



UNIVERSITY OF HULL

Equality and Diversity Student Data Profile 2020

1. **Introduction:** Equality, diversity and inclusion (EDI) sits at the heart of our commitment to social responsibility, duty and inclusivity. Our EDI programme is a strength of our University and we have made positive progress in many areas; increasing women in STEMM subjects; improving the experience of mature students; increasing support for students with learning differences and invisible disabilities; developing a more inclusive curriculum; tackling the BAME degree awarding gap; and improving campus accessibility for equality and fairness.

Since launching our new University vision, values and behaviours, we have been working to advance a more inclusive campus through a strategic and systemic approach, realising opportunities with both students and colleagues through a variety of activities. Such activity includes our commitment to Athena SWAN, recognising and addressing the issues around racial harassment, advancing networks with allies, celebrating key diversity events throughout the year and delivering a positive campus community experience through a culture of respecting, valuing and celebrating difference.

By being progressive in our approach, there will always be work to do to advance a culture of equality, diversity and inclusion within the University. We will continue to develop and progress our commitment to inclusion and respect across all parts of the organisation.

2. **Equality Objectives:** As a Higher Education Institution, we have duties that require us to publish our equality information/data on an annual basis and review specific and measurable equality objectives every four years. Our Equality Scheme¹ sets out our four key equality objectives:
 - a. Progress the embedding of equality and diversity across campus
 - b. Develop compliance and external drivers
 - c. Develop diverse and inclusive organisational culture and values
 - d. Enhance diversity and inclusion from a staff and student perspective
3. **Overview of Data Analysis for Equality and Diversity Student Report:** Our Strategic Development Unit provided the figures for current students 2019/20, with results for 2018/19 and our student recruitment figures are from UCAS 2019 data². We have taken the benchmarking data in the report from Advance HE statistics, which comes from HESA reports for the period 2018/19 and UCAS national recruitment data from 2019. In all cases, the data in this report refers only to home/EU applicants and students.

¹ Our University of Hull Equality Scheme sets out our Equality, Diversity and Inclusivity strategy and commitments to the end of 2020. We are in the process of reviewing and updating this to 2023.

² Small discrepancies in total percentage figures are as a result of rounding up/down.

³ Where we refer to BAME, we do so to provide like for like comparability against sector and national data. Where data is disaggregated, we reference the specific ethnic group(s).

Student Data – Recruitment 2016 to 2019

Acceptances

Figure 1:

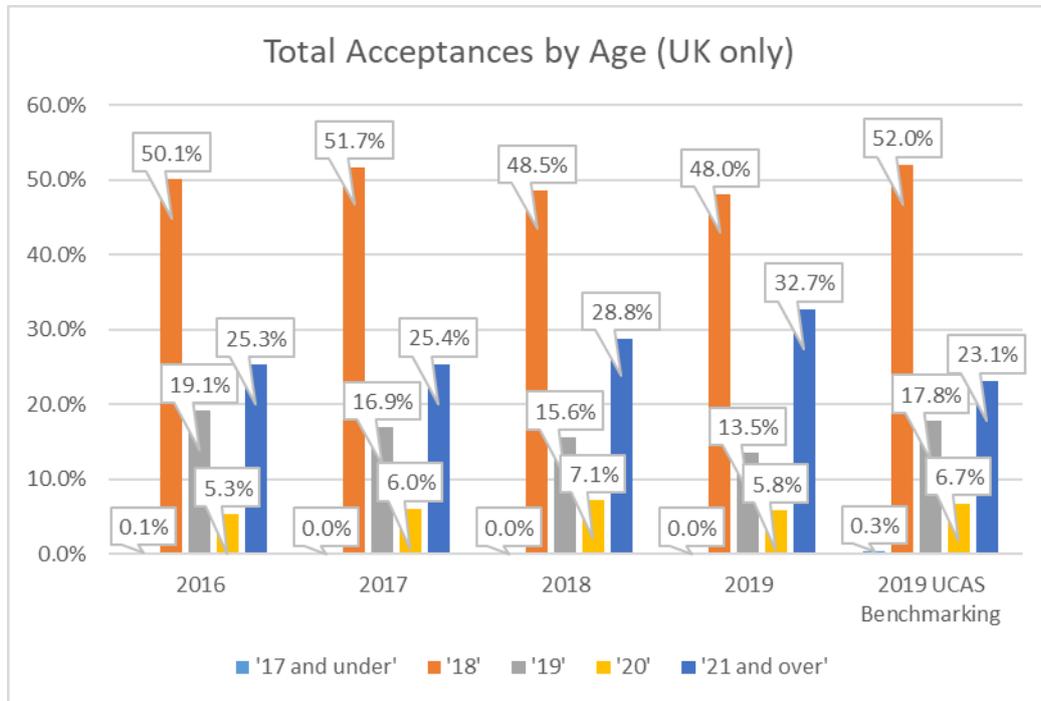


Figure 2 and 3:

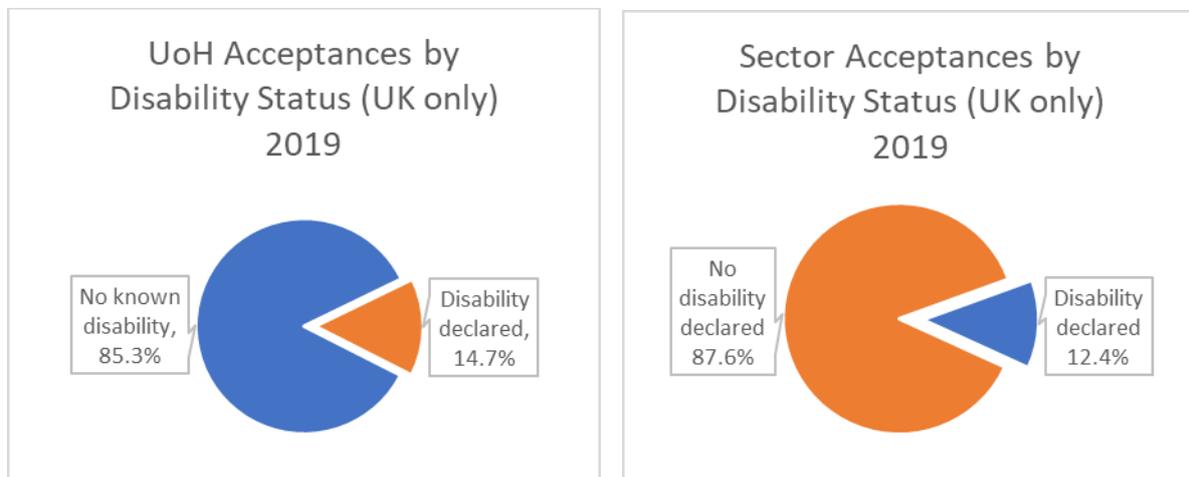


Table 1: Breakdown of UoH Student Acceptances by Disabilities Declared

Blind/ Visual impairment	0.2%
Deaf/ Hearing impairment	0.2%
Physical impairment/ Mobility issue	0.6%
Social/ Communication impairment	1.0%
Longstanding illness/ Unseen disability	1.1%
Multiple disabilities	1.4%
Non-coded disability	1.6%
SpLD	4.3%
Mental health condition	4.5%

Last year, there was an increase in the percentage points of students declaring a mental health condition from 3% to 4.2%. For this year it has slightly increased again and now represents 4.5% of the student acceptances.

The total percentage of BAME acceptances continues to be lower than the sector and over the last three years has increased from 11.8 percentage points to the current year being 17 percentage points lower than national figures. The largest proportion of BAME acceptances at the University is from Black applicants compared to the sector where Asian acceptances are the largest ethnic group.

Figures 4 and 5:

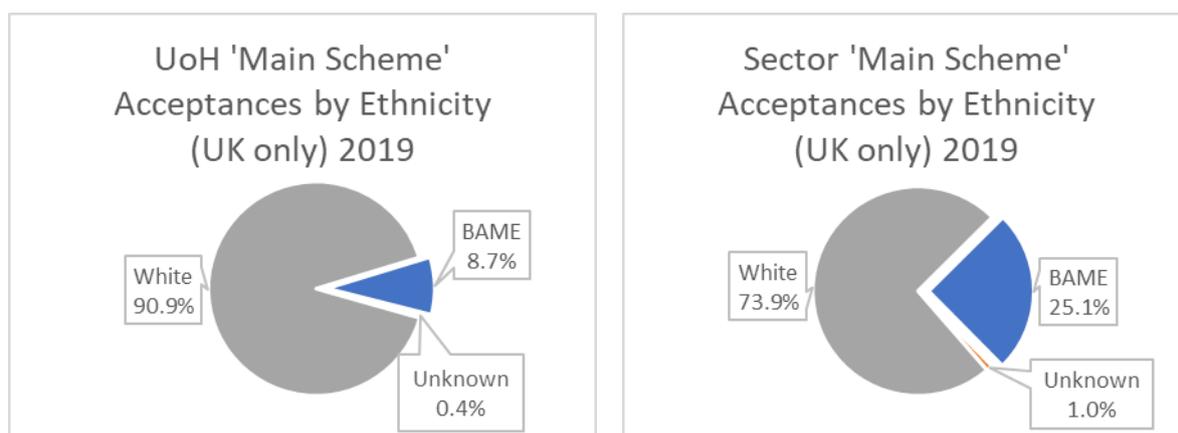
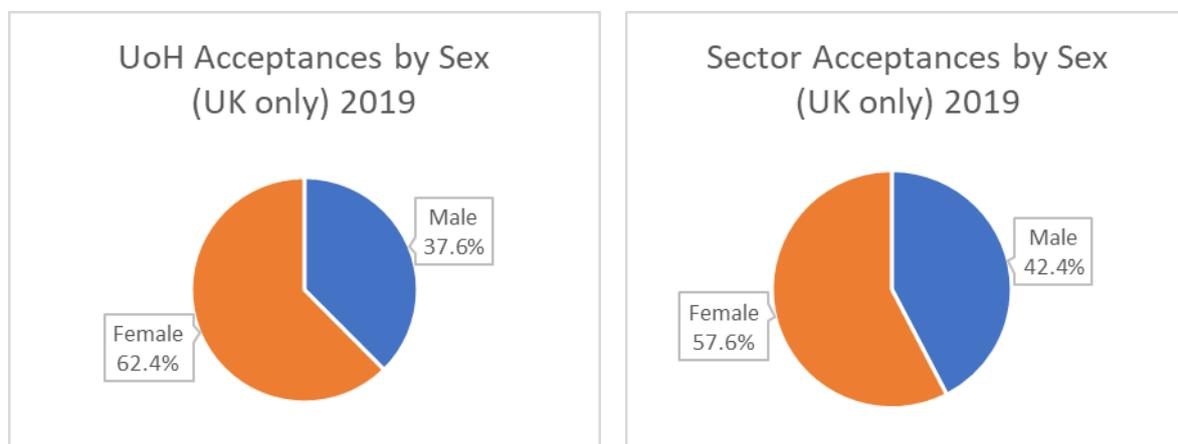


Table 2: Breakdown of Ethnicity for Sector and University of Hull (UoH) Acceptances

Ethnic Group	Sector, 2019	UoH, 2019
Asian	11.5%	2.4%
Black	7.1%	3.3%
Mixed	4.7%	2.0%
Other ethnic	1.8%	0.9%

The total female acceptances for the University of Hull has increased to 4.8 percentage points above the sector average having been below average in 2017 by 2.1 percentage points.

Figures 6 and 7:



Offer Rates (the percentage of applications that result in an offer being issued)

The below gender and ethnicity figures relate only to home/EU applicants. Over the past four years, the sector has increased offer rates to Black home/EU applicants by 11.6 percentage points (see figure 8 below). During the same period, the University of Hull also initially increased its offer rates to black home/EU applicants, but has since reduced to being 2.2 percentage points less than the 2017. We have identified a correlation between the number of applications received and the number of offers made and will be taking steps to increase the number of high quality applications from all ethnic groups which will improve offer rates (see figure 8 below).

Figure 8:

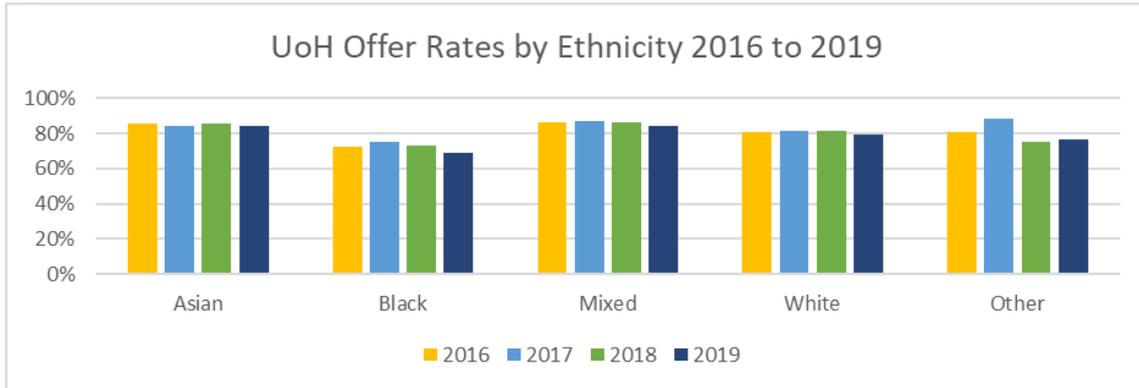
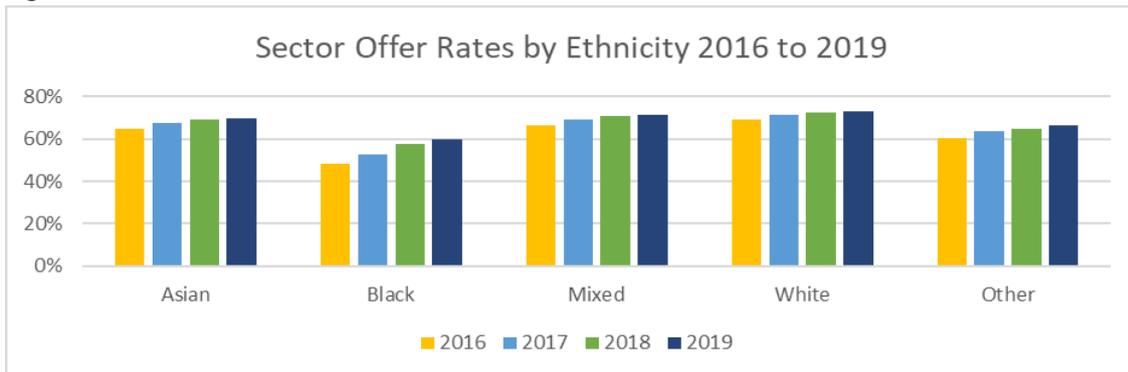
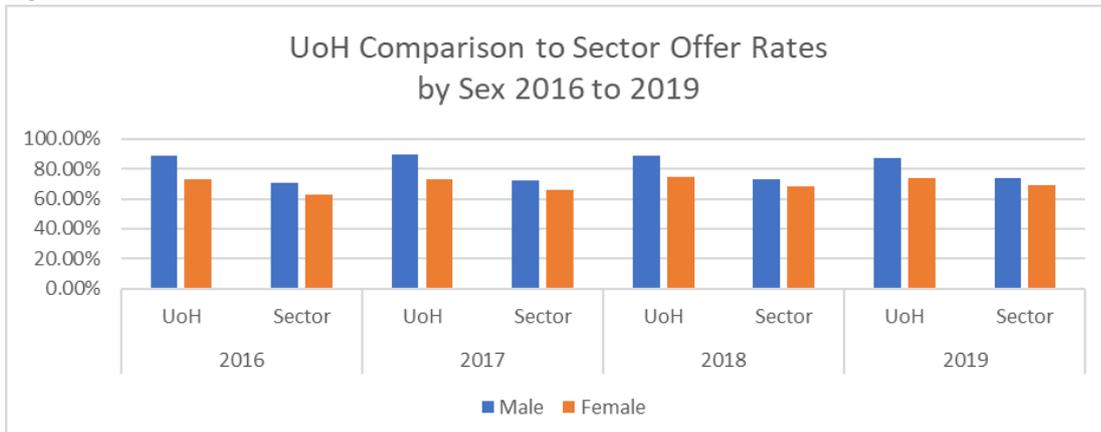


Figure 9:



Although there are more female applicants than male, the percentages of males offered a place are greater than females across the years in both the sector and the University. However, the difference between the offer rates is 13.9 percentage points in the University and only 5 percentage points in the sector for 2019.

Figure 10:



Student Data for 2016/17 to 2019/20

Charts and tables for the University of Hull 'All Students' exclude Hull York Medical School Students (HYMS). This is for comparison reasons, as they are not included in the recruitment or awarding tables or charts.

Table 3: University of Hull Undergraduate Students – Excluding HYMS

Type of Provision	Campus	Mode of Study	16/17	17/18	18/19	19/20
On Campus	Hull	Full-Time	13,287	13,371	12,694	11,807
		PT & Short	2,114	1,899	1,844	1,486
		Total	15,401	15,270	14,538	13,293
	Scarborough	Full-Time	232	1		
		PT & Short	6	3		
		Total	238	4		
Total on Campus			15,639	15,274	14,538	13,293
Students Taught Overseas	Hull	Full-Time	250	205	189	250
		PT & Short	574	579	509	508
		Total	824	784	698	758
Grand Total			16,463	16,058	15,236	14,051

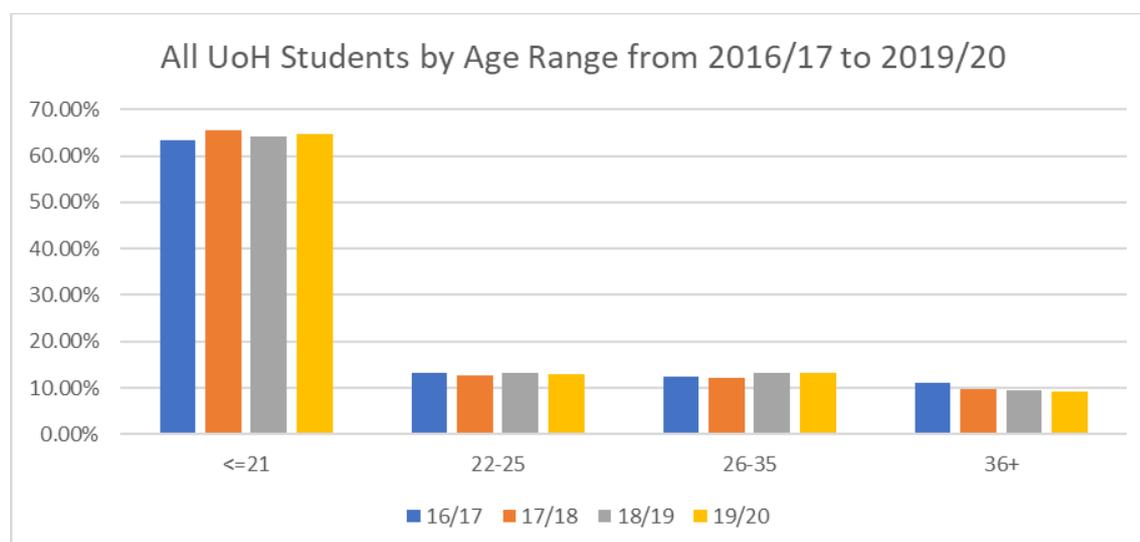
Over the past four years, our total number of students has been gradually decreasing. Compared to 2016/17, the number of students on campus has reduced by 15 percentage points and the number of students taught overseas is 14.7 percentage points lower.

Although not included in the charts or tables, the number of HYMS students has increased by 35 percentage points over the same period. However, even including HYMS, the overall total student number has still reduced by 13.4 percentage points because HYMS only represents a small proportion of our overall student numbers.

Age

Despite the falling overall numbers, the age range of students has remained fairly consistent (see figure 11 below). The only age range that has consistently decreased among our student population is the 36+ age range although this has only been by 1.9 percentage points over the four years.

Figure 11: Comparison of the age range of all students from 2016/17 to 2019/20



Disability

Although our number of students has decreased since last year (2018/19), the percentage of students declaring a disability has increased slightly from 15.8% in 2018/19 to 16.8% 2019/20. The greatest increase came from 34 more students declaring a mental health condition, though students with declared Specific Learning Difficulties (SpLDs) still make up the largest percentage (see Table 4 below).

Figure 12:

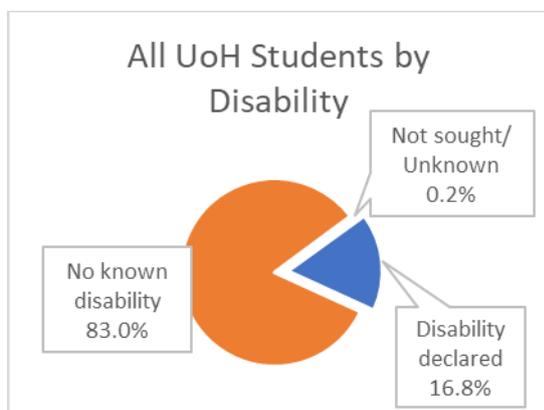


Table 4: Breakdown by disability of UoH Students who declared a disability (excluding HYMS)

Blind/ visual impairment	0.17%
Deaf/ hearing impairment	0.26%
Physical impairment/ Mobility issue	0.59%
Social/ Communication impairment	0.85%
Non-coded disability	1.08%
Multiple disabilities	1.46%
Longstanding illness/ Unseen disability	1.61%
Mental health condition	4.76%
SpLD	6.06%

Ethnicity

Although the total number of students has reduced by 15% since 2016/17 (when looking at just the UK domiciled students), overall there has been a 22.2% reduction in the numbers of students categorised as BAME at Hull whereas the number of white students has only reduced by 17.7%.

Figure 13:

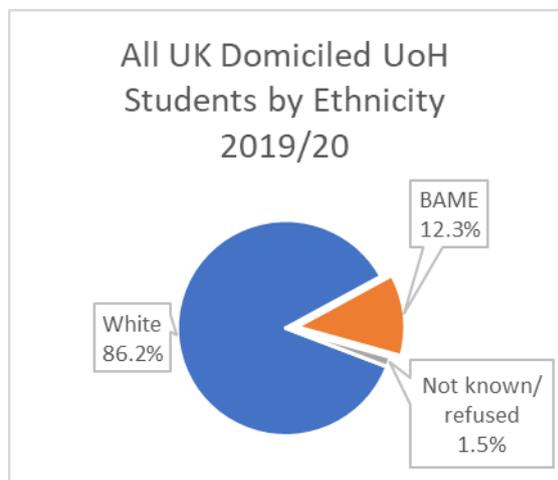
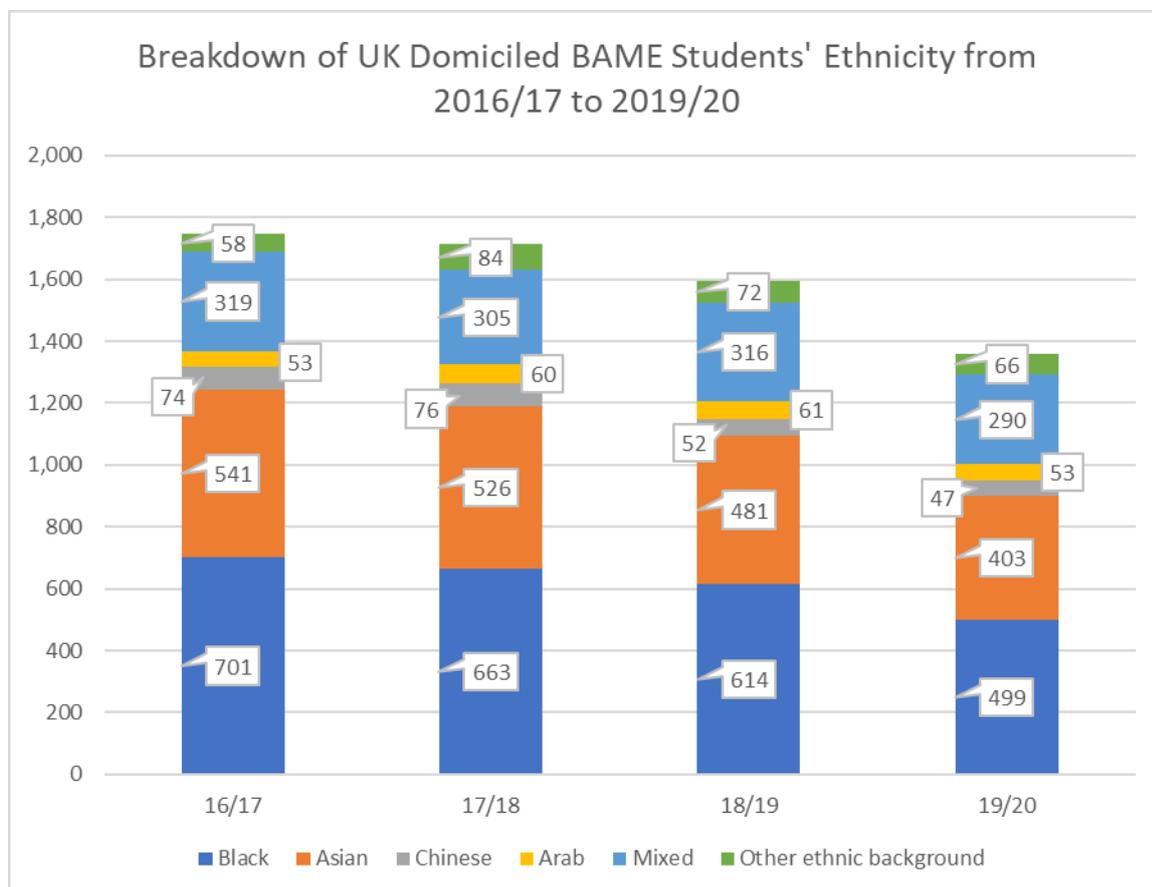


Figure 14 below shows a further breakdown in the declining numbers of home/EU students categorised as BAME. Although the numbers are quite low, we see the greatest decline in the number of students who are Chinese (36.5%). The number of black and other Asian students reduced by 28.8% and 25.5% respectively.

Figure 14:



Sex

Figure 15 shows the breakdown of the sex of students over the past four years with the introduction of an “other” category in 2018/19. Although the numbers in this category are low they have increased by over 150%. The split between female and male students has remained fairly constant.

Figure 15:

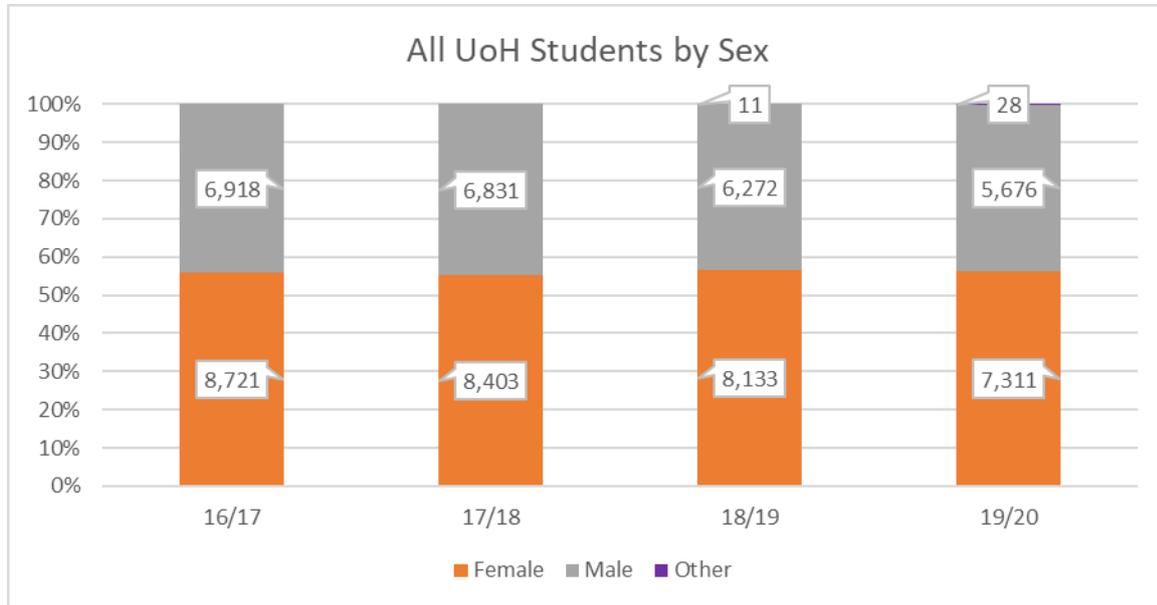
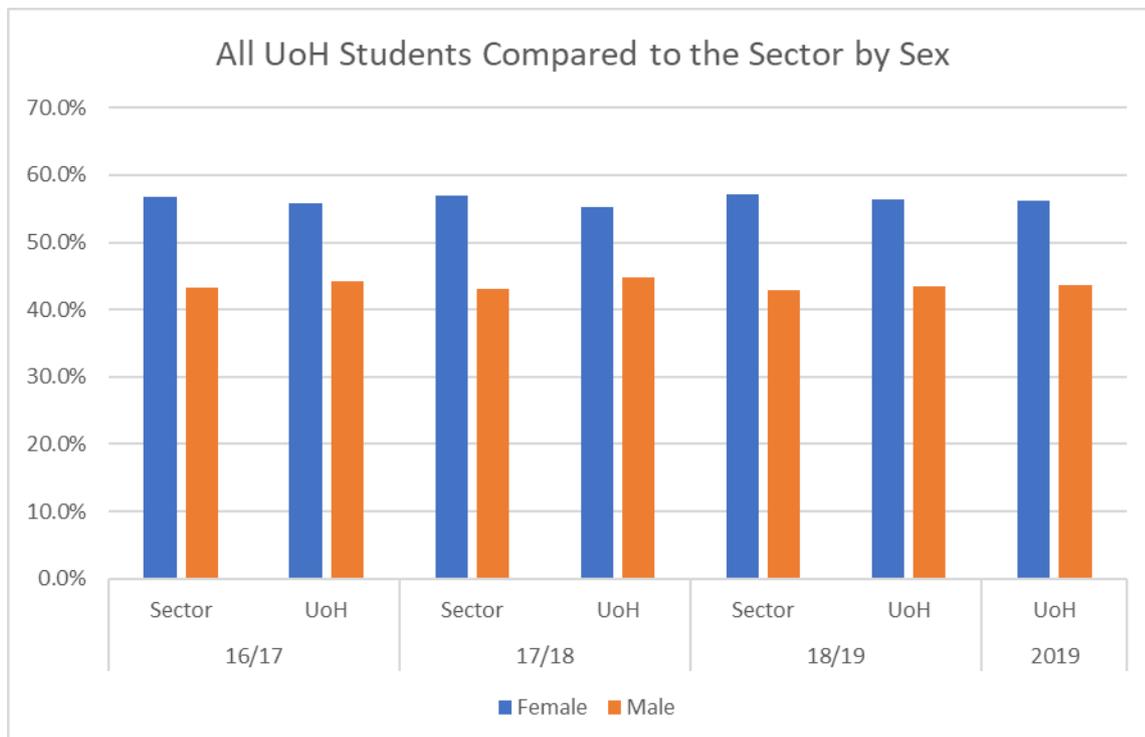


Figure 16 below shows the University against the sector for sex. Advance HE statistics do not have a category of “other” so this has been excluded in the chart. This chart shows that the proportion of female to male students is comparable to the national data.

Figure 16:



Degree awarding data 2017/18 to 2018/19

Prior to 2017, figures were reported differently. We have therefore only provided degree award comparison data for the past two years. For the purposes of this report, “good degree” refers to First and 2:1 degree awards only.

Table 5:

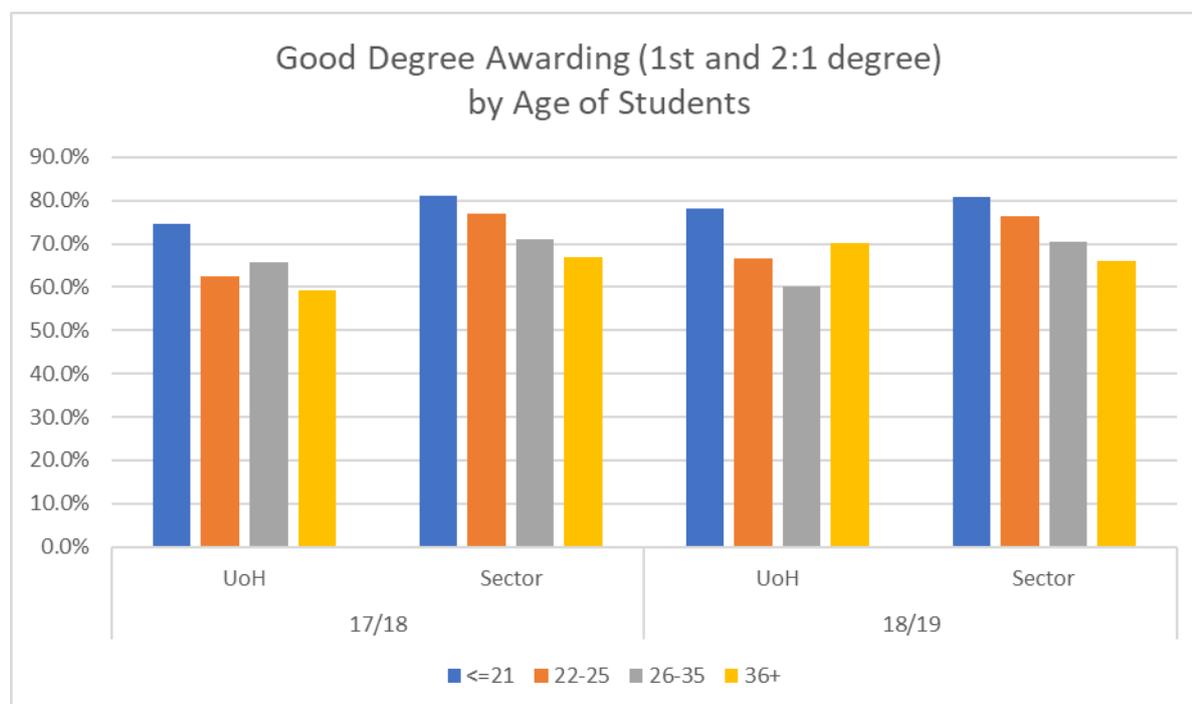
Result	17/18		18/19	
	Students	%	Students	%
1	738	22.6%	858	25.2%
2:1	1,556	47.7%	1,651	48.5%
2:2	784	24.0%	777	22.8%
3/Pass	182	5.6%	119	3.5%
Total	3,260	100.0%	3,405	100.0%

Overall, student degree awards have improved, with the percentage of students gaining a First or 2:1 degree both increasing since 2017/18.

Age

The age range of students attaining a First or 2:1 degree was lower than average for 2017/18. Although the trend continues in 2018/19 the outlier is in the mature age range (36+) where it has increased by 11 percentage points and is above the sector average for 2018/19 as can be seen in figure 17 below.

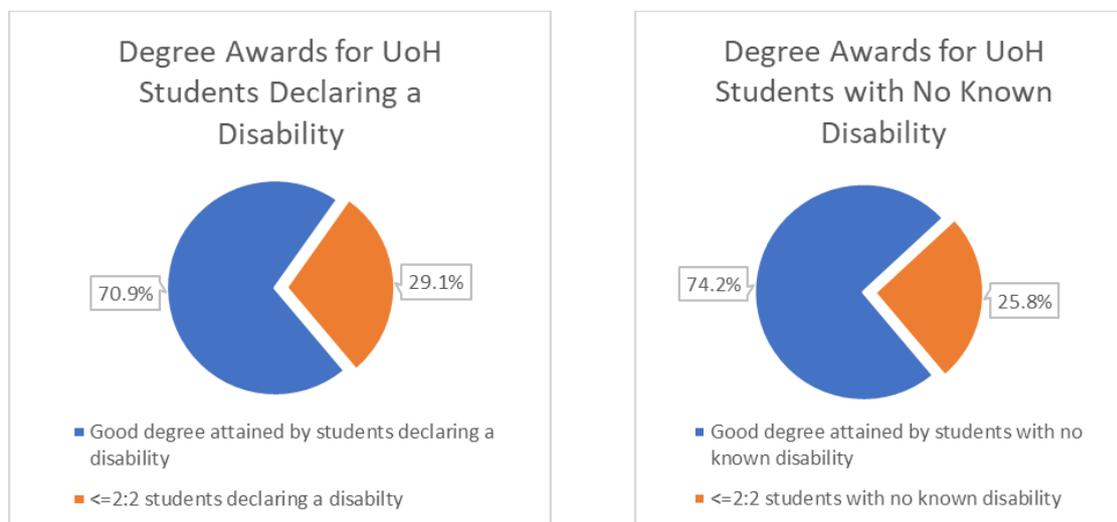
Figure 17:



Disability

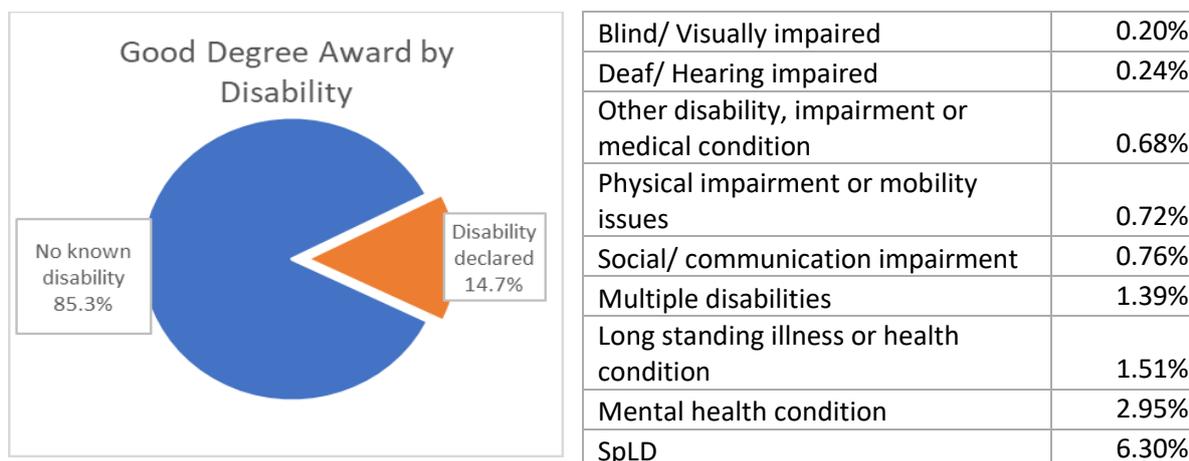
Of our students declaring a disability, 70.9% of these gained a First or 2:1 degree, which is slightly lower than the 2018/19 national average of 75.2%. Of those students with no known disability the University figure of 74.2% is just below the 2018/19 national figure for students with no known disability of 76.7%. The good degree awarding gap is therefore 3.3 percentage points between those who declare a disability and those with no known disability.

Figures 18 and 19:



Out of all University of Hull students gaining a good degree award 14.7% declared a disability and the breakdown of those declaring a disability are shown in the figure and table below.

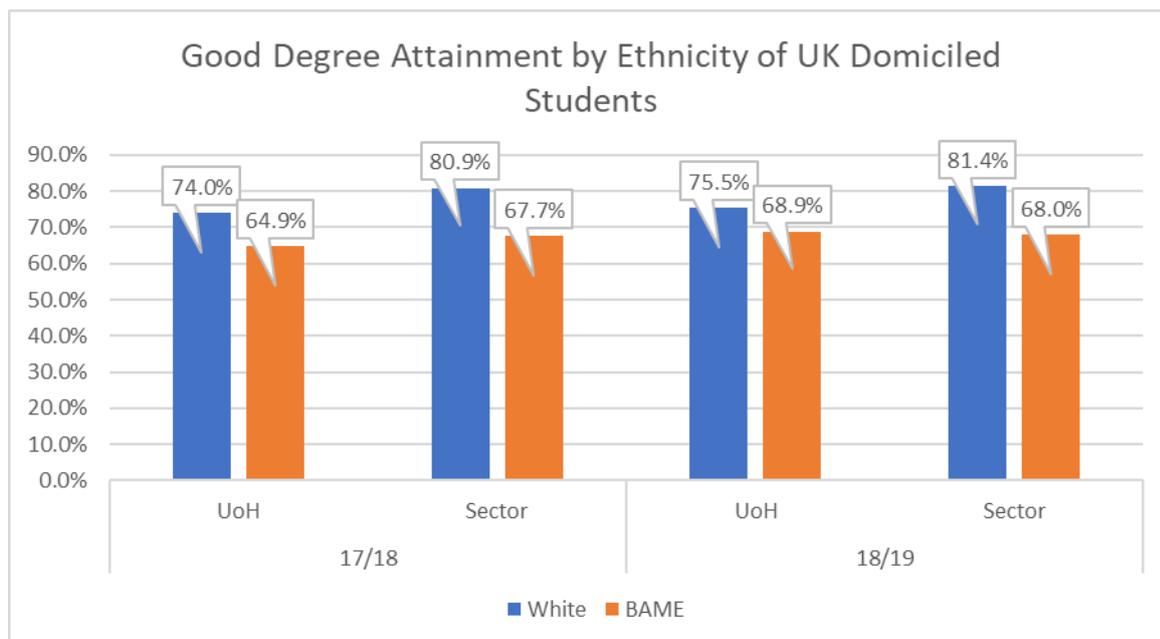
Figure 20 and Table 6: Breakdown of students gaining a good degree award and declaring a disability 2018/19



Ethnicity

In 2017/18, the gap in good degree awarding for white UK domiciled students compared to BAME UK domiciled students was 9.1 percentage points. In 2018/19, this has reduced to 6.6 percentage points compared to 13.4% in the sector (see figure 21).

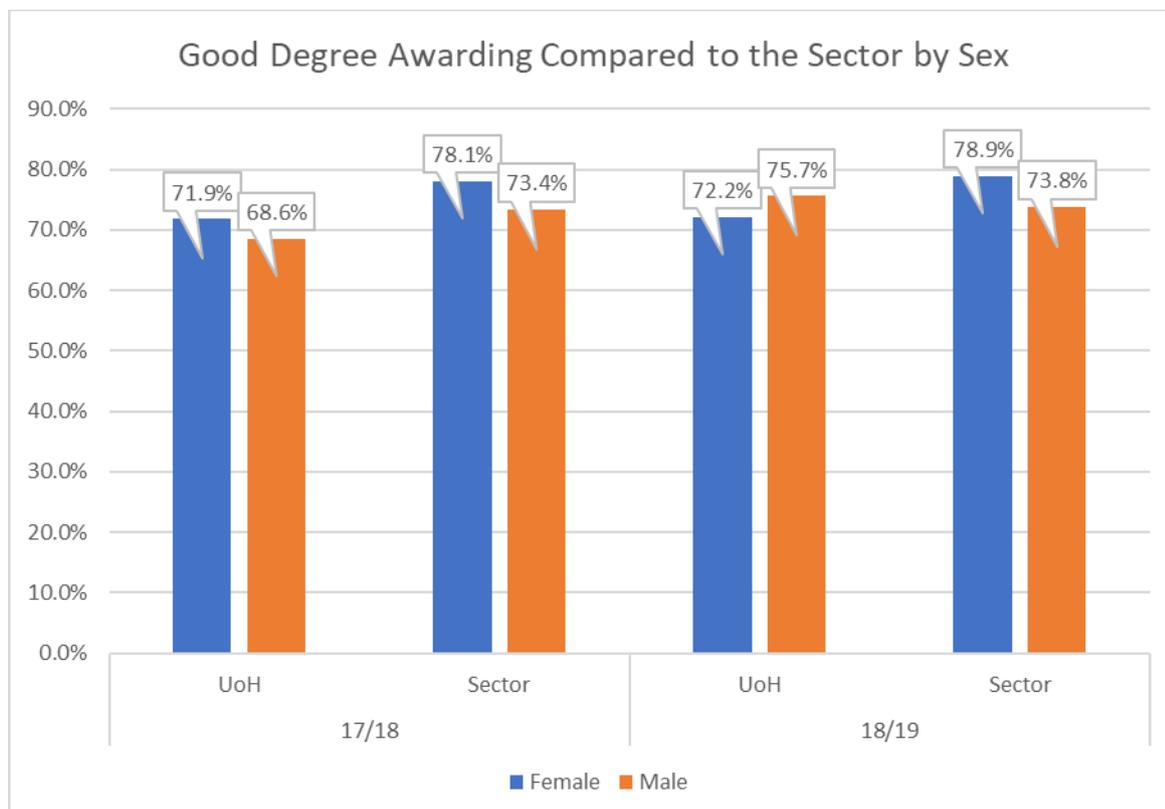
Figure 21:



Gender

The gender good degree awarding gap has previously been less than the sector but has been in the same ratio. The 2018/19 data shows a slight increase in the percentage of females gaining a good degree of 0.3 percentage points whereas the males have increased by 7.1 percentage points meaning that there are now a larger percentage of males gaining a good degree over females, as per figure 23 below. The national figures show that females are 5.1 percentage points above the percentage of males gaining a good degree award.

Figure 23:



Update on 2019 Previous Findings and 2020 Further Actions

We are committed to continuously improving inclusivity, and tackling issues of inequality which act as a barrier to diversity and access to higher education.

Ethnicity

1. 2019 Report: The University of Hull's offer rate is to a lower percentage of BAME students (11.1%) than the national average (24.6%).

2020 Report: As the national average includes large inner-city universities such as London, Manchester and Birmingham (which attracts a higher proportion of all BAME applicants), our offer rate compares favourably against most other institutions, and we make an equivalent proportion of offers to BAME and white applicants. The University of Hull's acceptance rate has reduced to 8.7% compared to the sector average which has increased to 25.1%. Our ongoing work around the WP and inclusivity agendas, demonstrating that Hull is a welcoming and inclusive University of choice for BAME students, aims to halt this trend. Inclusion & Campus Community team with Student Recruitment to consider what further actions can be taken to address this.

2. 2019: Although we compared favourably against the HE sector (9.3%), the good degree (first or 2:1) awarding gap for UK domiciled BAME students widened from 7.6% in 2018 to 9.0% in 2019.

2020: We have further improved our position against the HE sector (which as a whole has seen the gap widen from 9.3% in 2019 to 13.2% in the latest figures). Whilst we still have a good degree awarding gap for UK domiciled BAME students, it is positive to note that this gap stood at 9.1% in 2019 and has reduced to 6.6% in 2020.

3. 2019: The University of Hull's good degree (first or 2:1) awarding gap for total (UK home students) BAME students decreased from 18.8% in 2016/17 to 15.9% in 2017/18. We announced that with the appointment of a Pro Vice Chancellor International, we would be reviewing the international student experience carefully to identify targets for action.

2020: The University of Hull's good degree awarding gap for UK home/EU BAME students was 9.1 percentage points in 2017/18. This has reduced to 6.6 percentage points in 2018/19 with the sector gap for 2018/19 being 13.4 percentage points.

We have not included figures for International students in this report as work is continuing to understand awarding gaps and the specific issues and barriers these students face. We are working towards reporting on awarding gaps for this group in future reports.

4. 2019: We have been working to reduce the degree awarding gap for a number of years and we're committed to supporting the necessary changes as we work to eliminate it. One of our Senior Fellows in our Teaching Excellence Academy is working on institutional strategies to reduce awarding gaps, including building analytics dashboards to report awarding gaps at subject level; embedding accountability for awarding gaps into annual monitoring processes; encouraging programme teams to enrich and diversify their curricula by incorporating non-white European perspectives ('decolonising the curriculum'); and developing coaching based interventions to support students from underrepresented backgrounds.

2020: A University level Awarding Gap Strategy has been developed and is due to be launched in January 2021. This strategy covers four awarding gaps: POLAR (Educational disadvantage), mature students, BAME students and disabled students. In addition to these awarding gaps the strategy also addresses student communication around exam results. We are also building a module in the e-induction platform that helps students understand academic expectations. Departments with persistent awarding gap issues are being identified in collaboration with Associate Deans Education, and interventions tailored to the needs of subject areas/programmes will be starting in January 2021.

Disability

1. 2019: We stated we would continue to investigate any issues or barriers affecting the experience on campus of students with a disability. Our 2019 report showed that the good degree awarding for these students was two percentage points lower at 72.8% than the sector average of 74.7%.

This information correlated with the NSS 2018 diversity data where students with a disability (not including SpLD) had lower satisfaction scores than those with no known disability for all areas apart from organisation and management.

2020: Compared to those with no known disability we now have a 3.3% awarding gap for those declaring a disability compared to those who have no known disability (as shown in figures 18 and 19). Work has been continuing to improve accessibility and inclusivity throughout the campus helped by a report commissioned by the VC. The new Inclusion & Campus Community team is working in collaboration with HUSU on promoting and demonstrating the advancement around accessibility for students with a disability, in order to improve the campus experience for existing students and encourage new students to come to Hull.

2. 2019: In our last report, there was an increase in the proportion of students declaring a mental health condition from 2.6% to 4.1%. Despite the rise, we stated that this figure still was likely to be an underestimate of the number of students with mental health conditions, as many students would not have formally declared their condition. We pledged to take positive steps to provide better mental health support across the campus including through Student Support teams.

2020: The percentage of students with a declared mental health condition has increased again by 0.7 percentage points. In part this is likely to be as a result of work completed in enabling more students to feel confident in coming forward.

Student Services has put in place various measures to improve all aspects of the experience for students declaring a disability. At the application stage anyone declaring a disability is now asked to complete a Student Support Questionnaire (SSQ) earlier in the application stage in order to put in place the right support arrangements and improve the student experience. The importance of completing the SSQ is now highlighted at Open and Applicant Days. Student Services has also created additional channels to access their services such as LiveChat and a dedicated appointment phone line. The website has been updated to provide clearer information to applicants and existing students, helping to encourage anyone that needs it to access support. The mental health support team has

developed an online module, Survive and Thrive, which is available to current students. This module supports their personal development and includes a variety of techniques to help combat anxiety and stress. This team has also implemented a scheme of work for 2020/2021 to include working with HUSU to raise awareness of services and reduce barriers to students gaining access.

Working alongside Team GB and academic areas the Inclusion & Campus Community Team has launched a student success platform in November 2020. This includes self-help resources with links and advice on how to access support services.

Over the last year work has been undertaken to raise awareness to all staff about the support available for students and how to access it. Key staff within Student Services are becoming more involved in committees and working groups, helping to support students, and have also commenced weekly multidisciplinary case review meetings.

3. 2019: We recognise that assessment has a significant impact on mental health for many students. One of our Senior Fellows in the Teaching Excellence Academy is working on inclusive approaches to assessment, aiming to reduce the number of students needing to use the Mitigating Circumstances process, particularly for assessment anxiety issues.

2020: We have produced infographics and resources around inclusive assessment design, which are now hosted by the Teaching Excellence Academy. These resources will also be integrated into the Disability Awarding Gap work outlined above.

Gender

1. 2019: Although our gender awarding gap compared favourably with the sector average (4.9%), our gap widened from -0.6% in 2015/16 to 2.8% in 2017/18.

2020: The good degree gender awarding gap for the University of Hull has changed and is now higher for males than for females, being now at 3.5 percentage points in favour of males. For 2017/18 the sector had a 4.7% awarding gap in favour of females and this has now increased to 5.1%. Alongside the actions to address other awarding gaps, the gender gap should be partially addressed by actions around improving student self-belief, staff-student relationships and transparency of assessment criteria. Planned activities in these areas should benefit all students and help address other gaps.

2. 2020: There is concern in the wider HE sector about awarding for white males from socioeconomically disadvantaged backgrounds. We commit to monitoring this closely and putting in action plans if we identify such an awarding gap at Hull.