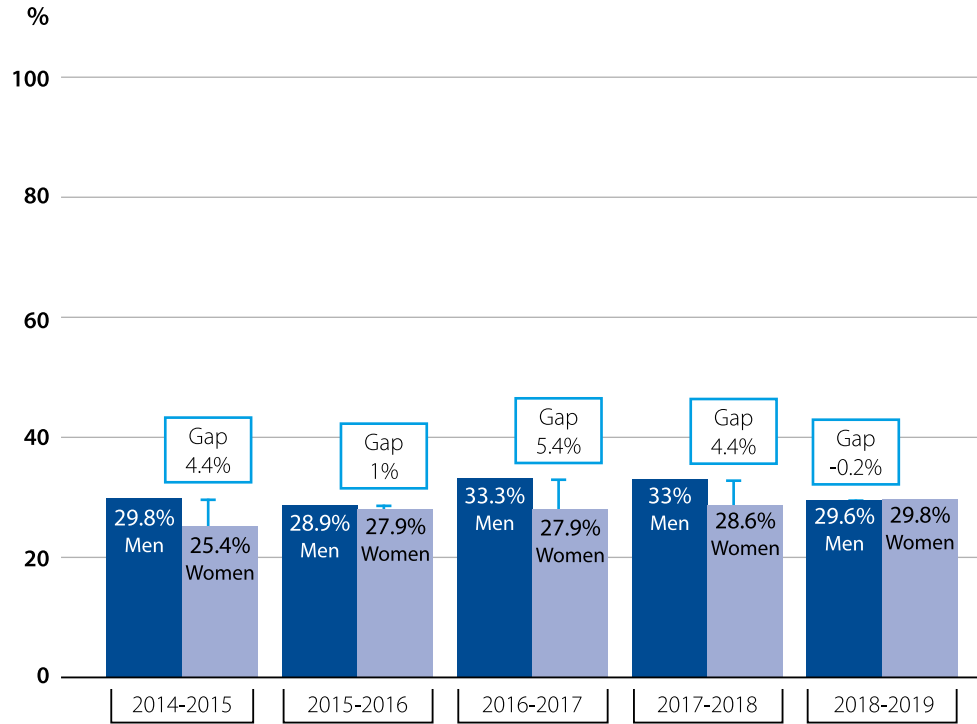


Undergraduate degree First attainment gap by gender

Percentage achieving a First



Percentage of St Andrews' students achieving a First



Introduction

The **student continuation gap by gender** is the difference between the proportion of men and women who continue, complete or transfer in higher education.

Context

Generally, in UK HE, a larger proportion of women than men are retained. In keeping with this trend, in the academic year 2016-2017 amongst UK-domiciled full-time first-degree entrants, a larger proportion of women students (91.2%) continued or qualified than men did (88.4%). Of men undergraduates in 2016-2017, 8.8% were no longer in HE a year later, in comparison to 6.4% of women undergraduates.

Findings

The first-year continuation rate (FYCR) remains higher at the University of St Andrews for both men and women than within UK HE. The gender first-year continuation gap at St Andrews runs against the trend of the UK gap, with a slightly higher proportion of women withdrawing than men.

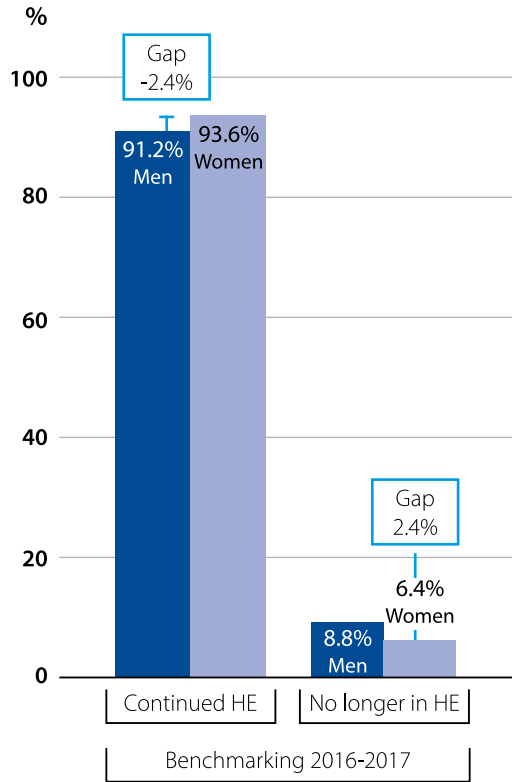
Key

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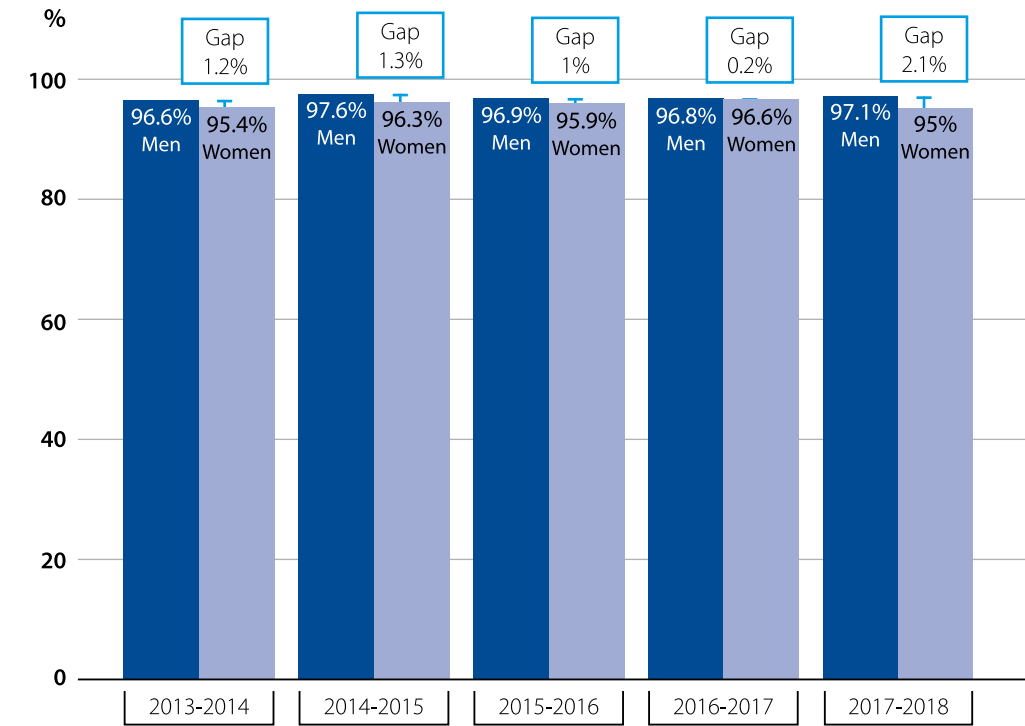
 Men  Women

Undergraduate first-degree continuation gap by gender

UK undergraduate continuation percentages 2016-2017



Percentage of students successfully completing degree or continuing at St Andrews



The University will continue to work to understand and address the gender continuation and attainment gaps.

Equality, diversity and inclusion staff appointment

In March 2019, the University's first Assistant Vice Principal (AVP) for Diversity was appointed. This senior-level role is a visible and high-profile demonstration of the University's determination to place equality, diversity and inclusion at the heart of the St Andrews experience.

In March 2020, the University appointed a Research Fellow and Project Manager in Equalities to work with the AVP Diversity to implement EDI initiatives across the University. The University also appointed an EDI Project Officer. In addition, the University has appointed two EDI Area Leads (one for Arts and Divinity and one for Science) to further the EDI agenda within their respective faculties. These new roles build on the existing EDI staff complement of our Head of EDI, two Equality and Diversity Awards Advisers and an EDI Assistant.

Inclusive curriculum audit

The Project Manager in Equalities will be working with Student Services and the Proctor's Office to audit the inclusive curriculum initiatives currently active across the University. The audit will identify areas to improve and ensure all Schools remain abreast of sector best practice.

Consultation exercises

In 2019, the University undertook a large consultation exercise to collect the views of 1,000 staff and students, through focus groups and anonymised surveys. This dataset was analysed to identify key themes and, where possible, 'group specific' trends, including gendered trends. This research informed the development of the University's People Strategy and its Action Plan. Some actions in relation to gender include:

- Improving understandings of students' experience of applying and being accepted to St Andrews
- Ensuring that the University's outward face presents a highly inclusive culture for students to find easily
- Ensuring that teaching sessions are as inclusive as possible e.g. lecture capture, embedding inclusive practices and innovative and diverse modes of learning and interaction in small group sessions
- Developing a positive culture of feedback for students

1. Some other university websites have not displayed outcome statistics with regards to protected characteristics. Does that mean that students are better off there?

Universities are not obligated to publish indicators of progression in relation to most of the areas and measures identified on the diversity pages; the exception to this rule is the obligation to report the [gender pay gap](#). Some universities have begun to publish indicators of their progression in relation to several measures. The decision about whether to publish gap data is generally not an indication of how well an institution is doing against the measures.

St Andrews has chosen to share this information as a part of the University's strategic priority to drive forward its diversity agenda. We have chosen to publish our gap data because we are committed to:

- placing diversity and inclusion at the heart of the St Andrews experience
- being as transparent as possible about the extent to which our community is diverse
- closing identified gaps in performance and providing an opportunity for staff and students to engage with the information.

In March 2019, the Office for Students published an access and participation data dashboard, which can be filtered by higher education institutions (HEIs). This dataset makes publicly available each HEI's progression against various measures. As is apparent from the benchmarking statistics, St Andrews progression against the identified measures are typically in line with or an improvement on UK and Scottish HE trends.

2. What do the identified gaps mean for me as an individual?

The information and trends presented in the diversity reports should not be assumed to impact individual students. We are instead reporting institutional trends and trends for specific groups, in relation to Scottish and UK landscapes. Where there is evidence that specific groups may be experiencing a disadvantage, we are committed to addressing the underlying causes and improving outcomes. St Andrews values all students, and we aim to continually provide an inclusive environment.

St Andrews is publishing these reports because we believe that it is only through identifying and being transparent about the trends in our progression that we can seek to improve the experiences for all students and close any identified gaps.

3. If I identify under more than one equality characteristics (for example, gender and race), will that further impact equal opportunities at the University for me?

The University student body is made up of people from a range of different backgrounds - they differ by ethnicity, nationality, age, class, gender, disability, sexual orientation, faiths and philosophies of life. It is generally accepted that multiple identities, characteristics, social positions and factors intersect to create a person's unique experiences and perspectives. St Andrews acknowledges that recognising intersectionality and addressing any comparative disadvantage that emerges from a range of characteristics is a key aspect of ensuring an inclusive environment.

4. What are the underlying causes of the identified gaps at St Andrews?

As evidenced by the UK and Scottish benchmarking statistics in higher education (HE), many of the identified gaps are sector-wide and therefore not unique to St Andrews. It is generally accepted the reasons behind the identified gaps are structural in nature and multifaceted, including institutional culture and historical institutional biases. The University has therefore prioritised the following:

- strategic focus on understanding and addressing identified gaps
- achieving greater racial and ethnic diversity, by seeking to address the experience of students from BAME communities, in order to make meaningful interventions in respect of widening participation and representation.

5. There is no information here about sexual orientation, what does that mean?

At present, St Andrews has sufficient information to accurately publish and benchmark progression against the identified performance indicators for ethnicity, gender and disability.

The Higher Education Statistics Agency (HESA) do publish information with respect to sexual orientation. However, as the return of this data is currently voluntary, HESA do not yet have a national demographic understanding of the HE student population with respect to this.

St Andrews is committed to understanding performance indicators against all characteristics. If you have a suggestion or observation regarding equality of opportunity and sexual orientation, please email peoplestrat@st-andrews.ac.uk.

6. Who should I contact if I have a suggestion as to how to address the identified gaps?

One of the reasons we have decided to publish these reports is to give the St Andrews community the opportunity to engage with the findings. If you would like to make a suggestion or observation regarding any of the findings, please email peoplestrat@st-andrews.ac.uk.

Diversity is a cornerstone of the St Andrews [Strategy \(2018-2023\)](#), as such we are committed to the ideals of equality and inclusion. If you therefore prefer to discuss module or School-specific suggestions with a member of staff, feel free to do so.