Equality and Diversity Student Data Profile 2021

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 Black Asian and Minority ethnic 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 Scheme[1] 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 2020/21, with results for 2019/20 and our student recruitment figures are from UCAS 2020 data[2]. We have taken the benchmarking data in the report from Advance HE statistics, which comes from HESA reports for the period 2019/20 and UCAS national recruitment data from 2020. In all cases, the data in this report refers only to home/EU applicants and students.

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[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 Black, Asian and Minority ethnic, 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 2018 to 2020
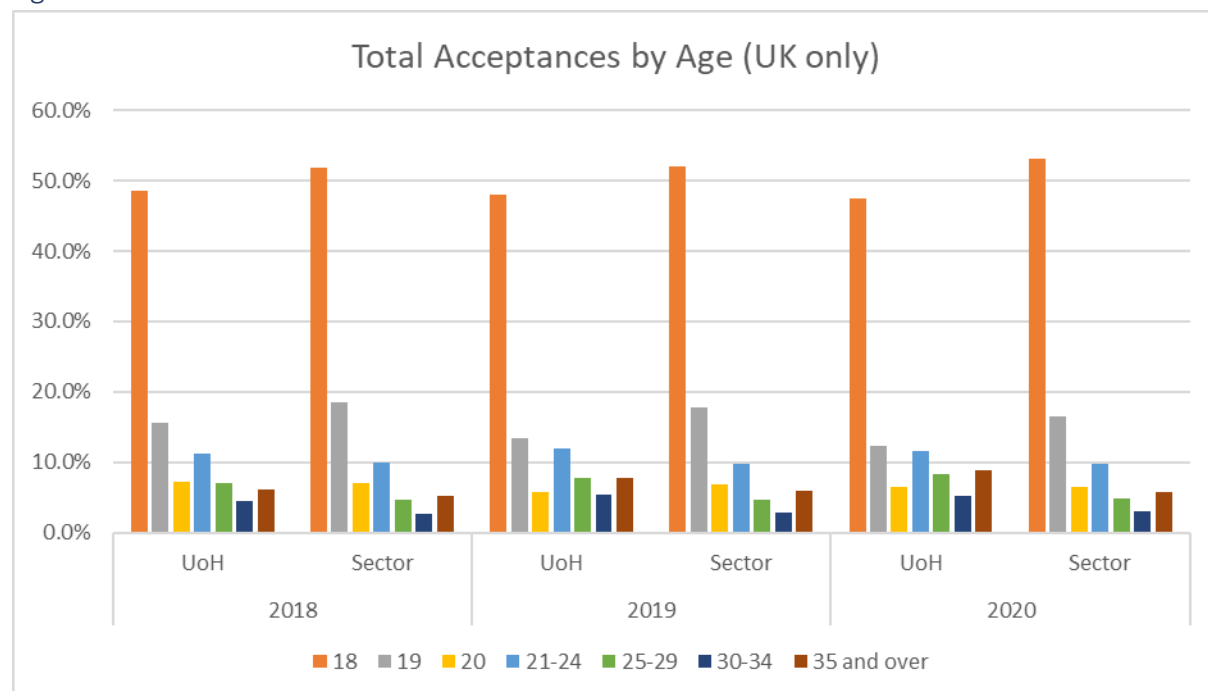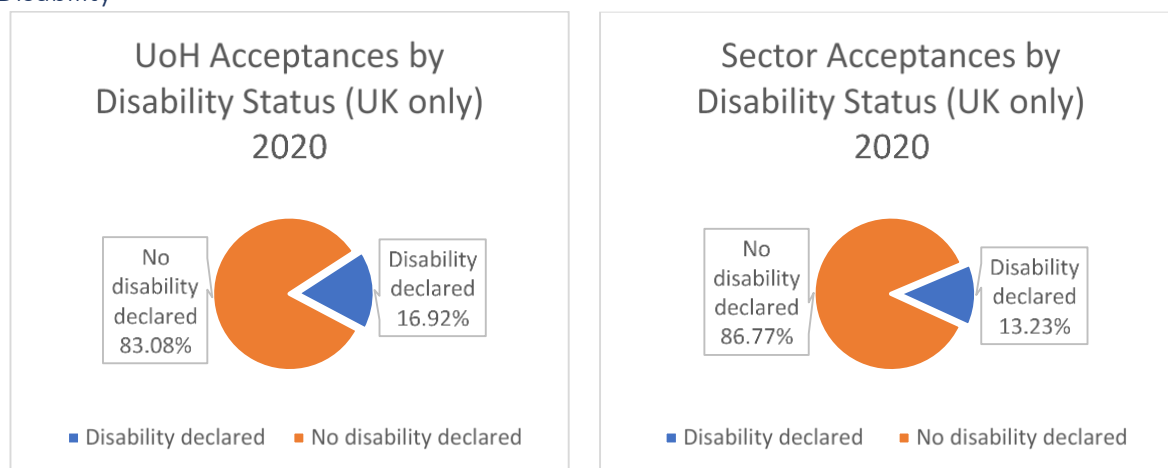
Acceptances

Age

Figure 1: UK only student acceptances by age for 2018 to 2020 compared to sector

In 2020 the University had less than or equal percentages of students who are 20 or under, compared to the 2020 sector average, whereas students aged 21 and over make up a higher percentage of the University of Hull's student population than the sector average.

Disability

Figures 2 and 3: Acceptances by disability status for the University of Hull and the sector

Sector averages show that there has been a slight increase in those acceptances declaring a disability of just over 0.8 percentage points whereas the University numbers have increased by 2.22 percentage points.

Table 1 shows there have been slight increases in those students declaring a mental health condition of just over 26% when calculated on student numbers from last year, which is a rise of 0.6 percentage points.

Table 1: Breakdown of disabilities declared by UoH student acceptances

	2019	2020
Blind/ Visual impairment	0.2%	0.1%
Physical impairment/ Mobility issue	0.6%	0.3%
Deaf/ Hearing impairment	0.2%	0.4%
Longstanding illness/ Unseen disability	1.1%	1.2%
Multiple disabilities	1.4%	1.2%
Social/ Communication impairment	1.0%	1.3%
Non-coded disability	1.6%	1.5%
SpLD	4.3%	4.0%
Mental health condition	4.5%	5.1%

Ethnicity
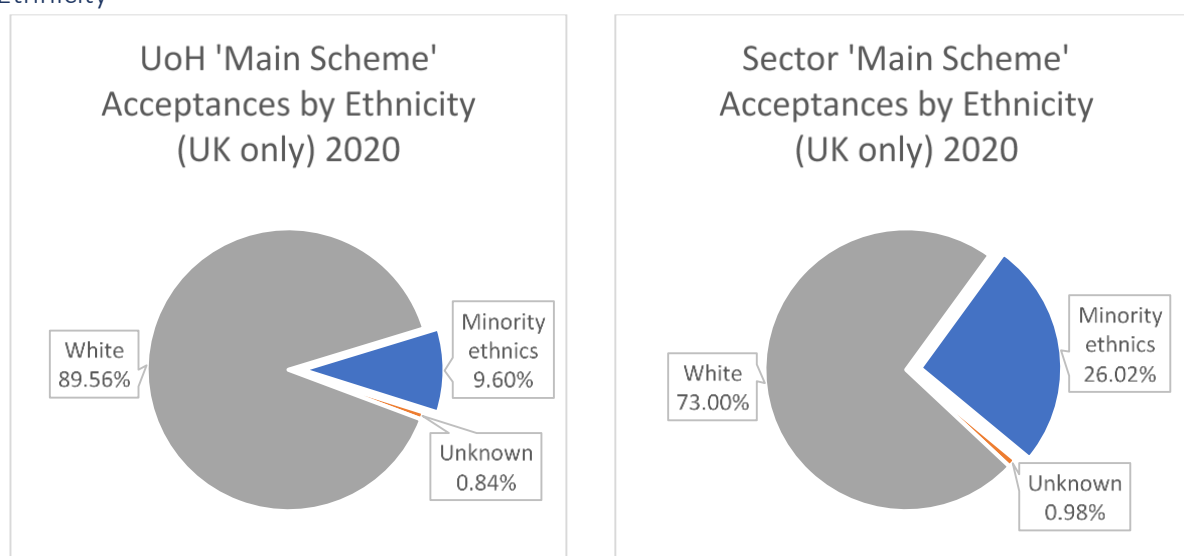
Figures 4 and 5: Breakdown of ethnicity for the sector and University of Hull (UoH) acceptances

Since the previous report the percentage of Black, Asian and Minority ethnic acceptances has increased by 0.9 percentage points as has the sector's Black, Asian and Minority ethnic acceptances meaning that the University is still 16.4 percentage points lower than the sector. The sector's largest proportion of acceptances are from Asian applicants whereas the proportion of Asian acceptances for the University has very slightly decreased with a very slight increase for Black acceptances.

Table 2: Breakdown of ethnicity for Sector and University of Hull (UoH) acceptances

Ethnic Group	Sector, 2020	UoH, 2020
Asian	11.8%	2.1%
Black	7.5%	3.8%
Mixed	4.8%	2.5%
Other	1.9%	1.3%

Sex

In the previous report there had been an increase in female UoH student acceptances compared to the sector. This year the percentage of female acceptances has very slightly increased in the sector

since last year by 0.5 percentage points whilst the University of Hull's female acceptances has reduced by 0.63 percentage points. As a ratio with male acceptances there are still 3.67 percentage points more female acceptances in the university compared to the sector.
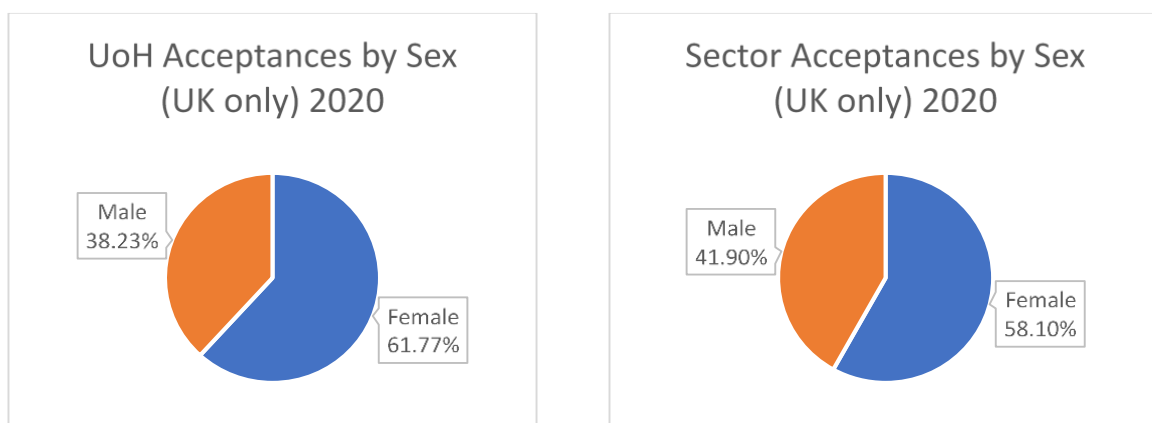

Figures 6 and 7: Breakdown of acceptances for the University of Hull and the sector by sex

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

All offer rates for the university and the sector are for home/EU applicants only.

Ethnicity: The sector's ethnicity offer rates for home/EU applicants have risen again since last year, though only very minimally, with black offer rates increasing by 1.2 percentage points. For the University of Hull there have been slight increases for Other ethnicities and Black home/EU applicants whilst the largest increase was for Other offer rates which increased by 5 percentage points since last year.
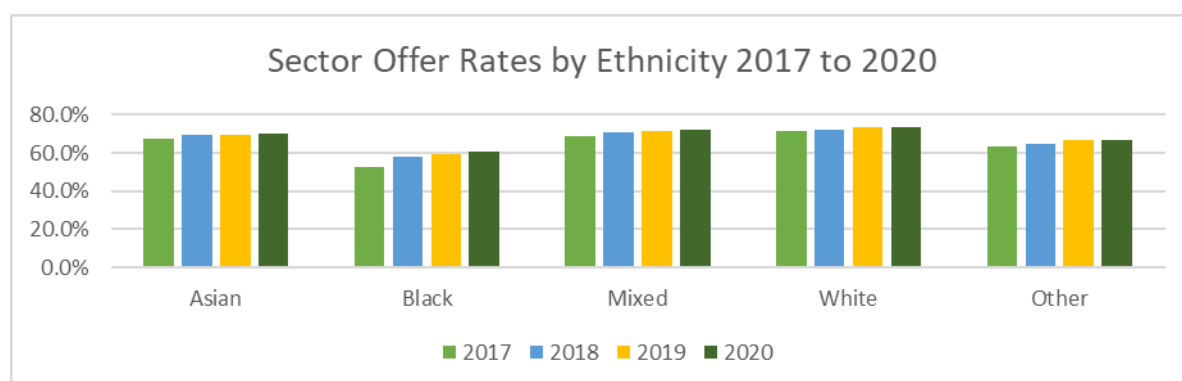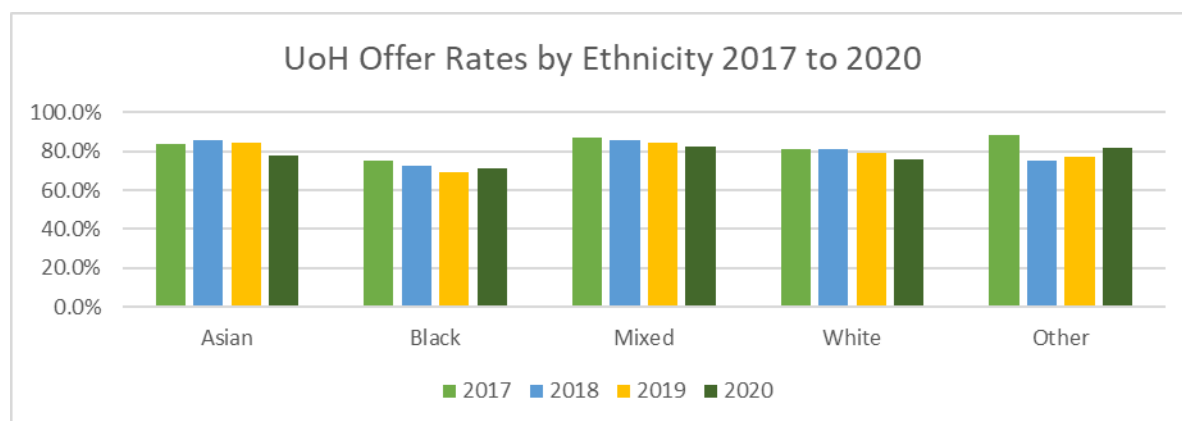
Figures 8 and 9: Offer rates for UoH compared to the Sector by ethnicity from 2017 to 2020

Gender: Similar to last year the number of female applicants remains higher than male applicants but the offer rates for males has increased to 15 percentage points higher than that for females. The difference in offer rates for the sector has decreased slightly to 4.6 percentage points.
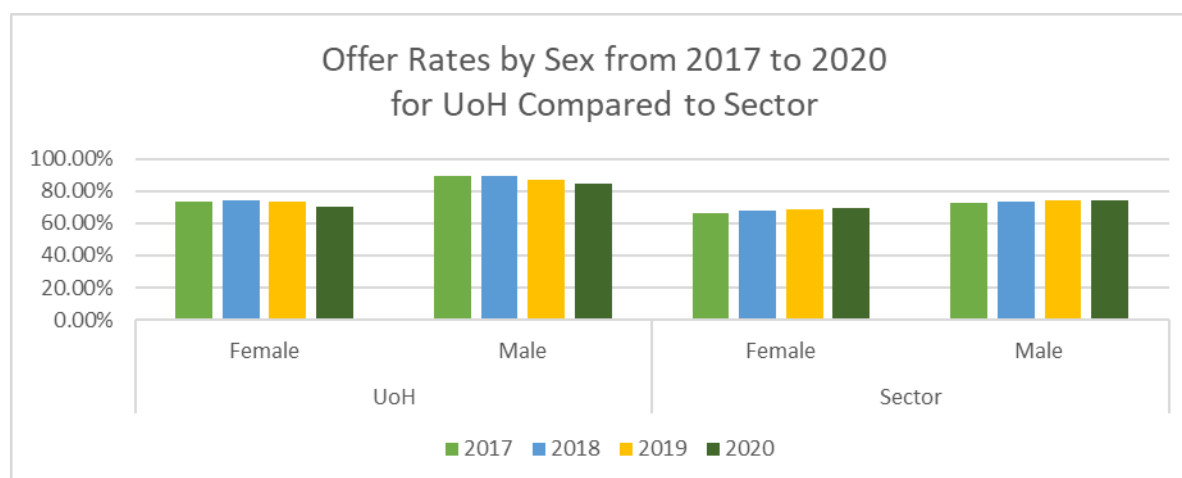

Figure 10: Offer rates by sex of UoH compared to the sector from 2017 to 2020

Student Data 2017/18 to 2020/21

The following data in charts and tables excludes figures for Hull York Medical School (HYMS) students for comparison reasons, as recruitment and awarding data does not include them.

Table 3: University of Hull students (excluding HYMS)

Type of Provision	Campus	Mode of Study	2017/18	2018/19	2019/20	2020/21
On Campus	Hull	Full-Time	13,371	12,694	11,807	11,487
		PT & Short	1,899	1,844	1,486	1,113
		Total	15,270	14,538	13,293	12,600
	Scarborough	Full-Time	1			
		PT & Short	3			
		Total	4			
	Total On Campus		**15,274**	**14,538**	**13,293**	**12,600**
Franchised	Hull	Full-Time				30
		Total				30
Students Taught Overseas	Hull	Full-Time	205	189	250	285
		PT & Short	579	509	508	848
		Total	784	698	758	1,133
Grand Total			**16,058**	**15,236**	**14,051**	**13,763**

In the previous report the number of students on campus had reduced by 15% comparing 2016/17 to 2019/20. This has continued to decrease and the 2020/21 numbers are now 17.51% less than the 2017/18 numbers though it is only 2.5 percentage points less than last year. The numbers of HYMS students, while not included in this data, has increased by 44.52% since 2017/18 compared to a 35% increase from the previous year's report (2016/17 to 2019/20) but these only represent a small proportion of our overall student numbers.

Age

There is still a consistent ratio of students and ages although there is now a very slight increase in those all age ranges of 22 and over, there has still been a further fall of 1.71 percentage points in those 21 and under from last year.
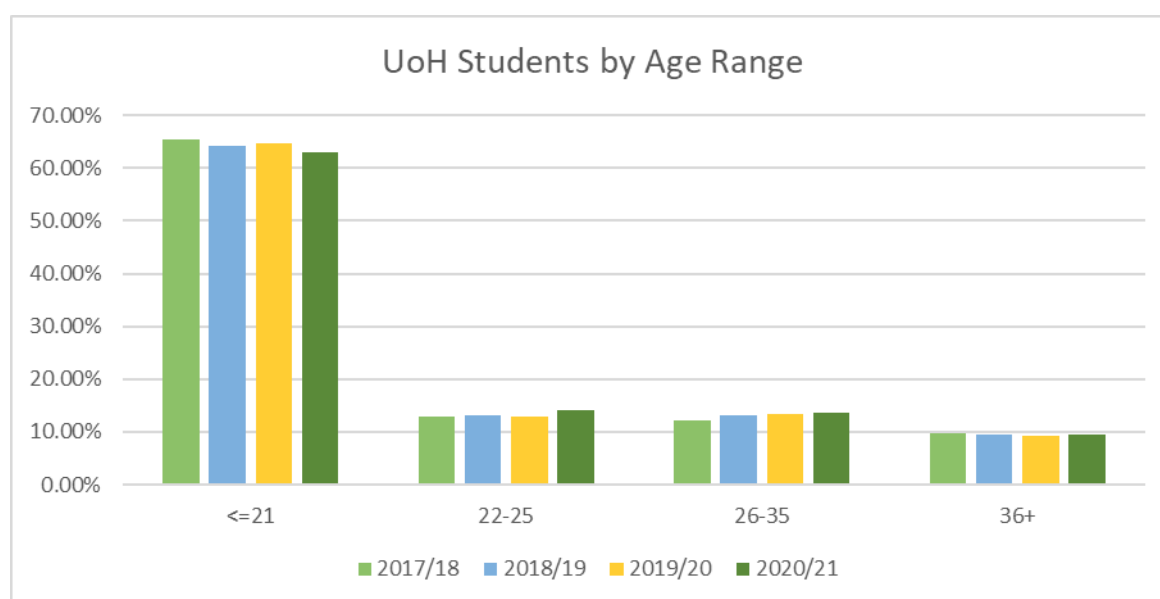

Figure 11: University of Hull students by age range from 2017/18 to 2020/21

Figure 12 shows that whilst it would be expected for undergraduates to be mostly 21 and under the spread of ages for postgrads is relatively equally split between those aged 22 and over.
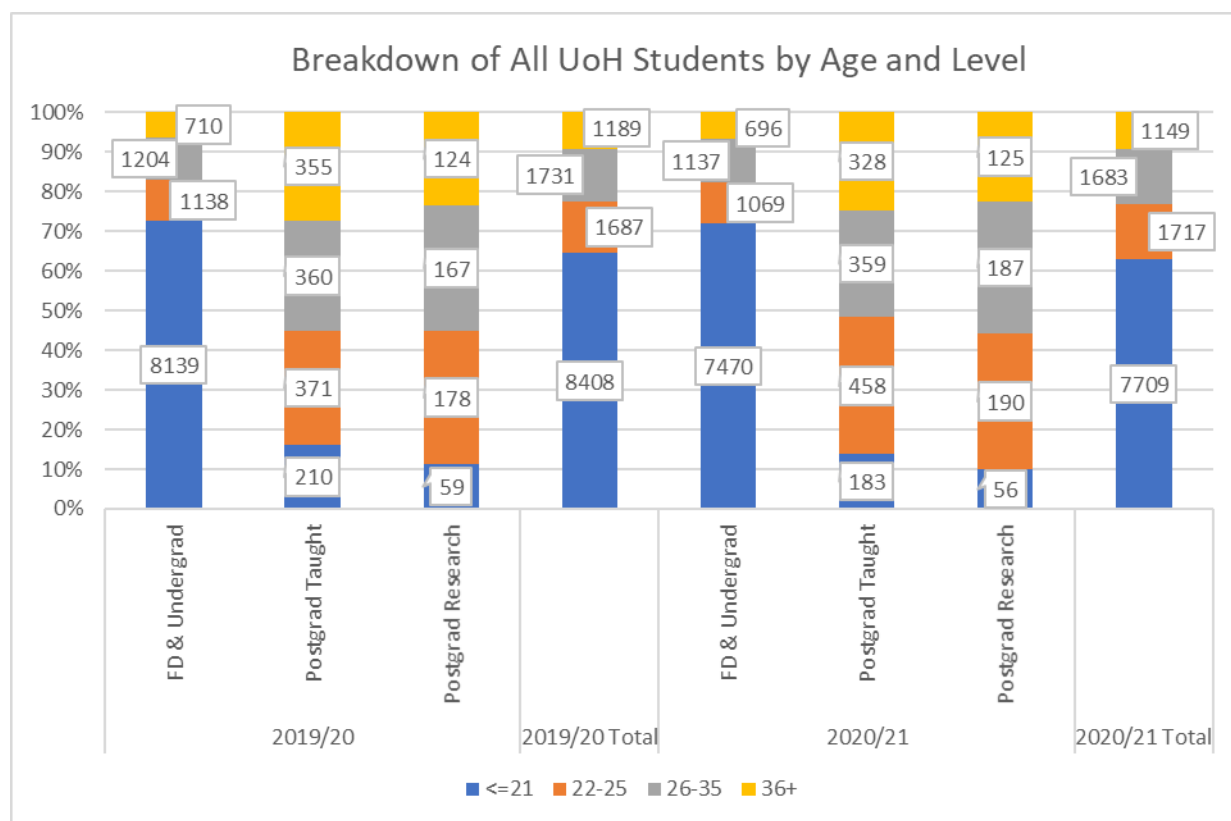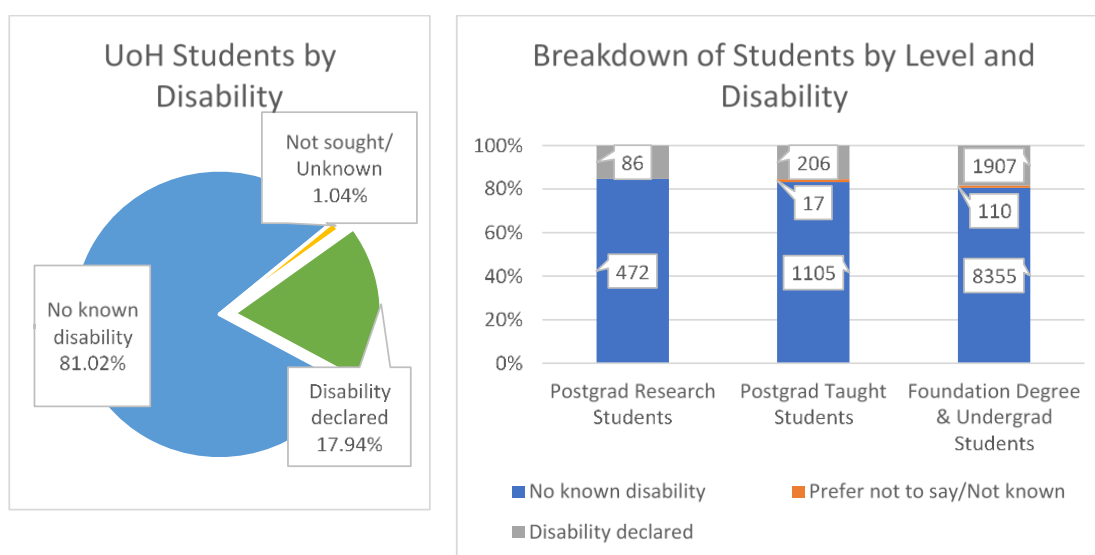

Figure 12: Breakdown of all students by level and age

Disability

Since the data in the 2019/20 report there have been further reductions in student numbers but a very slight increase in the number of students declaring a disability with a 1.14 percentage point increase. For those students declaring a disability the highest increase in numbers has been with those declaring a mental health condition, up another 5.49%, with the largest decrease in numbers being those declaring a Specific Learning Difficulty which has decreased by 5.34%.

Figures 13 and 14: University of Hull students by disability and the breakdown of those students by level

Table 4: Breakdown of disability of all UoH students who declared a disability

Blind/Visual Impairment	0.16%
Deaf/Hearing Impairment	0.37%
Physical Impairment/Mobility Issue	0.54%
Social/Communication Impairment	1.00%
Non-Coded Disability	1.19%
Multiple disabilities	1.57%
Longstanding Illness/Unseen Disability	1.67%
Mental Health Condition	5.33%
SpLD	6.11%

Ethnicity

Since last year the reduction in total student numbers (excluding HYMS) has not been as sharp having only reduced by 5.21%. There have been small reductions of white students (down by 5.64%) and Black, Asian and Minority ethnic students (down by 8.32%) compared to 2019/20 data, however, the number of students whose information was not known or refused has reduced by 21.82%.
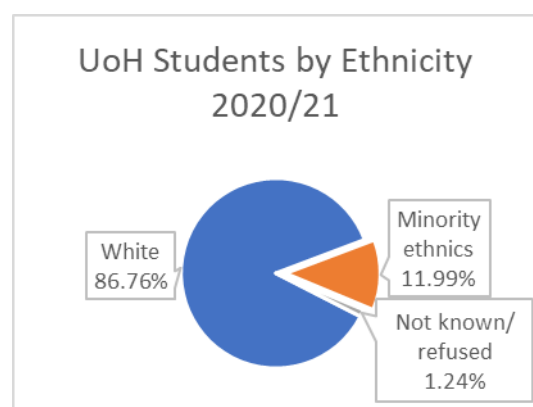

Figure 15: UK domiciled University of Hull students by ethnicity for 2020/21

Table 5: Breakdown of ethnicity for all UK domiciled students from 2017/18 to 2020/21

	2017/18	2018/19	2019/20	2020/21
Black	5.12%	5.02%	4.52%	4.40%
Asian	4.06%	3.94%	3.65%	3.44%
Chinese	0.59%	0.43%	0.43%	0.25%
Arab	0.46%	0.50%	0.48%	0.49%
Mixed	2.36%	2.59%	2.63%	2.78%
Other ethnic background	0.65%	0.59%	0.60%	0.63%

The breakdown of all UK domiciled Black, Asian and Minority ethnic students in the table above, shows the ratio of ethnicities since 2017/18 with the biggest reduction being those students that are Chinese (down 44.68% since last year) even though this group were low in numbers previously they are now the lowest ethnic group.

In figure 16 the data has been further broken down to show ethnicity in the different student levels excluding any white students. The numbers of postgrad students are much lower than

undergraduates but looking at the ratio of students shows a higher proportion of Chinese as well as those that don't want to say within postgrad research students with far fewer black students.
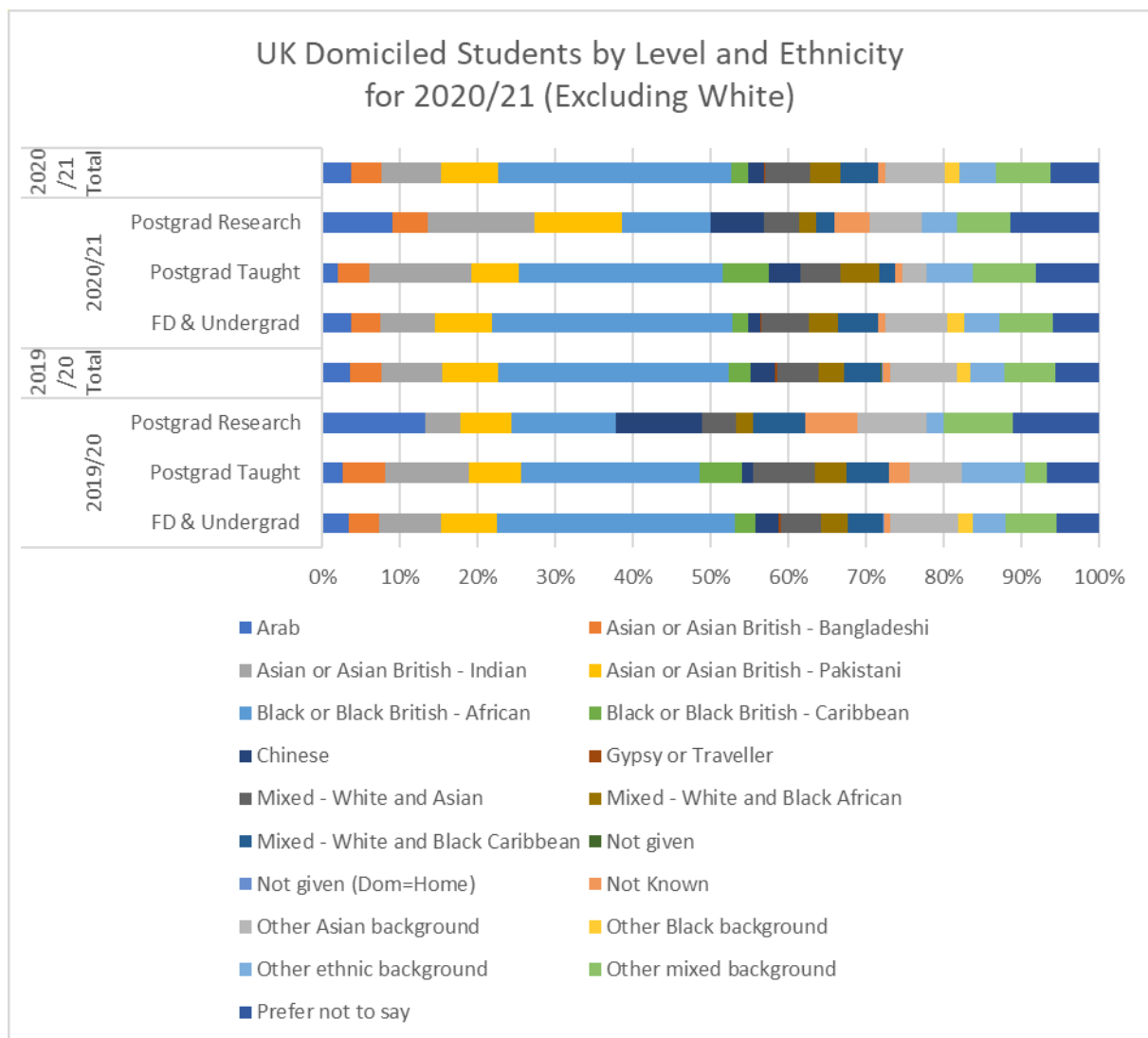

Figure 16: Breakdown of UK domiciled students by level and ethnicity (excluding those describing themselves as white)

Sex

This year has continued to see a consistent ratio of females to males but the number of students in the "other" category, although low numbers, has increased again this year by 92.86%.
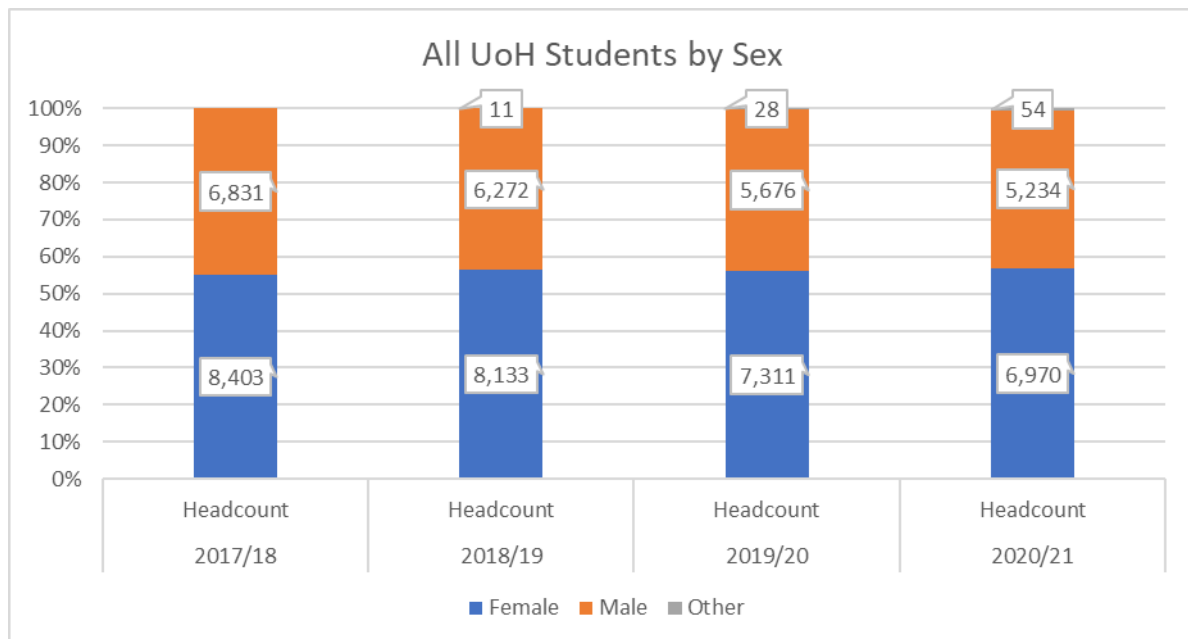

Figure 17: University of Hull students by sex

The graph below shows the University against the sector for sex without the category of other as figures for national data are too low to calculate.
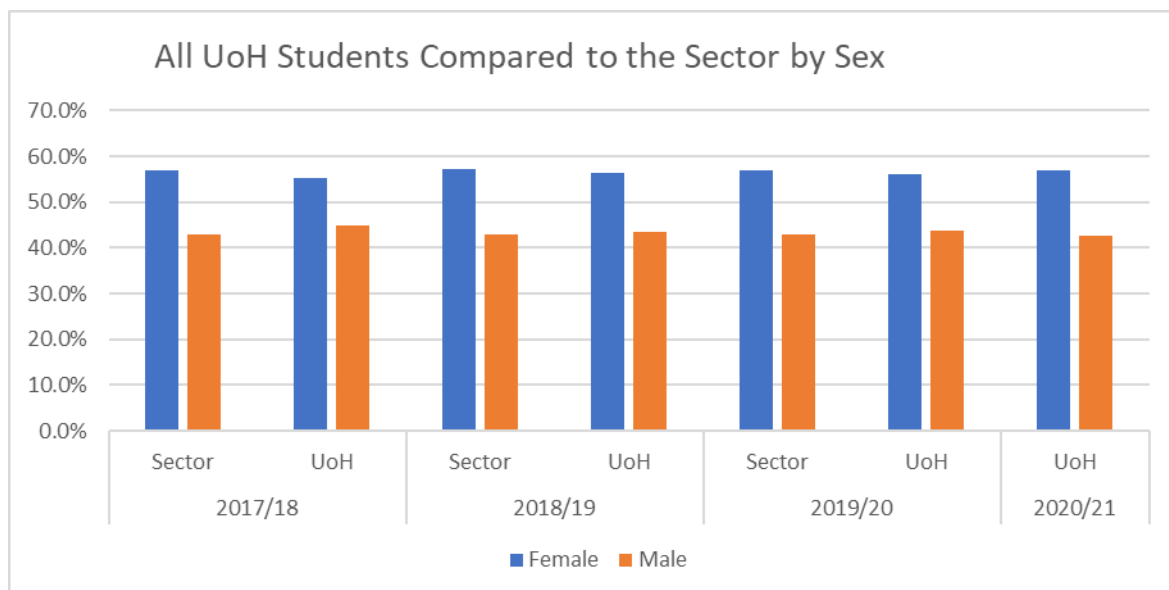

Figure 18: University of Hull students compared to the sector by sex

Degree Awarding Data 2017/18 to 2019/20

Since the change in reporting data in 2017 there are now three years of data for comparison. For the purposes of this report a "good degree" refers to First and 2:1 degree awards only.

Table 6: Student awards from 2017/18 to 2019/20

Result	17/18 Students	%	18/19 Students	%	19/20 Students	%
1	738	22.64%	858	25.20%	1,152	33.52%
2:1	1,556	47.73%	1,651	48.49%	1,619	47.11%
2:2	784	24.05%	777	22.82%	581	16.90%
3/Pass	182	5.58%	119	3.49%	85	2.47%
Total	3,260	100.00%	3,405	100.00%	3,437	100.00%

From table 6 it can be seen that the number and ratio of students gaining a First degree has increased every year since 2017/18 whereas there has been a decrease in the numbers and ratio of students passing at 2:1 or lower. For 2019/20 those receiving a First has increased from the previous year by 34.27% whilst those with a 3/Pass has decreased by 28.57%.
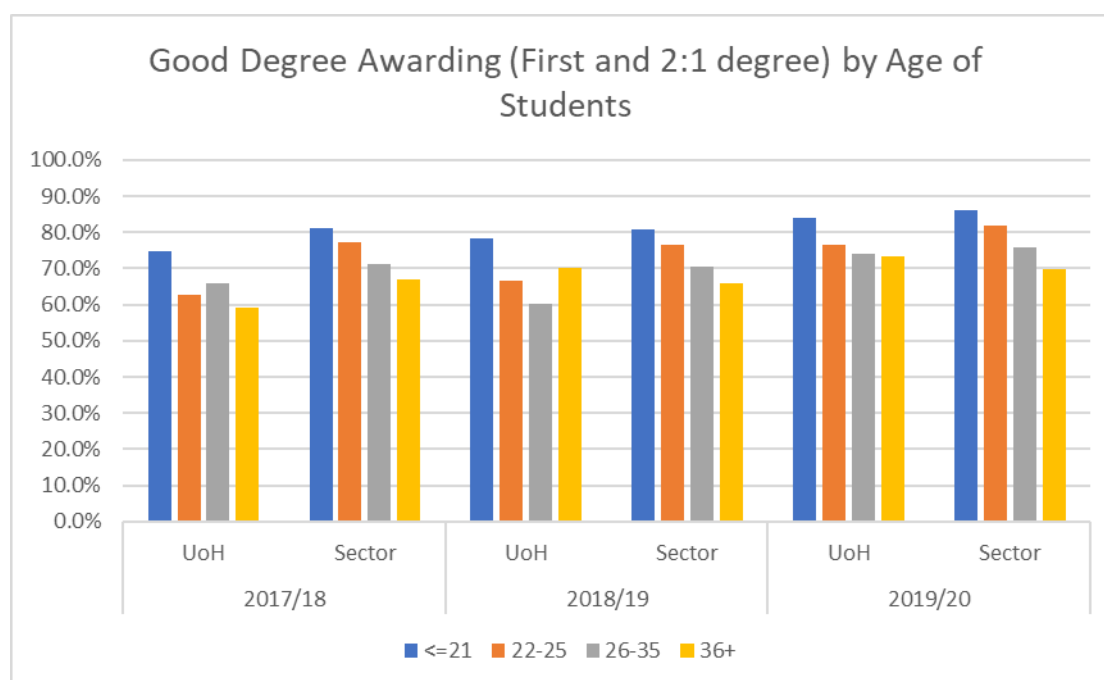
Age

Figure 19: Students gaining a first or 2:1 degree by age for UoH compared to Sector from 2017/18 to 2019/20

Across all age ranges the University of Hull has increased the percentage of students gaining a good degree, although there was a slight drop in the <=21 year olds gaining a 2:1, the increase in the number of those with a First meant that combination of First and 2:1 degrees increased. Those UoH students aged 36 and above who gained a good degree were again higher than the sector average this year by 3.6 percentage points while the other categories were all less than the sector. The greatest difference from the sector being 5.1 percentage points less in those aged 22 – 25.

Disability

There has been an increase of 8.53 percentage points of those students declaring a disability that have been awarded a good degree, compared to last year's report. The number of good degrees across the board has increased but the good degree awarding gap has decreased from 3.3 percentage points last year to just 1.41 percentage points.
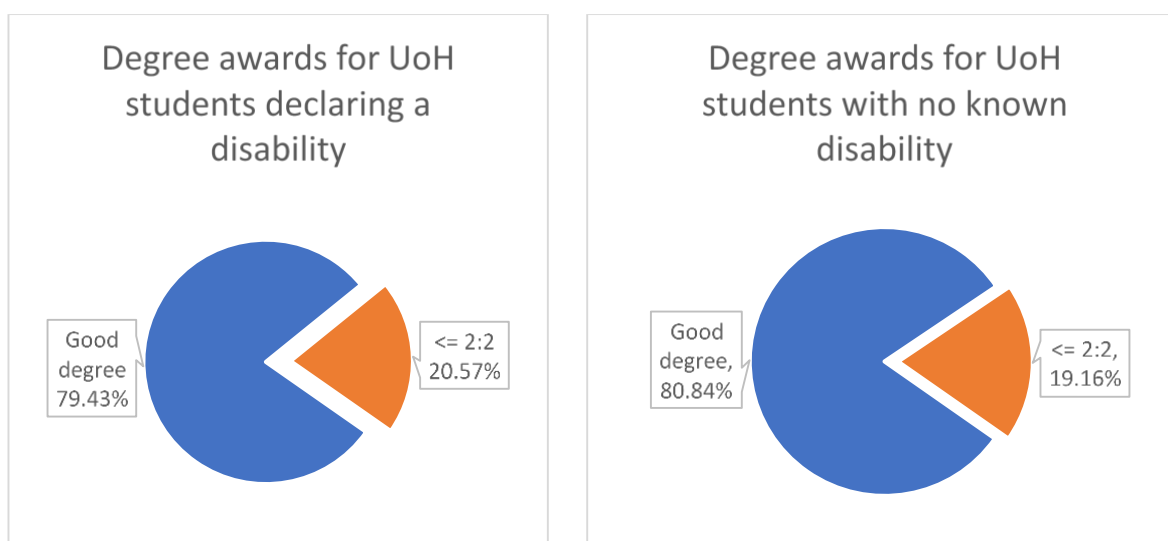
Figures 20 and 21: Degree awards for UoH students declaring a disability compared to those with no known disability

Since last year there has been a slight increase in the percentage of students declaring a disability from 14.7% to 15.05% who gained a good degree. The breakdown of those students with disabilities declared shows there has been a slight increase in those students declaring a mental health condition or SpLD gaining a good degree although the numbers are relatively small.

Table 7: Breakdown of the disabilities declared by those with a good degree
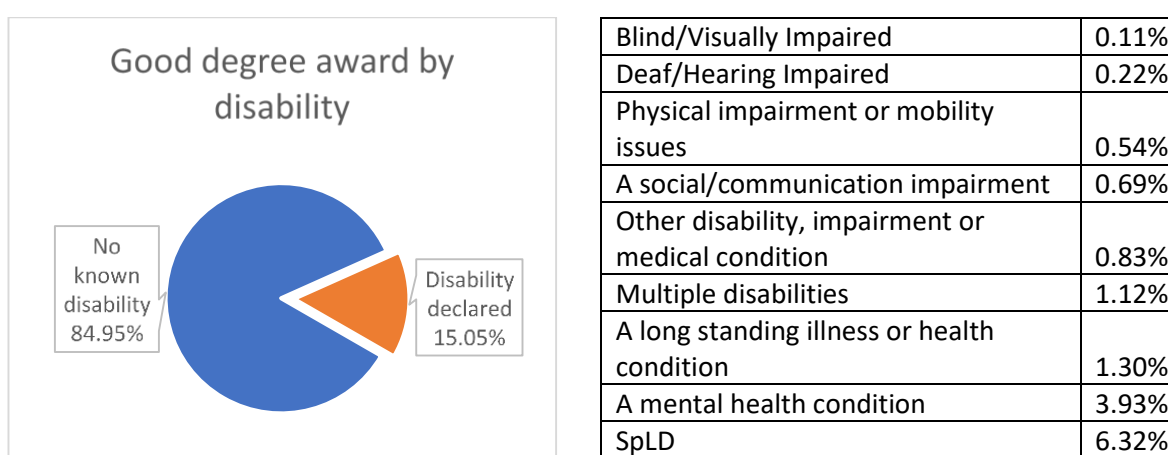

Blind/Visually Impaired	0.11%
Deaf/Hearing Impaired	0.22%
Physical impairment or mobility issues	0.54%
A social/communication impairment	0.69%
Other disability, impairment or medical condition	0.83%
Multiple disabilities	1.12%
A long standing illness or health condition	1.30%
A mental health condition	3.93%
SpLD	6.32%

Figure 22: Good degrees broken down to those that declared a disability against those with no known disability

Ethnicity

The percentage of UoH UK domiciled Black, Asian and Minority ethnic students that have achieved a 2:1 or higher degree has increased since last year, from 68.9% to 73.27%, but so has the percentage of white UK domiciled students so that, even though there are more Black, Asian and Minority ethnic

students achieving higher grades, the ethnicity good degree awarding gap has increased from 6.6 percentage points last year to being 9.48 percentage points for this report. The sector average good degree awarding gap is 10.8 percentage points.
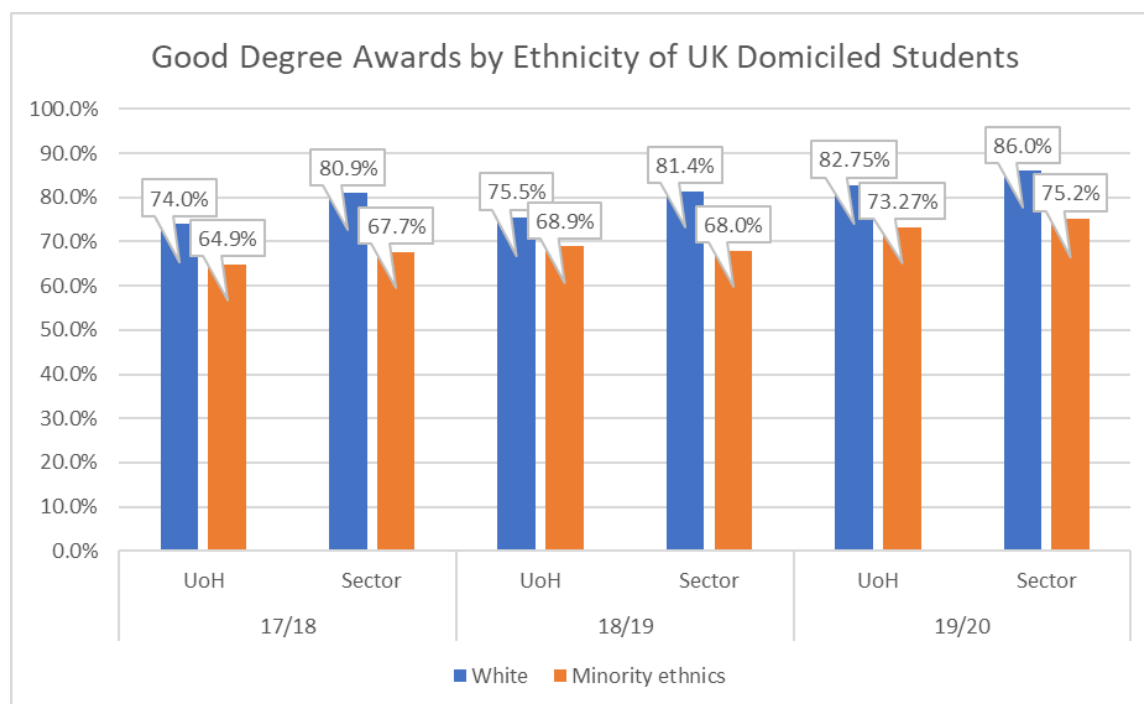

Figure 23: Good degree awards by ethnicity for UoH compared to the sector from 2017/18 to 2019/20

Gender

The gender good degree awarding gap has decreased for both the UoH and the sector. The sector shows that on average there are more females than males gaining a First or 2:1 degree by 3.6 percentage points whereas at the UoH there are more males than females gaining good degrees by 2.8 percentage points.
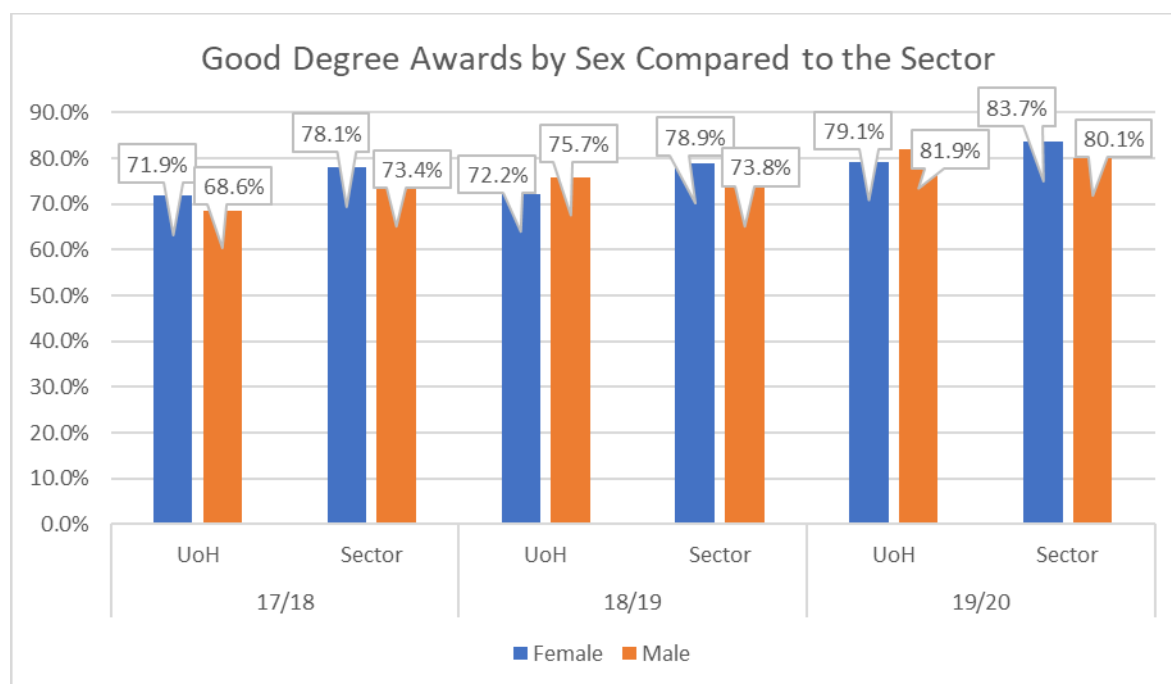

Figure 24: Good degree awards by age for UoH compared to the sector from 2017/18 to 2019/20

2021 Further Actions

We are continuing to improve inclusivity, and tackling issues of inequality which act as a barrier to diversity and access to higher education. As part of this work an Inclusive Education Framework was launched in November 2021 which, although will not have had any effect on this report, will hope to be making a difference from 2022 onwards.

Ethnicity

1. Although the acceptance rate of Minority ethnic applicants has increased slightly for the university the acceptance rates for the main sector's universities has also increased. This has left the acceptance rate of the university at 16.4 percentage points less than the sector. Further analysis of the data and trends to be considered by the new EDI team and student recruitment.

2. The good degree awarding gap had reduced in last year's report however in 2021 it had increase by 2.88 percentage points to being 9.48 percentage points this year. This is still smaller than the average good degree awarding gap for the sector which has dropped to 10.8 percentage points.

3. Whilst looking to include figures for International students in this report the work is continuing to provide accurate and informative data. It is hoped that this data will be available soon.

4. The Awarding Gap Strategy, described in the 2020 report, became the Inclusive Education Framework, as we realised that awarding gap and retention actions overlapped, and it was more valuable to consider inclusive education holistically. The Framework and Toolkit were launched in November 2021 and are available at www.hull.ac.uk/inclusiveeducation. The framework is being used in all awarding gap work.

5. As part of the Awarding Gap Strategy outlined in 2020 an eInduction module was identified as helping students to understand academic expectations and this is still under construction with a completion date of Summer 2022 expected.

Disability

1. Since last year the good degree awarding gap for the university has closed to just 1.41 percentage points however the sector has also decreased and is now just 0.7 percentage points. Work is continuing to improve the accessibility of the campus for all students and as we continue to build on the work completed so far it is hoped that this gap will reduce further.

2. Student Services has continued to put in place various measures to improve all aspects of the experience for students declaring a disability. When applicants are sent their offer, they are also given a host of information about the support we can put in place around their studies and experience. We provide links to our Student Support webpages, tell them about Disabled Students Allowances (DSAs), and encourage applicants to complete our Application for Individual Learning Support (AILS) to tell us what arrangements they would find helpful to support their transition to university study and enhance their experience. Our Student Support staff are also able to have meaningful conversations about the support we can offer at Open and Applicant days and can supply applicants with further information and links where necessary. Student Services are able to support applicants and students with their

enquiries via the myHull portal and LiveChat, and there is also a phone line where our dedicated teams can be contacted and/or appointments for support can be booked. The website has been updated to provide clearer information to applicants and existing students, helping to encourage anyone that needs it to access support.

3. There has been a further increase in students declaring a mental health condition which has increased by 5.49% since the 2020 report The Mental Health Support Team has developed online self-help wellbeing content including resources on anxiety, stress, procrastination, sleep, and bereavement in addition to many more topics available to current students. They have also created a Hull centric learning programme Survive & Thrive, focusing on emotional intelligence and social connections. The Learning Support Team have created the Specific Learning Differences (SpLD) Journey to Support module, that provides advice and guidance about what SpLDs are, how they are diagnosed, and what support can be put in place during every step of the process, including the experiences of some of our students.

4. Work to help students is continuing with improving the student success platform, that launched in November 2020, to include self-help resources on Health and Wellbeing, Personal Success, Positivity, and Reflection, 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.

5. Key staff within Student Services are becoming more involved in committees and working groups, helping to support students. HUSU staff and Sabbaticals are also being included in all key working groups, an example is the mental health working group where a HUSU representative lead on one of the core strands and the sexual violence task and finish group. HUSU sabbatical officers leading on projects reflecting the topics that matter most to UoH students were invited to present their findings and recommendations made have been reflected in current service delivery (example BAME mental health).

6. The Campus Community Forum continues to meet weekly this includes representation from Mental Health, Disability, Central Support, Student Life, Security, Accommodation, Student Misconduct, University Mental Health Lead and HUSU Advice Centre. The case review meetings have been really successful in improving the relationships and communications between teams, mitigate risk, recommendations for improvements, identifying unusual trends or patterns in behaviour and a route for escalation to either the Student at Risk meeting or an urgent case conference with the Director of Student Services (or Academic Registrar as interim).

7. Since 2019 the Teaching Excellence Academy have been working on reducing the number of students needing to use the Mitigating Circumstances process by producing infographics and resources around inclusive assessment design. These infographics are hosted alongside the toolkit - there is a 'simple steps to inclusive education' and an 'inclusive assessment design' infographic in the toolkit.

Gender

1. This year the university has continued to have an awarding gap in favour of males to females of 2.8 percentage points, a slight decrease from 3.5 percentage points last year. The sector's awarding gap is now 3.6 percentage points in favour of females to males so the University is 6.4 percentage points different from the sector.

2. With the wider concern from the sector around the awarding gaps for white males from socioeconomically disadvantaged backgrounds there has been a socio-economic work strand set up under the Social Justice & Inclusion Board, specifically set up to oversee all socio-economic inclusion.