EDI Transparency Report 2025

UNIVERSITY *of* HULL

Contents

Introduction

As Head of Equality, Diversity, Inclusion (EDI), Health and Wellbeing, I'm pleased to introduce this year's Transparency Report, a reflection of our consistent and continuous commitment to creating an inclusive organisation and community where all members of our university community can thrive.

This year we continue to embed the University's 2025–2030 EDI, Health and Wellbeing Strategies. These strategies emphasise shared responsibility in building a diverse, equitable and supportive environment, where wellbeing is not a personal burden, but a collective priority.

Grounded in our three EDI pillars, Community, Organisation and Culture, our work focuses on removing barriers, advancing inclusive leadership, and enabling data-led, system-level change. We are equipping staff and students to challenge inequity and uphold dignity and respect in all spaces.

Wellbeing and inclusion are deeply connected. Our Health and Wellbeing strategy supports this by prioritising prevention, early intervention and responsive care, ensuring people feel safe, heard and able to perform at their best.

This report sets out our progress and challenges across key areas including pay equity, representation, recruitment and outcomes. It highlights how collective action across the University is, and will continue to drive positive change.

Together, we are not only meeting compliance standards, but we are also redefining what it means at University of Hull to lead with equity and compassion.

Hayley Pickard-Dumas
Head of EDI, Health and Wellbeing

Charters and employer recognition

The University of Hull continues to be recognised for its advancement of inclusion through several external charter marks and accreditations. These charter marks and accreditations help us in our pursuit for excellence when it comes to inclusion and help us to achieve a reflective and holistic approach to EDI.

Athena Swan

The Athena Swan accreditation is a recognised framework which is used across the globe to support and transform gender equality within higher education and research.

The Athena Swan Charter also:

- Helps institutions achieve their gender equality objectives
- Assists institutions to meet equality legislation requirements, as well as the requirements and expectations of some funders and research councils
- Uses a targeted self-assessment framework to support applicants identify areas for positive action as well as recognise and share good practice Supports the promotion of inclusive working practices that can increase the retention of valued academics and professional and support staff, demonstrating an institution's commitment to an equitable working environment
- The University of Hull currently holds a bronze Athena Swan award and is working towards the Athena Swan Silver action plan 2022- 2026. We have an institutional self-assessment team which has a representation from across the institution with a purpose of ensuring the principles, and agreed actions, relating to Athena Swan are actively pursued and embedded across the University
- University of Hull Hull York Medical School received the Athena Swan UK gold award May 2025

Disability Confident

The University of Hull has been proud disability confident employers since 2018 and we have recently renewed our status until 2027. Disability Confident is a government initiative designed to encourage employers to recruit and retain disabled people and those with health conditions. Our Disability Staff Network and Accessibility Working group help to give a voice to disabled staff and students across the campus and play a vital role in our commitment to disability inclusion.

Armed Forces Covenant

We were proud to sign the Armed Forces Covenant in 2017. We deliver and champion this commitment through the social responsibility strand of our EDI Governance board. This is an important commitment as part of our civic engagement and citizenship activities. It is our pledge that together, we acknowledge and understand that those who serve or who have served in the armed forces, and their families, should be treated with fairness and respect in the communities, economy and society they serve. The University are working towards the Gold Award accreditation in 2026.

White Ribbon

The University of Hull is proud to be a White Ribbon Supporter Organisation. White Ribbon is the leading UK charity supporting men and boys to end violence against women and girls. Their mission is to prevent violence by changing harmful attitudes, systems and behaviours around masculinity that allow gender inequality to continue and perpetuate men's violence against women. The University of Hull stands against violence in all of its forms, no matter who the victim is. To help us achieve our goals and support the White Ribbon cause, not only do we support our students experiencing domestic abuse (often working closely with local domestic abuse specialist services), we also offer specialist training to all staff members and have reviewed and updated our policies and processes to support any victim of domestic abuse.
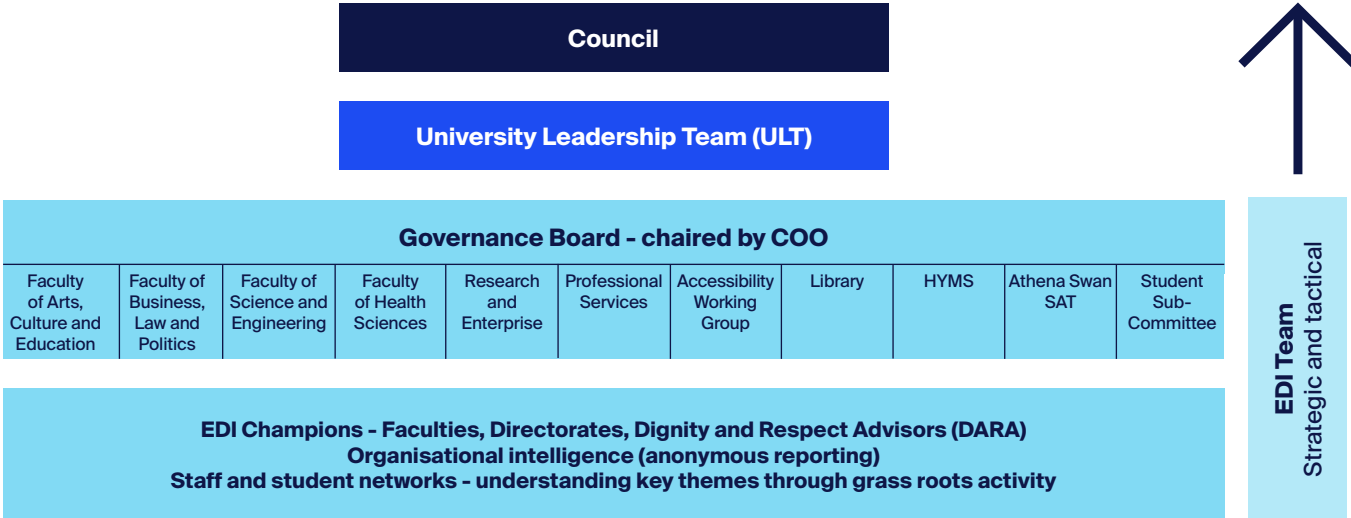
AccessAble

The University has been partnering with AccessAble for a decade, and we are very pleased to be continuing our joint commitment to providing clear and practical accessibility information. Accessible accessibility guides are clear, inclusive resources that help individuals and organisations understand how to make environments, products, services, and digital content usable for everyone, including people with disabilities.

EDI Governance

EDI Governance Board

The EDI Governance board, chaired by the Chief Operating Officer (COO), Informs and consults on the development of EDI related policies, procedures and guidance. It has oversight of EDI Subcommittees, EDI networks and other EDI initiatives, providing support and challenge to wider functional areas in their delivery of the University's Equality Objectives and progress against EDI targets. The aims of the Governance Board are to have an institutional wide holistic approach to embedding EDI across the University; to have strong accountability on practices and initiatives relating to EDI; to share best practice and knowledge across the whole institution to prevent silo working; and finally, to create an inclusive place to work and study for all our staff and students.

EDI Governance Board Structure

Council

University Leadership Team (ULT)

Governance Board - chaired by COO										
Faculty of Arts, Culture and Education	Faculty of Business, Law and Politics	Faculty of Science and Engineering	Faculty of Health Sciences	Research and Enterprise	Professional Services	Accessibility Working Group	Library	HYMS	Athena Swan SAT	Student Sub-Committee

EDI Team
Strategic and tactical

EDI Champions - Faculties, Directorates, Dignity and Respect Advisors (DARA)
Organisational intelligence (anonymous reporting)
Staff and student networks – understanding key themes through grass roots activity

EDI Sub-Committees

The responsibilities of the staff and student subcommittees include:

- Ensuring the delivery of the EDI priorities set by the Governance Board
- Developing and delivering appropriate action plans to underpin the University EDI agenda
- Providing assurance and reports on progress to the EDI governance board quarterly
- Horizon scanning to highlight emerging trends including issues and/or risks
- Sharing good practice from partner and other external organisations and networks
- Supporting the Equality, Diversity and Inclusion team in marking and celebrating diversity events.

Dignity and Respect Advisors (DARA)

Dignity and Respect Advisors (DARAs) provide a confidential and supportive space for staff to raise concerns related to equality, inclusion, and wellbeing. Trained to listen sensitively and signpost to relevant support, they offer guidance on a range of issues including mental health, accessibility, and dignity at work.

DARAs continue to play an important role in fostering a respectful and inclusive culture across campus while also contributing to broader staff wellbeing. Their insights help inform the University's approach to support continuous improvement.

EDI Champions

EDI Champions continue to embed inclusion across our university. They raise awareness, offer advice on EDI-related concerns, and help implement change aligned with the University's EDI priorities. They champion EDI within their areas by identifying key priorities, encouraging engagement, and promoting best practice.

Champions also support the Equality Impact Assessment (EIA) process within their areas by offering guidance and support. By working closely with the central EDI team, they act as a valuable source of insight, helping to highlight any challenges, inform policy and strengthen a culture of belonging.

All together: staff networks

Our staff networks continue to play a vital role in supporting colleagues and strengthening our inclusive culture.

Our networks include the Neurodiversity Network, Women's Empowerment Network, Global Majority Network, LGBTQIA+ Network, Disability Staff Network, Parents & Carers Network, and the Inclusivity & Allyship Network. Each group offers a safe and supportive space for staff to connect, share lived experiences and contribute to positive change. From raising awareness to challenging barriers and influencing policy, the networks help create a more respectful, inclusive, and supportive working environment for all.

We're proud to spotlight Lee Fallin, Co-Chair of the Inclusivity and Allyship Network, who shares his perspective on inclusion and what drives his commitment to equity and accessibility at the University of Hull:

"Hi, I'm Lee Fallin (he/him/his), and I'm one of the Co-Chairs of the Inclusivity and Allyship Network. I started working at the University of Hull back in 2012 and have had the privilege of working in both professional service and now academic roles during that time. I am now a Lecturer in Education for the School of Education, serving as Programme Director for our nine on-campus taught masters. On a personal note, I'm a member of the LGBTQ+ community and alongside my husband, am parent to three adoptive children."

"I see inclusion as a state of mind, and I have worked hard over my career to facilitate equity in all that I do. My designing for diverse learners project looks at how we can make materials accessible and has framed much of my engagement around inclusion at Hull."

To mark Staff Networks Day, members from across our university and networks came together to celebrate the vital role these groups play in shaping an inclusive and supportive culture at the University. It was a great opportunity to connect, reflect on shared progress, and recognise the importance of creating safe, welcoming spaces where staff feel heard, valued, and supported.

I see inclusion as a state of mind, and I have worked hard over my career to facilitate equity in all that I do.

Lee Fallin
Lecturer in Education for the School of Education

Organisational change: staff networks support

Staff networks play a pivotal role in supporting employees during periods of organisational change and redundancies, serving as vital mechanisms for fostering inclusivity and resilience.

Our staff networks offer:

- Emotional and Peer Support
- Advocacy and Representation
- Informing Inclusive Practices
- Maintaining Organisational Trust
- Safe spaces for open discussions

Our active staff networks signal our commitment to our employees, even amid challenging transitions. Their presence can help bolster trust and morale, aiding in the retention of talent and the preservation of a positive workplace culture.

Incorporating staff networks into the fabric of our organisational change strategies not only supports affected employees but also reinforces a culture of inclusivity and respect.

Staff network feedback

It helps you feel like your struggles aren't just your own and creates a safe space to discuss coping strategies and work arounds to help one another in the work environment and beyond.

Knowing there are other employees who experience some of the same worries or barriers. Coming up with strategies that could help employees within the Network and in the wider University.

Our network represents us and allows us to be seen, when previously we may not have felt accepted.

I really love being a staff network chair and facilitating safe and supportive spaces for staff. There is so much value in inclusive collaboration.

I have found the network to be a supportive place to share concerns. I enjoy attending the network meetings and generating ideas to support any projects or awareness events.

Human Living Library

> The Human Living Library at the University of Hull is an inspiring project that brings people together through the power of storytelling.

It's all about breaking down barriers, challenging stereotypes, and building understanding by sharing real lived experiences. Over time, the project has grown in amazing ways. One of these additions is the "This is Me" section, created in collaboration with the University's Disability Staff Network. This space gives disabled staff and allies a chance to share their stories in their own words, honestly, openly, and proudly. In 2024, the project was honoured to be nominated and shortlisted for the Inclusive Culture Initiative Award by the Inclusive Awards, a wonderful recognition of the impact it's having in creating a more inclusive and compassionate community.

The work and recognition of the project, has inspired other universities and external organisations to run similar projects and events, sharing lived experiences and working on reducing biases within their respective communities. We aim to continue evolving and growing the project as our own university community evolves and grows.

Equity Sequence®

Embedding Equity through the Equity Sequence

As part of our commitment to fostering an inclusive culture, the University of Hull has partnered with Tidal Equality to deliver Equity Sequence® training across the institution. The Equity Sequence® is a structured science-backed approach designed to help individuals identify and address bias, barriers, and inequities in everyday decision-making.

We now have a certified in-house trainer who has been delivering sessions to staff across the organisation including to senior leaders and key decision makers, reinforcing our shared responsibility to embed equity at all levels of the University. This work directly supports the aims outlined in our People Strategy, which focuses on building a diverse, motivated community where all staff and students are supported to succeed.

100%
of survey respondents said they feel more knowledgeable about equity and its importance in decision-making.

100%
of survey respondents said the training has changed how they will make decisions moving forward.

96%
of survey respondents said they feel equitable innovations will have a positive impact on our student experience.

Training testimonials

> *The training was interactive and engaging, i think will have a positive impact on organisational culture though more equitable and innovative decision making.*

> *Really good session, very thought provoking to enhance the way we all make discissions that feel more comfortable and inclusive.*

Helen Mclean – Equity Sequence® Trainer

In my role as an Equity Sequence® trainer at the University of Hull, I help colleagues see equity and inclusion as shared, everyday responsibilities that are part of how we work and interact with one another. Every decision we make, no matter how small, can either remove or reinforce barriers. The Equity Sequence® gives us the tools to approach those decisions more thoughtfully and inclusively.

In partnership with Tidal Equality, we deliver training that introduces a structured, science-backed approach to decision making. It encourages participants to ask equity-focused questions that are grounded in fairness, curiosity and respect.

The training gives people at all levels the tools to make more inclusive decisions, whether that's improving student services/experience, shaping fairer access, recruitment processes or designing new policies. When equity becomes part of everyday decision-making, that's when you start to see a positive shift in organisational culture.

My hope is that the Equity Sequence® becomes a lasting part of how people approach their work at the University of Hull, balance how they think, ask questions and design services that meet the needs of our diverse communities.

It's a privilege to be part of this work. I am passionate about making equity and inclusion something people feel confident practising. As part of the EDI team, we're working to build that confidence across the university, so everyone feels equipped to lead, collaborate and make decisions that promote inclusion.

Staff culture overview

Staff culture and employee feedback: Listening, Responding, Improving

In 2024, the University conducted a comprehensive staff survey to understand colleagues' experiences and perspectives. The insights gained have informed planning for the 2025/26 academic year, with teams embedding this feedback into local and University-wide actions.

Five priority themes emerged: managing workload, enhancing development opportunities, supporting managers, addressing bullying and harassment, and improving perceptions of leadership. Here's what's been done and the activity we have planned.

Workload and resource planning

Workload is a common concern in higher education, and the University is taking steps to create a more sustainable balance. Efforts are underway to rebalance resources across faculties and departments, ensuring teams are equipped for current and future needs. Flexible and agile working practices continue to be supported, with a renewed emphasis on maintaining work/life balance. Line managers are being trained to foster healthier working patterns and provide appropriate support.

Clearer strategic focus is also essential. Annual planning templates now help faculties and departments set priorities and identify non-essential activities.

Learning and development opportunities

The survey highlighted the importance of growth and development opportunities. A revised Academic Careers Framework (ACF) has launched this year, making career pathways fairer, more flexible, transparent and inclusive of leadership contributions. For Professional Services staff, plans are in place to develop a tailored framework that reflects their career aspirations. The framework will allow staff to focus on the skills required to progress in their careers and empower them to take ownership of their own development. The framework will be delivered during the 2025-26 academic year.

In the meantime, regular development conversations with line managers are encouraged to help staff identify opportunities for growth. On top of this, our new internal systems are being developed to further aid managers and employees with completion of appraisal development reviews and plan for the future of the individual and team.

Supporting great managers

Effective leadership is vital to a positive work environment. The University's Building Brilliant Leaders programme, equipped managers with essential leadership skills, supported by coaching and peer learning. You can read more about this initiative in the Building Brilliant Leader's section. Workshops tailored for Heads of Schools address the unique challenges of academic leadership. These are supported by the all new Health and Wellbeing SharePoint which is available to all staff, this site covers a variety of topics to support managers. For example, a Suicide Mitigation Policy and Toolkit has been the most recent addition to the Health and Wellbeing resources. Additionally, updated stress management policies and toolkits offer practical resources to support wellbeing across teams.

Leadership visibility and engagement

Accessible and engaged leadership fosters trust and collaboration. The Vice-Chancellor and University Leadership Team regularly meet with departments to hear directly from staff, encouraging them to share both problems and ideas.

Furthermore, Senior Leaders Forum sessions provide a platform for operational updates and strategic discussions to senior leaders across the university. Meanwhile our new All-Staff Forums, which first begun in February 2025, ensure timely communication on key issues with all staff. During these forums the University Leadership Team create a space for open dialogue, encouraging staff to engage with them directly and provide clarity or extra information where possible.

Zero tolerance for bullying and harassment

A low number of bullying and harassment incidents were identified in the staff survey; however, we believe that even isolated incidents of bullying or harassment are unacceptable. Following the identification of this theme, a working group has reviewed processes to ensure clear and effective reporting pathways. An updated Code of Conduct, aligned with the University's values, will launch this year and become part of induction, promotion, and leadership recruitment – solidifying our university culture.

Also, work is currently underway to upgrade the Bullying and Harassment Policy to a Dignity at Work Policy, updating and improving processes and making it easier for staff to report and seek support, with all information being stored in one place. Additionally, training and awareness campaigns continue to reinforce the University's zero-tolerance stance and commitment to a safe, inclusive culture.

What's next?

We are not stopping here. Pulse surveys will be conducted regularly ahead of the next full staff survey in autumn 2026 to monitor progress and gather feedback on key themes such as inclusion, wellbeing, development, and leadership. Insights from these surveys will guide further improvements and support the University's application for Athena Swan Silver status.

Through ongoing engagement and action, the University is dedicated to creating a workplace where everyone feels valued and supported.

Building brilliant leaders

We're thrilled to celebrate our latest cohorts of colleagues who have completed the Building Brilliant Leaders program – an important step forward in developing a leadership culture where everyone at the University of Hull can thrive.

Since its launch, over 80 colleagues from across academic, technical, and professional services roles have come together to complete the programme, committing an incredible **3,000+ hours** of learning and reflection across **five core modules** and **two co-coaching workshops**. That's over 500 days dedicated to becoming the kind of leaders who lead with our values - progressive, empowering, and inclusive.

The program covered key areas such as:

Core leadership and management skills

Building capability in your team

Personal development

Empowering others

Optimising performance
plus collaborative co-coaching sessions that provided a supportive space for reflection, challenge, and peer learning.

To mark their achievement, a special celebration event was held in April, closed by Vice-Chancellor Professor Dave Petley and Chief Operating Officer Sarah Wilson. It was inspiring to hear how participants are already applying what they've learned - improving productivity, reshaping how they lead their teams, and approaching strategic challenges with fresh confidence. Many also shared how valuable it was to have time and space to focus on their own development, with a strong, encouraging network around them.

To our brilliant leaders – **congratulations**. You've invested deeply in becoming the kind of leaders our university needs, and the impact you're making is already clear.

We're now looking to evaluate and improve on the offering to our future and current leaders from across the organisation.

Wilberforce Institute

Wilberforce Institute: Repairing systemic injustices of enslavement and exploitation

The Wilberforce Institute investigates historical and contemporary enslavement, emancipation and related forms of exploitation and injustice

Priorities

We achieve this through free-thinking research, education and knowledge exchange with policy makers, practitioners, researchers and survivors. We seek to challenge and disrupt injustice by bringing people together to amplify their voices and overcome barriers and obstacles to living freely and with dignity. This ambition is underpinned by our unshakeable commitment to the co-production of solutions that influence policy, change practice, and deliver better outcomes for all.

Modern slavery and human trafficking

The Wilberforce Institute seeks to understand and repair systemic injustices by working with partners, survivors and communities to improve how we identify and provide support to people who have experienced modern slavery and human trafficking.

Regionally, the Wilberforce Institute co-ordinates through our Justice Hub the Humber Modern Slavery Partnership (HMSP) which brings together survivors, police officers, community safety managers, victim support organisations and specialist charities who have a responsibility to prevent modern slavery and human trafficking and protect those who have been victimised by it.

Nationally, the Wilberforce Institute partners with The Salvation Army who run the government's Modern Slavery Victim Care Contract and the AHRC Modern Slavery and Human Rights Policy and Evidence Centre (MSPEC) which is an academic consortium with Oxford and Liverpool universities designed to inform policy using our research. And our Risk Assessment Service works with large retailers and multi-national companies such as Aldi and John Lewis to identify risks of labour exploitation in their supply chains.

Internationally, we provide training and consultancy on climate change, conflict and human trafficking in West Africa, Eastern Europe (Ukraine especially), Guyana, Montserrat, the Aegean, and South Asia. This research aims to understand how people become vulnerable to exploitation and what policymakers and practitioners can do to ensure people are safeguarded effectively.

Historical Slavery and descendent communities

In the aftermath of the Black Lives Matter debates of 2020, institutions on both sides of the Atlantic needed radical solutions to overcoming long term systemic barriers concerning historical injustices. Our research expertise was utilised to engage with and repair-build trust with descendant communities in Hull, Jamaica, Brazil, the Sea Islands and Manchester.

The work is still ongoing and between 2022 and 2025 has included four temporary exhibitions (Homelands, Taking the Knee, Contemporary slavery in the UK, and to Heal a Butterfly) and permanent gallery transformation (Black voices of antislavery and Legacies of slavery). This drew new audiences into those sites, furthering social inclusion.

Strategic partnership and research between the University and the Guardian laid the foundation for the 10-year, £10m restorative justice fund to support community projects and programmes in Jamaica, Brazil, the Sea Islands and Manchester descendant communities. It also helped to further amplify the voices of the Global South through fellowships for Black journalists, the recruitment of seven new correspondents across those regions, including their first Caribbean correspondent and a new editorial format focused on the Black diaspora. The Guardian-Hull team continues to carry out descendant community engagement work and relationship-building to identify priorities for reparative justice.

Through effective fostering collaboration and engagement between organisations and developing authentic trust with racially marginalised communities resulted in the partnership receiving nominations for major heritage, Higher Education and journalism prizes - including the Museums Association's Museums Change Lives Awards for Decolonising Heritage, a finalist for the Times Higher Education Prize Knowledge Exchange Partnership of the Year, and the Diversity in Press Awards for Cotton Capital.

The Institute is committed to being a driving force for social justice, restorative justice and truth-telling in co-production with descendant communities locally and internationally.

Inclusive research culture

IDEA-R Toolkit Summary

Embedding meaningful considerations of EDIA (equality/equity, diversity, inclusion, and accessibility) throughout research is a vital skill for academics. The IDEA-R (inclusivity, diversity, equality, and accessibility for research) toolkit was developed by the Research Culture and Researcher Development Team to help researchers in all disciplines at the University of Hull to embed EDIA in their research-related activities. The project began with a narrative scoping review which mapped the current challenges and examples of best practice in EDIA in research. To ensure that IDEA-R is representative of the needs and priorities of Hull's research community, the toolkit was further informed by an online survey for research-related staff, interviews, and focus group discussions. This allowed us to identify areas in which researchers wanted additional information and support to embed EDIA into their research activities. The final toolkit was refined through pilot testing and stakeholder feedback.

IDEA-R brings together existing resources, guidance, and toolkits from across numerous disciplines and methodological approaches, and features summary documents which highlight essential knowledge, useful resources, and reflective questions. The toolkit is structured around key elements of a research project where EDIA should be considered, including study design, recruitment, and dissemination.
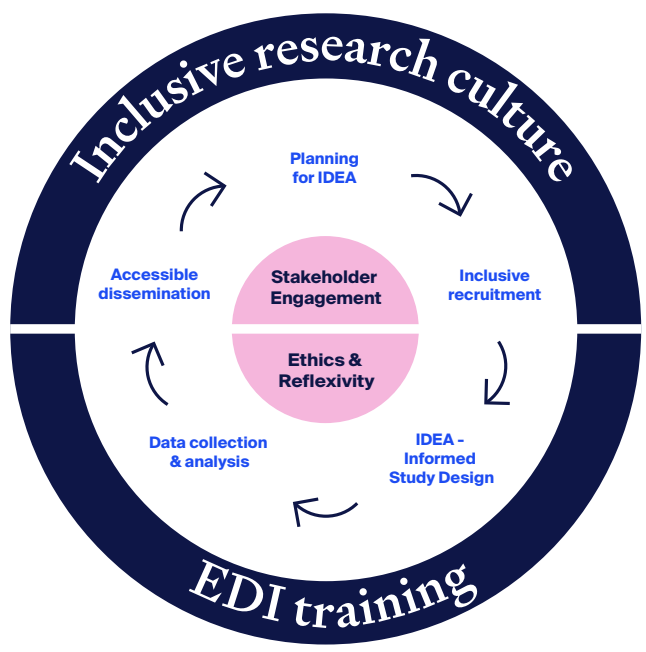
Case study and reflections

The IDEA-R toolkit has been a valuable resource for the Centre for Addiction and Mental Health Research (CAMHR). To help develop our EDIA strategy at CAMHR, we incorporated learning from the toolkit – the resources on inclusive language use helped us to reflect on the terms we used in the strategy and to embed the use of inclusive communication into our strategy.

The resources also helped us to develop a CAMHR-specific publication policy to ensure that all contributors are fairly recognised for their work, and to create an accessibility checklist to help consider access requirements when planning events. We conduct many stakeholder consultations and meetings with PPIE contributors, and the resources in the 'Stakeholder Involvement & Engagement' helped us to consider who should be involved at different stages of the research and different methods of engaging potential stakeholders.

The resources on co-production and intersectionality have also been influential when planning and designing studies. CAMHR's work is collaborative, inclusive, and addresses hidden problems and unmet need among vulnerable people, so it was important to design studies which allow for intersectional analyses, and which are guided by the needs and priorities of affected communities.

Inclusive research culture

- Planning for IDEA
- Inclusive recruitment
- IDEA - Informed Study Design
- Data collection & analysis
- Accessible dissemination

Stakeholder Engagement

Ethics & Reflexivity

EDI training

Staff health and wellbeing

Staff health and wellbeing

The University of Hull takes a holistic approach to equality, diversity and inclusion, recognising that true equity extends beyond representation to include the physical, emotional, and psychological wellbeing of all staff. Inclusion and wellbeing are inseparable, true equity cannot exist without environments that actively support people's health, safety, and sense of belonging.

Incorporating wellbeing also enables us to respond more effectively to the diverse needs of our workforce. We gain valuable insight into the effectiveness of our approach through staff feedback, data collection, and engagement with staff networks.

Health and Wellbeing Strategy

Our Health and Wellbeing Strategy sets out our commitment to creating a supportive, inclusive, and healthy working environment. It reflects our understanding that wellbeing is multi-dimensional, encompassing emotional, physical, social, financial, spiritual, and vocational health, and that these areas are deeply interconnected.

We are committed to making the University of Hull a great place to work. We will actively champion and support the wellbeing of our people. Our approach to health and wellbeing will:

- Be data driven and we will prioritise activity that will make the greatest difference to our staff.
- Continue to invest in leadership development and equip our managers to confidently respond to the health and wellbeing needs of their team.
- Focus on education and prevention, equipping staff with the tools and resources to stay well.
- Offer early intervention and support to allow staff to stay well and facilitate speedy recovery when they become unwell.
- Recognise that different people will need different things at different times, there is no one size fits all and a member of staff's needs are likely to change over time.
- Advocate the use of peer support networks

The University of Hull continues to make meaningful progress in embedding wellbeing into its culture. This strategic delivery aligns with the University's wider People Strategy, reinforcing our commitment to a thriving, inclusive and healthy workplace.

Our approach

Our Health and Wellbeing provision is based on the following elements, recognising that we will all move between the zones over time depending on our health and wellbeing.
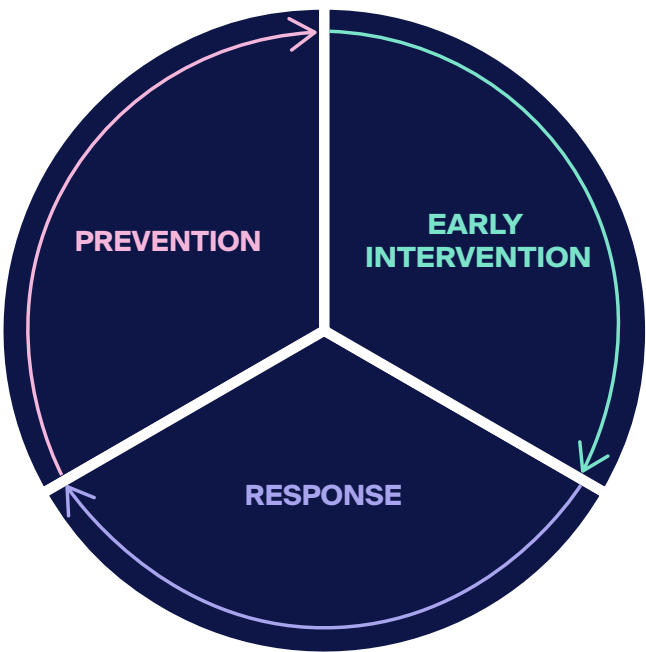
Prevention: Proactive health initiatives focused on education and encouraging staff to take make informed lifestyle choices that impact positively on their health and wellbeing.

Early Intervention: Early intervention means spotting the signs early that all is not well and taking supportive action. This means line managers getting to know their staff and investing time in talking to staff about how they are doing and taking action. This could include agreeing a Wellbeing Action Plan or signposting to resources including our Employee Assistance Programme.

Response: At times more specialist medical support is required, and this is provided by our Occupational Health Team. As well as providing advice about return-to-work plans and reasonable adjustments they can access counselling support. They are also able to signpost to primary care providers such as GP, Community Mental Health Team, Physiotherapy Services etc.

Key achievements and progress

- **Health & Wellbeing LinkedIn Learning Pathway:** These accessible, expert-led modules empower employees to take charge of their mental, emotional, and physical health on their own terms and at their own pace. Our partnership with Linked in learning allows us to build our own tailored wellbeing learning paths and track employee engagement with the courses. The role of learning and development in supporting employee wellbeing play a vital role in promoting and sustaining employee wellbeing.
- **Awareness via UNUM webinars and events:** As part of our holistic approach to employee wellbeing, the Health and Wellbeing team partners with UNUM, our Employee Assistance Programme (EAP) provider, to deliver a series of expert-led workshops, both live and on-demand. These are focused on supporting mental health and resilience in the workplace. These sessions address critical topics such as recognising and preventing stress and mental health issues, managing and recovering from burnout, and supporting team wellbeing during times of change. By engaging external specialists, we ensure that our workforce benefits from up-to-date, evidence-based insights and practical strategies.
- **Centralised SharePoint wellbeing hub:** To enhance visibility and accessibility of wellbeing support, a dedicated SharePoint hub has been established as a centralised platform for all employee health and wellbeing resources. This one-stop location provides easy access to guidance, tools, and services that support mental, physical, and emotional wellbeing. By streamlining information in a single, user-friendly space, employees are better equipped to proactively manage their health, seek timely support, and engage with relevant initiatives. Centralising wellbeing resources encourages a culture of care and an opportunity for self-guided awareness.
- **Equity Sequence training launched:** Embedding equitable decision-making practices across the organisation plays a key role in promoting a respectful and psychologically safe campus. Training in equitable decision-making equips leaders and managers with the skills to recognise bias, consider diverse perspectives, and make transparent, inclusive choices. This not only strengthens organisational integrity but also promotes employee trust, engagement, and collaboration, key foundations for positive mental health and overall wellbeing.
- **Resilience/change webinars for staff and managers:** In times of organisational change, supporting the wellbeing of our people is more important than ever. To help staff and managers navigate transition with confidence, we offer a series of targeted webinars focused on resilience and change. These sessions provide practical strategies for managing uncertainty, adapting to new challenges, and maintaining mental and emotional wellbeing. Bespoke sessions were also run across the organisation by our occupational health team around change impact

- **Training and rollout of Dignity and Respect Advisors (DARAs):** Dignity and respect advisors play a key role in ensuring our university staff feel supported. We have created a detailed training package which will equip all DARA's with the skills and resources they need to offer help and guidance for a wide range of matters. DARA's provide a safe, supportive, and non-judgemental space to listen to concerns, offer help and support to overcome a multitude of EDI and wellbeing matters and signpost to internal and external support resources.
- **Communication campaign on Mental Health First Aiders:** We launched a targeted communication campaign to raise awareness of our network of Mental Health First Aiders (MHFAs). The campaign ensures that all staff are informed about who their local MHFAs are, how to contact them, and the type of support they can provide. By making this information visible and accessible, we aim to break down stigma, encourage early conversations about mental health, and ensure employees know where to turn when they need help.
- **Shared governance via Health, Wellbeing and Safety Committee:** Effective governance plays a crucial role in managing and supporting the health and wellbeing of employees. To ensure accountability and continuous improvement, our measures will be reported to the Health and Wellbeing Governance Board. These measures will encompass a range of indicators, including increased participation in wellbeing activities, improvements identified through benchmarking staff survey responses related to wellbeing, and ongoing monitoring of employee engagement levels. Additionally, we will track traditional data metrics such as sickness absence rates, occupational health referrals, and engagement with mental health services.
- **Suicide Mitigation Policy and Toolkit:** Oue Suicide Mitigation Policy, underpinned by a dedicated toolkit for managers, helps support our people with the knowledge, confidence, and practical resources needed to recognise warning signs, respond appropriately, and direct individuals to the right support services. The toolkit will serve as a vital component in creating a compassionate and informed workplace culture, where mental health is openly acknowledged and safeguarded. By embedding suicide prevention into our broader wellbeing strategy, we are reinforcing our duty of care and helping to reduce stigma while highlighting the importance of early intervention and support for those in crisis.

Measuring impact

To effectively measure the impact and success of our health and wellbeing interventions, we have established a comprehensive set of indicators that reflect both quantitative and qualitative outcomes. These include:

- Tracking increased participation in wellbeing initiatives, which serves as a strong indicator of engagement and cultural shift.
- Improvements in staff survey results, particularly those related to wellbeing, will be monitored to assess perception and satisfaction over time.
- Quantitative data such as sickness absence rates and occupational health (OH) referrals will be closely reviewed to identify trends and evaluate the effectiveness of preventative strategies.
- Qualitative feedback from staff and leadership teams will provide valuable insight into lived experiences and the perceived value of our wellbeing offer.
- The ongoing rollout and evaluation of the Equity Sequence will be monitored to assess its impact on inclusive wellbeing practices.

The University of Hull continues to make meaningful progress in embedding wellbeing into its culture. This strategic delivery aligns with the University's wider People Strategy, reinforcing our commitment to a thriving, inclusive and healthy workplace.

Sickness and absence

Sickness absence data from April 2024 to March 2025 indicates a slight but consistent improvement in overall absence rates compared to the previous year. Reductions were observed in total days lost, average days lost per employee, and the percentage of working time lost, suggesting early positive impact from ongoing wellbeing initiatives. Despite these gains, mental health remains the leading cause of absence across both reporting periods, highlighting the continued importance of targeted mental health support within the organisation's wellbeing strategy.

Sickness absence trends over the reporting period highlight several key patterns across the workforce:

- Professional Services staff accounted for the majority of both short-term and long-term absences, with long-term absences more prevalent in this group.
- Absence levels were highest during the summer and autumn months, with the lowest recorded in early spring.
- Age-wise, employees aged 35–54 experienced the highest levels of absence, while those under 25 and over 65 had the lowest.
- Mental health consistently emerged as the leading cause of absence, followed by medical procedures, musculoskeletal issues, and seasonal illnesses such as cold and flu.
- Mental health-related absence was significantly higher among female staff.
- The data also showed that sickness absence was most concentrated within certain pay grades, indicating areas where targeted support may be most beneficial.

EDI progress and highlights 2024/25

Athena Swan

As part of this framework, we re-established the Athena Swan Self-Assessment Team (SAT) to drive forward the 2022–2026 action plan and prepare for a Silver submission in 2027. This structured approach to gender equality complements broader efforts to promote inclusion across the University.

EDI Transparency Report

To strengthen transparency and accountability, we published the University's first EDI Transparency Report in August 2024. The report presents demographic data for staff and students and highlights key EDI achievements. To ensure accessibility, a video version was produced, supporting neurodivergent individuals and those who prefer visual or audio formats.

Pay Gap Report

In October 2024 we launched the Pay Gap Report to highlight pay disparity across the organisation. This report follows a similar format as the University of Hull 2020 Equal Pay Audit. The analysis is based on all staff grades that apply to Academic and Professional Staff and includes analysis related to sex, disability, ethnic origin, age, and contract type.

Faith and religion

Our Chaplaincy model and policy was established in 2024, this policy outlines the principles, services, and responsibilities associated with our University chaplaincy, emphasising the importance of creating an environment that respects and honours the diversity of beliefs within our academic community. We also completed a full review of our Islamic Prayer facility, Unit 4C, making the space more accessible for its users and establishing a stronger connection with the staff and students that use the space. We're committed to enhancing our faith provisions on campus further to ensure inclusivity for all.

EDI Strategy and next steps

EDI Strategy summary and outline of what's next

The Equality, Diversity and Inclusion Strategy 2025–2030 represents a significant evolution in our approach to equity, diversity, inclusion and belonging at the University of Hull. The strategy strengthens our commitments and builds on the many successful initiatives already in place, such as our work in Research and Knowledge Exchange, the Access and Participation Plan, our education offering, institutional charters and commitments, by providing a shared vision and a university-wide roadmap for progress.

This road map will guide our collective efforts over the coming years, with each community member playing a vital role in reaching our goals. Through our continued collaboration in advancing equity, diversity, inclusion and belonging, we are confident that we will strengthen our university and the communities which we serve and contribute to creating a more just and equitable society.

The strategy focuses on three key areas:

Community
Increasing representation and access for underrepresented groups

Organisation
Embedding equity through inclusive policies, leadership, and systems

Culture
Creating an environment of belonging, psychological safety, and dignity

Guided by principles of inclusion by design, shared responsibility, and accountability, the strategy provides a roadmap for meaningful, measurable change.

The development of the strategy started in early 2024 ensuring it reflects diverse lived experiences and priorities across the University community and was shaped by meaningful engagement with internal stakeholders.

What's next?

We will be formally launching the strategy during one of our upcoming All Staff Forums, showcasing the institutional approach to EDI to all our staff.

Following the formal, launch focus turns to implementation of a high level action plan which outlines key objectives, actions, timelines, responsibilities, and success indicators under each of the three strategic pillars of the University of Hull's Equality, Diversity and Inclusion Strategy 2025–2030. This includes stronger leadership accountability, improved data and insight, visible communication of progress, and enhanced training in inclusive practice.

Together, these actions will help us build a university where equity, diversity, and inclusion are part of everything we do.

EDI data collection

We use quantitative and qualitative data to measure our progress towards embedding equality, diversity and inclusion.

For example, we analyse data from our staff and student recruitment activities and track how staff and students with different protected characteristics progress in their studies and careers. Staff and students provide information on their protected characteristics when joining the University and can then update their data throughout their time here.

Providing information on sex and age is compulsory for tax, pensions and identification purposes, whilst providing information in relation to the other protected characteristics is voluntary. This means that for some equality data sets we do not hold all of the information. Data of a personal nature relating to staff, students or others is covered by data protection legislation and must be kept secure at all times. As a public body, the University is also subject to the legislation on freedom of information. No statistics will be provided for any category that has a value of below 5 due to it being identifiable data.

Staff EDI data

Welcome to the Staff Data section of the Transparency report. This section provides a detailed analysis of the demographic composition of our workforce, encompassing both Professional Services and Academic staff. By examining key data points—including gender, ethnicity, age, and other characteristics—we gain vital insights into the diversity within our organisation.

Data serves as a foundational tool in our journey to advance inclusion; it enables us to identify disparities, monitor progress, and implement evidence-based strategies that promote fairness and equity. Through this lens, we can explore the data and reflect on the varied experiences and identities that shape our institution's success.

Snapshot staff data

January 2025

Staff data analysis

All staff data, including the pay gap analysis, is obtained and reviewed quarterly at the EDI Governance Board. The data packs include:

Pay Gap Data
Gender pay gaps, pay quartiles, hourly pay.

Recruitment activity
including candidate shortlisted and successful candidates by demographic and disability confident application data.

New starter and leavers data
Data includes demographic data by contract type starting salary data.

EDI mandatory completion rates

Employee headcount by sex identifier

Legend:
- Female
- Male
- Other
- Prefer not to say/unknown

Employee headcount by age category - January 2025
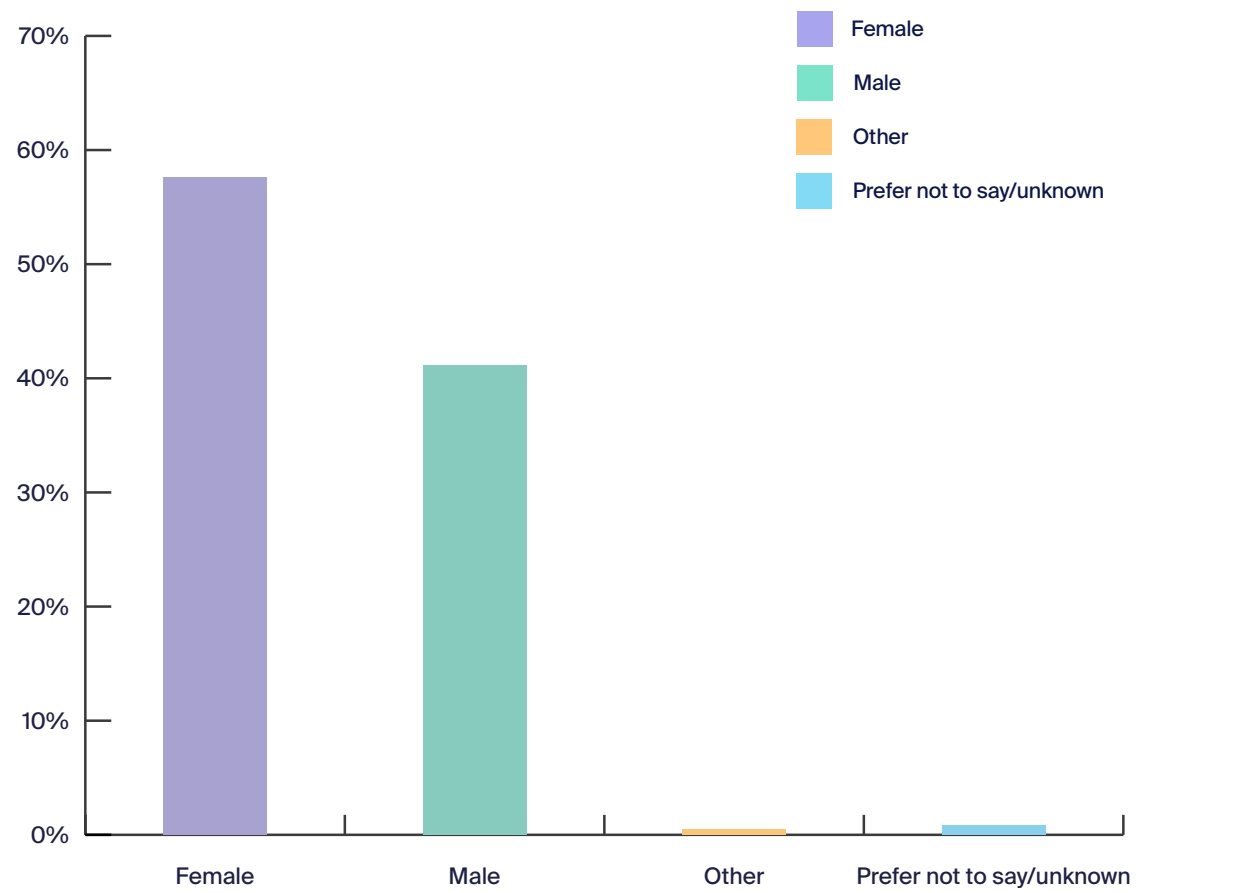
Employee headcount by disability declared - January 2025

- Disability declared — 9%
- Not disabled — 83%
- Prefer not to say/unknown — 8%
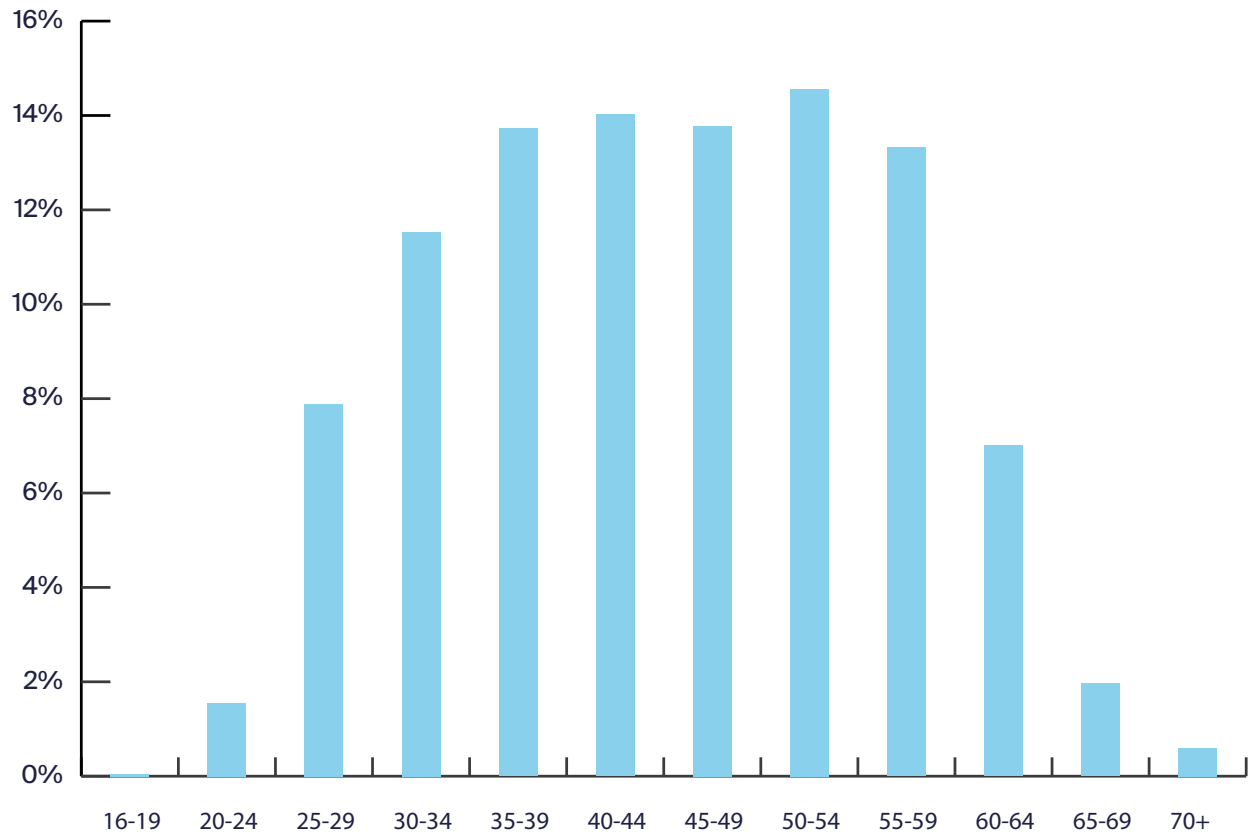
Employee Headcount by ethnicity

- White — 63%
- BAME — 33%
- Prefer not to say/unknown — 4%
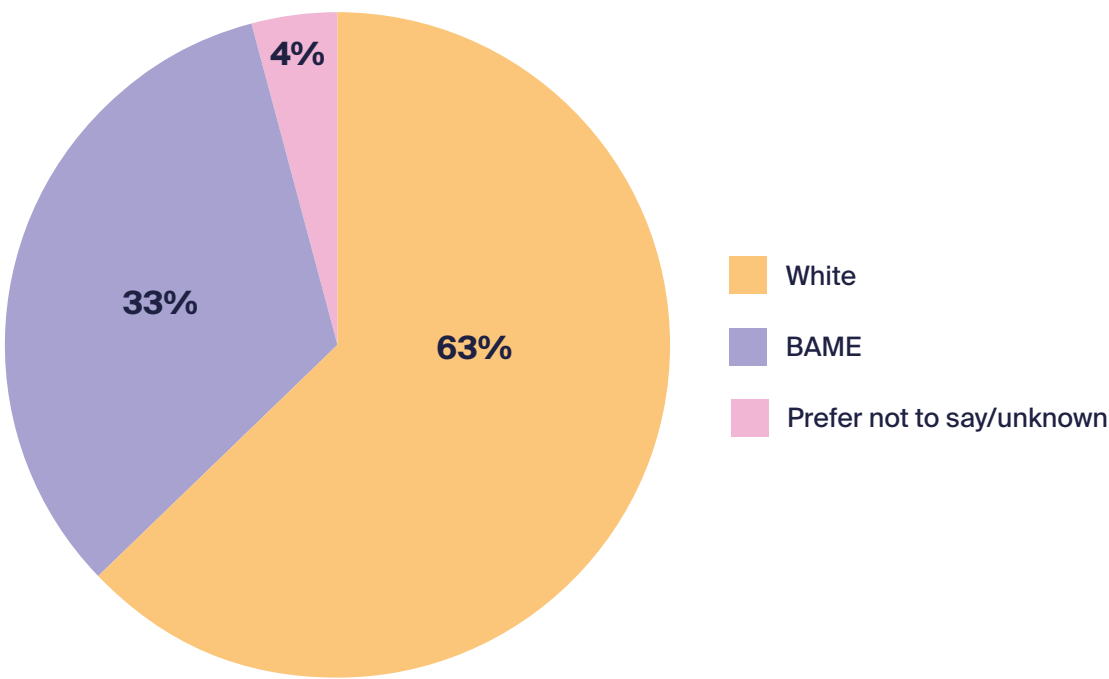
Employee headcount by religion/belief - January 2025

- Religion or belief — 40%
- No Religion or belief — 46%
- Prefer not to say/unknown — 14%
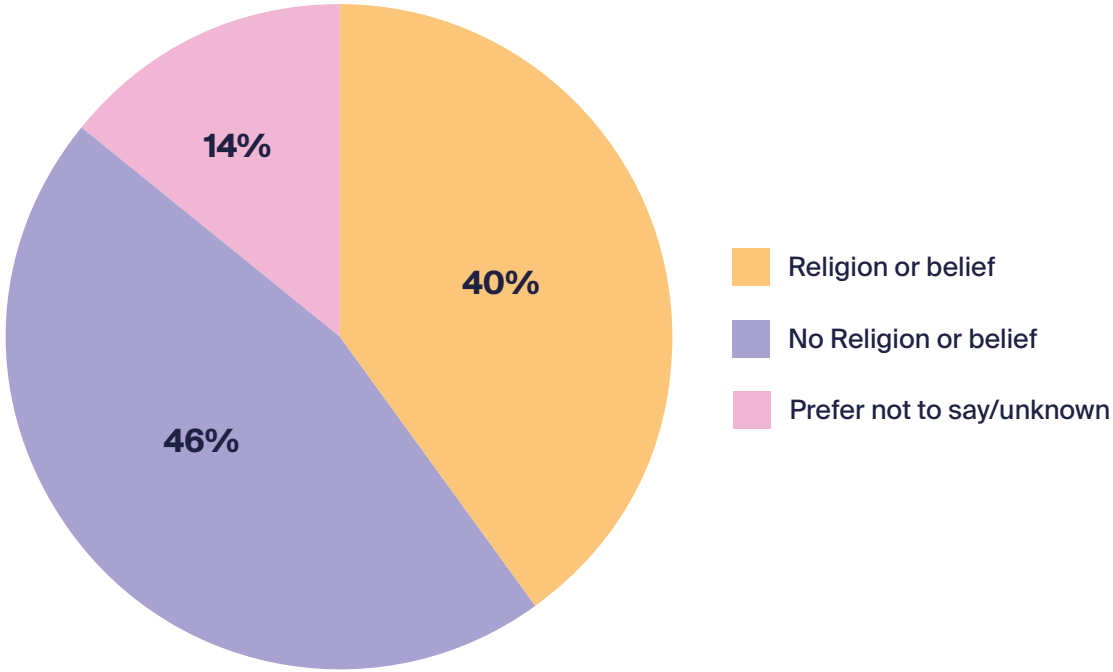
New starters data

New starters in this period (count) - 209

New starters by contract type

- Continuing — 58%
- Fixed term — 42%
- Temporary — 0.5%
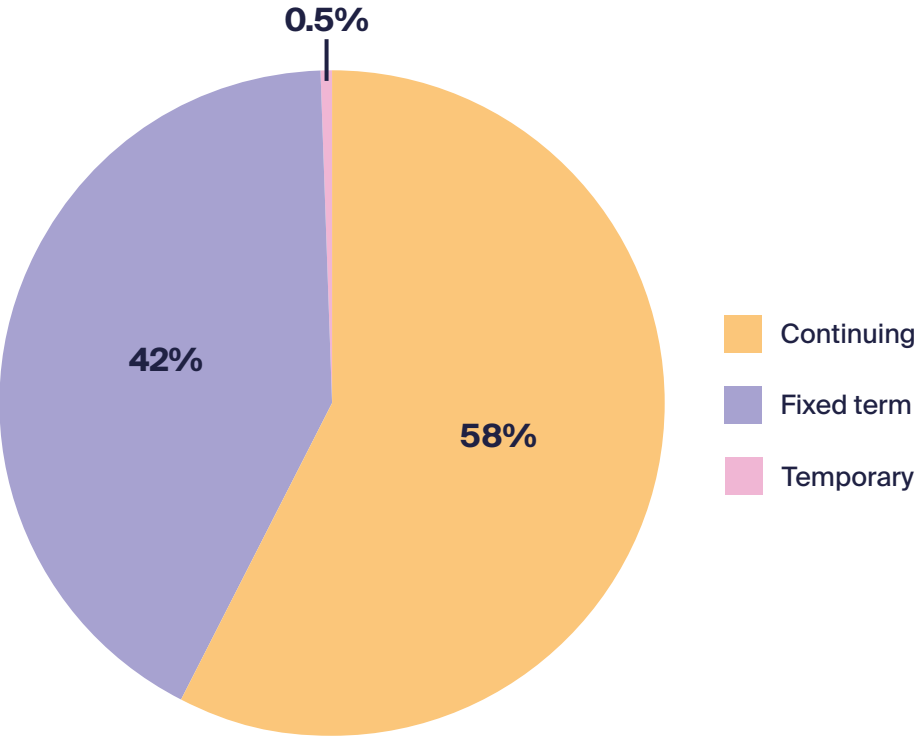
Employee headcount by employment basis

- Full time
- Part time
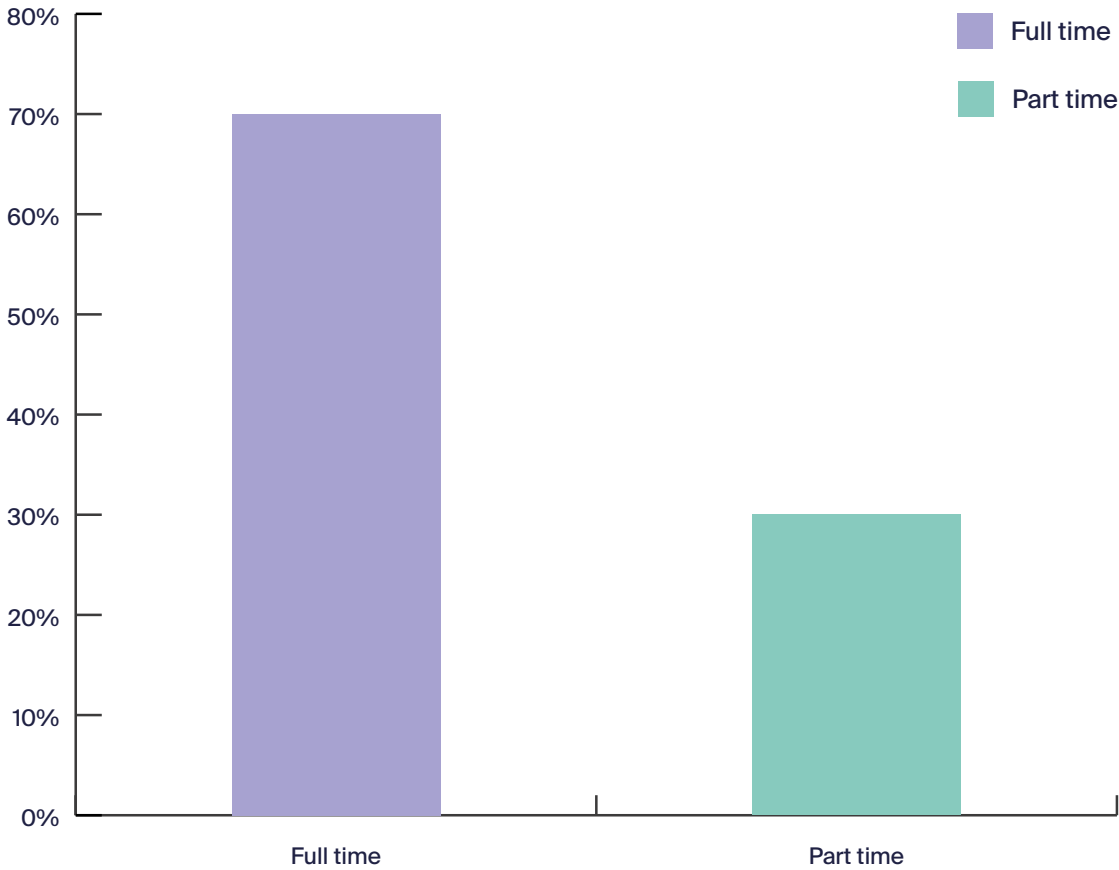
New starters by employment basis and gender

- Total
- Part time
- Full time
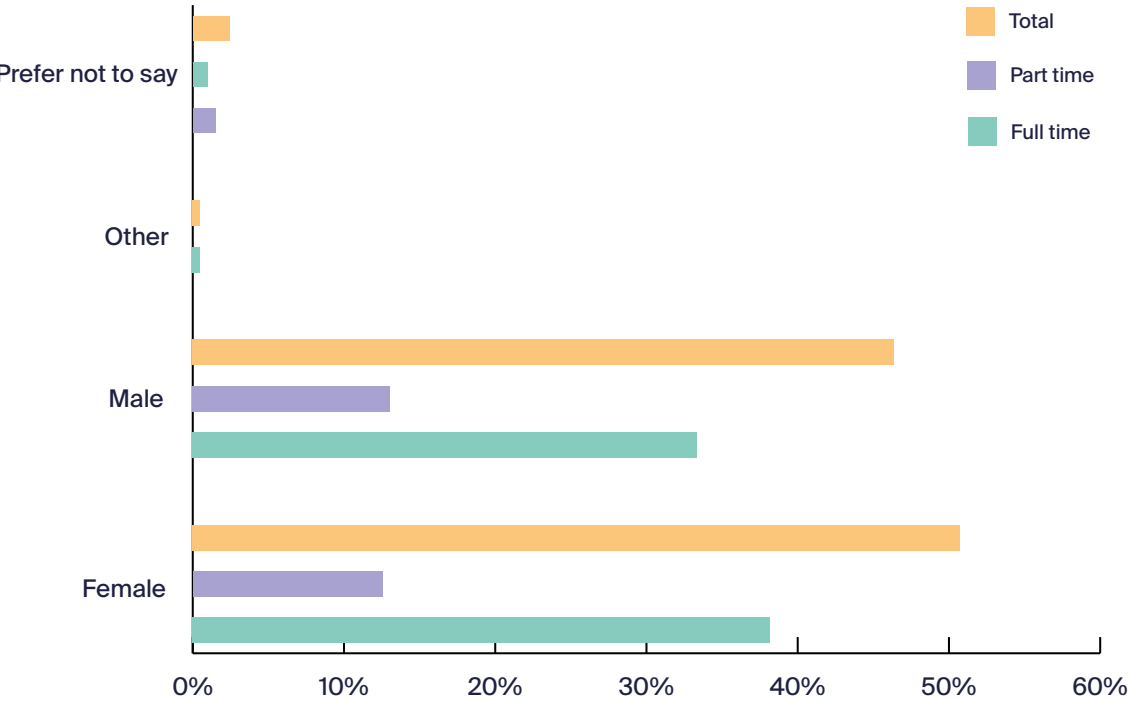
New starters by sex
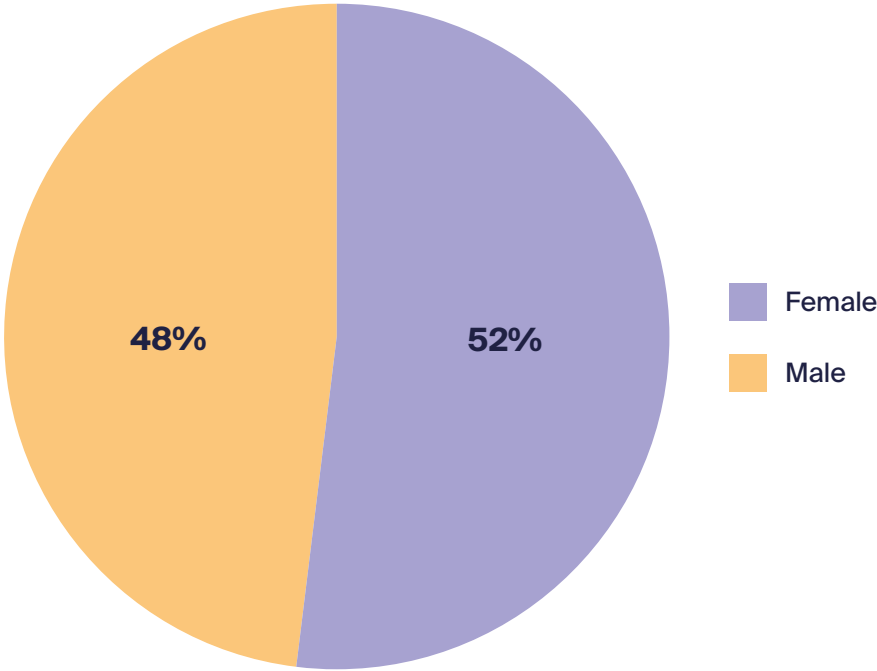
- 52% Female
- 48% Male

New starters by disability declared

- 7% Disability declared
- 89% No disability
- 4% Prefer not to say/unknown
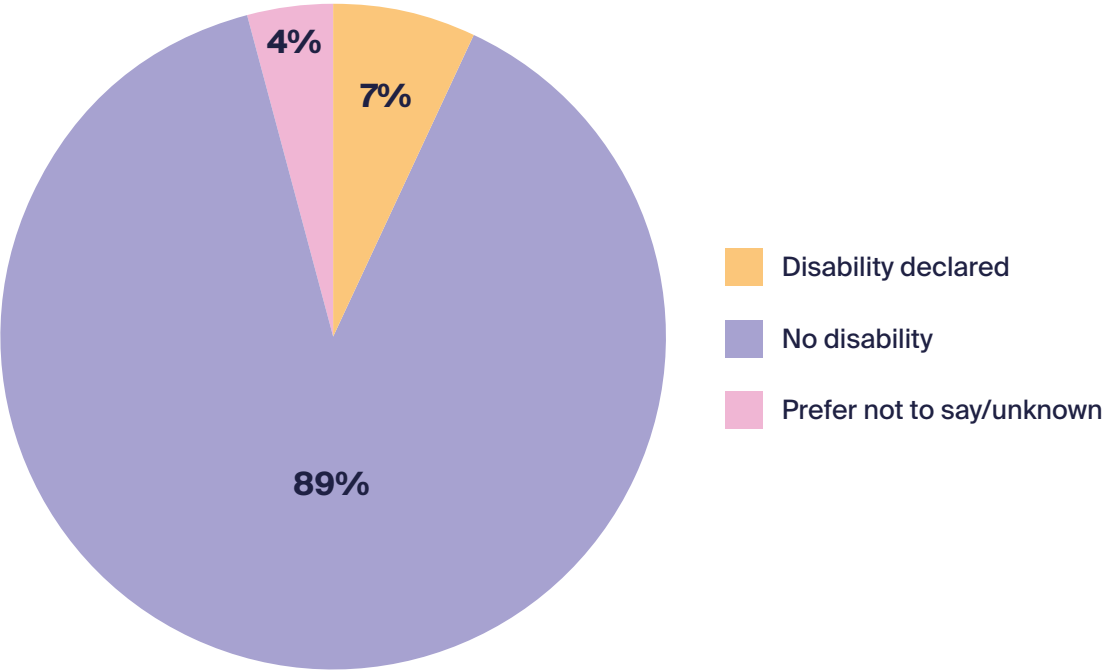
New starters by age group

Age group	Percentage
16-24	7%
25-29	18%
30-34	19%
35-39	19%
40-44	14%
45-49	6%
50-54	7%
55 and over	10%
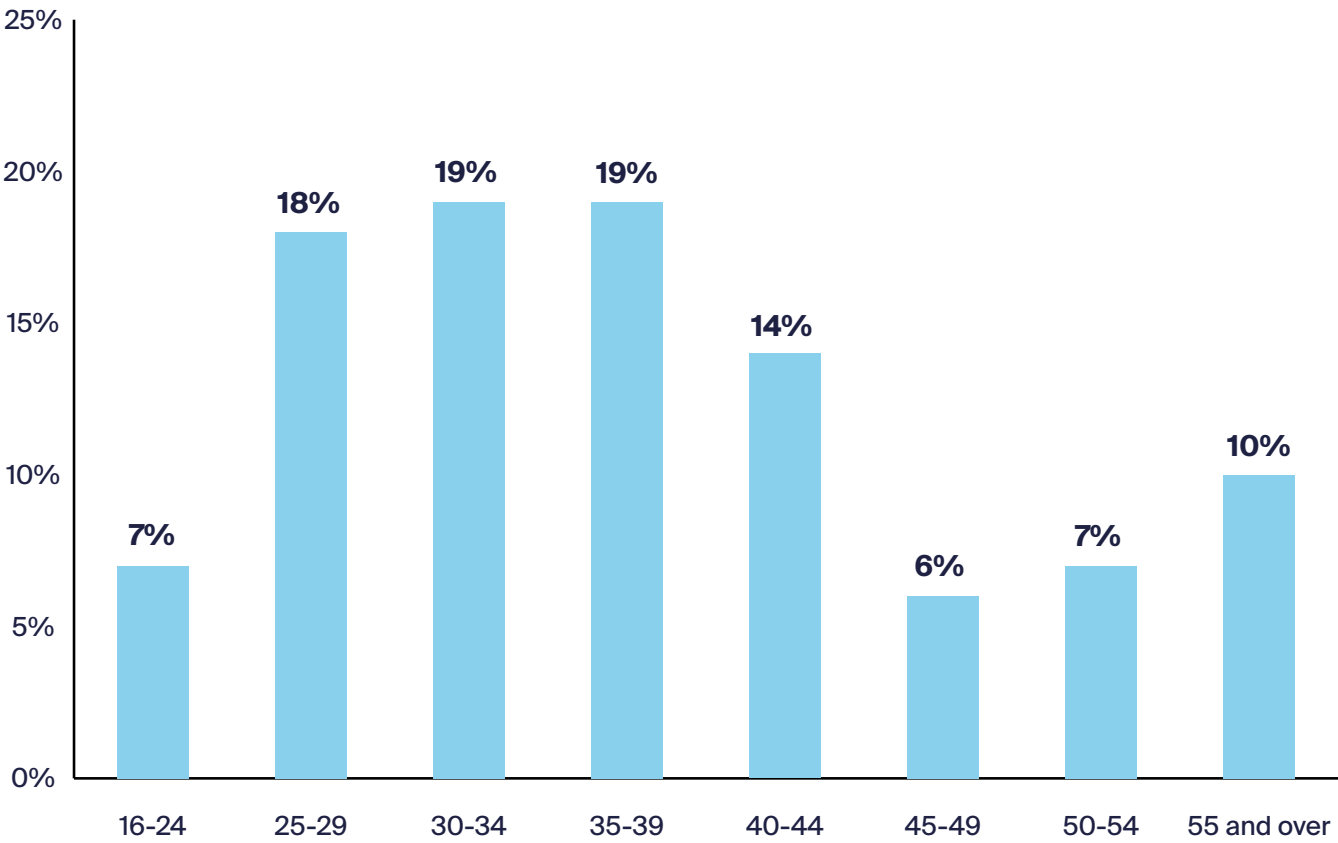
New starters by ethnicity

- 63% White
- 33% BAME
- 4% Prefer not to say/unknown

Leavers

Data Sample: Jan 2024-Dec 2024

Leavers in this period (count) - 445

Leavers by contract type

- 72% Continuing
- 26% Fixed term
- 2% Temporary
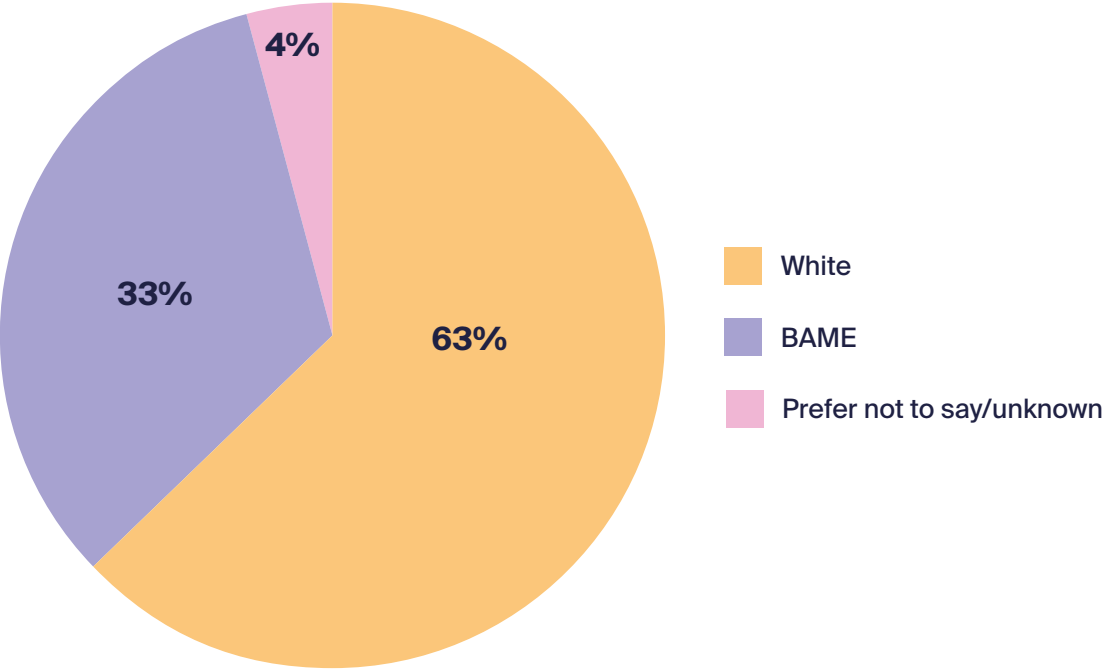
New starters grade by gender

NEW STARTER GRADES BY GENDER (Excluding NHS Grades)	MALE	FEMALE
HU01-HU02	9%	4%
HU03-HU04	7%	10%
HU05-HU06	6%	14%
HU07-HU08	18%	21%
HU09-HU10	4%	7%

Leavers by employment basis

Full time
- Female 36%
- Male 36%
- Other 1%

Part time
- Female 19%
- Male 7%
- Other <1%
- Prefer not to say <1%

Part time/term only
- Other <1%
- Prefer not to say <1%

- Female
- Male
- Other
- Prefer not to say
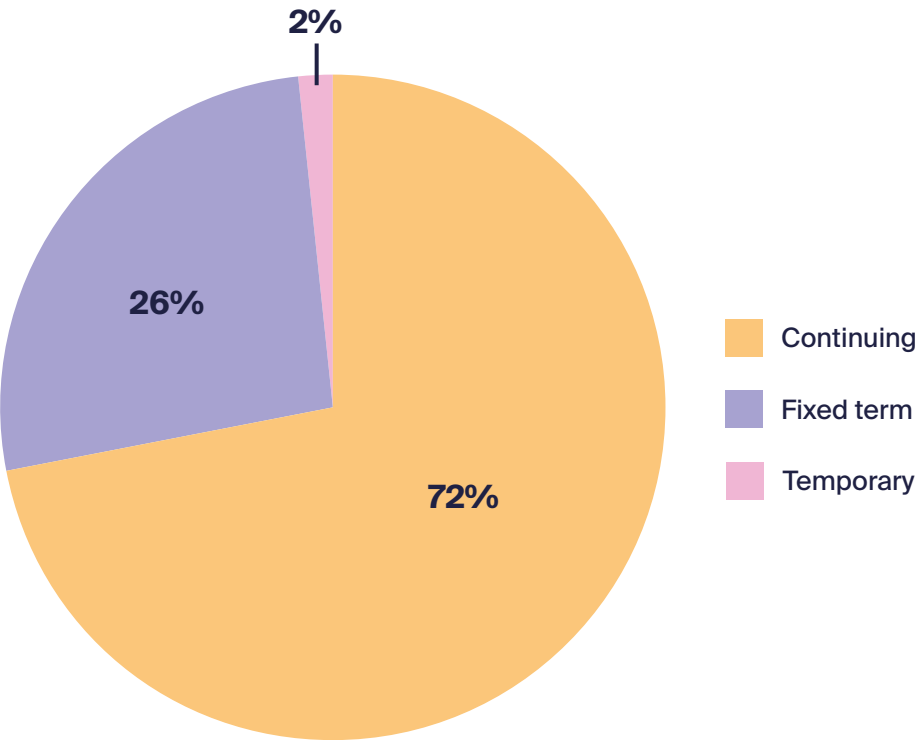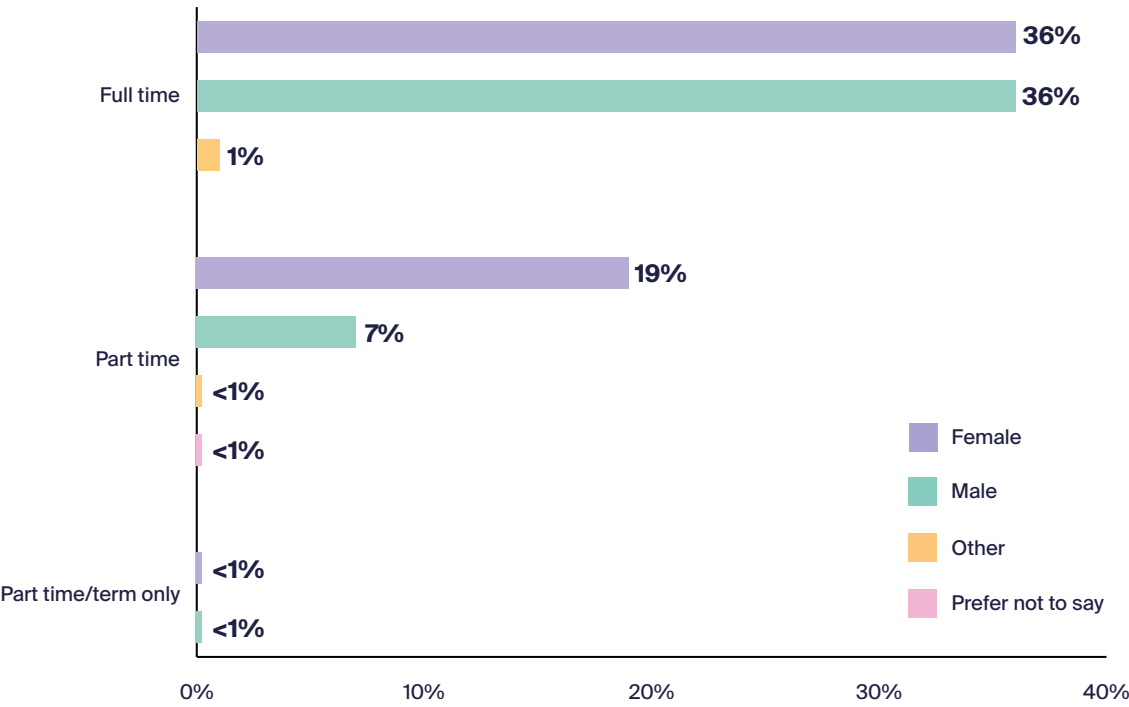
Leavers by sex identifier

- Female — 56%
- Male — 43%
- Prefer not to say — 1%
- Other
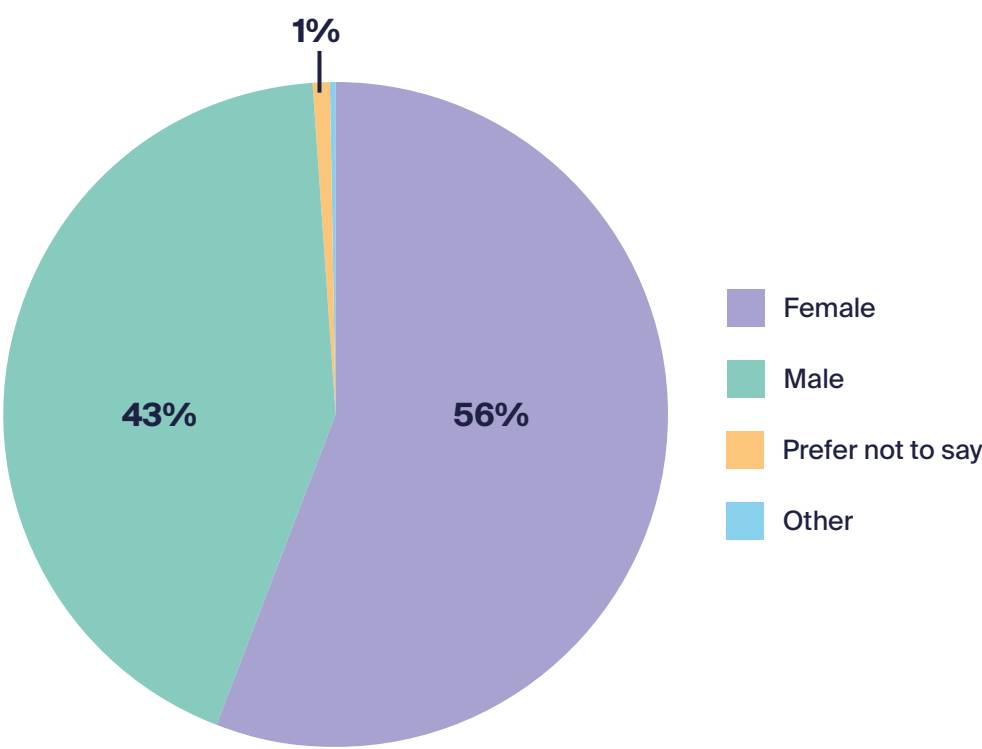
Leavers by disability group

- Disability declared — 11%
- Not disabled — 82%
- Prefer not to say/unknown — 6%

Leavers by age group

| Age group | 16-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ |
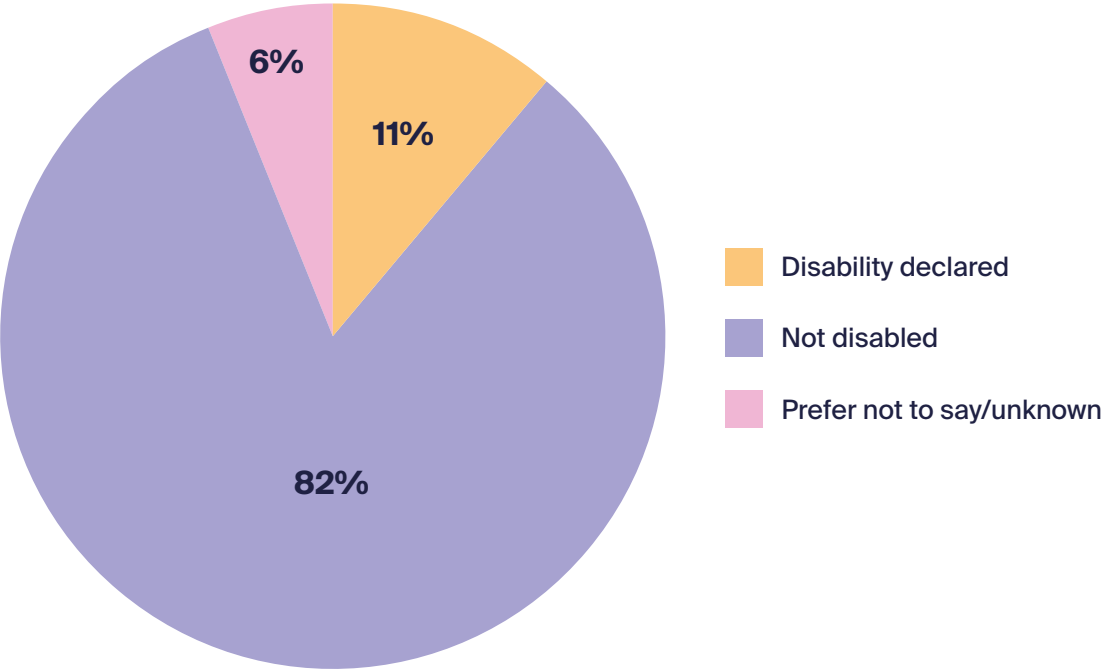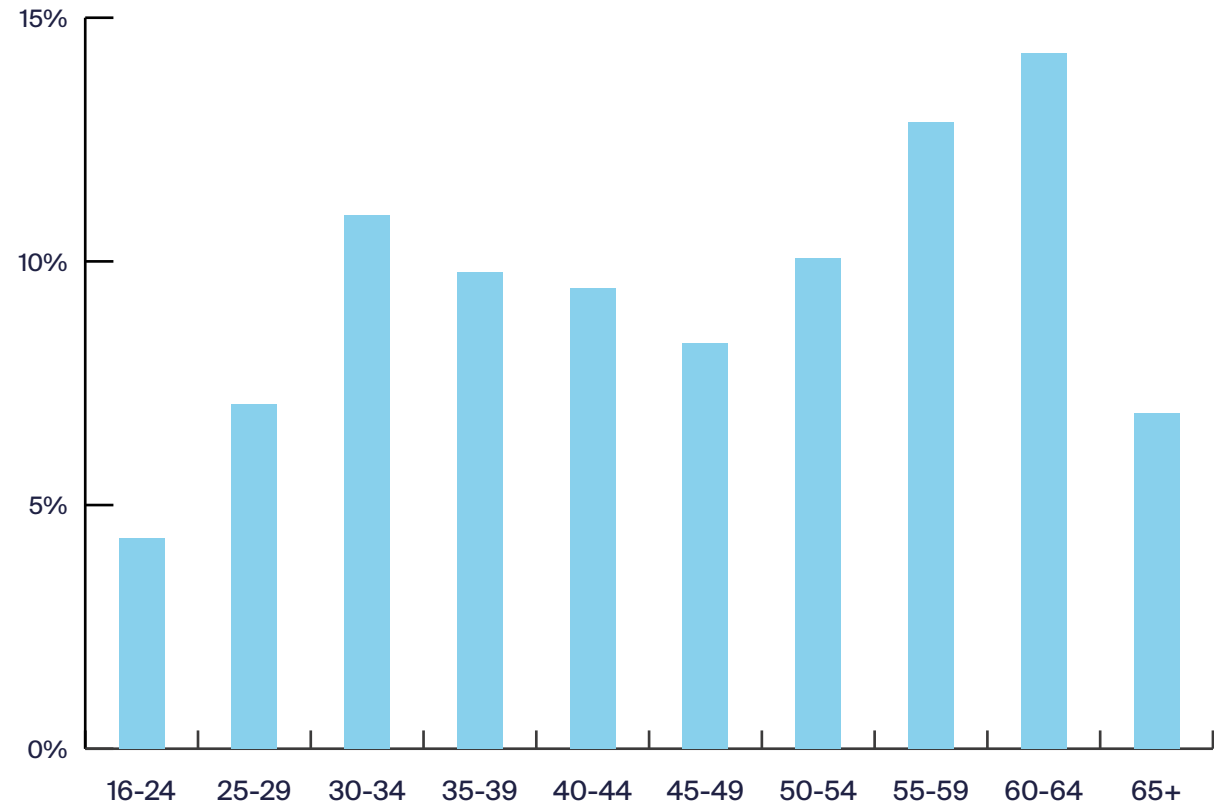
New leavers by ethnicity

- White — 80%
- BAME — 16%
- Prefer not to say/unknown — 4%
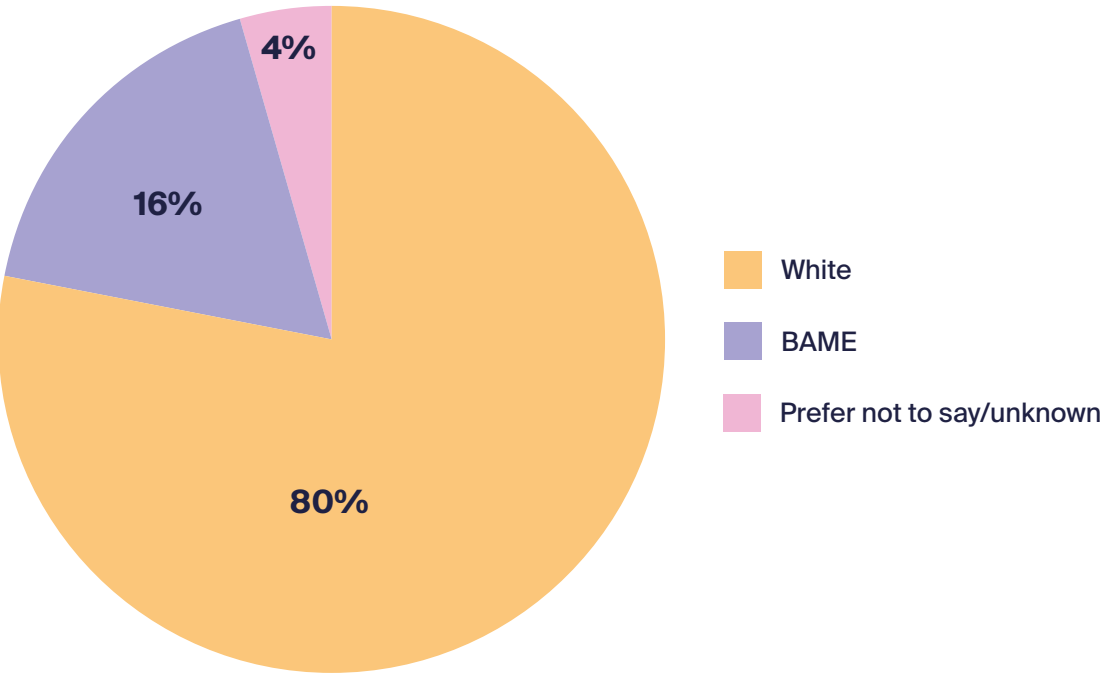
Staff recruitment activity

Data sample: Jan 2024 - Dec 2024

The HR department are continuously looking at opportunities to mitigate this, identifying ways to support hiring managers working with our University community to implement solutions such as:

- Representative interview panels
- Decreasing the use of named requests
- Unconscious bias training
- Streamlining recruitment efficiencies

Vacancy count this period	225
Candidates count this period	5,405
Shortlisted count this period	914
Successful count this period	212

Gender

Data sample: Jan 2024 - Dec 2024

Candidates by Gender Identity
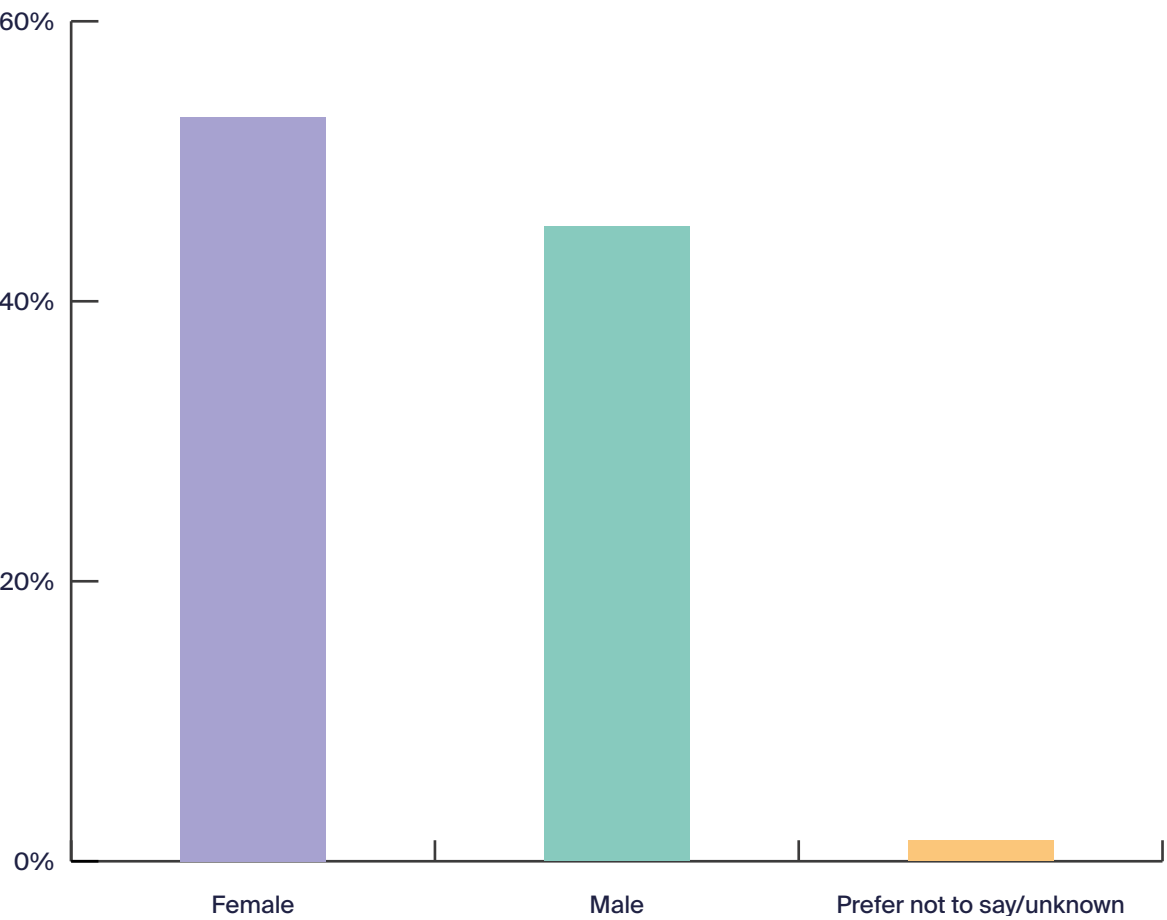
Shortlisted candidates by Gender Identity
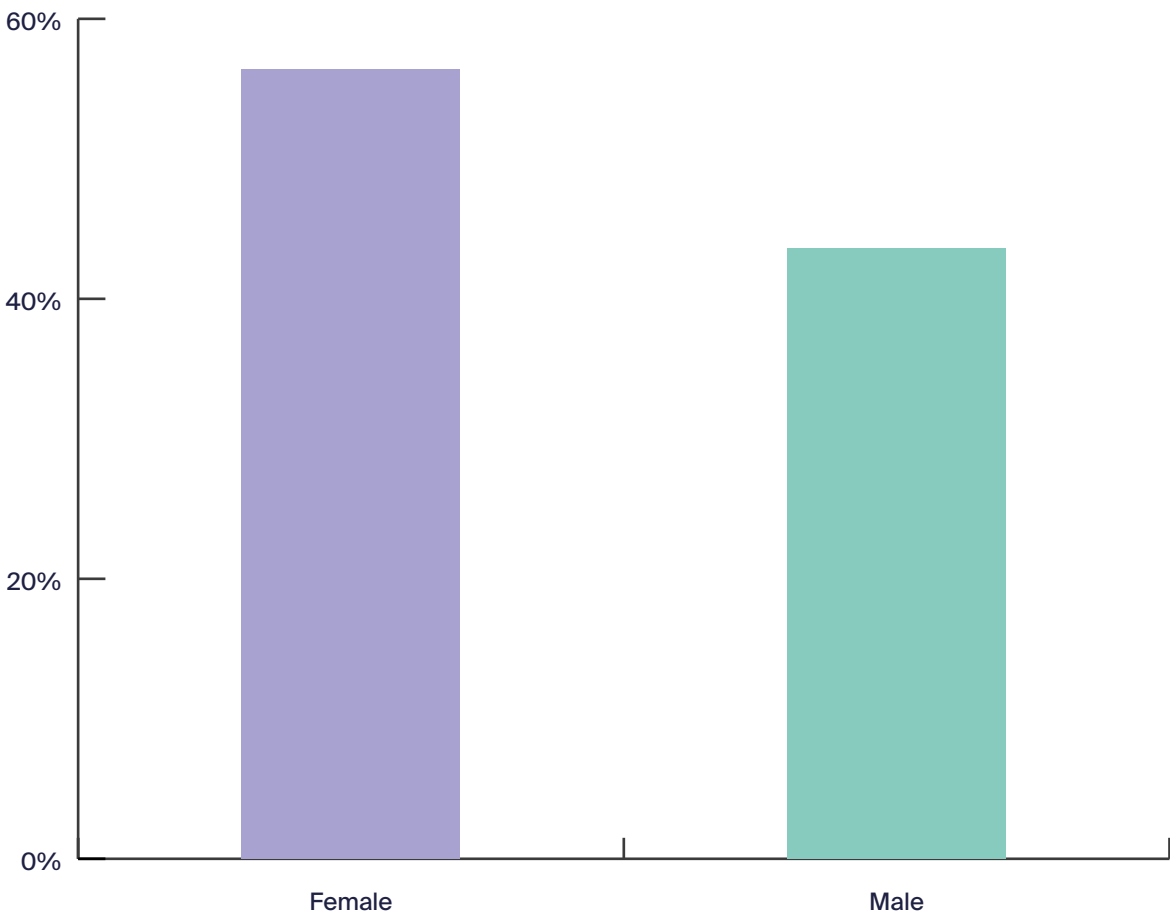
Successful candidates by Gender Identity
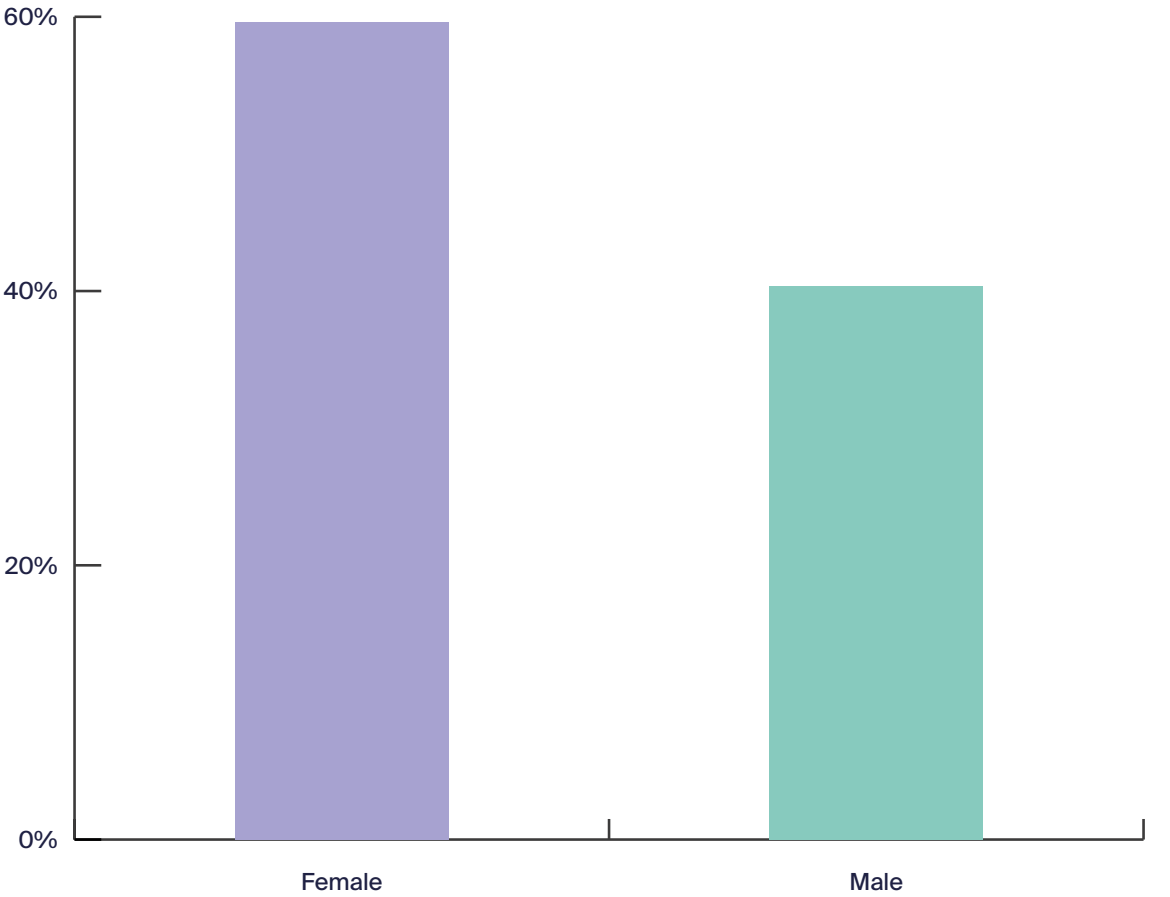
Ethnicity and gender

Data sample: Jan 2024 - Dec 2024

BLACK, ASIAN, MINORITY ETHNIC (GLOBAL MAJORITY)	
Candidates count this period	2,677
Shortlisted count this period	241
Successful count this period	43

BAME candidates by gender identity
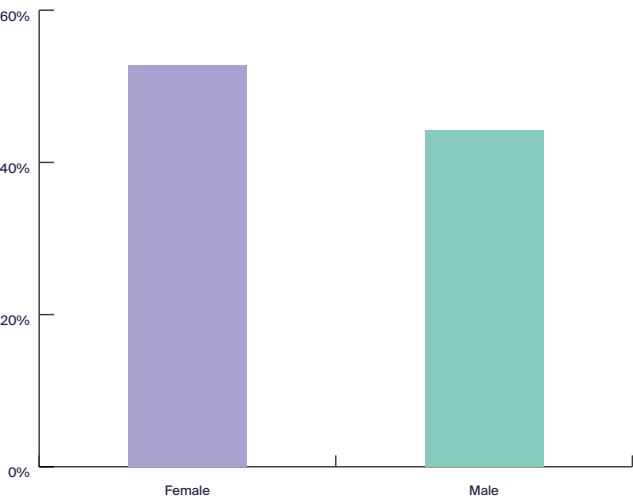
BAME successful candidates by gender identity
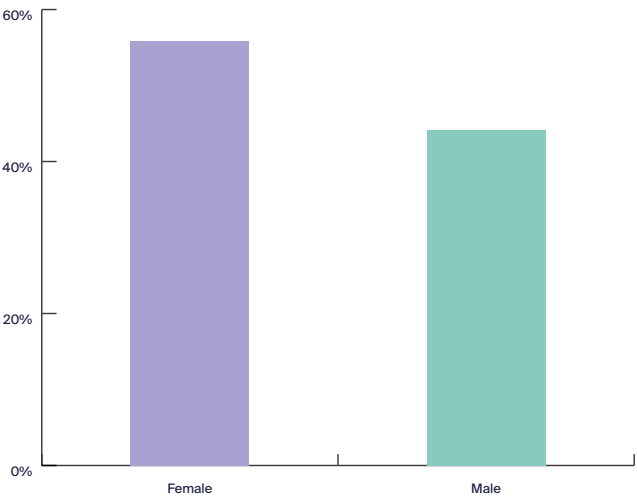
Disability and gender

Data sample: Jan 2024 - Dec 2024
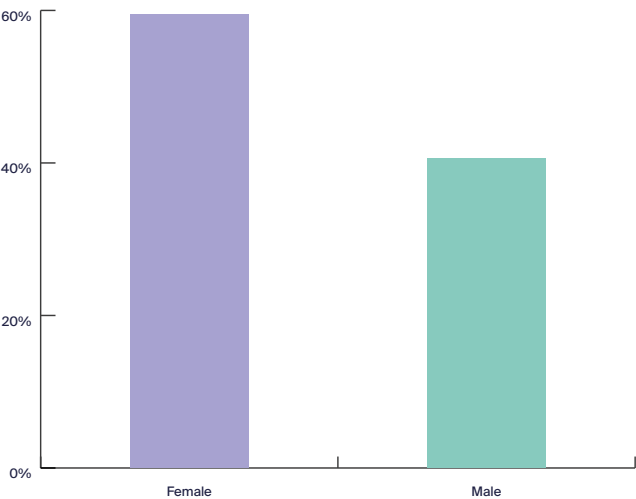
Disability Declared Candidates count this period: 351

Disability Declared Shortlisted count this period: 69

Disability Declared Successful count this period: 12

Disability declared candidates by gender identity
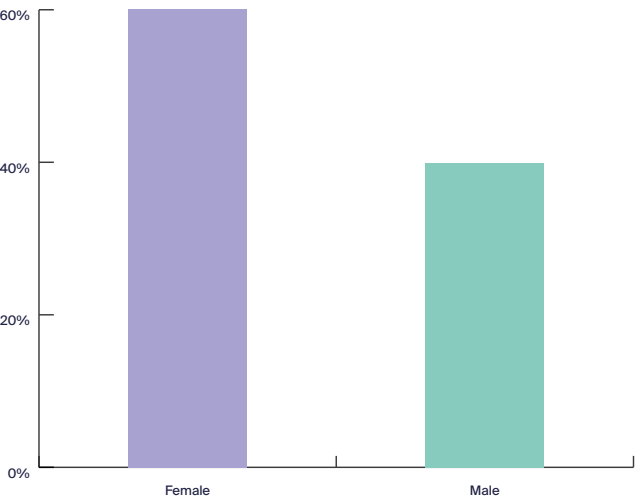
Disability declared shortlisted candidates by gender identity

Disability declared successful candidates by gender identity
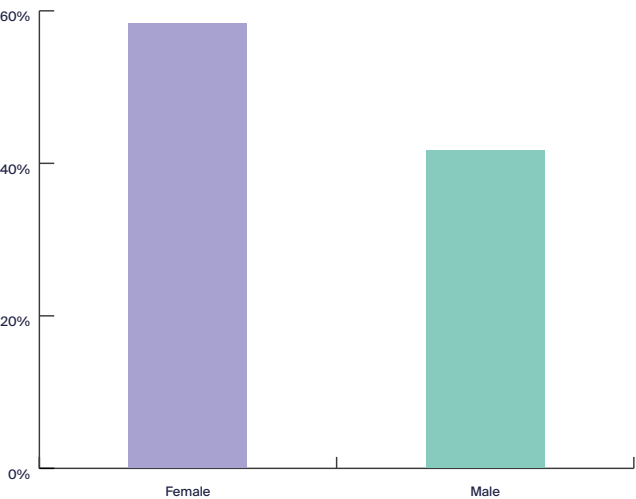
DISABILITY CONFIDENT	
Candidate count	201
Shortlisted count	29
Successful coun	4

Gender Pay Gap reporting

Data Sample: March 2024

What is the Gender Pay Gap?

The mean and the median are two measurements we use to calculate the Gender Pay Gap:

The mean

The mean average is the combined total salary of all female colleagues (full-time equivalents), divided by their total population number. The same calculation is then applied to male colleagues, with any difference between the two figures denoting a gap.

The median

The median average arranges all the individual salaries of female employees (FTE's) in lowest-to- highest order, to find the exact 'mid-point' wage. This is then repeated with male colleagues and the difference between these become the 'gap'.

YEAR	MEAN (THE AVERAGE)	MEDIAN (THE MIDDLE VALUE)
2024	16%	12%
2023	17%	14%
2022	17%	12%
2021	19%	14%
2020	18%	17%
2019	19%	23%
2018	22%	27%
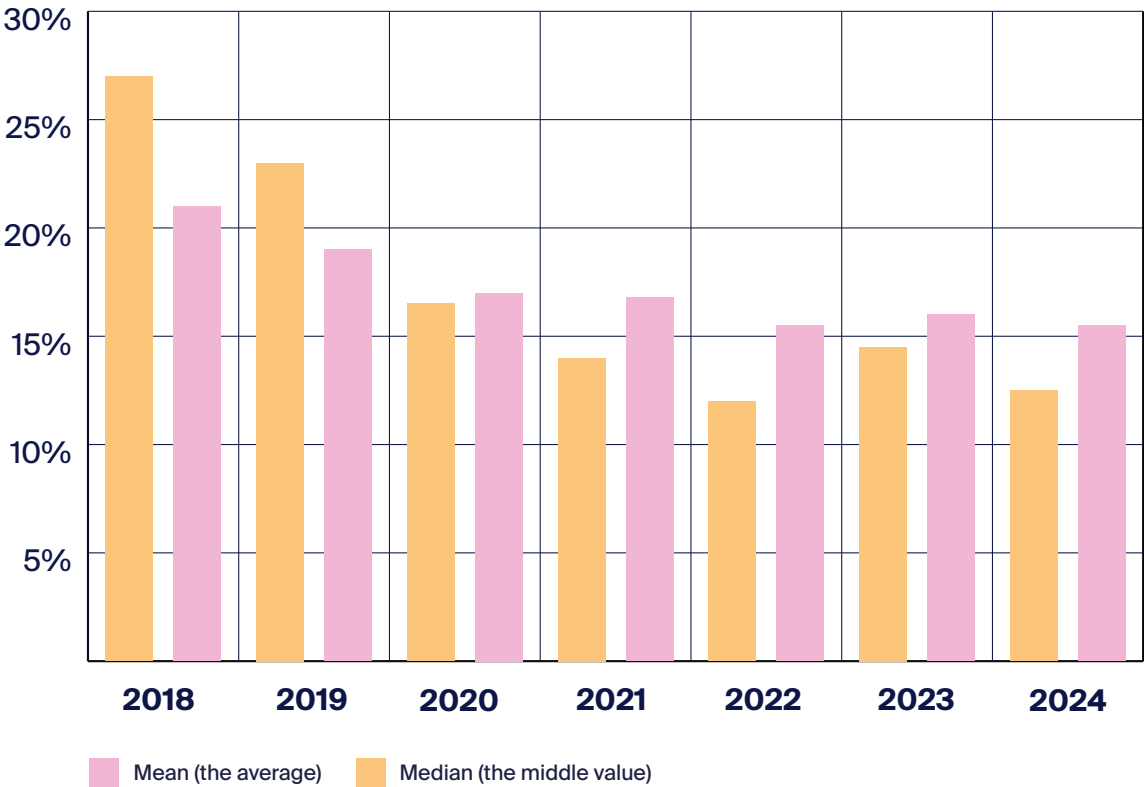
Why did the Gender Pay Gap change between 2022 and 2023?

- In March 2024 there were more females in the upper pay quartiles than in March 2023, increasing by 4%.
- The majority of clinically paid academic staff received a larger increase in hourly rate than University of Hull paid academic staff during the period 2023-24. The exception to this was academics on spinal point 25 of band 6 roles, who received a 6% increase like the clinical academics. Most clinical roles in the upper quartile are held by women.
- The gap between male and female employees earning in the lower quartile is a predominant driver for the overall gender pay gap, 72% female and 28% male

What is causing the gap?

There continues to be a disproportionate number of women in the lower quartile, predominantly in non-academic support roles with fewer immediate progression opportunities compared to other job roles (e.g. academics and in IT). Meanwhile, there continues to be more men in the upper quartile than women. The proportion of men in this quartile did decrease between 2023-2024.

Pay Quartiles

The below graphs show the annual pay salary pay quartiles by gender for March 2024.

Female
Male

Upper Quartile
52% Male, 48% Female

Upper Middle Quartile
52% Male, 48% Female

Lower Middle Quartile
40% Male, 60% Female

Lower Quartile
28% Male, 72% Female
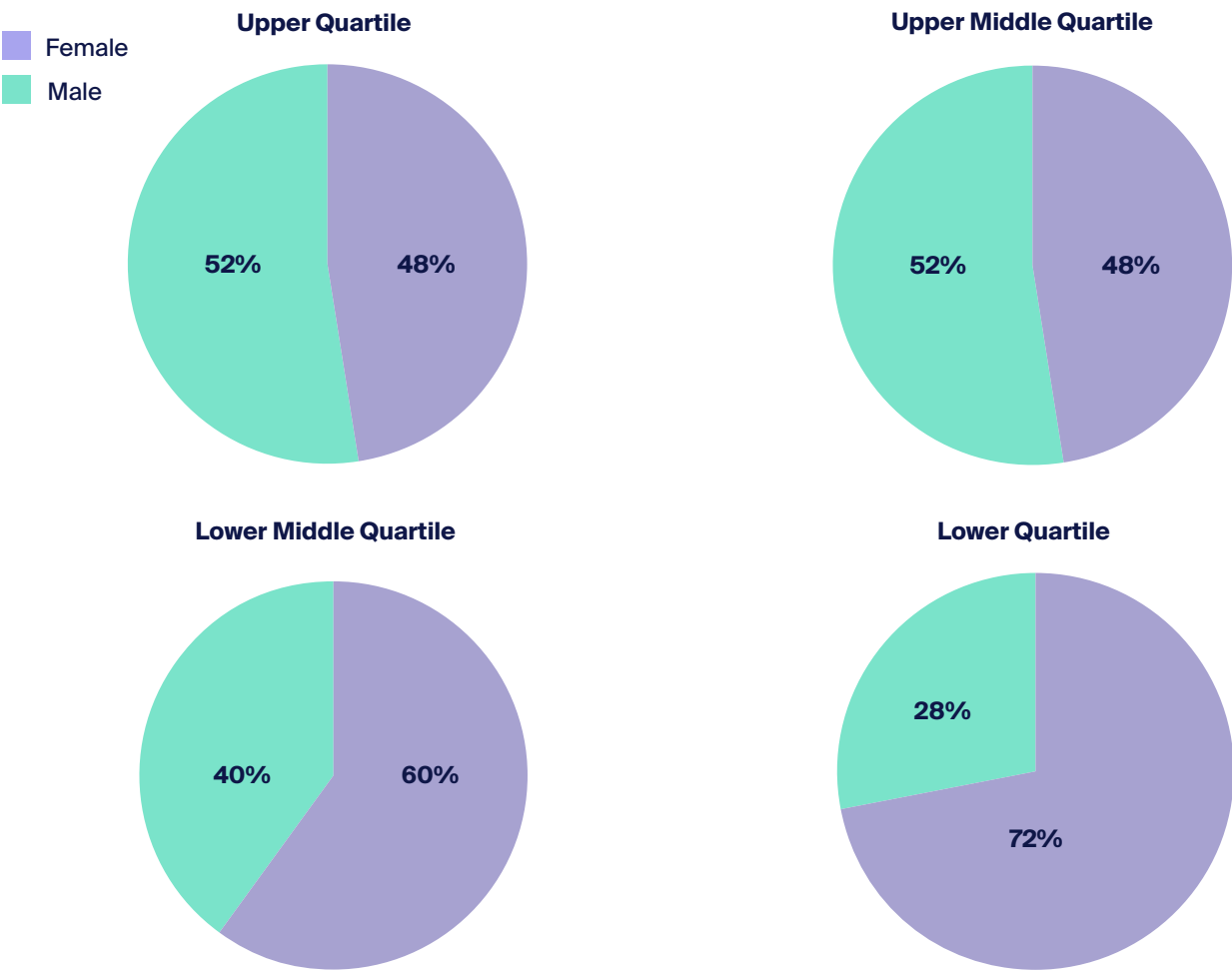
Bonus Pay

University Bonus pay, includes all staff who received a bonus in the 12-months prior to March 2024. The University bonus scheme is given through Clinical Excellence Awards. Our medical department as of 31st March 2024 was made up of 61% women. Of the eligible population 4% females and 5% males received bonus payments.

Proportion of men and women receiving a bonus:

5%

4%

■ Male bonus recieved
■ Female bonus recieved
■ No bonus recieved
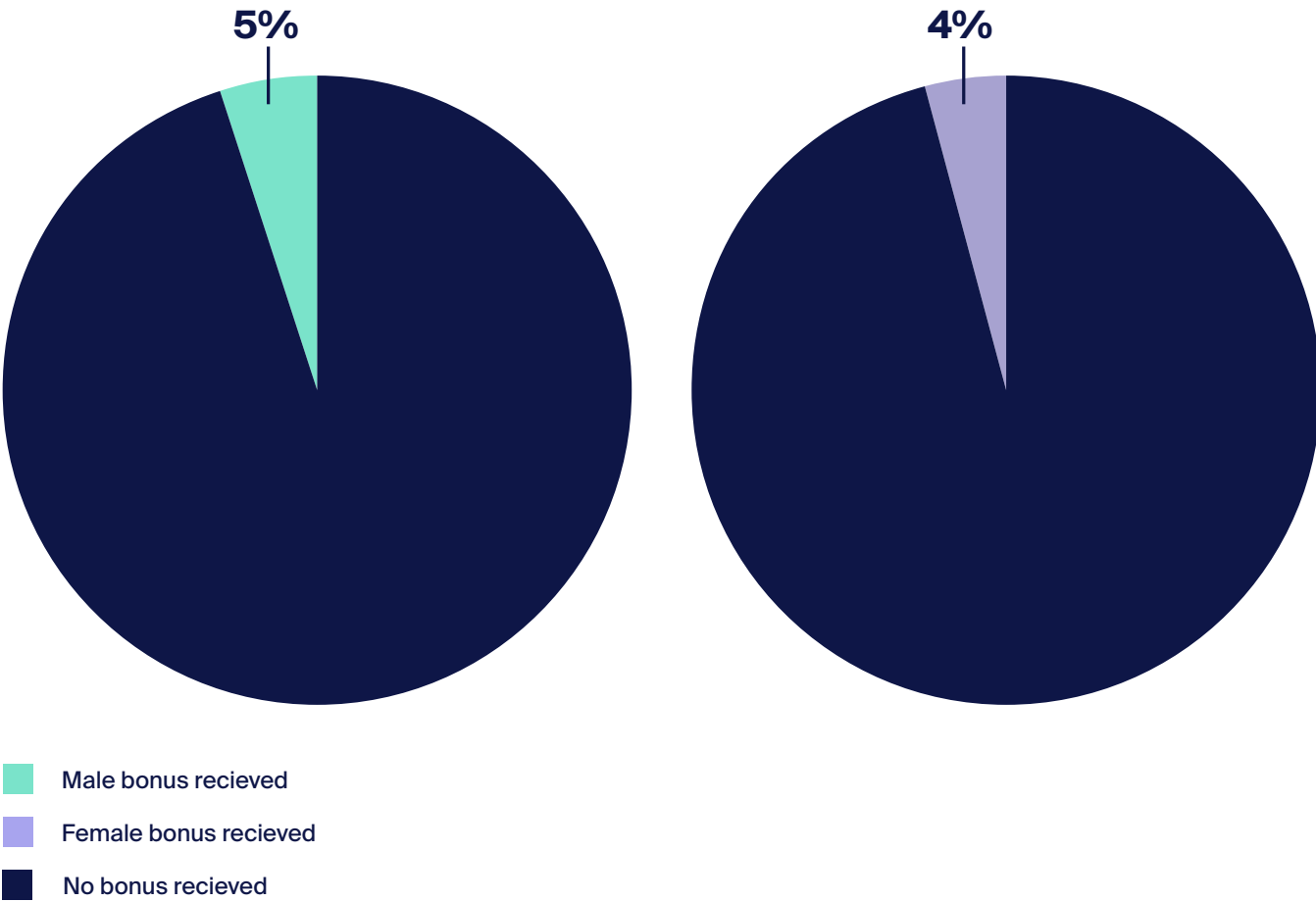
What are we doing next?

- Continue our collaboration with Equity Sequence® to embed the process throughout the organisation, including taking part in train-the-trainer sessions.
- Continue to review, develop and implement EDI related policies which will reinforce our commitment to Equality, Diversity and Inclusion.
- In 2024, 52% of academic promotion applications came from women compared to 42% in 2023. 63% female success rate for Senior Lecturers, 18% for Readers and Professors. We want to build on this success by reviewing the Academic Promotions Process in alignment with the new Academic Careers Framework. The review will be carried out through an intersectional lens, checking for disparities within the process and identifying opportunities for bias.
- Continue to conduct Equality Impact Assessments during organisational change.

- Developing Management Dashboards to provide strategic direction and to promote data informed decision making within all areas of the University.
- Continuing our work to mobilise career pathways including building development pathways for technical roles, improved mobility in lower graded roles and developing our in-house leadership schemes.
- Continuing our work towards the Athena Swan Silver action plan 2022-2026 with the re-established SAT.

Student EDI data

Understanding who our students are is essential to building an inclusive and supportive university environment. This section provides an overview of the diversity within our student community at the University of Hull, covering key demographic information across gender identity, ethnicity, disability, age, religion or belief, and sexual orientation.

Our aim is to ensure that every student—regardless of background—has equitable access to opportunities, feels a strong sense of belonging, and is supported to achieve their full potential. By analysing this data, we are better able to identify underrepresented groups, monitor trends over time, and respond with targeted actions that enhance the student experience.

The student data in this report supports our commitment to transparency, accountability and evidence-led decision making. It underpins our efforts to close awarding gaps, improve student outcomes, and ensure that inclusion is embedded in all aspects of university life—from teaching and assessment to student support and engagement.

Student support

We believe everyone can become confident, independent, and successful in their studies. Supporting students in higher education is crucial for economic impact, reducing attrition, enhancing employability and ensuring student wellbeing.

Specific Learning Differences

The Learning Support SpLD Team work with students who have specific learning differences, including: Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia and AD(H)D.

What support is available to support students with learning differences?

- DSA funded specialist one-to-one study support Designated virtual learning site with study resources Access to assistive software to help you read and write Online screener to identify dyslexia
- Reasonable adjustments for teaching and learning, such as the provision of lecture materials in advance, and recording of lectures
- Reasonable adjustments for exams and assessments, such as the provision of additional time in exams, alternative rooms, and extensions.

How else do we support our students?

- **Disability Inclusion** support students with a disability and physical health concerns, both temporary and permanent.
- **Mental Health Support** are here to help with any emotional wellbeing and mental health concerns, and support around significant life events.
- Our **Financial Support** team provide guidance to students who may find themselves in financial hardship or need support with student loan applications.
- **Immigration Advisers** support study-related immigration queries.
- **Student Futures** help students decide what to do next after University and support you in developing your career potential.
- We have specialist staff available to support you with using our Assistive Technology equipment.
- Are you a parent? Need to bring the kids in? Book our Family Room, with desks, computers and a children's play area.

Support Networks

Support Networks represent and promote the views and interests of students who self-identify of those groups. They help support the rights of people who are from underrepresented and marginalised groups.

The networks are an excellent way for students to build communities of support, challenge discrimination, oppression and inequality and work together to create change through collective action. They provide a space to share experiences, discuss issues and promote a sense of community among all students.

Examples of support networks; LGBTQ+, International Students, Disability, Deaf support, Spectrum support and so much more.

Student Wellbeing and Inclusion

Our aim is to provide timely and appropriate support to students so that they can become confident and independent learners, who are enabled to succeed in their studies. Supporting students in higher education is crucial for economic impact, reducing rates of attrition, enhancing employability, and ensuring that students have the best possible educational experience.

Student Wellbeing Team

The Student Wellbeing team is comprised of specialist practitioners in Mental Health, Disability Inclusion, Neurodivergence and Financial Wellbeing who work collaboratively to support students with a wide range of needs. The Wellbeing team provide a variety of support services which are tailored to individual students' requirements in the context of their learning journeys. The Wellbeing team are also able to create Individual Learning Plans which specify reasonable adjustments for teaching and learning situations as well as examinations.

Students receive support in numerous ways, including:

- participating in workshops and community groups designed to enhance skills and boost confidence
- exploring the characteristics of specific neurodivergent conditions
- accessing specialised assistance through Disabled Students' Allowances
- utilising a variety of assistive technology programs
- receiving targeted interventions from specialists

Broader Support for Students

Students can access additional support from colleagues throughout the broader Academic Services team. This encompasses assistance with transitions and career guidance, help with study-related immigration inquiries, support when starting a family, and much more.

Student Wellbeing Service Improvements

The Student Wellbeing provision has undergone significant reform over the past year, leading to enhanced accessibility and a greater impact on students. The content of the Student Wellbeing offer is continuously reviewed to ensure that further enhancements can be implemented proactively and pre-emptively.

The Student Wellbeing offer is intentionally broad and comprehensive and is designed to meet the diverse needs of students across various study programmes at the university. Students are encouraged to explore the support available through the Hubble Portal, and contacting the Student Wellbeing team has never been easier. The team operates in a person-centred manner, prioritising individual needs and preferences to provide tailored support. Students can reach the team by phone, through Live Chat, or via the Hubble Portal. Alternatively, they can visit Student Central 1st floor to speak directly with a member of staff.

Case study - James (anonymised)

The Student Wellbeing team began supporting James when safeguarding concerns were raised. James, diagnosed with autism and dyspraxia, approached the team struggling with severe anxiety affecting his mental health.

After an initial discussion with specialists from the Student Wellbeing team, James accessed several sessions of tailored wellbeing support. This provided him with evidence-based techniques to manage his anxiety more effectively and fostered his independence, which was one of his primary goals.

The support offered to James utilised a person-centred approach, ensuring he felt heard regarding his concerns and worries. This approach helped establish a trusting relationship between James and the Student Wellbeing team. The team continues to provide 'check-in' appointments to help him reach his full potential, both personally and academically.

James is now on a positive trajectory and continues to make progress. He is beginning to thrive in both his personal life and his academic pursuits.
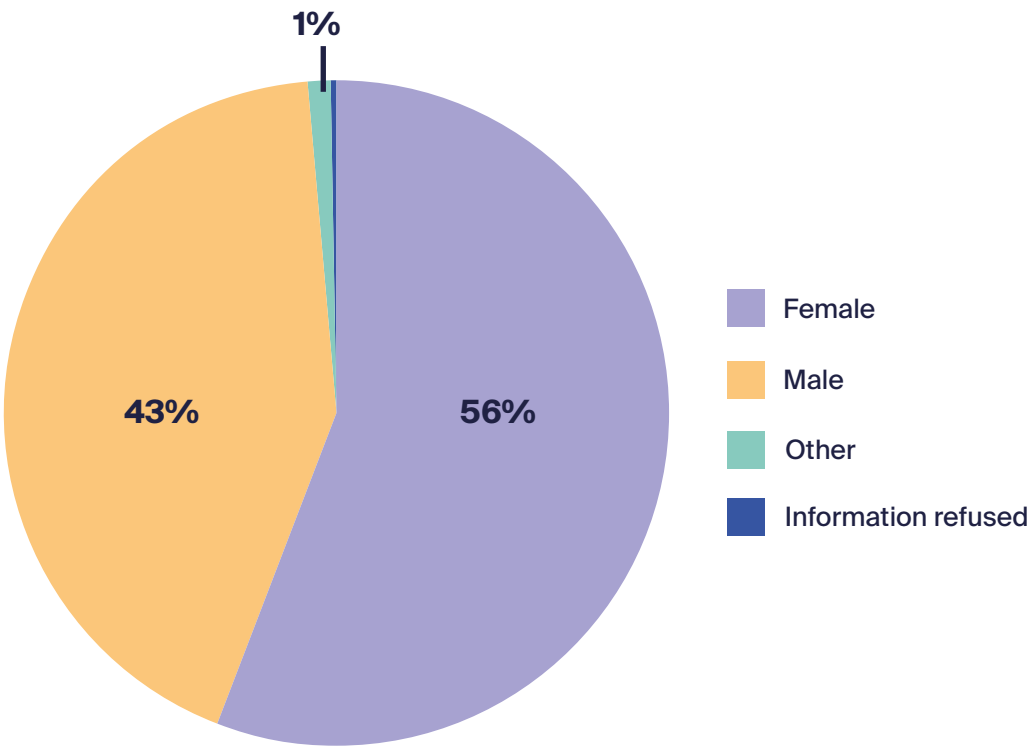
I really appreciate all the help and guidance you have given me... Lately, I've been focusing on taking care of myself and building more independence. I've also been pushing myself out of my comfort zone a little more and applying the techniques we talked about... I know I still have a long way to go, but for the first time, I feel like I'm making progress on my own terms. And a huge part of that is thanks to Student Wellbeing. The support and encouragement you've given me have made such a massive difference, and I genuinely don't think I'd be in this mindset without it.
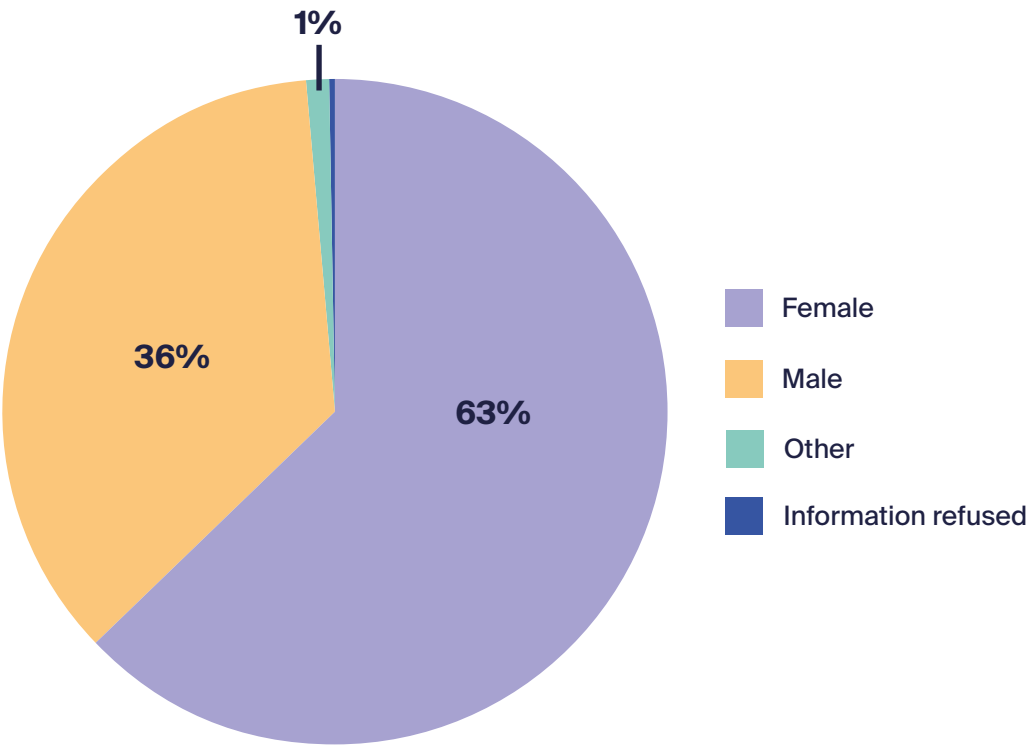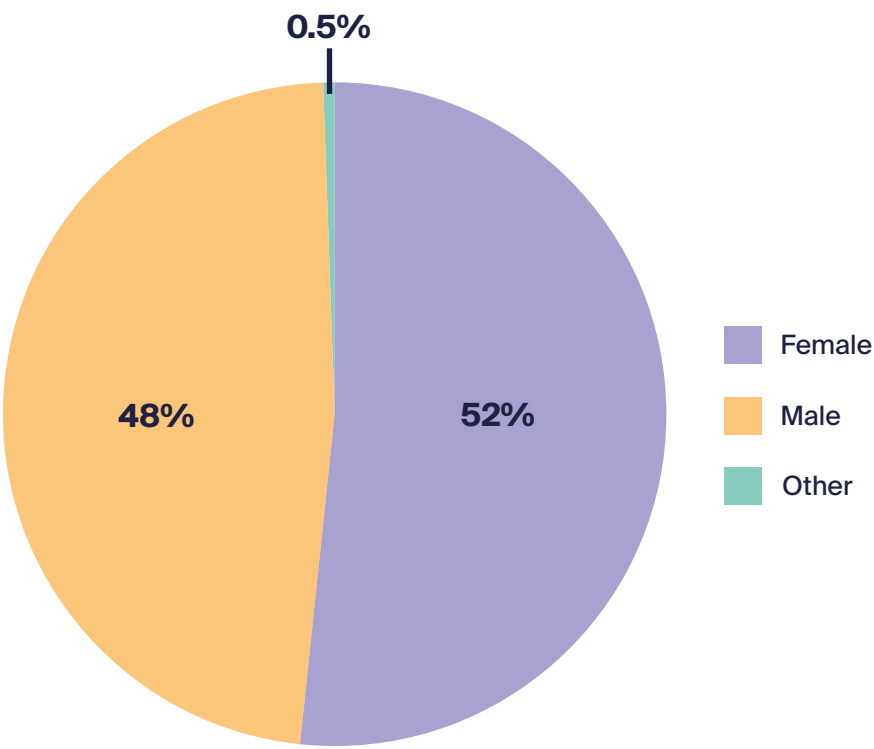
Here is what other students have said about the support they have received from the Student Wellbeing team:

Amy, who accessed support when experiencing financial hardship said:

Thank you for believing in me when I didn't have the strength to fight or believe in myself. Thank you for being real human beings who see the bigger picture and make time and funds available to people who are struggling.

Marco reached out to recognise the support of an individual staff member, stating;

With the help of an Inclusion Assistant, I have managed to achieve 100% in a module requiring in-person attendance. This is something I would not have found possible without the provision of support tailored to my individual needs.

Support by Hull University Student Union (HUSU): Student Networks Case Study

I have thoroughly enjoyed creating and running events for the women's student network. It has given me the chance to meet women on campus from all different walks of life who have supported each other and enjoyed one another's company. Seeing this community come together has been a joyful experience and a key part of my university experience.

Gender

1st August 2023 to 31st July 2024

Total students by gender identity

1%

- Female — 56%
- Male — 43%
- Other
- Information refused

Home students by gender identity

1%

- Female — 63%
- Male — 36%
- Other
- Information refused

Postgraduate students by gender identity

0.5%

- Female — 52%
- Male — 48%
- Other

Overseas students by gender identity

- Male — 62%
- Female — 38%
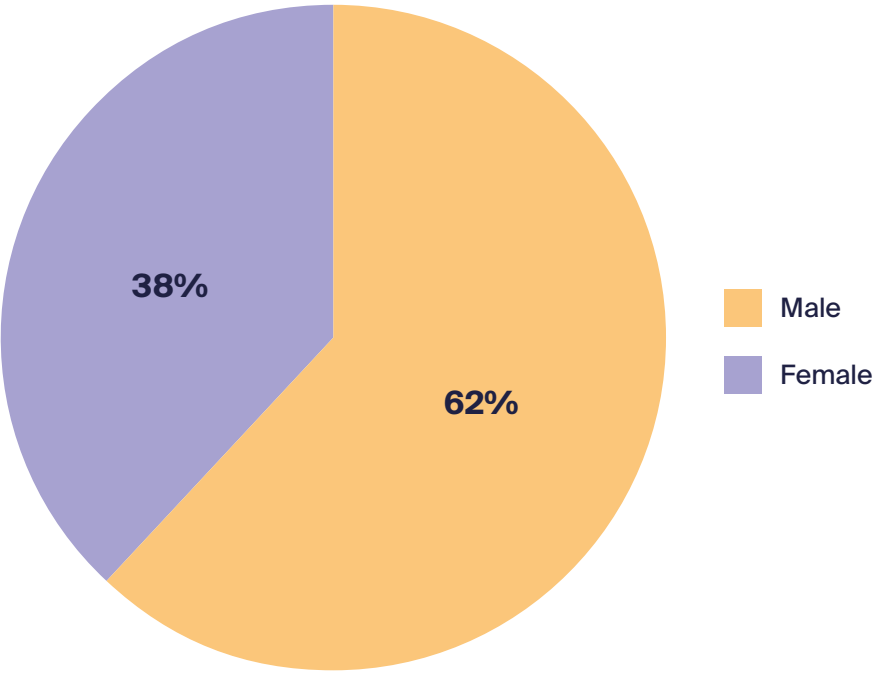
Ethnicity

This is taken from a 2023-24 session student enrolment snapshot from SITS as of 1 December 2023.

Please be aware, this population count is different from that of the EDI dashboard, which is the standard registration population, i.e., all ACTIVE students between the HESA session date of 1st August 2023 and 31st July 2024.
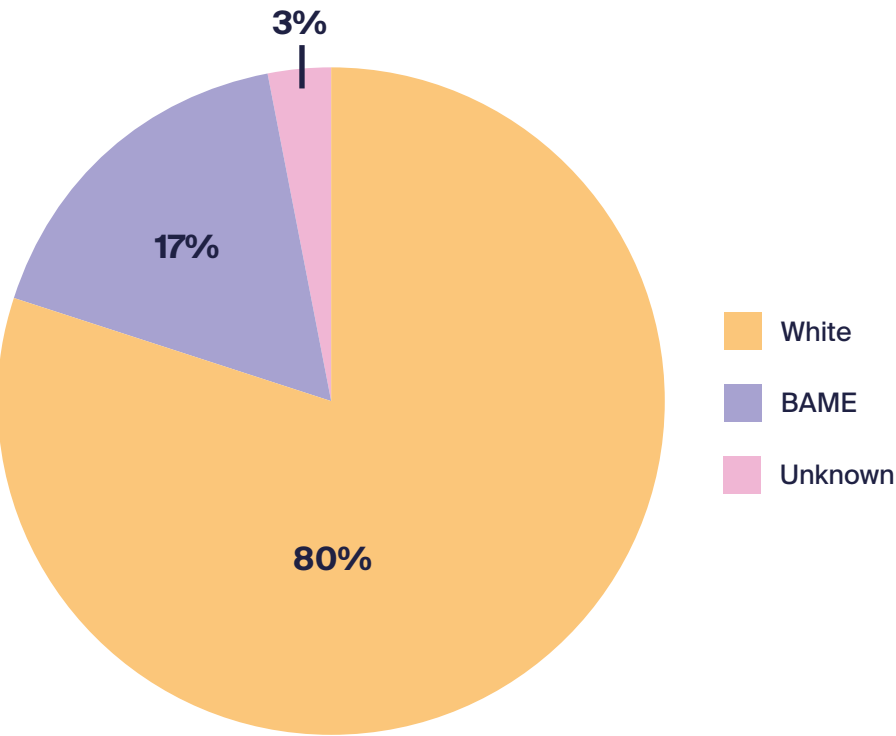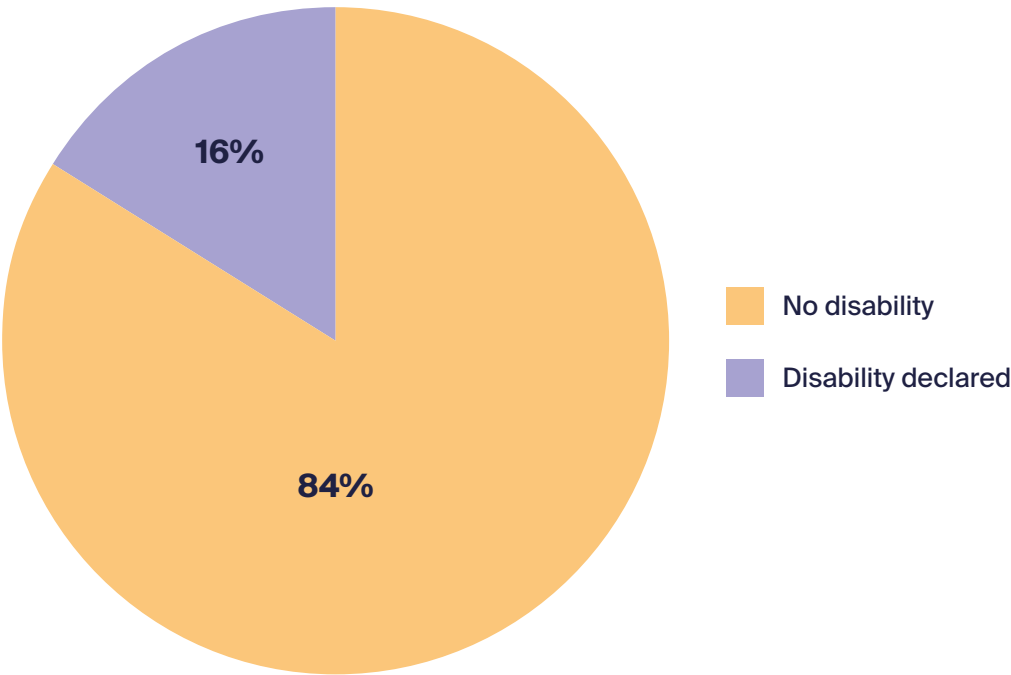
Postgraduate students by ethnicity

Legend:
- White
- BAME
- Unknown

Values: 6%, 37%, 57%

Overseas students by ethnicity

Legend:
- BAME
- Unknown
- White

Values: 6%, 13%, 81%

Home students by ethnicity

Legend:
- White
- BAME
- Unknown

Values: 3%, 17%, 80%
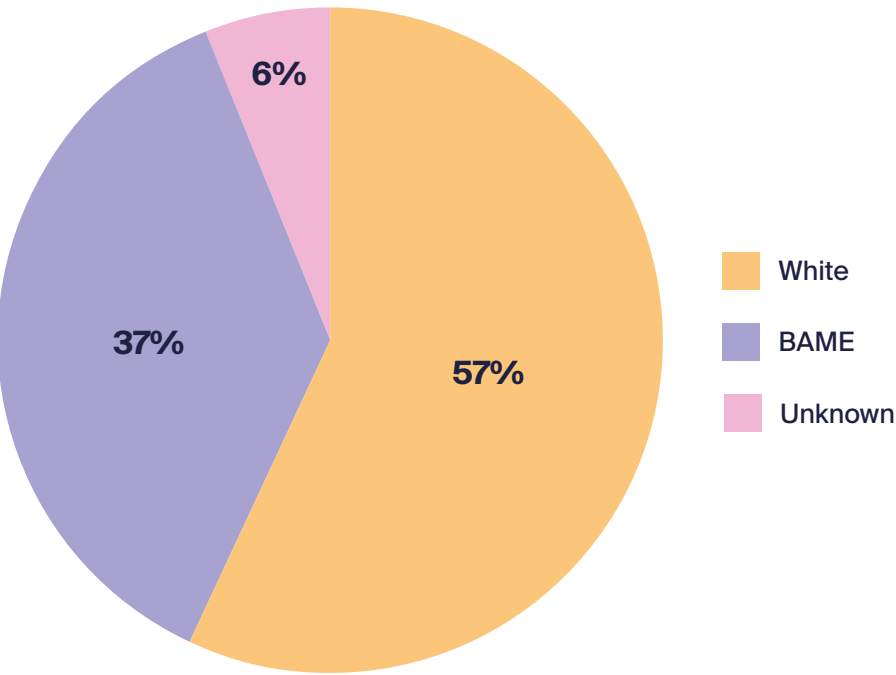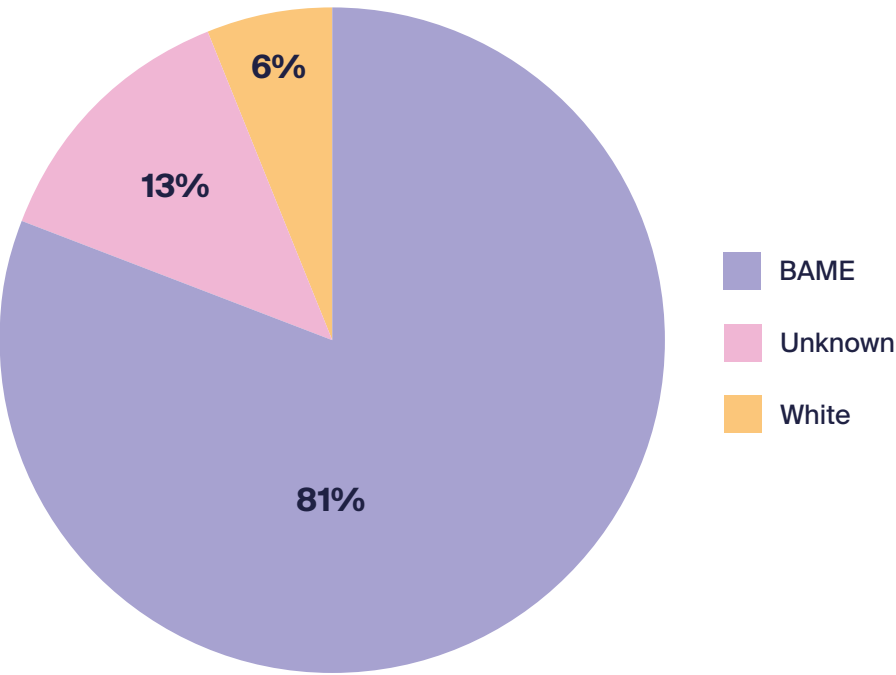
Disability

1st August 2023 to 31st July 2024

Total students by disability

- 16% Disability declared
- 84% No disability
  - No disability
  - Disability declared

Home students by disability

- 21% Disability declared
- 79% No disability
  - No disability
  - Disability declared

Postgraduate students by disability

- 9% Disability declared
- 91% No disability
  - No disability
  - Disability declared

Overseas students by disability

- 2% Disability declared
- 98% No disability
  - No disability
 - Disability declared
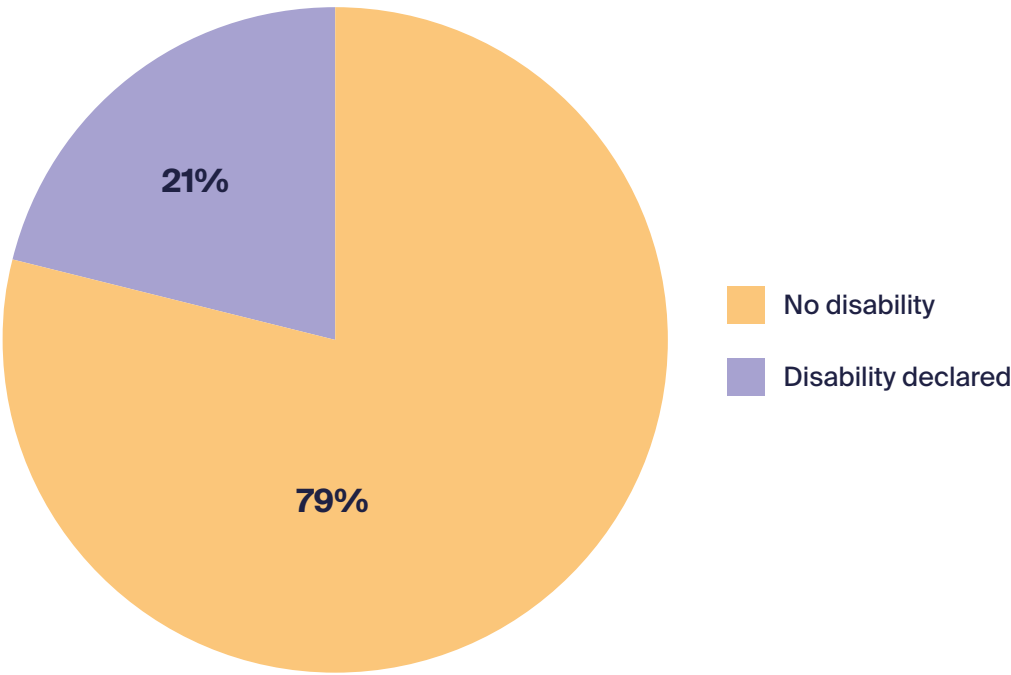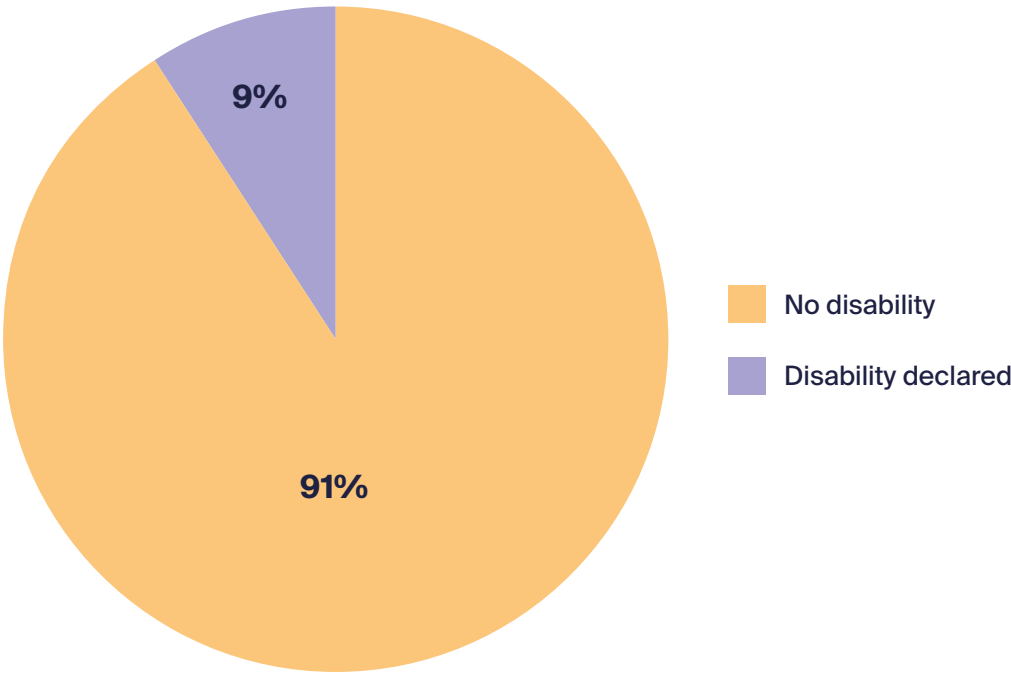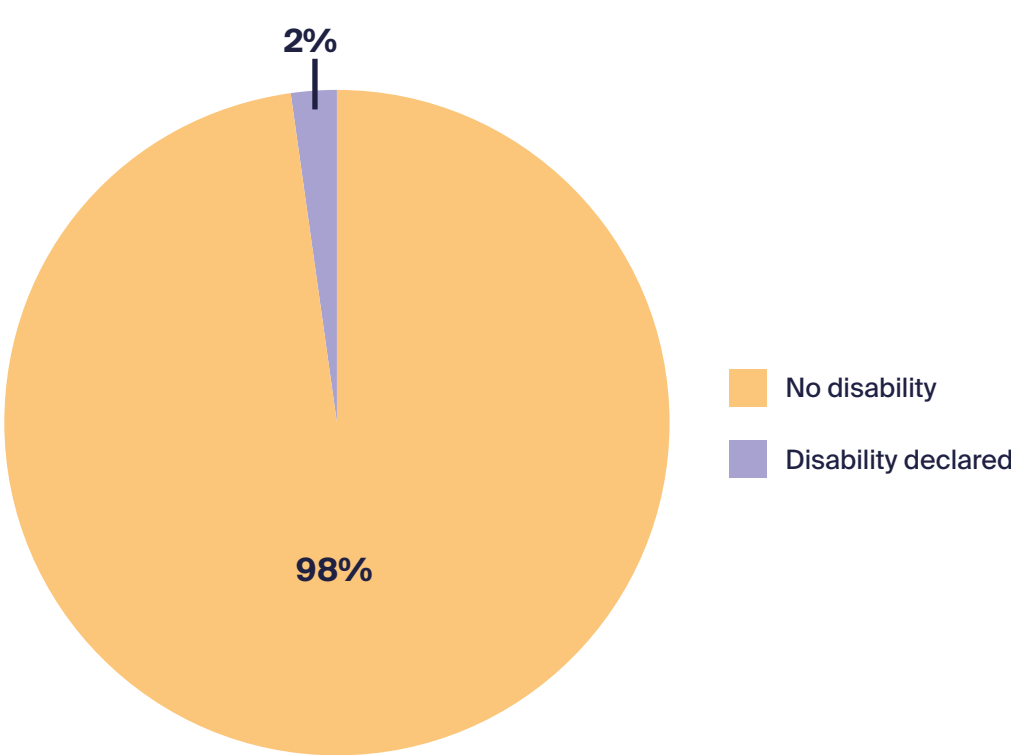
Age on entry

1st August 2023 to 31st July 2024

Young/Mature status is calculated from age on entry. So for Undergraduate, young is under 21 at the point of entry, mature is 21 or over. For Postgraduate, young is under 25 at the point of entry, mature is 25 or over.
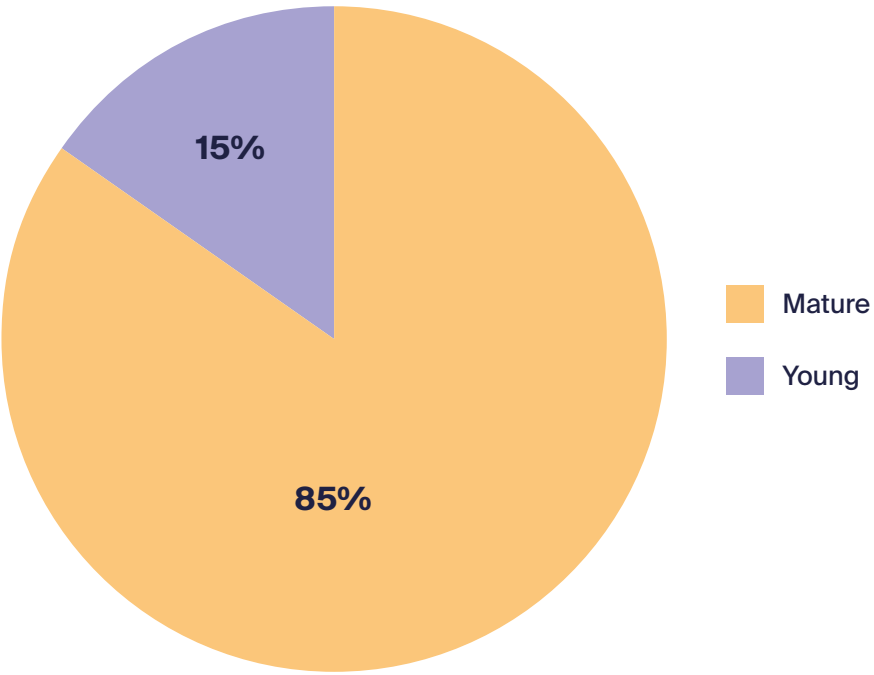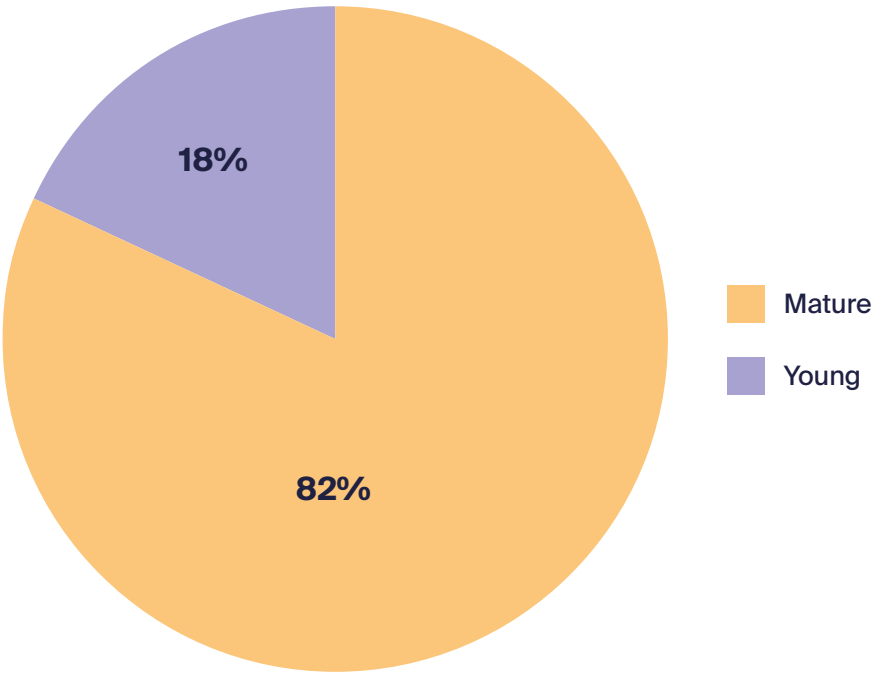
Total students by age on entry

Mature 54%
Young 46%
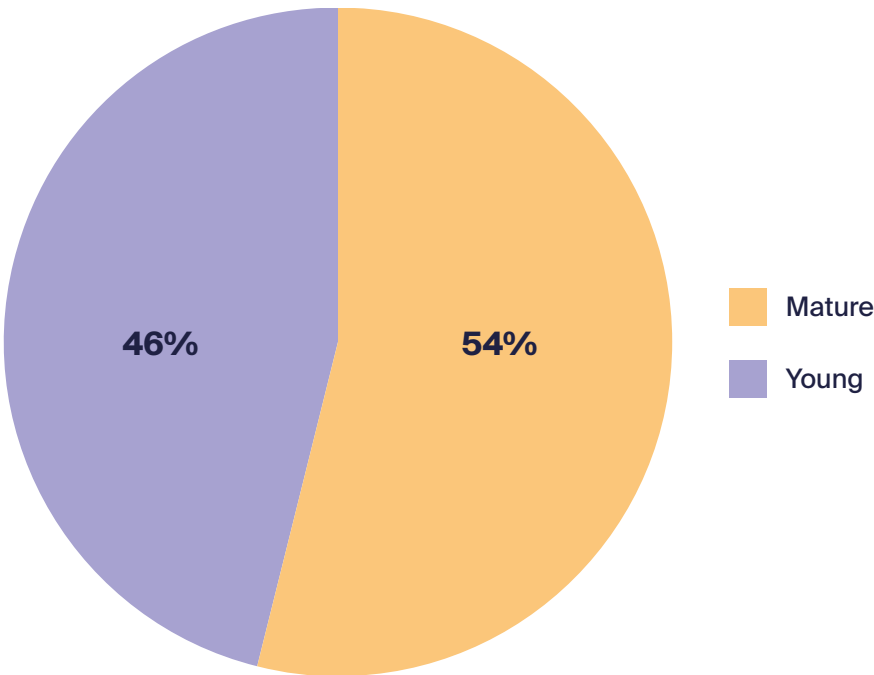
Home students by age on entry

Mature 44%
Young 56%
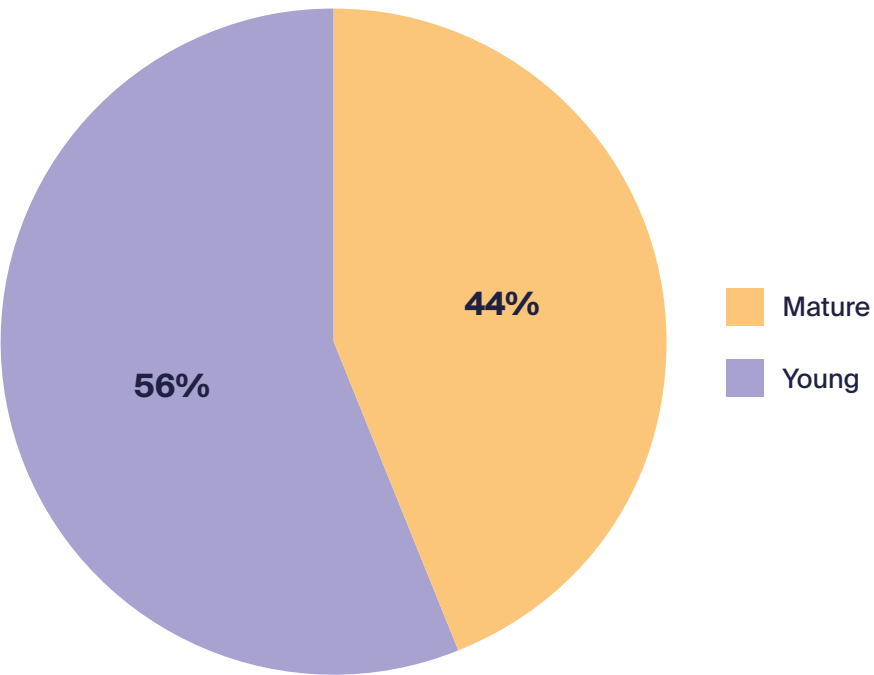
Postgraduate students by age on entry

Mature 85%
Young 15%

Overseas students by age on entry

Mature 82%
Young 18%

Sexual orientation

1st August 2023 to 31st July 2024

Total students by sexual orientation

- 12%
- 15%
- 73%

- Hetrosexual
- LGBTQ+
- Refused/not known
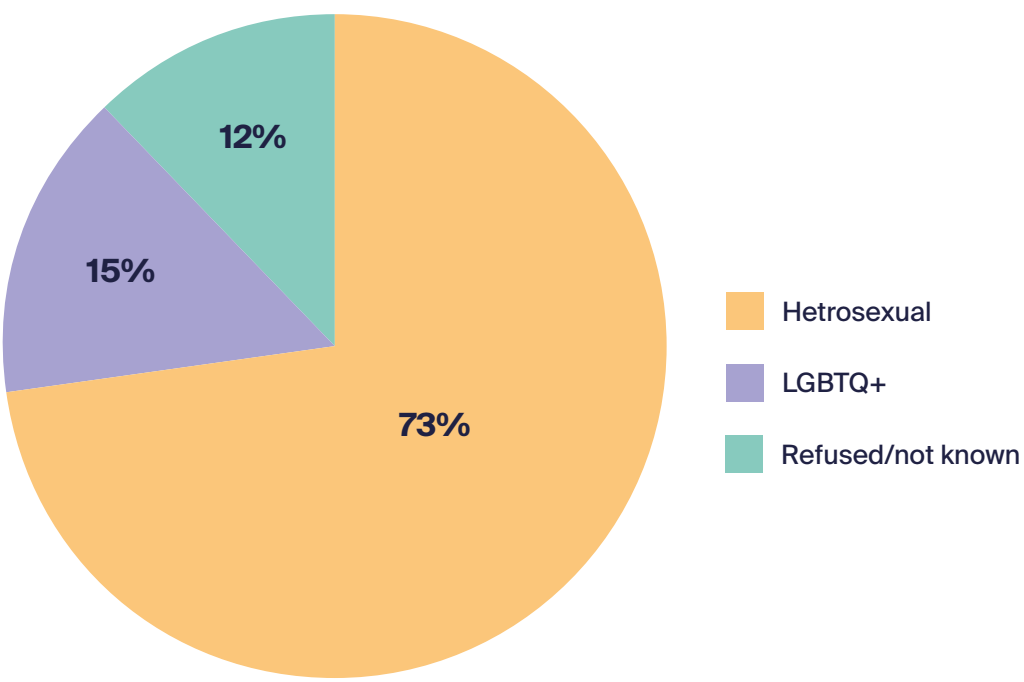
Religion or belief

1st August 2023 to 31st July 2024

Total students by religion or belief

- 12%
- 45%
- 43%

- Has religion or belief
- No religion
- Refused/not known
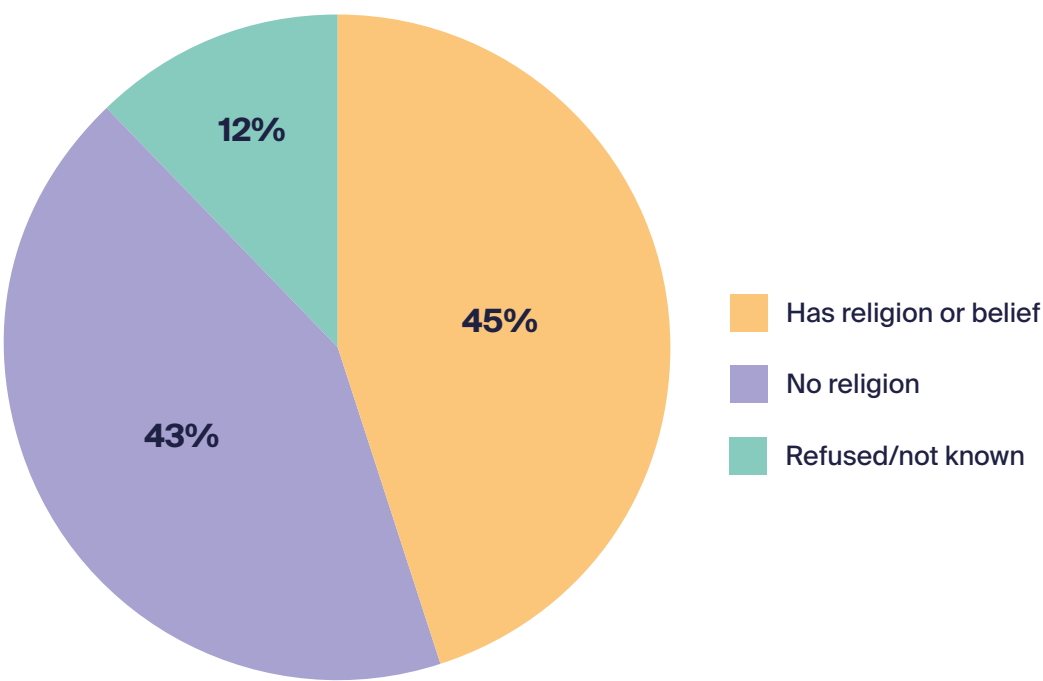
The data below is published by the Office for Students website TEF data dashboard: Data dashboard - Office for Students. It is based on 2-year average for experience indicators and a 4-year average for outcome indicators. Absolute rates of positivity for each group of students will be influenced by a range of factors. To contextualise this, the Office for Students compares the reported rate to a benchmark for the provider and the dashboards indicate the extent to which the distribution of the experience or outcome indicator is either materially above or below this benchmark. An outcome that is materially in-line with benchmark indicates very-high quality provision for a group of students. An indicator that is materially-below may indicate that provision is falling below the standard of very high quality.

The tables below reports for each category, any group of students at the University of Hull who this data indicate may experiences or outcomes that are materially below benchmark. It should be noted that this is historical data and does not necessarily reflect current performance (for example the data for completion for part-time students includes entrants from 2013/14).

FULL-TIME STUDENTS		
Age on entry	None	-
Disability	None	-
Ethnicity	Other Ethnicity	Teaching on my course (40 students)
Sex	None	-
ABCS	None	-
Deprivation Quintile IMD	Q1 & Q2	Completion (5,440)
Domicile	None	-
Eligibility for Free school meals	Eligible	Completion (1,400)

PART-TIME STUDENTS		
Age on entry	'Under 21 years'	Continuation (170 students)
		Completion (120 students)
	21 to 30 years	Continuation (680 students)
Disability	None	-
Ethnicity	Black	Progression to Positive Graduate outcomes (40 students)
	White	Continuation (1,380 students)
Sex	Female	Continuation (1,320 students)
ABCS Quintile	Q4 & Q5	Continuation (1,310 students)
Deprivation Quintile IMD	Q1 & Q2	Continuation (880 students)
Domicile	UK domicile	Continuation (1,520 students)
Eligibility for Free school meals	Not eligible	Continuation (100 students)

APPRENTICES		
Age on entry	21–30 years	Completion (110 students)
		Progression to Positive Graduate outcomes (30 students)
	31 years and over	Completion (100 students)
Disability	None	-
Ethnicity	None	-
Sex	Male	Completion (50 students)
ABCS Quintile	Q1	Completion (20 students)
Deprivation Quintile IMD	Q1 & Q2	Completion (70 students)
Domicile	UK	Completion (180 students)
Eligibility for Free school meals	None	-

Access and Participation (APP)

An access and participation plan (APP) sets out provisions to promote equality of opportunity for underrepresented groups. In August 2024, our APP was approved, coming into effect in September 2025.

The main focus of our APP is to address inequalities in the rates of students completing their studies and being awarded a 1st or 2.1 degree. Our APP identified equity gaps in three significant areas:

- *Socio-economic completion gap:* Lower completion rates for students from socio-economically disadvantaged backgrounds
- **Socio-economic awarding gap:** Lower awarding rates (of 1st/2.1 degree outcomes) for students from socio-economically disadvantaged backgrounds
- **Ethnicity awarding gap:** Lower awarding rates (of 1st/2.1 degree outcomes) for Black students and Asian students
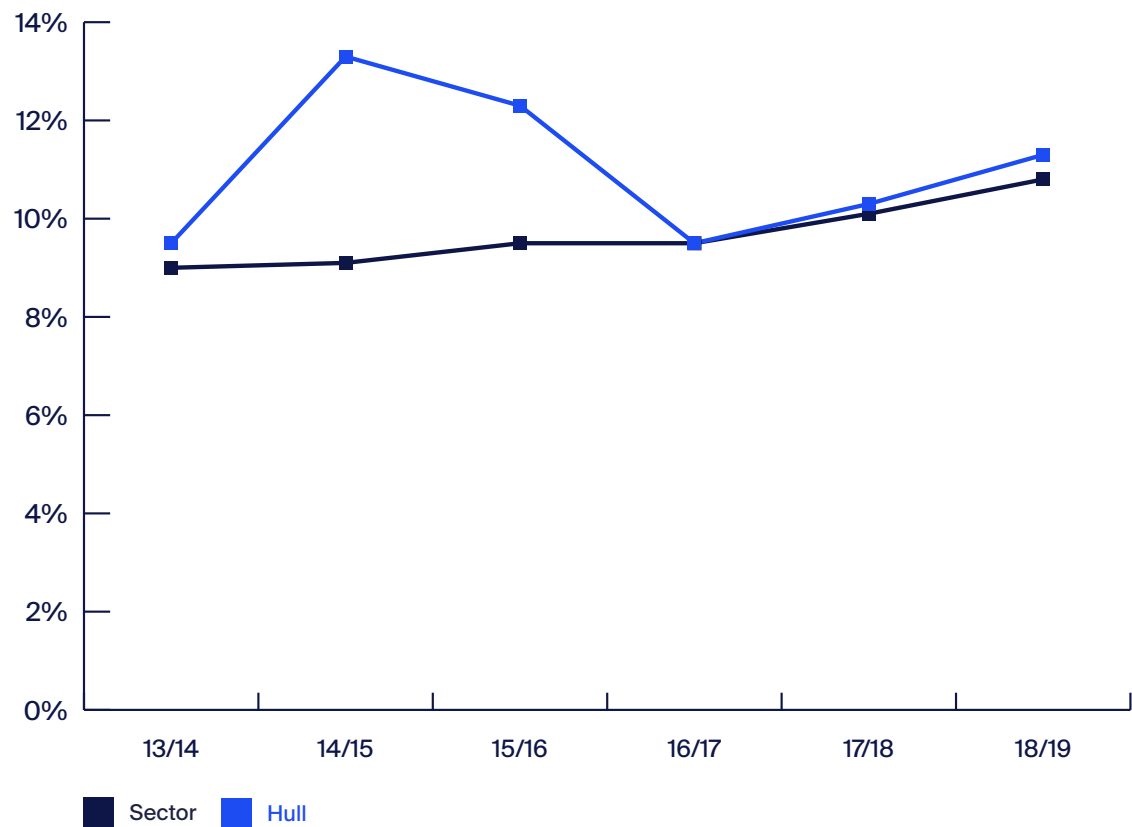
Socio-economic Completion Gap

The chart below shows the gap in completion rates for students from areas of high deprivation, and students from areas of low deprivation.

Indices of Multiple Deprivation (IMD) is the measure of deprivation used, with quintile 1 reflecting the highest levels of deprivation and quintile 5 reflecting lowest levels of deprivation.

The gap is the percentage point difference between these rates (i.e. the % students from Q5 completing – the % students from Q1 completing).

Completion gaps: IMD Q1 | IMD Q5

Source: Office for Students Access and Participation data dashboard (full time, first degree students)
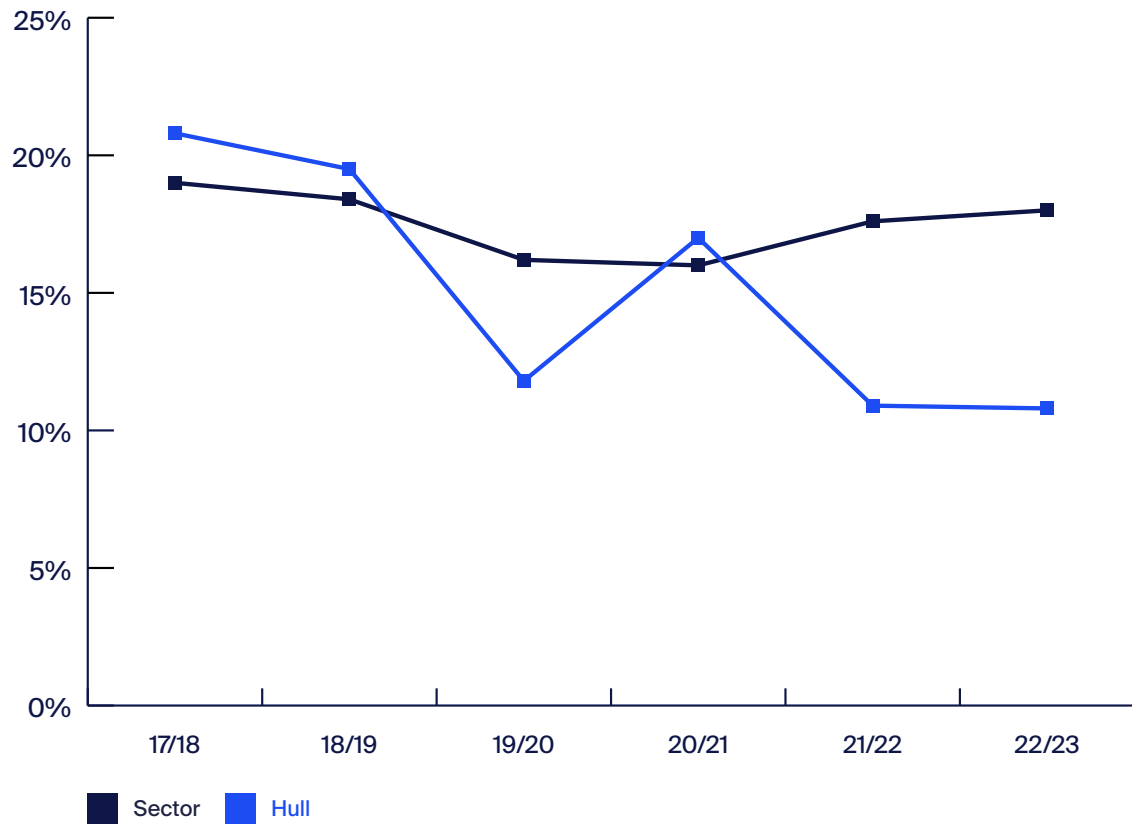
Socio-economic Awarding Gap

The chart below shows the gap in the rate at which students are awarded a 1st or 2.1 degree outcome for students from areas of high deprivation, and students from areas of low deprivation.

Indices of Multiple Deprivation (IMD) is the measure of deprivation used, with quintile 1 reflecting the highest levels of deprivation and quintile 5 reflecting lowest levels of deprivation.

The gap is the percentage point difference between these rates (i.e. the % students from Q5 awarded a 1st or 2.1 – the % students from Q1 awarded a 1st or 2.1).

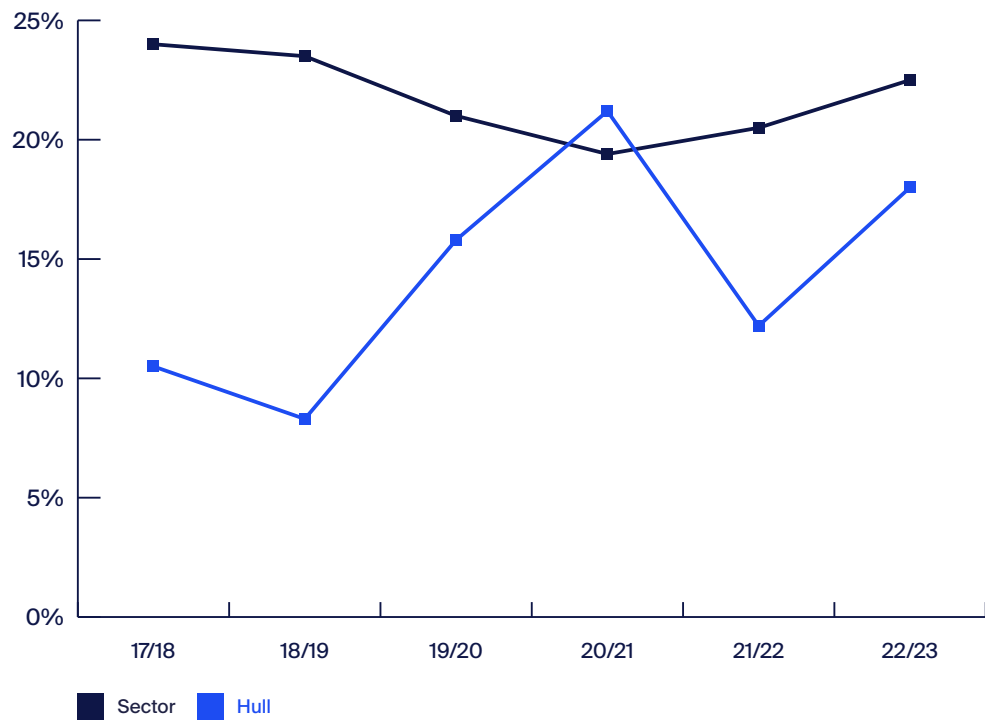**Awarding gaps: IMD Q1 | IMD Q5**

Source: Office for Students Access and Participation data dashboard (full time, first degree students)
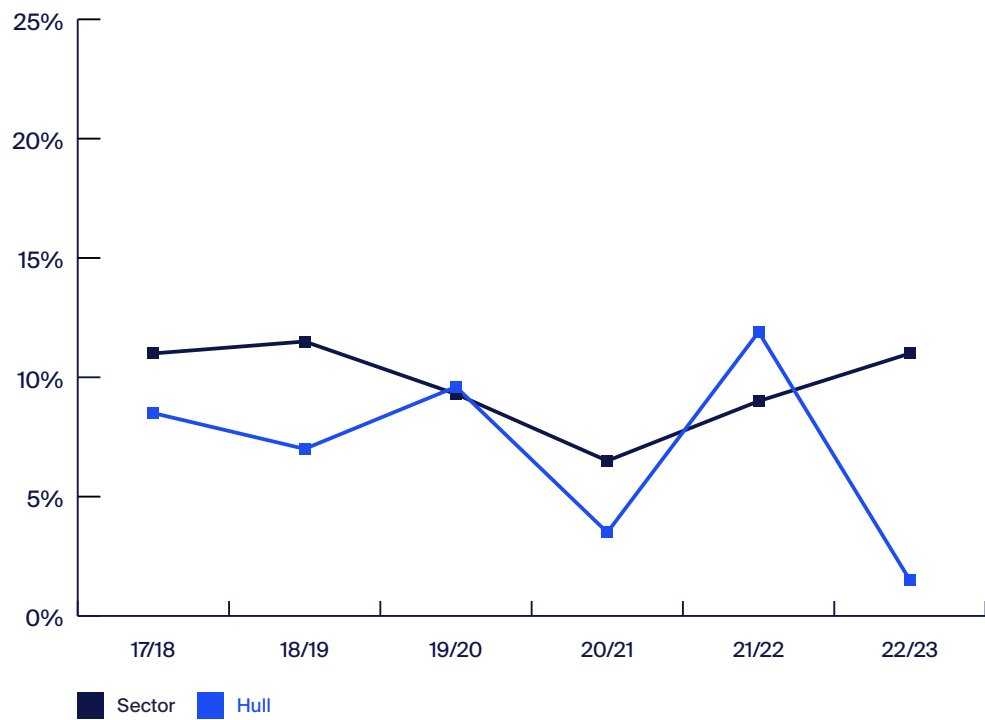
Ethnicity Awarding Gap

The charts below show the gap in the rate at which students are awarded a 1st or 2.1 degree outcome for Black students and Asian students, compared to White students.

The gap is the percentage point difference between these rates (i.e. the % White students awarded a 1st or 2.1 – the % Black or Asian students awarded a 1st or 2.1).

Awarding Gaps: black | white

■ Sector　■ Hull

Awarding Gaps: asian | white

■ Sector　■ Hull

Source: Office for Students Access and Participation data dashboard (full time, first degree students)