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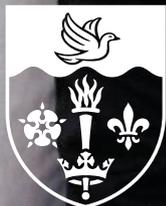
INSIDE...

Will AI take graduate jobs?

Real-life ways of learning – without exams

How Hull changed the world

PLUS ADVICE ON FINANCE, FRIENDSHIP, AND A GUIDE TO OUR COURSES



UNIVERSITY
of HULL

100
years

Welcome from the Vice-Chancellor



Opinions come thick and fast when you start thinking about university. We made 1927 to move beyond the familiar list of university selling points and give you space to work out what really matters.

Inside this magazine, you'll find real stories, honest perspectives and practical information to help you make sense of your options, in your own time.

The title looks back to the year the University of Hull was founded. As one of England's oldest universities, we'll always look back on our past with pride, but we're forever moving forwards. A hundred years on, the questions are different, but the need for curiosity, independence and clear thinking remains the same.

On the pages that follow, you'll find stories about how universities shape the wider world, a conversation about living with AI, and honest student views of Hull. All the stories are here to be used, dipped into, returned to, questioned.

The University of Hull is a university of its city. Independent, grounded, and unafraid to challenge the norm. We've tried to reflect that here, choosing freethinking over persuasion, and curiosity over certainty.

Hull's defiant spirit runs through this magazine. We're glad you picked it up.

Professor Tom Lawson
Vice-Chancellor



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of HULL

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For the latest on our programmes, please go to the course pages on our website.

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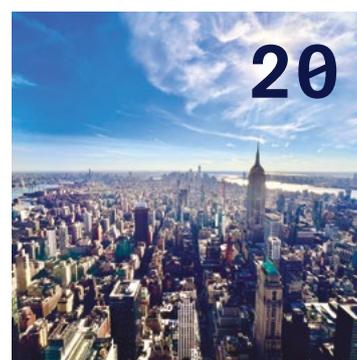
NADINE HANNAM

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What's inside

UNIVERSITY AND YOU

- 06** How to **choose the right university**
- 10** **Degree or apprenticeship:** what are the differences?
- 12** How you'll **learn** at Hull
- 14** **Foundation years:** a shared experience
- 16** Writing a great **personal statement**
- 20** My year in America: what it's like to **study abroad**
- 24** **Campus or city university:** which one is right for you?
- 28** The truth about **living** on campus or at home
- 32** **Student accommodation:** what's it *really* like?
- 34** Your guide to the **city of Hull**
- 40** Double take: two **student views** of Hull
- 42** Building your **career** in Hull
- 44** **Supporting you** through your studies



THE BIG READ

- 46** How do universities **make a difference** in a divided and uncertain world?
54 Making the future possible with scholarships
- 56** The city of *uncommon* sense: how Hull **changed the world**
62 A century of making the future
66 Our campus through the years
- 70** Money, money, money: your complete guide to **student finance**
72 How does student debt actually work?
74 Earn while you learn
78 Top tips for stretching your budget
- 80** **The AI revolution:** what does it mean for the next generation of students?
- 86** The One Where You Meet Your People: **making friends** at uni
89 A guide to Freshers' Week
90 Write your own chapter: **student societies**
92 More than just a game: **sports clubs**



STORIES

- 94** From Hull to Mars:
Nina Purvis
- 98** From A levels to entrepreneur:
Tim Powell
- 102** My year in Westminster:
Jessica Smith
- 106** Meet the gamechanger:
Frankie Hunter

ESSENTIALS

- 110** Full course directory **114** Open Days

CHOOSING A UNIVERSITY IS ONE OF THE BIGGEST DECISIONS YOU'LL MAKE AS A STUDENT. BUT IT DOESN'T HAVE TO BE OVERWHELMING.

HOW TO CHOOSE THE RIGHT UNIVERSITY FOR YOU

With so many options to choose from, where do you even start?

“First, focus on what subjects and courses you want to study,” says Ruth Walton, Student Recruitment Officer at the University of Hull. “When you know that, you can start researching which universities offer those and keep narrowing down from there. As soon as students start telling me about the subject they’re really passionate about, I see them light up. And that’s it! *That’s* your starting point.”

As part of her job, Ruth advises students up and down the country. She’s also a university graduate herself, and has a nephew who’s just started university.

“Like many important decisions in life, so much depends on gut instinct,” she says. “But this time, you need to have an *educated* gut instinct. Doing your research is vital. That way, when it comes to experiencing the uni for real at an Open Day, you’ll have enough to satisfy your heart, mind *and* gut.”

“And do go to as many Open Days as is humanly possible!” she says. “This could be your reality for the next three years at least, so get a real feel for what it’s like to live, study and socialise there.” But what if you’re struggling to get there or just can’t make it? “Find out if the uni offers a travel grant like Hull does,” Ruth says. “It’s essentially free cash to help you get to an Open Day, which is ideal if you’ve got a growing list of universities you want to see.”

“There are other events, too, like Campus Visits,” says Ruth. If you can’t attend in person, you can explore virtual tours, chat with an online adviser, and follow the university’s social media channels. “TikTok is great for this,” she says. “Universities like ours regularly publish video tours and talks to help you get to know the people who’ll be teaching your subject.”

READ ON FOR 3 TOP TIPS ON CHOOSING YOUR COURSE, UNI AND LOCATION





1

Choosing your subject and course

Start with these three questions: What do I really enjoy studying? What is my best subject? What type of job do I want to do in the future?

Your subject needs to be something you find interesting and motivating to make the whole university experience enjoyable – and to get good results. Naturally, you're going to do better at something you enjoy.

Some careers need specific degrees. So if you have one in mind, check what's required. Your degree should also give you confidence in the career opportunities it can lead to, even if you're not yet sure what path you'll take.

Ruth also recommends looking out for what CV-boosting opportunities the course offers to make you more employable down the line. "Does it offer work placements, real-life projects, internships or the option to study abroad? Does the subject have links to industry to help you get your foot in the door?" she says. "When you're sat in a job interview a few years from now, these experiences could really help you to impress the employer opposite you."

You can apply for five courses on your UCAS application. "I recommend using your choices to apply for five different universities," Ruth says. "That way, you've got a good selection to choose from when it comes to making your one 'firm' and one 'insurance' choice." But which universities to choose?



Develop your personal skills with a subject like Business Management



Focus on a specific career with a subject like Paramedic Science



Go hands on with a practical subject like Engineering



TORN BETWEEN TWO RELATED COURSES?

A combined course could be ideal for you. Look out for titles that have 'and' or 'with' in them, such as Creative Writing and English, or Psychology with Criminology.

2 Choosing your university

What makes a good university? There's no single answer. It's about what matters most to you. But here are a few things to look out for when comparing universities.



Graduate employability

How does the uni and course score in the Higher Education Statistics Agency's (HESA) Graduate Outcomes Survey and Discover Uni? What careers, industries and companies do their graduates go on to work in?



Teaching quality

Is it rated Gold by the Teaching Excellence Framework (TEF) like Hull is? How inspiring are the lecturers? What research are they working on that makes a difference in the world? And do they bring that passion back into their teaching?



Reputation and rankings

Where does the uni and subject sit in the league tables? How are they rated in the National Student Survey (NSS) results? These are different from traditional ranking results, as they are purely based on the experiences of current students.

3 Choosing a location

Do you want to stay local or move further away? How far are you prepared to move? Is it easy to get home for winter, Easter and summer breaks? How affordable is the city? Would you prefer a city or a campus university? (See pages 24-27 for more on this).

Students who move to Hull enjoy a rich yet budget-friendly lifestyle. We're both the most affordable city¹ and one of the coolest places to live in the UK.²

¹ Finder.com Student living cost calculator. Correct as of July 2025.

² 11 coolest UK postcodes to move to in 2025, Sunday Times.



ONE LAST THING...

If there's only one thing you take away from this, what should it be? "Visit, visit, visit!" Ruth says. "Book your Open Days as soon as you can to help you make the right choice – with your head *and* your heart. And remember to look into uni travel grants – Hull's is worth up to £100."

You can book your Open Day at Hull and see other ways to visit at hull.ac.uk/visit. ■

LEARN YOUR OWN WAY

APPRENTICESHIPS AND DEGREES BOTH LEAD TO QUALIFICATIONS AND CAREERS. BUT THE WAY YOU LEARN IS QUITE DIFFERENT. HERE, WE UNPICK THE DIFFERENCES.



Whether you choose a degree or an apprenticeship, the aim is the same: to develop the skills, confidence and experience you'll need for your career.

As a university student, you'll spend more time studying independently or in seminars, with flexibility to structure your own week, alongside academic and wellbeing support.

Most apprentices will spend more of their time at work, applying hands-on skills and learning from colleagues.

One feels closer to the routine of a course, the other closer to the routine of a job, but both involve real progress and responsibility.

The way your qualification is funded is different depending on the path you choose. As a university student, you can take out a student loan for tuition fees with repayments linked to your future income.

For apprentices, the employer and/or the Government cover the training costs.

That's your course or training costs covered - but what about your living costs? If you choose university, you'll have maintenance loans (and sometimes grants) to help with living costs while you focus on your course. You may also have the opportunity to work alongside your studies, due to the flexibility of studying independently.

Apprentices earn a wage. Both routes support you financially, just in different ways, with different kinds of independence.



DID YOU KNOW...

25% of employers in Yorkshire and the Humber had offered a student work placement in the previous 12 months.

Ipsos (2025)

How do you like to learn? Typically at university, you'll dive deeper into your subject first, developing wider knowledge which in many cases is applied through practical experiences.

Apprentices learn on the job and through study sessions that link directly to their chosen profession.

As a university student, you'll get a personal tutor for academic and pastoral support, alongside wellbeing support and student services. Apprentices also have tutors and regular reviews with the training provider and employer.

Sometimes the two routes overlap. Higher and degree apprenticeships include university study. Apprentices still work most of the week, but complete academic learning delivered by a university.

Both journeys can lead to strong careers – just in different ways.

University students usually specialise in a subject first, then enter the workplace. Apprentices enter the workplace from day one and grow into roles over time.

Completion rates for UK Bachelors degrees are higher than apprenticeship achievement rates. More than 88 per cent of full-time students complete their degree within four years (Office for Students), compared with 69.1% for the equivalent level 6 apprenticeships in 2024/25. (GOV.UK).



Apprenticeships and degrees share a common purpose: helping you learn, grow and build your future.

There's no single right route for everyone – just the one that feels right for you. ■

Hands-on learning at university

University isn't only about lectures. Many degrees include practical learning experiences that feel very close to real working life, such as:



A year in industry

Working full-time in a relevant organisation, developing practical experience, confidence and professional networks.



Industry challenges and live briefs

Solving real problems set by employers and presenting your ideas back to them.



Simulated professional environments

Learning in spaces that mirror the workplace, like clinical skills centres, mock law courts, engineering workshops or media studios.



Student consultancies and clinics

Delivering work for real clients, from legal advice and business support to creative services and marketing projects.



Entrepreneurship and innovation

Creating, pitching and launching new ideas, sometimes even running a student-led venture.



Practice-based assessment

Being assessed on what you produce or perform, like a campaign, performance, app, prototype or experiment, as you would at work.

Opportunities vary by course and university. But whatever you study, university helps you apply what you learn, building the skills and experience you'll take into your future career.

Love to hate exams?

How learning *really* works at Hull

Is there still a place for exams at university? Well, yes. At least for certain subjects that require them.

“But exams are not always the most appropriate, inclusive or accessible way to assess students,” says Mike Ewen, Head of the Teaching Excellence Academy at the University of Hull. “In the world we’re living in now, how often are you put in that scenario where you have to sit and write for two hours and be able to evidence everything you know about a subject?” he adds. “If you want to be ready for the careers of the future, you need to be put in situations you’re going to find yourself in when you graduate and beyond.”

Exams are not always the most appropriate, inclusive or accessible way to assess students

The University of Hull has shifted its focus from assessing only what its students *know* to what they can *do* with that knowledge. The University’s job is to get you ready for *yours* – whatever that may be. “We focus on three areas: knowledge, self-awareness and real-world experience.” says Mike. “As well as gaining specialist and transferable skills, knowledge and experience, our students regularly reflect on what their degree means to them and where they want to take it in the future. That way, we can personalise our assessments more to suit them and their aspirations.”

Many courses now have little to no exams. Instead, Hull students learn through assessments that mirror the real-life skills employers look for. And along the way, you learn to navigate and adapt to the latest challenges and opportunities like sustainability and AI. So you’ll graduate with the future-proof skills and hands-on experience to enter the dynamic, unpredictable world of work.

It sounds like a big step up from A levels, BTECs and other qualifications. But, as Mike explains, you won’t be thrown straight in at the deep end. “In your first year there will still be familiar elements that you’re used to, including essays,” he says. “Then your lecturers will gradually start introducing more innovative assessments – from creating a podcast to working on group projects. Some of those might be challenging – like working in a team – but that’s exactly the kind of experience you need when you enter the workplace.”

It’s also a more inclusive way to assess students with different passions and career goals. “The idea is that you not only keep building on your career-ready skills and experience, but also your love and knowledge for your specialism,” Mike adds. “So, by the time you graduate, you’ll be more self-assured about what and where you want to go. Whether you want to delve deeper into a postgraduate degree or step confidently into a graduate job.” ■



Out at sea on a research trip for Marine Biology



What real-world assessments does Hull use?

The vast majority of your assessments at Hull are coursework. And when we say 'coursework', we don't just mean essays. We mean...



Portfolio or showreel

In subjects like game design, graphic design, and media, you'll develop a professional portfolio.



Lab or business reports

Studying a STEM or business-related subject? Writing reports is something you'll be doing day-to-day in your future role.



Field work

You'll find plenty of opportunities for this on subjects such as biology, geography, marine biology, and environmental science.



Group projects

This could be creating a podcast with one or more of your course mates, or delivering a group presentation to your seminar class.



Presentations and performances

Depending on your degree you may be asked to record and submit a video presentation, or be assessed on a performance or showcase.



Dissertation or research project

This is essentially a longer, more research-focused essay that you write on a topic you've developed a passion for over your degree.



Clinical simulations

Practical assessments used in healthcare courses where you demonstrate your skills in realistic, supervised scenarios.

Family *foundations*

LIKE MANY STUDENTS, **MAX** SET HIMSELF UP FOR SUCCESS ON HIS DEGREE BY DOING A **FOUNDATION YEAR**. IT WENT SO WELL THAT HIS MUM **TRACY** DECIDED TO DO ONE TOO. HERE, THEY SHARE WHAT THE EXPERIENCE MEANT TO EACH OF THEM.

What were you expecting?

Max: Honestly, I had no idea what to expect. I thought it would be a bit of a tick-box exercise to get me up to speed before starting a BA.

Tracy: I had no preconceived ideas. People recommended it and past students said how much it improved their university experience. It exceeded all my expectations.

I found it exciting to learn new skills, meet new people in the same position as me, and feel proud of being at university

Tracy

First impressions once you actually started?

Max: My expectations were completely wide of the mark. It quickly became obvious that the foundation year has real value. When starting my BA, I had a significant head start. My research skills, understanding of the University, and knowledge of what lecturers expected meant I could focus more on my work rather than how to do XYZ.

Tracy: It was nerve-wracking, but it didn't take long to settle. I found it exciting to learn new skills, meet new people in the same position as me, and feel proud of being at university. I felt encouraged and supported by the tutors.

High point?

Max: The group project was a major highlight. I met people who stayed with me throughout my degree, and I had the opportunity to delve into a subject that I'd been wanting to research for a long time. Capping the year off with the foundation year conference where everyone presented their projects was a real treat and it was amazing seeing the breadth of topics on show.

Tracy: My grades and skills improved as I progressed through the year. This resulted in achieving an award for best performance in the Introduction to Social Sciences module at the end of year poster conference. It was a massive surprise!



MAX CHARLISH

BA (HONS)
HISTORY

FOUNDATION YEAR:
2021-22



TRACY CHARLISH

BA (HONS)
CRIMINOLOGY

FOUNDATION YEAR:
2024-25



Low point?

Max: I honestly don't recall anything that you'd call a "low point". What I do remember is the collective struggle on the Data Analysis module, but the teaching team were great and got everyone through with no major stumbles.

Tracy: About two weeks after starting, I had a wobble and felt out of my depth and a certain amount of imposter syndrome. I thought I'd made a massive mistake. But after discussing with other students, my son Max, and the tutors, I realised it was totally normal and everyone was there for the same reason. My insecurities soon passed.

What kept you going?

Max: The people I met. We were good at sticking together, keeping in touch and nudging each other on. That, and telling myself that a smaller number of productive hours and no burn-out are better than unproductive long slogs.

Tracy: The tutors were so enthusiastic and encouraging. They were approachable and supportive. The rest of the students, all mixed ages, were like a little family.

What would you tell your past self at the start of this?

Max: Take it at your own speed. Go with your gut and tell imposter syndrome to do one.

Tracy: Have faith in yourself. Don't doubt your ability and ambition.

Take it at your own speed, go with your gut and tell imposter syndrome to do one

Max

Most unexpected thing you learned about yourself?

Max: That I'm really good at academic work. I thought university was off limits, but the foundation year gave me a route into higher education, and I found something that I'm passionate about and proud to say I'm good at.

Tracy: How much I actually love to get my brain working and how much time I spend thinking about assignments, in a good way!

Would you do it again?

Max: Absolutely. In fact, I am doing it again. Now that I've finished my undergraduate degree, my goal is to take a PhD. I'm currently doing an MA by Thesis in History, which in many ways is a foundation year for a PhD. My foundation year obviously left a good impression.

Tracy: Without a doubt. ■



The 47th

personal statement

of the day

HOW TO MAKE YOUR UCAS PERSONAL STATEMENT
STAND OUT FROM THE PILE.

Imagine you're a busy admissions tutor at the University of Hull. It's late afternoon and the light is fading. Your coffee's gone cold, your inbox is overflowing, and you've already read 46 personal statements. Most begin with the same familiar openings: *"Ever since I was young..."*, *"I've always been passionate about..."*

Earnest and well-meaning, but almost indistinguishable from one another.

Then you reach one that makes you pause. It doesn't rely on clichés. It doesn't sound like a template. It simply sounds like the person who wrote it – curious, reflective and genuinely excited about their subject. You keep reading. And you remember their name.

A great personal statement doesn't need to be perfect. It just needs to be *yours*.

The challenges students face before they've even begun writing are something the Schools and Colleges team see every day. Working with hundreds of Year 13 students each year has shown them just how daunting that blank page can feel.

"Lots of students are reluctant to start writing because they don't know what to include or how to structure it," says Oli Parkinson, Student Recruitment Officer at the University of Hull. "Writing a personal statement can feel daunting, but it's important to know there are always things you can do to make it easier."

One of the biggest sticking points is the opening line. "I think students can often spend too much time trying to write the perfect introduction and forget about the rest," he says. "Try and spend time on all three questions and come back to the start when you're ready."

What really lifts a personal statement isn't dramatic storytelling or a perfectly crafted sentence – it's reflection. And that often emerges when students look inward rather than outward.

"Big changes often happen when students start to talk about their own personal circumstances and stories, instead of simply listing their achievements," says Oli. "It usually makes their first draft a lot more engaging."

An honest reflection on an ordinary moment means much more than a dramatic story

And for those who fear their lives are too ordinary to be interesting?

"I would say that an honest reflection on an ordinary moment means a lot more to admissions tutors than a dramatic story," adds Oli. "The most important thing is what your experiences meant to you, not others."

Nobody finds writing a personal statement easy. Getting your message across succinctly and effectively takes time and a bit of hard work. But if you get your statement right, it doesn't matter whether you're the first to be read that day or the 47th. You'll stand out and be remembered for all the right reasons. ■

WHAT DOES A GREAT PERSONAL STATEMENT ACTUALLY LOOK LIKE? TURN OVER TO FIND OUT.



Jack's personal statement

Why do you want to study this course or subject?

I first became fascinated by criminology during a sociology class where we explored Durkheim's theory of anomie. **The idea that social norms can break down and lead to crime made me question how communities respond when trust erodes.** Later, I listened to a podcast featuring Dr. Julia Shaw discussing false confessions, and it sparked my curiosity about the psychology behind criminal investigations. I realised criminology isn't just about crime—it's about people, systems, and the choices we make.

① Good example

How have your qualifications and studies prepared you for this course or subject?

Studying History and English Literature at A level has equipped me with analytical and critical thinking skills that are essential for criminology. History has helped me understand how social and political contexts influence behaviour and justice systems, while English Literature has strengthened my ability to evaluate motivations and interpret complex narratives. These subjects have deepened my curiosity about the factors behind crime and how society responds, motivating me to explore criminology further at university.

② Already considering skills for uni

Volunteering at a youth centre also taught me more about human behaviour—I saw how early intervention can change lives. These experiences showed me that crime isn't just a statistic; it's connected to real people and real circumstances. Studying criminology feels like the next step in understanding those connections.

③

Bringing in other experience

What else have you done to prepare outside of education, and why are these experiences useful?

I've watched documentaries **like The Confession Tapes and Making a Murderer.** I also joined an online criminology forum where students and professionals discuss current cases and theories. These activities helped me see the subject from multiple angles and confirmed that I want to study it in depth.

④ Needs more detail

For me, criminology isn't just an academic **interest—it's** a way to explore fairness, justice, and the structures that shape society. I'm excited to bring my curiosity, experience, and commitment to learning into this degree and beyond.

⑤ Common trait of AI...?

Admissions tutor's notes

HOW DO YOU MAKE A UNIVERSITY SIT UP AND TAKE NOTICE OF YOU? **KATY SNELL, LECTURER IN CRIMINOLOGY AND ADMISSIONS TUTOR** AT THE UNIVERSITY OF HULL, SHARES HER ADVICE ON HOW TO WRITE A WINNING PERSONAL STATEMENT.



1

Generic statements could apply to any course, so I'm looking for details: a theory you found interesting, a topic you studied, or something you heard from a tutor, guest speaker or podcast. If a student remembers theorists or particular ideas, that's impressive. If something has sparked your curiosity, you should share it.

2

Make it personal. I don't mean divulge secrets or open up about private matters, but signpost the reader across the bridge from current studies to future studies.

3

I'm always struck when students refer to theories outside the usual list of suspects. I always notice when they link the degree to something meaningful in their own life such as a volunteering experience, or an experience in their job. For example, a student who works in a shop and has dealt with theft or difficult customers, then connects that to criminological ideas, will stand out.

4

Lots of students mention watching documentaries on Netflix but it's more interesting when someone picks one or two examples and explains why they matter. Being fascinated by serial killers isn't unusual. That's why Netflix makes so many of these shows. It's preferable if students build on this interest with something specific to set them apart from the millions who consume this media.

5

Write something that clearly is not AI written or planned by your tutor. It's refreshing when statements are unique to the individual and authentic. ■

i

THE AI DILEMMA

In 2026, of course, there's additional anxiety of whether or not to use AI. Is it allowed? Forbidden? Cheating?

"Many students think they have to avoid using AI altogether," Oli says. "I say it's a great way to generate some ideas or get some help with structure. Never copy and paste directly from AI though. UCAS will be able to tell what work is your own."

I wanted to try a *new culture*

EXPERIENCING
UNIVERSITY ON A GRAND
SCALE, SEEING THE
STATUE OF LIBERTY
AND THE BRIGHT
LIGHTS OF VEGAS, AND
MAKING FRIENDS FROM
AROUND THE WORLD
– ENVIRONMENTAL
SCIENCE STUDENT
CHARLOTTE WARDELL
SHARES HER YEAR
STUDYING ABROAD IN
AMERICA.





CHARLOTTE WARDELL



Her first impressions of West Virginia University can be summed up in one word: “Wow.” Three campuses spread across the city, sweeping sports fields, towering accommodation blocks, red-brick buildings and blue-roofed towers. It was nothing like she’d imagined. Like a lot of things in America, everything just seemed bigger than at home in the UK.

It was the start of her year abroad, and Charlotte was on her way to the downtown campus where she would be living for the next nine months.

“The downtown campus is the oldest,” says Charlotte. “Some of the buildings were phenomenal. Woodburn Hall – one of the lecture halls – was amazing, especially when it was lit up at night. It looked like a scene from an American movie – red brick, blue roof, clock towers. I arrived in August, so everything was green and the weather was warm.”

The friends you make stay with you for life

Growing up, Charlotte had always wanted to travel but had never really had the chance. Her dad disliked airports, so family holidays were usually closer to home. Spending a full year abroad wasn’t just an academic opportunity. It was a chance to finally see the world for herself.

“I wanted to see a new culture and try new experiences,” she says. “Seeing how a different education system works was really interesting.”

And why America? For Charlotte, it came down to language, culture, and curiosity. And of course, the pull of all those places she’d only ever seen in films.



“I didn’t have to worry about trying to find lecturers I could understand,” she says. “And America was always somewhere I wanted to go because that’s where all the movies and TV shows I watched are set. I can now watch films and think, I’ve been there.”

West Virginia University is located in Morgantown near Pittsburgh from where Charlotte travelled far and wide. She took regular trips to Pittsburgh and Washington D.C., spent a weekend in New York, and even squeezed in a whirlwind visit to Los Angeles and Las Vegas. Through the University, she got the chance to explore national parks in Texas and New Mexico and go white water rafting and climbing. In the spring break, she went on a class trip to Panama to see the wildlife. For someone who had barely travelled before, it was a year of extraordinary mileage and unforgettable experiences.

“New York was the first big trip we took, and it was amazing,” she says. “We spent most of our time in Manhattan, and we even saw Chicago on Broadway. It was expensive, but definitely worth it.

“I’d always wanted to see the Statue of Liberty, but we couldn’t fit it in. Around midnight on our last night, a few of us jumped on the Staten Island Ferry just to get a glimpse. It wasn’t the best view, but it’s a landmark you hear about your whole life. It was really cool to be able to say I’ve seen it.”



Navigating the rapids together



DID YOU KNOW . . .

You can switch to a year abroad course after you’ve started.



DID YOU KNOW . . .

The University of Hull has more than 150 partner universities, so the world is your oyster.



Studying in the US is vastly different from studying in the UK. From choosing modules to the grading system, Charlotte found the contrasts eye-opening. “It was interesting to see how the US system worked, but the work was much easier and less scientific than at home. I much prefer the way we do things in the UK.”

But while the UK might win academically, the US definitely came out ahead socially.

“At West Virginia University, there was always something happening,” Charlotte says. “There was free food, free bowling in the student centre, free pool and ping-pong tables, films, comedy nights, karaoke – even inflatable obstacle courses and a mechanical rodeo bull.”

The University also ran regular game shows and card-game nights with prizes and even cash. “They put it all on to keep people on campus and give us things to do,” she says. “And it wasn’t just once in a while – it was every Friday and Saturday night unless it was a holiday.”

Sport was also massive, with free entry to watch the college’s American football and basketball teams. “Sport is a huge part of American culture and sometimes the college games are more popular than the professional games,” says Charlotte.



In the end, Charlotte says her most cherished takeaway is the friends she made along the way. “It’s not one moment – it’s the friends,” she says.

She still speaks to them regularly. The friend in West Virginia who sends campus photos. The friend in Mexico who shares recipes for enchilada sauce and chilaquiles so Charlotte can recreate dishes she loved. The friend in Ecuador who sends pictures of wildlife.

“If you put the effort in, the friends you make will stay with you for life,” she says. “I’m so glad I went, not just for what I got to experience, but for experiencing it with them. If I’d not met them, it would have been a completely different experience.” ■

Quick-fire Q&A

Charlotte gives some more rapid insight into what her year abroad was like.

Toughest moment of the year abroad?

“When I first got there, I missed home. I thought I'd be fine but then you get there and think, 'Oh no. Where are my parents?' It was the one thing I hadn't prepared myself for.”

How did you handle it?

“FaceTime helped, but mostly staying busy – going out and meeting people, going to events. You get used to it and when you come home to the UK you miss being there!”

What did you learn about yourself?

“That I can be independent, meet new people and do things on my own. I now know that if I wanted to get a job in the US I could because I've been there and know how things work.”

Has it influenced your future plans?

“It's given me a lot to think about. I want to work in conservation. Going to America has made me realise that I could get a job there or Canada. Even South America, although I'd need to learn Spanish first.”

What would you say to anyone thinking about studying abroad?

“Do it. It's an amazing experience and you get out what you put in.”





DID YOU KNOW . .

Hull is described as a 10-minute campus because everything you need to live, study and socialise is within a 10-minute (or less) walk from each other.

Campus, city *or* best of both?

PICKING THE RIGHT SUBJECT IS ONE THING. BUT WHERE YOU'LL STUDY IS JUST AS IMPORTANT AS WHAT YOU'LL STUDY. UNIVERSITIES ARE OFTEN DESCRIBED AS EITHER **CAMPUS-BASED** OR **CITY-BASED**. IN REALITY, IT'S NOT ALWAYS THAT CLEAR CUT.



WHAT ARE CAMPUS AND CITY UNIVERSITIES?

Campus universities

Teaching spaces, accommodation, libraries and social facilities are mainly in one place.

City universities

Teaching, living and social spaces are spread across a city.

Campus universities *in* cities

Some universities offer a central campus, while just minutes from the city centre.



ome universities are firmly rooted in one model, while others combine a close-knit campus with easy

access to city life. They all offer different experiences. So, which one feels right for you? To help you decide, ask yourself...

Campus or city life – or the best of both worlds?

Campus universities often have cafés, bars, shops, gyms and nightclubs on site – everything close by and easy to get to.

At Hull, for example, everything you need on campus is within 10 minutes' walk of your room. The campus is also within walking distance of the Avenues, with their independent shops, bars and restaurants. A quick bus ride takes you into the heart of the city centre.

If you're living in a city, you'll be near all the social, cultural and historical sights it has to offer. The flip side is that your course mates could be spread across the city. So, it can sometimes be a little harder to build a close social circle at a city uni.

Student-only community, or mixing with different people? At a campus university you'll be surrounded by fellow students, so it's often easier to meet people and build your social circle early on.

A city university puts you at the heart of the place, so you'll often get the chance to meet a more diverse mix of people.

Many campus-based students get the chance to experience both. After living on campus in their first year, they'll often move into a shared student house with their friends in the city in their second year. If you're undecided, this might be a better fit for you.

Good or not so good with money?

Whichever type of university you choose, you'll need to learn how to balance your budget. But campus and city universities can vary when it comes to accommodation and living costs.

Rent and general expenses can be higher in cities, especially in places like London or Manchester. City centre shops, cafés, bars, gyms and sports facilities are often more expensive than on-campus ones.

Often, campus accommodation includes things like WiFi, utilities and insurance in the price, which can make budgeting simpler. In a city, you may need to factor in separate bills and travel costs, but there may be more choice available to you.

Love or hate the commute? If you're keen on going to a city university, make sure you factor in commuting time. Because the university's buildings may be spread out, travelling between lectures can add up and eat into your day. On a campus uni, you can roll out of bed and go straight into your lectures.

Some students thrive off the independence and thinking time that commuting gives them. Others live and work better when everything's within quick and easy reach of each other. Knowing which side you fall on can be a big help when weighing up your options.



n the end, there's no right or wrong choice. Just what feels right for you.

If you're happiest away from the buzz of the city,

a campus university could feel like home, with everything in one close-knit place. If a faster pace and central location gives you energy, a city campus might be the better fit.

Most students find they grow into their environment, whichever they choose.

Get a feel for life on Hull's campus – take a virtual tour at experience.hull.ac.uk. ■



Campus universities like Hull have everything on one site



At city universities, teaching and social spaces are often in different locations



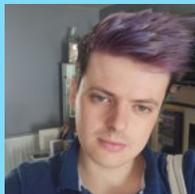
Should I *stay* or should I *go*?

The truth about living on campus or at home

WHAT MATTERS MOST IS WHAT FEELS RIGHT FOR YOU. TO HELP YOU DECIDE, HULL STUDENTS **WILL AND EMMA** SHARE THEIR EXPERIENCES OF BOTH SIDES OF **STUDENT LIVING**.



Westfield Court, our newest student accommodation, offers modern rooms, stylish social spaces, and a welcoming community



Living on campus

Will

BSC (HONS) MEDIA PRODUCTION

The reason I chose to live on campus in my first year was the same reason I wanted to go to university in the first place: the “university experience”. When I decided this was what I wanted after college, the idea of throwing myself into it – whatever “it” actually meant – shaped a lot of my decisions.

Living on campus, away from home, felt like the best way to do that. It meant learning to live on my own without the pressure of it being permanent, and doing it alongside hundreds of others trying to figure it out too.

That helped with the loneliness, because when it got hard, I knew I wasn't the only one feeling that way. If they could do it, so could I. I'd chosen Hull, with Norwich University as a backup in case I panicked at the last minute and decided moving far away was too much. Luckily (and a bit shockingly) it never came to that. Once I'd moved in, I found myself surprisingly content with the massive decision I'd just made for the next three years.

While it took some adjusting, I enjoyed adapting to new routines, like shopping and laundry days. They gave me excuses to get out of the flat and wander into campus or the city.

The short walk to lectures took away a lot of stress. I didn't have to get up early or deal with public transport (although sometimes it was too convenient, and I'd leave it until the very last minute to roll out of bed).

Living on campus allowed me to commit to my course more than I would at home

Those daily walks were a huge plus for me. Crossing campus in all sorts of weather helped me arrive at my classes feeling ready for the day. Living on campus allowed me to commit myself mentally to my course far more than I think I could have living at home. It might seem like a small thing, but it made it much easier to fully immerse myself in the student experience each trimester.

Meeting people was hard at first and I struggled to make proper friendships, although I did have lots of friendly one-off interactions during move-in week and at Freshers' events. It was lonely at times, heightened by the feeling of “what if this never happens?” But it didn't take long to build natural relationships on my course, helped by all the social spaces around the University, and by the fact that so many of us lived on campus. It meant there was always someone around to chat to or go out with, and it felt safe to do so.

Looking back, if I were to start again, I'd still choose the campus living experience. As long as the financials have been properly considered, it's always something I'd encourage, even if you live locally. It's a unique experience and one I'll always remember fondly.



DID YOU KNOW . . .

WiFi, utility bills and insurance are included in the rent for Hull's 2,300+ on-campus rooms.



Living at home

Emma

BSc (HONS) PSYCHOLOGY

I chose to commute to university rather than live on campus for a few simple reasons, and the biggest one was routine. I'd had the same part-time job since I was 16 and didn't want to give it up. It was comfortable and easy to carry on.

I also wasn't ready to move out. Staying at home felt more comfortable, and the idea of using the University as a base to study, meet people and do things from suited me much better than suddenly living somewhere new. And then there was the cost. I'd bought a car just before starting uni. Coming from a small town, it was more important to have my own way of getting around than a room on campus.

I did expect to miss out on things, and I had some worries about making close friends. But in reality, the distance between home and campus has worked for me. It helps me separate uni work from relaxing. When I leave campus, I'm done for the day. And the fear of not making friends pushed me to try harder – something I'm not sure I'd have done if I'd been surrounded by people 24/7.

I wasn't bothered about joining societies or going out every night, so I never felt like I was giving anything up. And when I do want to go out, most of my friends live near campus, so I just stay over. There's always a way around the distance. People make commuting sound like a massive obstacle, but honestly, it's not.

I live about 40 minutes away, so I leave an hour before lectures. Between classes I either go to the library or grab lunch with friends. It depends on the day. After lectures I usually head straight home, unless I've got loads of assignments to get

People make commuting sound like a massive obstacle, but honestly, it's not



DID YOU KNOW . . .

More than 700,000 students commute to university in the UK.

BBC NEWS

through or something social planned. Once I get home, I relax. One thing I love is that all my uni work stays at uni, and I don't have to do anything when I'm home.

Commuting has shaped my experience in ways I didn't expect. I like having separate spaces for different parts of my life. I like being able to drive in and have that time to myself (same on the way back). I like keeping my job and having home friends and uni friends as two distinct parts of my life.

It's not the typical uni experience, but that's kind of the point. I didn't want to be in a society or go out every other night. Yes, I have to plan things more than someone who lives five minutes away, so socials are usually arranged at least a day ahead. And late finishes (anything past four) mean I hit commuter traffic, which can stretch the journey to an hour. But it's manageable.

If I had to choose again, I'd make the same decision without hesitation. Staying at home and keeping my routine helped me settle into uni faster than I expected. People say commuting means you'll miss out on everything, but that's definitely not true. You miss some things, sure, but uni is what you make it.

And the best part? I've been able to get involved on my own terms. I waited until my second year to become a student ambassador because that's when I felt ready. I like that I haven't had to rush. Commuting gave me the space to grow into uni life in a way that felt right for me. ■



Living at home can help keep your busy university life and your relaxing home life separate and distinct from each other

From flatmates to *friends*

HOW LIVING IN **ON-CAMPUS ACCOMMODATION** HELPED THREE STUDENTS FIND THEIR PLACE AT UNIVERSITY.

When Anna arrived at university, she was excited, but nervous too. Like many new students, the biggest question wasn't about lectures or timetables, but whether she would feel comfortable in a completely new place, far from home.

"I won't lie, I was really nervous," says Anna, a Forensic Science student. "I was living so far away from home."

Those early nerves soon faded as Anna found her feet on campus alongside her flatmates Hannah, a Medicine student, and Leah, a Primary Teaching student.

Living on campus meant being right at the heart of university life, which made settling in feel easier. "That's what I liked about Hull compared to some other universities," Leah says. "Some of the places I looked at didn't have accommodation on campus."

With lectures, the Students' Union, sports facilities and places to eat and drink all within walking distance, meeting up and making plans felt easy from the very start. Spending so much time together also shaped their social lives.

They went out together more often than not, and always ended up in the same club. For Hannah, living alongside lots of other students brought reassurance. Even after nights out or late evenings studying, getting home felt safe. "It's nice to know you can walk home with at least one person," she says.

That reassurance mattered, especially in the first year. On campus, support is always close by, day or night. "You feel safe because you are around loads of people," adds Anna. "The security is really good. They're always there and you can call them 24/7." ■



Make *Hull* your home

A room guaranteed

New full-time undergraduates are guaranteed a room if they apply by 31 July in their year of entry, giving you peace of mind as you prepare for university life.

Friends before you get here

Before you move in you'll be sent a link to TAP, the university platform that helps you connect with other applicants who might be on your course or in your accommodation.

Everything on your doorstep

Minutes away from the labs and lecture theatres, you'll find plenty of places to relax, refuel and re-energise. There's a Spoons, a SPAR, a nightclub and Costa coffee all on campus. As well as a multi-million pound sports centre and gym.

One bill, no surprises

Your rent covers WiFi, utility bills and contents insurance, with 24/7 support available whenever you need it.

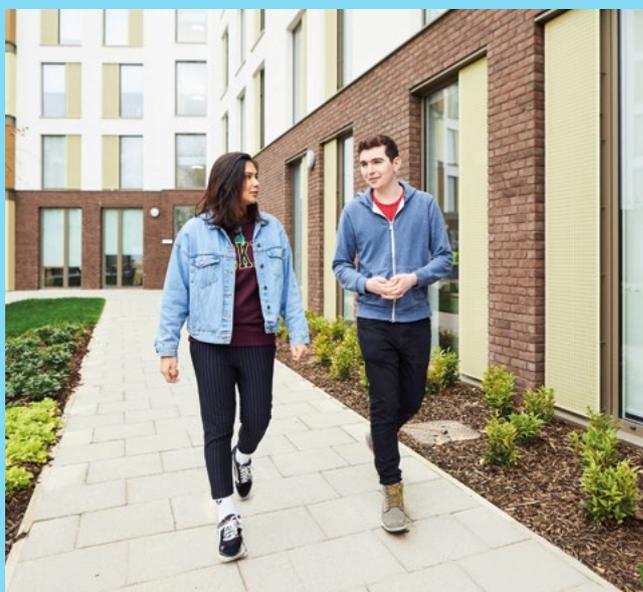
You're welcome to stay

You don't have to move out after the first year. Dedicated returner accommodation supports a vibrant community of returning students.

Affordable, great-value accommodation

Our rooms are competitively priced to help you manage your budget, with options to suit different needs.

Visit hull.ac.uk/accommodation to explore room types, prices and what's included.



Anna and Leah
felt right at
home in university
accommodation

Life starts at the end of the line.

Hull.

A HUNDRED YEARS IN THE MAKING, THE UNIVERSITY OF HULL COULDN'T HAVE HAPPENED ANYWHERE ELSE. A **UNIVERSITY OF ITS CITY. UNBREAKABLE, IRREPRESSIBLE, FREE.**



Hull is often seen as a place apart. Yet one that plays its part on the world stage. Pushing, performing, punching way above its weight. You might not think a city at the end of the line could start so much. You'd be wrong.

This proud port has launched generations of freethinkers and changemakers to the world. All way ahead of their time – at exactly the *right* time. Today's Hull is still a haven for unconventionally brilliant minds.

Maybe there's something in the water here? Well, this is your chance to find out. Dip your toes in and discover its quirks, its culture, its hidden gems. Together, let's explore the possibilities waiting for you around every corner.

TURN OVER TO SEE HULL BY DAY
AND BY NIGHT





DID YOU KNOW . . .
National Geographic
has named Hull as
one of the Top 25
Places in the World to
Visit in 2026.

i

DID YOU KNOW . . .

Hull is the most affordable city in the UK for students.

Finder.com, correct as of July 2025



Day

1

HEPWORTH'S & PARAGON ARCADE

Pull up at Beasley's for a new pair of Dickies, and browse local authors at J. E. Books in Hepworth's. On the other side of town, you'll find Hispanic soul food, Sicilian-inspired pasta, gooey cookie pies and posh sarnies inside Paragon Arcade.

2

THE MARINA

Start the day (or midday) with brunch at Thieving Harry's or Nibble. Pick up a print from FORM or Art & Soul and a houseplant from Plant & Paint. Then shop vintage threads and high-end fashion for less at Poorboy Boutique and 19Point4.

3

HUMBER BRIDGE

It's not quite the Golden Gate, but it's pretty close. A popular spot for professional photographers and casual Instagrammers alike.

4

THE DEEP

Who wouldn't want to see penguins? One of the UK's biggest and best aquariums is also home to sharks, sawfish and over 3,500 other sea creatures.

5

THE AVENUES: PART 1

Welcome to Newland and Princes Avenue, your second home for the next few years. Thirsty? Grab a brew at DiveHU5, The Barista or Planet Coffee. Hungry? Try brunch at Marla's, a Mediterranean lunch at Agora, or a Moroccan meal at Marrakech.

6

ART, MUSIC, HISTORY

Explore Ferens Art Gallery and the Maritime Museum, both in Queen Victoria Square. Discover old and new vinyl, poetry and prose at Wrecking Ball Music & Books on Whitefriargate. Then follow the Old Town's cobbled streets to our Museums Quarter.





Night

1

THE AVENUES: PART 2

When the sun goes down, our student quarter bursts into life. You'll find a place to call your local right here, whether it's Belgian beers at 80 Days Bier Haus or Caribbean cocktails at Roots Rum Shack.

2

CLUBBING

Asylum is our very own nightclub right here on campus. Spiders on Saturday serves up punk, metal, Motown ... and Pangalactic Gargle Blaster cocktails. Social on Humber Street spins pop and soul. Wait, what day is it? Oh, and Jelly! for indie every Thursday at The Welly.

3

NEW BARS, YE OLDE PUBS

Fancy a quieter night? Try Larkin's on Newland or Atom on Princes Avenue. In Old Town, you've got Ye Olde White Harte, Brain Jar, Blue Bell, Head of Steam, and Lion & Key. Ah, and there's Taphouse on Humber Street too. Hmm, maybe not such a quiet night after all...

4

FESTIVALS

Humber Street Sesh is the must-play festival for emerging local and out-of-town bands. Pride in Hull is the region's biggest LGBTQ+ festival. Then there's Freedom Festival: a whole weekend dedicated to art, music and theatre.

5

HULL FAIR

The sights, the smells, the lights and the food. For one week in October, one of Europe's biggest travelling fairs comes to Hull. You do not want to miss it.

6

LIVE MUSIC

Hull has a real knack for discovering musical talent, as you'll soon find out. The New Adelphi Club is legendary. Radiohead, Oasis, Green Day, Fatboy Slim, and The Stone Roses all played there in their early days. The Polar Bear showcases emerging bands on Tuesday nights. While Pave on Princes Avenue hosts its Live Sundays every week. ■

Why students love living in Hull

BY HAYLEY, BA (HONS)
COMPUTER SCIENCE

When I first arrived in Hull, I wanted to know what students loved most about living here. So, I asked around and created this unofficial ranking of the things students like about the city.

A city where you can afford to live

Topping the chart with the most votes is affordability. It was a complete landslide. One student told me:

"Back home in London, a 20-minute Uber could be £30-40. In Hull it's around £10-15. On a student budget that's a lifesaver."

A city that's genuinely student-friendly

A very close second is the student-friendliness of Hull. I'm shocked this isn't number one. It seems everywhere is eager to give me a student discount – hair salons, buses and even mini golf, which creates a warmth you won't find in every city.

Walk down Newland Avenue and count how many places cater specifically to students. You'll be pleasantly surprised.

The coast on your doorstep

Hull is close to the sea, something that seems particularly popular with international students and city dwellers. One person I spoke to said:

"The thought of university being close to the sea is very exciting, I like walking along the seaside and just listening to the ocean on my days off."



Double

TWO STUDENTS



Will

BA (Hons) Media
Production
From Great Yarmouth

Three words to describe your life here?

Much-needed adventure.

What surprised you ... in a good way?

How nice and affordable the on-campus accommodation is compared with other unis I visited.

Best place to eat when you're properly skint?

Yankee Chicken on Beverley Road (in-person is cheaper).

Most underrated place in Hull?

Kingswood Leisure Park – a local retail park with restaurants, shops, cinema and bowling ally.

Where do you go to avoid people?

The Nest in the Students' Union is good for some quiet secluded space.

And where when you actively want chaos?

Welly or Asylum's quizzes.

One Hull saying/slang you now use without thinking.

"I'm off t'shops."

What do you miss from home that Hull can't replace?

Chips on the Market in Great Yarmouth.

And what does Hull do better than home (sorry, family)?

Cheap "rubbish" takeaway that is somehow so good.

If you ran Hull for a day, what's the first thing you'd change?

Make traffic lights with multiple greens easier to understand, please.

One thing every student should try here at least once.

Go to Spiders (alternative nightclub) just to see what all the fuss is about.

Describe Hull in a single sentence – go on, be bold.

If you look for it, Hull probably has a version of it for you.

take

TWO PERSPECTIVES



Chloe

LLB (Hons) Law with
Criminology
From Chelmsford

Three words to describe your life here?

Chaotic, spontaneous, independent.

What surprised you ... in a good way?

There's so much to do – three years in and I'm still finding new places to eat, study and explore.

Best place to eat when you're properly skint?

Wetherspoons – and it's literally on campus.

Most underrated place in Hull?

Reel Cinema (tickets are about £5), or Ferens Art Gallery for somewhere peaceful and free.

Where do you go to avoid people?

The Deep on a weekday, or Ferens – both peaceful.

And where when you actively want chaos?

Anything in town at the weekend.

One Hull saying/slang you now use without thinking.

I'm still baffled by "dinner" meaning lunch ... and calling a bread roll a "breadcake."

What do you miss from home that Hull can't replace?

My dogs – and my home high street full of cafés.

And what does Hull do better than home (sorry, family)?

Shopping. Town has loads of options when I need a break from uni work.

If you ran Hull for a day, what's the first thing you'd change?

Make every café dog-friendly and give out free puppuccinos.

One thing every student should try here at least once.

Get the bus to Beverley – it's cute and full of lovely cafés and shops.

Describe Hull in a single sentence – go on, be bold.

Hull is like a mini-London. ■



DID YOU KNOW...

You can speak to our students before you get here to find out what life in Hull is really like.

Visit hull.ac.uk/ugchat to get started.

Welcome to your future career

YOU DON'T NEED A FULL **CAREER PLAN** BEFORE YOU START UNIVERSITY. BUT IT HELPS IF YOU CHOOSE A PLACE THAT GIVES YOU ROOM TO EXPLORE WHEN YOU'RE READY TO THINK ABOUT WHAT COMES NEXT.

Right now, getting a job might be the last thing on your mind. Choosing where to study, what to study and where to live in your first year feels like quite enough to be thinking about.

Where you'll work when you graduate in three, or four-years' time, can feel like a world away, even if you have a rough idea of the direction you'd like to go in.

But university is where interests start to take shape. And when you're ready to think about the next steps, it helps to be somewhere with options.

Hull and its wider region might not be the first place you imagine when you picture your future career. Yet the region's employment landscape is growing fast, with opportunities across manufacturing, healthcare, digital innovation and the clean energy sectors to name a few. With these sectors facing rapid growth in the face of rising demands, many employers actively seek graduate talent and work closely with the University of Hull to build their teams.

"Locally, there are global corporations operating in sectors including energy and renewables, manufacturing and engineering, healthcare and consumer goods," says Joe Hancock, Head of Careers at the University of Hull. "Our local businesses really see the value in retaining graduate talent in the region and connect with the University through events like the annual Hull & Humber Careers Fair."

Alongside small and medium-sized businesses, there are communities of innovators and entrepreneurs. C4DI (Centre for Digital Innovation) in the Fruit Market area is a tech and creative hub, providing co-working spaces, offices, events, and support for startups and established businesses.

Manufacturing, retail and health and social care currently employ the most people locally, with many of the businesses in the region internationally recognised, including Reckitt, Siemens Gamesa, Smith+Nephew and Arco. Others are newer players such as tech startups, specialist manufacturers and creative firms with global audiences.



DID YOU KNOW . . .

95% of Hull students are in work or further study within 15 months of graduating.

HESA, published June 2025 for the academic year 2022/23.



Marketing graduate, Josh Morablanco, getting the insider's view on business at Siemens Gamesa

Some students secure their first role before they finish their degree. Marketing graduate Josh Morablanco joined Young's, the UK's largest specialist seafood brand, as an assistant brand manager shortly before completing his course, helped by experience gained during a placement year with Siemens Gamesa.

A lot of the emphasis at the University was preparing you for the workplace," he says. "Being in a professional environment through my placement year really helped me to develop the skills I needed."

The idea that you must move away to progress doesn't hold true for everyone. Almost 40% of graduates from the University of Hull remain in the region, according to research by Biggar Economics – supported by a cost of living that allows salaries to stretch further than in many other parts of the UK.

Students can access careers support throughout their studies, including skills sessions, one-to-one guidance, careers fairs and events and career mentoring.

My placement year really helped me to develop the skills I needed

Josh Morablanco
Marketing graduate

The Careers team also helps students find part-time work, paid placements, and summer internships.

"The region compares well on graduate salary levels while remaining one of the most affordable places to live," says Joe Hancock. "Staying here means building a career where skills are needed, ambitions are supported and contributions make a visible impact." ■

Labour market projections for Hull and East Yorkshire, 2020-35

9,000

ADDITIONAL JOBS BY 2035

140,000

MORE JOB OPENINGS AS PEOPLE RETIRE OR CHANGE CAREER

46%

OF ALL JOBS WILL REQUIRE DEGREE-LEVEL QUALIFICATIONS

Ipsos

Under pressure?

That's okay.

WHEN UNIVERSITY LIFE BECAME TOO MUCH FOR **BRODIE**, SHE DECIDED TO REACH OUT FOR **SUPPORT**. HERE, SHE TELLS THE STORY OF HOW IT TURNED OUT TO BE ONE OF THE BEST DECISIONS SHE MADE.



he popular image of university is reassuringly straightforward: finish your A levels, move somewhere new, have a great time, and graduate.

For many students, that story holds true, and university is a smooth journey towards working life – sometimes with the odd bump in the road, but nothing they can't manage.

For others, the reality is more complicated. University can bring academic pressure alongside personal challenges, turning what's meant to be an exciting experience into something harder to navigate. Life, after all, doesn't pause for deadlines or unexpected challenges.

In an interview reflecting on her time at the University of Hull, biochemistry student Brodie describes how academic pressure and personal challenges came to a head during her final year.

"I had a really bad third year," says Brodie. "I really struggled with the academic side of it, especially during the second semester, because I had a couple of personal things going on.

"I have a vivid memory of getting up during an exam. I remember going into it thinking, 'I'm going to try my best either way,' but when I opened the paper and looked at it, I just thought, I really can't do this today."

Feeling like she couldn't carry on, the only option was to walk out.

"I think I'd already cried enough up until that point," says Brodie. "It felt quite numbing, like I just couldn't do it anymore."

What happened next, she says, made all the difference. Brodie went straight to the Hull University Students' Union, who helped her access further support.

"The first thing I did was go into the ladies' cubicle, call the Students' Union, and then go over there," she says. "They referred me to the Mind charity, where I saw a counsellor."

Experiences like Brodie's are not unique, which is why student wellbeing support is a core part of university life across the UK, rather than something students are expected to navigate alone.

"While university is an exciting opportunity, students will often face challenges along the way," says Kelly Robson from the student wellbeing team at Hull. "It can be a lonely place but it's important to know that universities are here to help. We want to ensure that every student has the best chance of succeeding, so make sure you familiarise yourself with the support on offer and never be afraid to ask for help."

We want to ensure that every student has the best chance of succeeding

Kelly Robson
Student Wellbeing team

With time, support and academic flexibility, Brodie was able to return to her studies. She was allowed to retake the third-year exam she still needed to complete, even though it was two years later.

"The University was really accommodating and made sure I could retake the exam," she says.

With renewed confidence, Brodie went on to achieve marks in the 80s on her assignments – something she had never done before.

"I'm proud that I came around to the fact that I needed help," she says. "It's okay to not be okay." ■

Student support at Hull

At Hull, student wellbeing support is always on hand. The team helps students address barriers to learning and access the right support, including help with mental health and wellbeing, disability, neurodivergence and financial concerns. Support is available online via the Hubble Portal or in person at the Hubble Centre in Student Central.

The University's student wellbeing support is complemented by the **Students' Union Advice Centre**, which provides confidential, impartial and independent advice on a wide range of issues students may face during their studies.



With the right support, Brodie thrived at university and started to ace her assignments







HOW DO UNIVERSITIES MAKE A DIFFERENCE

IN AN INCREASINGLY DIVIDED
AND UNCERTAIN WORLD?

W

hen Mariupol fell to Russian forces in May 2022 after a near-three-month siege, all the rest of the world could do was look on and watch it happen. People thumbed their phones in search of the latest news and asked: "Why is this happening? How can I help?" Images of flattened neighbourhoods and damaged public buildings flashed around the world.

Among the ruins was the campus of Mariupol State University (MSU). Students and staff were displaced but learning carried on. The University began operating in exile in Kyiv, finding ways to keep courses running, support students, and continue research despite the war.

At a time when uncertainty is a certainty, moments of solidarity and inspiration can be the start of renewed hope and determination.

ANDREY BORODULIN/AFP VIA GETTY IMAGES





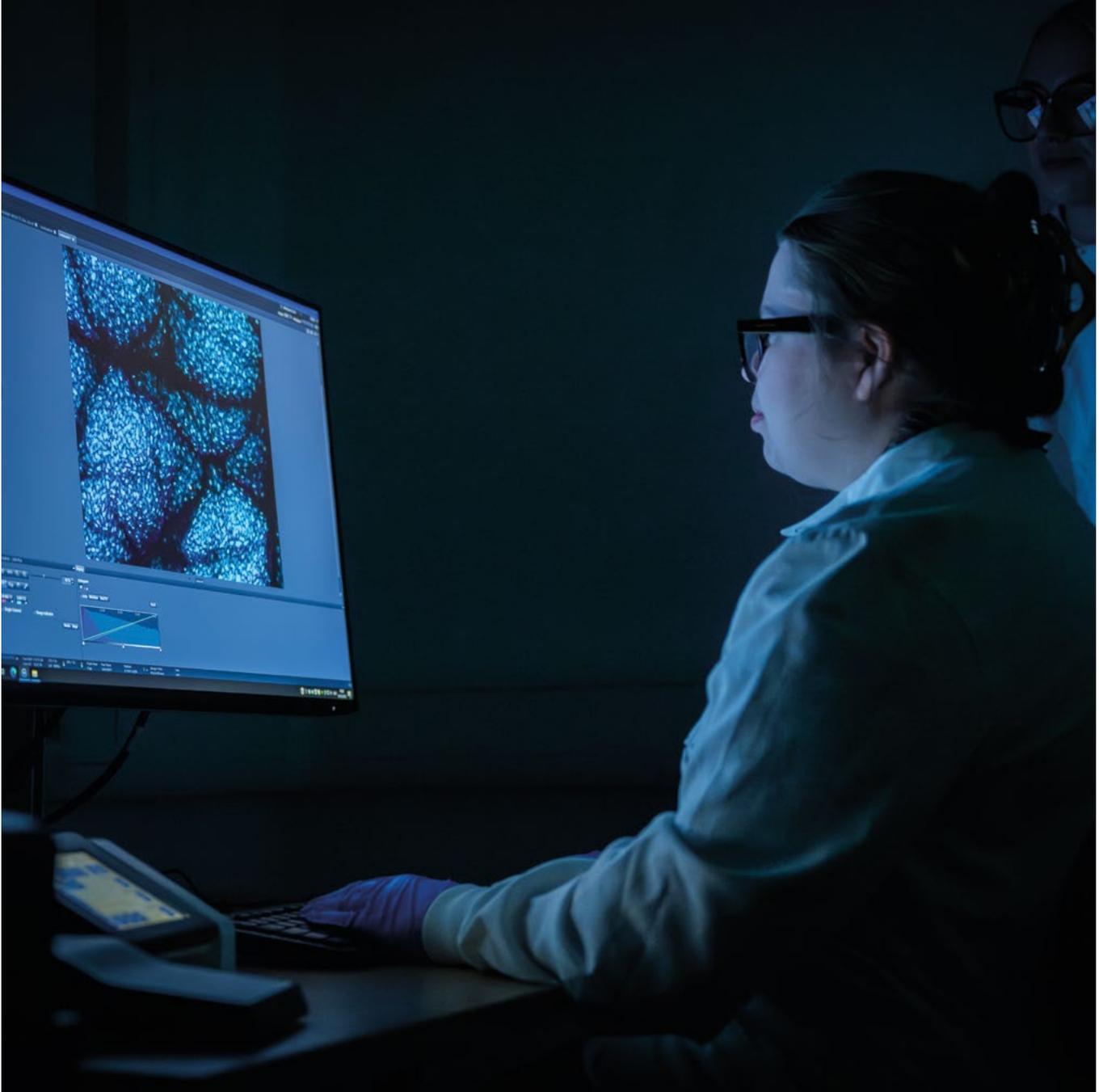
ut of the devastation in Mariupol, a partnership with the University of Hull grew. Drawing in part on Hull's own experience of post-war rebuilding after the Blitz, the two universities became twinned as Mariupol's academic community began thinking about how learning could continue. Early support focused on immediate needs: computer equipment, online teaching support, and funding for temporary student accommodation. Later, staff from Mariupol visited Hull as longer-term plans for rebuilding began to emerge. Today, the partnership continues through shared teaching, research and projects supporting women leaders in Ukrainian higher education.

**THE ROLE OF UNIVERSITIES
ISN'T JUST TO PREPARE THE
NEXT GENERATION FOR THE
FUTURE. IT'S TO MAKE SURE
THERE IS A FUTURE.**

It's an extreme example, but it brings into focus that a university offers so much more than a degree. Because the role of universities isn't just to prepare the next generation for the future. It's to make sure there *is* a future. In our increasingly connected yet polarised world, the desire for the truth, progress and common good they instil in our cultures and communities has never been more vital.

The world may have come a long way, but injustices still survive – think of the inhumanity of modern slavery and exploitation, the inequality in health, work and education, and the unignorable threat of climate change. Universities don't just discuss these challenges from the safety of a lecture theatre – they tackle them head-on. Their research helps to shape public policies, guide industries, and inform international cooperation. And they bring their research back into the classroom. That way, everything their students learn today prepares and inspires them to take on the issues of tomorrow.







So how do we build a healthier, more inclusive and sustainable world? Together with its partners, the University of Hull is on the frontline of finding the answers. Continuing William Wilberforce's legacy, its Wilberforce Institute leads the way in challenging and disrupting modern slavery. It advises the UK Government on tackling exploitation, and through the Humber Modern Slavery Partnership, it works with regional police forces to stop organised crime gangs and bring perpetrators to justice.

RESEARCH CARRIED OUT IN HULL IS REDUCING OUR RELIANCE ON FOSSIL FUELS AND MOVING THE WORLD CLOSER TO NET ZERO

As a city with a proud and long maritime history, Hull also knows more than most about the devastating effects flooding has on our country. For over 15 years, the University's research has shaped UK national flood policy and investment. Its work to build flood resilience has guided £5.2 billion in funding and helped to protect 300,000+ homes. Researchers at the University are also working with the offshore wind industry to accelerate the global shift to clean energy. Research carried out in Hull is helping to cut costs, speed up innovation and improve wind turbine models, reducing reliance on fossil fuels and moving the world closer to net zero.

And from the global to the personal, the University is breaking down barriers to help more people access essential mental health care when they need it most. In the UK, mental health problems are the single largest cause of disability, with one in four adults and one in ten children experiencing mental illness. Hull's new Centre for Addiction and Mental Health Research provides targeted research into addiction and mental health, focusing on those often most hidden or excluded from treatment.



e live in a digital age where online algorithms feed us only what we already agree with. Where the use – or *misuse* – of AI can spin the wheel of misinformation faster, leading to deeper divisions. Another way in which universities can

make a difference is in breaking these closed loops and building bridges between people, cultures and viewpoints. By its nature, a university is diverse, inclusive and multicultural. A typical UK campus brings together students and staff from different countries and socioeconomic backgrounds with varying political beliefs and life experiences. The University of Hull, for example, is home to people from 40 different countries. To foster these connections and inspire progress, it takes teaching that's rooted in the real world: challenging, empowering, unafraid to confront any issue, big or small.

STUDENTS ARE OFFERED THE CHANCE TO CONTRIBUTE TO SOLUTIONS THAT CAN BENEFIT HUMANITY'S SHARED FUTURE

In this way, universities become safe spaces for healthy dialogue and constructive debate – whether in lectures and seminars, or societies and clubs. The goal isn't to seek a convenient consensus – differences and disagreements aren't just expected, they're encouraged.

Never has this been more important than right now. When Mariupol State University continues to teach despite the destruction of its campus, supported by partners like the University of Hull, it offers a powerful image of what higher education *truly* stands for. In spite of all, knowledge persists, debate continues and the future, though uncertain, remains open.

Students learn the ability not just to question everything and speak up confidently for what they believe in, but to listen to all sides and put themselves in the shoes of others. Along the way, they're given opportunities to make real change. Rather than feeling like they're inheriting the problems of the past, students are offered the chance to contribute to solutions that can benefit humanity's shared future. University is an invitation to become part of something that matters – to yourself, to your community, and to a world that needs different voices to speak up more than ever. ■

WORDS: CHRIS ARKSEY





I WAS FILLED WITH JOY AND HOPE – KNOWING THAT I COULD FINALLY ATTEND UNIVERSITY

HOW DOES IT FEEL WHEN YOUR FUTURE FINALLY FEELS POSSIBLE? ONE **SANCTUARY SCHOLAR** REFLECTS ON THE MOMENT THAT TRANSFORMED EVERYTHING.



He was at home in Hull when the email that would change everything landed in his inbox.

After years of uncertainty about his future, Gemechis had been awarded a Sanctuary Scholarship at the University of Hull. It meant he could rebuild his life through education, and finally study the subject he had dreamed of for so long.

“I was filled with joy and new hope,” he says. “Knowing that I could finally attend university and study the topic I had been dreaming of gave me new energy.”

Originally from Ethiopia, Gemechis fled the country due to political instability and fears for his safety.

“After an uncertain journey, I eventually found safety and sanctuary in the United Kingdom, where I was given the chance to live without worry, and rebuild my life and future.”

The Sanctuary Scholarship helps students seeking safety in the UK to continue their education, by offering dedicated support throughout a degree.

Gemechis, who is studying BSc (Hons) Software Engineering, first heard about the scheme during a University of Hull workshop for students who wanted to go to university but weren’t sure how they could afford to. The opportunity immediately stood out. After everything he had overcome, this was a real chance to move forward.



DID YOU KNOW . . .

A range of scholarships, bursaries and awards are available at the University of Hull. These include awards recognising academic and sporting achievement, as well as support for students from underrepresented groups and those that need it most, helping to offset the cost of an undergraduate degree.

Visit hull.ac.uk/scholarships to learn more.



WHAT IS THE SANCTUARY SCHOLARSHIP?

The Sanctuary Scholarship supports students seeking asylum in the UK who want to continue their education. By removing financial barriers and providing dedicated support, it aims to help talented students rebuild their futures, gain confidence through education, and feel part of university life.

Applying wasn't difficult, but it did mean navigating systems he had never used before. Even so, he stayed positive. Inside, he knew this could transform his life.

That belief proved right. With tuition fees covered and financial support in place, Gemechis could throw himself into his studies, without constantly worrying about how he could afford to live.

"The financial assistance has been life-changing," he says.

When Gemechis first arrived in the UK nothing felt familiar. But for the first time in a long time, he had hope. "It felt like a place where I could finally start a new life," he says. "The early days were difficult, but I was motivated to work hard and take advantage of the opportunities ahead."

Stepping on to campus for the first time only strengthened that hope.

"The environment was welcoming. People were friendly and open. Even though everything was new to me, I was amazed at how fast I felt comfortable."

It didn't take long for him to find a sense of belonging at Hull. During one demanding assignment, his classmates and tutors stepped in with encouragement and support.

"It made me feel appreciated and a part of the University community" he says. "It gave me a sense of belonging."

There were tough moments too. When delays in securing his refugee status meant he couldn't access Student Finance on time, he suddenly found himself unable to cover his basic living costs. Thankfully, the University stepped in to offer guidance and practical help during one of the most stressful periods of his degree.

It made me feel appreciated and a part of the University community

Looking back, Gemechis feels proud not only of his academic progress, but of how much he has grown in confidence and emotional resilience. He hopes to build a career in the IT industry, support his community and assist others facing similar challenges.

"The Sanctuary Scholarship offers real opportunities for anyone who wants to learn and transform their future," he says. "It has the potential to lead to a fulfilling career. I advise everybody who qualifies to use this great opportunity." ■



UNIVERSITY
of HULL

| 100
years

The city of *uncommon* sense:

How Hull changed the world

FROM ABOLITIONISTS TO INNOVATORS,
HULL AND THE UNIVERSITY SHARE A LONG
HISTORY OF DEFIANCE AND INDEPENDENT
THINKING, SHAPED BY PEOPLE WHO
CHALLENGE CONVENTION AND DARE TO
DO THINGS DIFFERENTLY.







Hull's defiant spirit dates back centuries. In fact, strictly speaking, Hull isn't its 'proper' name – it's actually *Kingston upon* Hull. In 1642, it denied the authoritarian King Charles I entry into the city. That act helped spark the English Civil war

– and brought down a monarchy. Perhaps it was also the reason why Hull started dropping the royal part of its name in daily use. And ever since it's been a city *not* fit for a king, it's been doing things differently. "Since the 17th century, Hull has been unafraid to challenge authority," says Nick Evans, Senior Lecturer in Diaspora History and Deputy Director of the Wilberforce Institute. "We have continually stood up for others and fought physically and intellectually for improvements in everyday life for everyone."

But what is it about this place that makes it such a breeding ground for freethinkers? Is there something in the water here? "Hull's maritime location means we've had to become dependent on ourselves," says Nick. "It's also given us a permanently outward-looking viewpoint," he adds. "It's often the case that for port cities at the end of the rail line, the maritime horizon can provide inspiration for new ways of thinking. As a predominately working-class community, we know that the way to make change for the better is through hard work."

One of Hull's most famous hard-working sons is William Wilberforce, who devoted his life to abolishing Britain's transatlantic slave trade. Continuing his legacy, the University's Wilberforce Institute leads in researching and tackling modern slavery, coercion and human trafficking. A month after

Wilberforce's death, the Slavery Abolition Act 1833 became law. A year later John Venn, the English mathematician, logician and philosopher, was born here. One of his major achievements was introducing the world to the ever-present Venn diagram, which is used in logic, set theory, probability, statistics, and computer science. *And* a spiralling number of spin-off memes.

If you waded in a little deeper, you'll find that Hull is also the birthplace of trawler safety campaigner Lillian Bilocca. 'Big Lil', as she was known, led the Headscarf Revolutionaries in petitioning the Government after the triple trawler disaster of 1968. This made her a celebrity. But vitally, it changed laws, revolutionised safety at sea, and saved countless lives.

Now cast your eyes up to the sky, and you may remember the name of the first woman to fly solo from London to Australia. Born in Hull in 1903, pioneering pilot Amy Johnson broke flying records throughout the 1930s, including her flight across Siberia to Tokyo, and her solo flight to Cape Town, South Africa. Dubbed the 'Queen of the Air' by the British press, she remains a symbol of female empowerment.

Awarded the Queen's Gold Medal for Poetry in 1969, Hull-born poet and novelist Stevie Smith both shocked and delighted readers with her deceptively simple verse and macabre sense of humour. And of course, Philip Larkin, arguably 'the best-loved British poet of the last century,'¹ was University Librarian here for 30 years from 1955 to 1985. Today, the University's Larkin Centre seeks to deepen our understanding of literary creation and its impact on human society.

*Let it not be said that I was
silent when they needed me*

William Wilberforce



PRESENTED TO THE CORPORATION BY
HENRY BRIDGE, ESQ. T. R. S. P.
WENTWORTH SQUARE, HULL 1844

WILLIAM WILBERFORCE
BORN IN HULL 24TH AUGUST 1759
DIED IN LONDON 29TH JULY 1833
MEMBER OF PARLIAMENT FOR HULL
FROM 1780 TO 1784
MEMBER OF PARLIAMENT FOR YORKSHIRE
FROM 1784 TO 1812

ENGLAND OWES TO HIM THE REFORMATION OF MANNERS
THE WORLD OWES TO HIM THE ABOLITION OF SLAVERY.



Philip Larkin - Poet and librarian



Lucy Beaumont - Comedian



James Graham - Playwright



Amy Johnson - Aviation pioneer



Mick Ronson - Guitarist and producer

COLIN FULLER/REDFERNS VIA GETTY IMAGES



Guido Imbens - Economist and Nobel laureate

A city that is in the world, yet sufficiently on the edge of it to have a different resonance

Philip Larkin

It was in Hull where Larkin wrote most of his best-known poems, and most quoted lines of verse, including: ‘They fuck you up, your mum and dad’. And who can forget or argue with that? But they’re not the only ones to get inspiration – and laughs – from ‘the UK’s most poetic city’.

Writer, comedian, BAFTA-nominated actor and Hull graduate Lucy Beaumont is known for her razor-sharp wit, observational comedy and distinctive Hull accent. Her TV credits include *Traitors*, *Meet the Richardsons*, *8 out of 10 Cats* and *Taskmaster*.

Not many writers have had two plays selling out London West End theatres simultaneously, but multi-award-winning Hull alumnus James Graham is one of them. Once described as ‘Britain’s most important playwright’, James has also won many awards for his work on TV. His writing credits include *Sherwood* (BBC One), *Dear England* (National Theatre), *Quiz* (ITV), and *Brexit: The Uncivil War* (Channel 4).

Speaking of television, you also have Hull to thank for your flat-screen. In 1973, the University’s Professor George Gray pioneered the chemistry behind liquid crystal displays (LCDs).

This helped to make laptops, smartphones and flat-screen TVs possible, and changed the way the world sees itself.

Someone who definitely had an ear for a ‘different resonance’ was Hull’s Mick Ronson. He’s best known as the guitarist for David Bowie’s backing band, the Spiders from Mars. With Bowie, he recorded five studio albums including the groundbreaking *The Rise and Fall of Ziggy Stardust and the Spiders from Mars*. A record that features on countless Greatest Albums of All Time lists, and continues to win acclaim for how it’s shaped the world musically and culturally.

More recently, the University of Hull now counts a Nobel Prize winner among its illustrious alumni. Guido Imbens studied his MSc here in 1986, which inspired his PhD in Economics. He later became a Professor of Economics at Stanford Graduate School and was awarded the 2021 Nobel Prize for contributions to econometrics.

What’s next for Hull? If its past is anything to go by, it has a long future of making history. Of inspiring people who are ahead of their time – at exactly the right time. Maybe this is *your* time. Maybe you’ll be part of the next sea-change. ■

¹ Booth, J. (2014) *Philip Larkin: Life, Art and Love*. London: Bloomsbury.

Our

100

year history

1925



On 2 February 1925, local philanthropist and entrepreneur Thomas Ferens announces a gift of £250,000 to establish a university in Hull.

1927



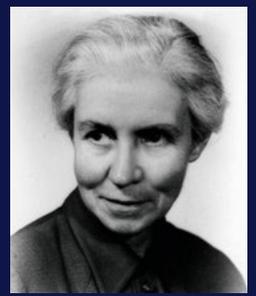
As well as £250,000, Ferens donates three fields, comprising 18.756 acres in total. Construction work for the University begins on 24 August 1927.

1928

The Duke of York, later King George VI, lays the University's foundation stone on 28 April 1928, and we open our doors to around 39 students on 11 October.



1929



Our Library - the predecessor to the Brynmor Jones Library - opens on 8 March 1929. Agnes Cuming is the first University Librarian, a post she held for 27 years.

FROM ONE BOLD VISIONARY TO A CENTURY OF CHANGEMAKERS - THIS IS THE STORY OF HOW FAR THE UNIVERSITY OF HULL HAS COME AS IT CELEBRATES ITS **2027 CENTENARY**.



In 1968, national student protests broke out in France against the undemocratic nature of higher education. To express solidarity with the French students and to make change at home, Hull Student's Union drew up a 'charter for change' and voted for a sit-in of the University's Administration Building.

1954



The University gains its Royal Charter on 6 September 1954, empowering it to award its own degrees. This officially makes us the 14th oldest university in England.

1955

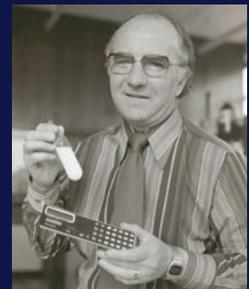


Agnes Cuming's successor, the poet Philip Larkin, joins as University Librarian. He serves for 30 years and is instrumental in creating the new Library.

1968

1973

Professor George Gray is instrumental in creating stable liquid crystals in our labs, which would later make laptops, smartphones and flat-screen TVs possible.





Our £28-million Library redevelopment includes a new Reading Room, Art Gallery and Exhibition Hall. Officially opened by Poet Laureate, Carol Ann Duffy.

1974



The University computer is installed in the Library basement. It takes up around one third of the entire space. By 1974, student numbers had doubled.

1999

Hull University Business School is established. It's among fewer than 2% of the world's best business schools to hold the AACSB and AMBA double crown.



2003



Hull York Medical School (HYMS) is established: a partnership between the Universities of Hull and York.

2012-2015



2017



Hull starts its celebrations as UK City of Culture 2017 with the University as a principal partner. Queen Elizabeth II officially opens our Allam Medical Building.

2019



Westfield Court, our newest on-campus accommodation, opens. It houses a total of 1462 students in single and cluster flats.

2023

The Rt. Hon. Alan Johnson becomes our new Chancellor. In July, we officially open the Centre of Excellence for Data Science, AI & Modelling (DAIM).



2027

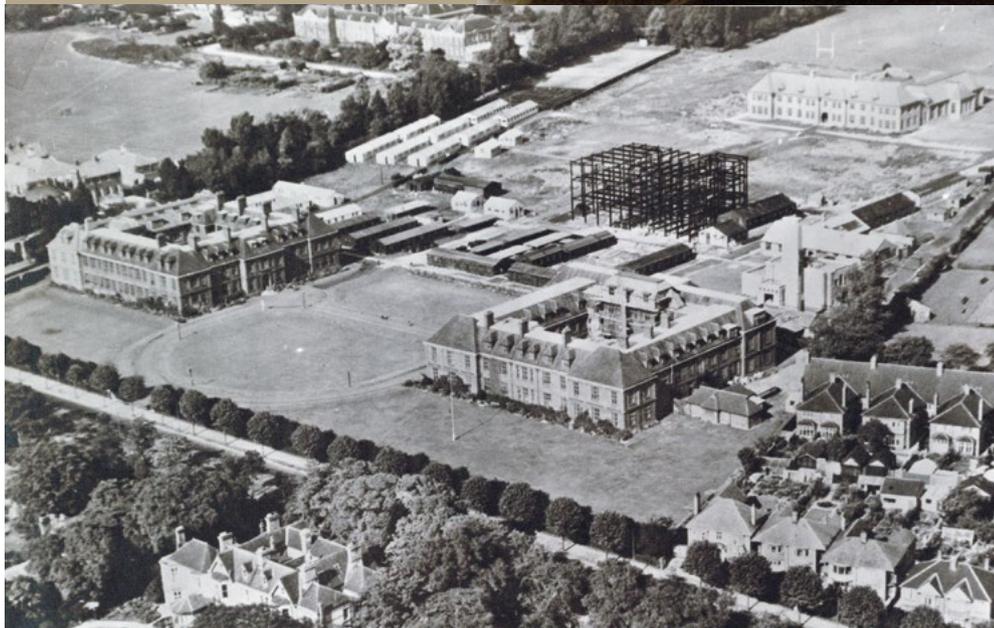


The University celebrates its 100th birthday. Watch this space for our 2027 centenary plans. Who knows what our next 100 years will bring? But one thing's for sure, we're ready for it. ■

Our campus

then...

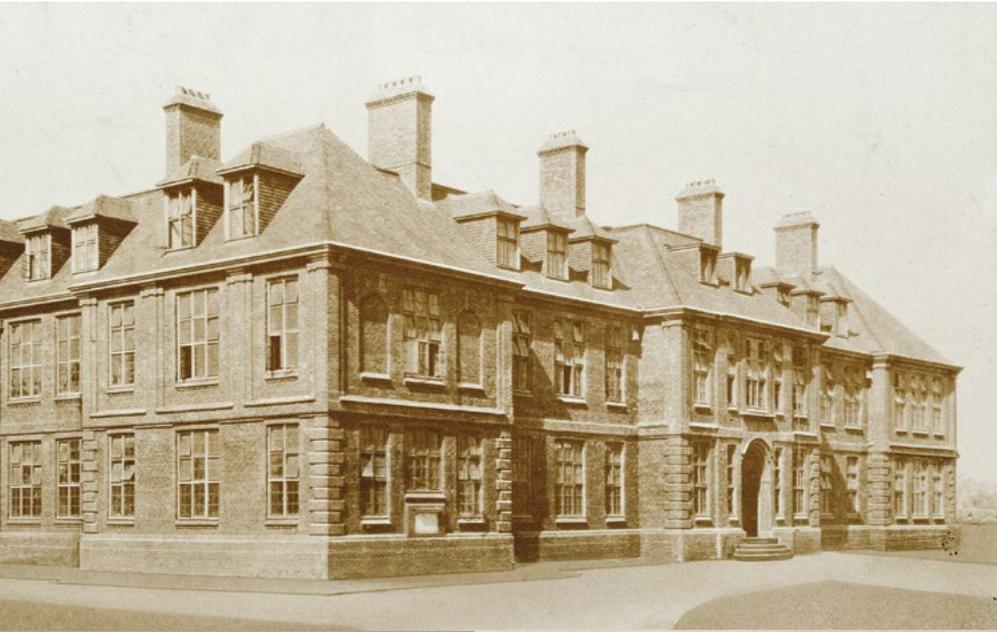
ON 11 OCTOBER 1928, JUST THREE YEARS AFTER THE FIRST EVER MEETING WAS HELD TO ESTABLISH A UNIVERSITY IN HULL, THE FIRST STAFF AND STUDENTS ARRIVED ON CAMPUS. THE UNIVERSITY COLLEGE OF HULL WAS BORN.



Only two buildings existed on the campus when the University opened in 1928: the Science Block (now Cohen) and the Arts Block (now Venn)



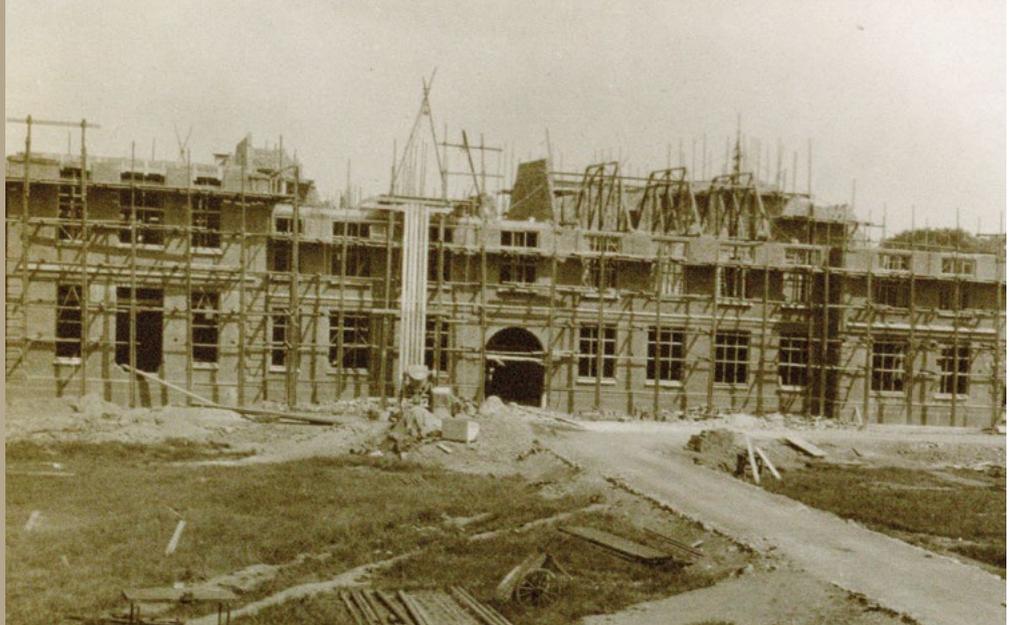
The first two buildings were designed in the Neo-Georgian style, and would later be given Grade II listed status



The Arts Building (now known as Venn) following completion in 1928



The Science Building (now known as Cohen) under construction in 1928



In September 1959, stage 1 of the new Library, the East building, is completed



HM Queen Elizabeth the Queen Mother officially opened the Library's East building in June 1960



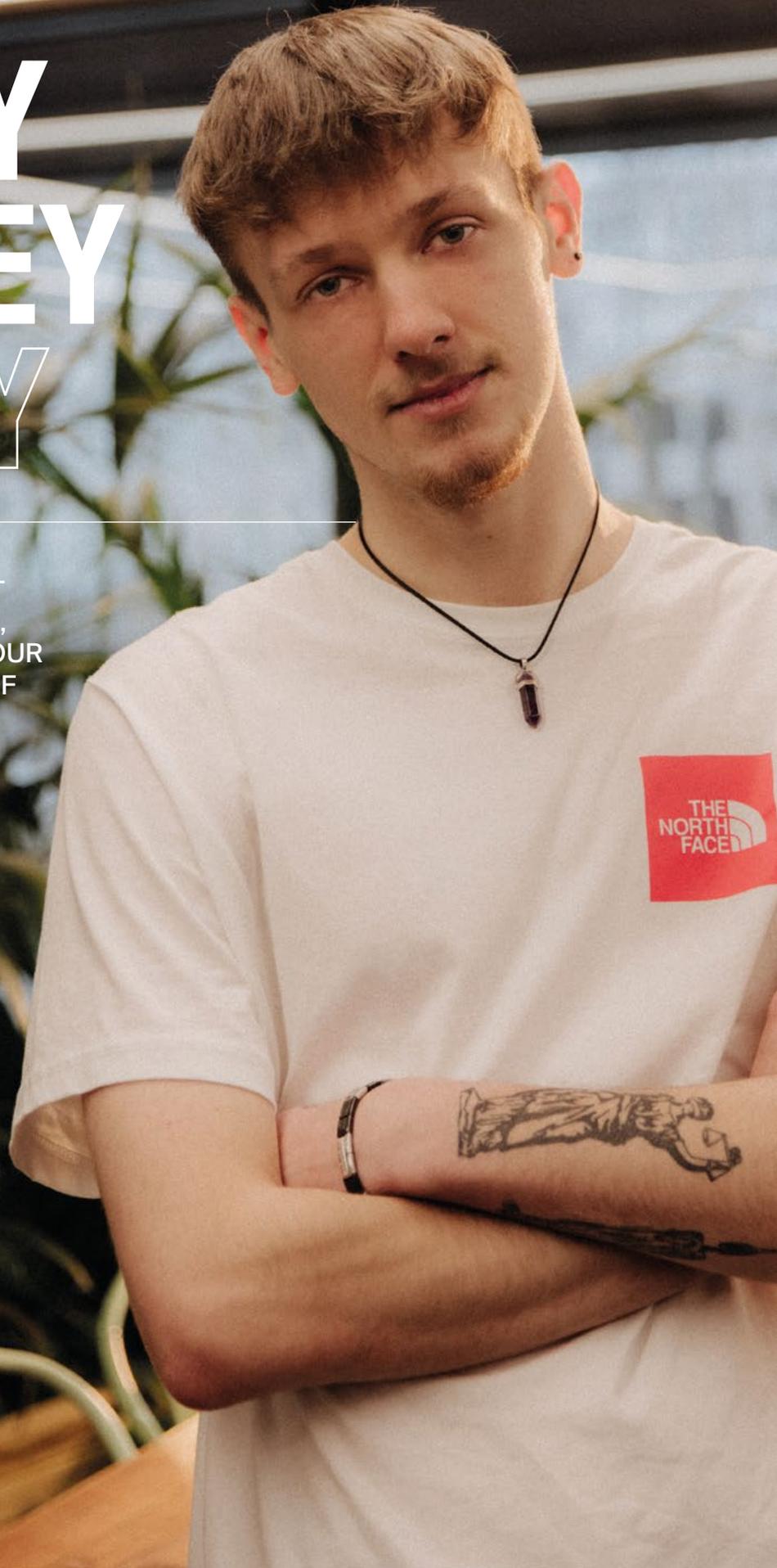


Our campus *now...*

ONE REASON WE'VE THRIVED FOR SO LONG IS BECAUSE WE'RE ALWAYS LOOKING AHEAD. OVER THE PAST 100 YEARS, WE'VE EVOLVED OUR CAMPUS TO INCLUDE EVERYTHING STUDENTS NEED TO LIVE, STUDY AND SOCIALISE. WE INVEST IN OUR FUTURE, SO THE NEXT GENERATION AND BEYOND CAN CREATE THEIRS.

MONEY MONEY MONEY

STUDENT FINANCE IS A SUBJECT NONE OF US CAN IGNORE. LOANS, PART-TIME WORK AND MAKING YOUR MONEY STRETCH ARE ALL PART OF UNIVERSITY LIFE.





DID YOU KNOW...

On average, graduates earn around £6,500 more per year than non-graduates.

Graduate labour market statistics 2023, gov.uk



University life offers more freedom, but it also brings new responsibilities.

Balancing your budget is one of the first things to get to grips with. It's something that sits alongside lectures, deadlines and everything else competing for your time.

Before you arrive, student loans, living costs, part-time work and ways to save money can feel distant. Once term begins, those decisions start to connect. Money becomes part of everyday student life, shaping choices about day-to-day spending, where you live, and how you plan your week.

One of the biggest unknowns for many students is how student loans actually work, and how different they are from other forms of borrowing. Understanding what a student loan is, how repayment works, and what it means during and after university helps put the system into context. This student finance section looks closely at that question, cutting through assumptions to explain student finance in practical terms (see page 73).

Money management at university isn't only about loans. Many students choose to earn alongside their studies, whether

to support themselves financially, gain experience or build confidence. What does this look like in practice? Students who've done exactly that share how they found work that fits around their course, how they manage their time, and what they have learned from balancing paid work with academic life (see pages 74-77).

Then there are the everyday choices. Food shops, travel, socialising and accommodation. None of them are dramatic on their own, but together they all add up. We've spoken to students about the small habits and hacks that help them make their money go further (see pages 78-79).

There's no single right approach to managing your money at university, and everyone's circumstances are different. Clear information, and insight from people who are already navigating it, can make a difference. Taken together, these articles offer a realistic picture of student finance, and how it fits into your wider experience of becoming an independent student.

For the most up-to-date guidance on student finance, visit hull.ac.uk/ugfinance.



Support with student finance at Hull

Managing money at university doesn't mean doing it alone. The University of Hull offers support to help you understand student finance, plan ahead and manage your money with confidence.

Scholarships and awards

A range of scholarships, bursaries and awards is available to support undergraduate students, including awards for academic and sporting achievement, under-represented groups, and those that need it most.

Financial wellbeing support

You'll have access to expert money advice, budgeting support and one-to-one guidance, with tailored help available if your circumstances change.

Clear guidance

Our website includes a complete guide to finances that brings together everything you need to know about fees, loans, living costs and repayments before you arrive and throughout your studies.

An affordable student city

Hull is the UK's most affordable place to be a student,¹ helping your money go further.

¹ Finder.com Student living cost calculator. Correct as of July 2025.

WHEN IS A LOAN NOT A LOAN? WHEN IT'S A STUDENT LOAN.

STUDENT LOANS OFTEN GET COMPARED TO NORMAL DEBT. BUT IT'S NOT LIKE BORROWING TO BUY YOUR FIRST CAR. HERE'S A SIMPLE LOOK AT HOW THE SYSTEM WORKS, IN EVERYDAY TERMS.

AT A GLANCE

1. You repay based on what you earn – not what you borrowed
2. The loan has a long end point – anything left after 40 years is written off
3. Interest doesn't change your monthly repayment – your contributions are tied to your income



Student finance exists to help people access university, which is why it's structured differently from bank loans or credit cards. It's designed so you study now and contribute later, once you're working.

Repayments adjust to your income.

With a typical car loan you make fixed payments, whether life is going smoothly or not. Student loans work differently.

How much you repay depends entirely on what you earn: Earn less? You repay less. Not working? Repayments stop if your income is below the threshold. Travelling or taking time out? They stay paused until you're earning again. You repay in line with your income, not in line with your loan balance.

Student loans have a lifespan of up to 40 years. If you've not repaid it by then, all remaining debt gets written off. Some people will repay the full amount. But others won't, simply because their earnings never reach a point where they repay everything.

Interest is added to student loans, but not in the way it works on credit cards or overdrafts. Interest accrues on your balance but doesn't change your monthly payment. The overall balance may change, but what you pay is based on what you earn.

Student loans are usually made up of two parts:

- Tuition fee loans – paid direct to your university to cover your course fees
- Maintenance loans – paid to you to help with living costs

Maintenance loans are 'means tested'. Both parts are repaid through income-based repayments after you graduate. They are not repaid separately.

Repayments after university automatically come out of your salary through the tax system. Contributions adjust naturally as your earnings change.

In summary, a student loan shares a name with other kinds of borrowing, but it works differently. It's designed to move with your income, follow the ups and downs of working life, and support both studying and living costs along the way. ■

HOW I EARNED MONEY AT UNI AND STILL HAD A LIFE

FROM STUDENT AMBASSADORS TO WORKING ON MATCH DAYS, STUDENTS SHARE HOW THEY BALANCE PAID WORK WITH UNIVERSITY LIFE.



Lots of students work while they study, some by choice, some out of necessity, but it doesn't have to come at the cost of everything else you want from university life.

With the right role and a bit of routine, it's possible to earn money, keep on top of your course and still make time for friends, societies and everything else that makes university life worthwhile.

Many universities offer opportunities to earn money through on-campus roles, such as becoming a student ambassador. These paid roles are designed to fit around lectures, coursework and exam periods. Students can choose when they work to avoid clashes with academic deadlines.

As well as earning money, student ambassadors build confidence and communication skills, gain professional experience and work closely with university staff.

"Student ambassadors do such a wide range of things, from helping out at Open Days to creating digital content," says Katie Starkey from the University events team. "Because the roles are on campus and flexible, it makes it much easier for students to earn money and still enjoy university life."

Hull offers more than 300 student ambassador opportunities, including digital content creators. Student ambassadors support a wide range of activities, including:

- Open Days and Applicant Days
- Campus tours and welcome activities
- Recruitment and outreach events, on and off campus
- Creating blogs, videos and social media posts

"I usually work once or twice a month, depending on how many events are happening," says Greg, a student ambassador at Hull. "I meet people

at all levels, from the Vice-Chancellor to prospective students, and I enjoy sharing ideas that can help improve the experience for future students. It's not just about the money – I also develop useful skills like teamwork, networking and communicating with the public."

Alongside the University, Hull University Students' Union offers more than 180 paid student roles across a wide range of areas, giving students further opportunities to earn money in roles that understand academic pressures and fit around study.

While many students choose on-campus roles like student ambassadors, others work in different settings, from stadiums to warehouses, and still find ways to make it work.



OSCAR'S STORY

Oscar works at the MKM Stadium – home to Hull City and Hull FC – for around 20–30 hours a month on match days.

Starting assignments early and “chipping away” at them during quieter weeks, helps him to keep on top of his studies and avoid last-minute stress.

Part-time work has helped Oscar develop skills employers look for such as time management, communication and confidence. He's even taken on a leadership role, stepping up to manage a team.

“Get a part-time job early in your course,” says Oscar, who is studying BA (Hons) Politics, Philosophy and Economics. “It helps financially and makes you more rounded. But always prioritise your studies. Getting a good degree matters more than working every hour you can.”



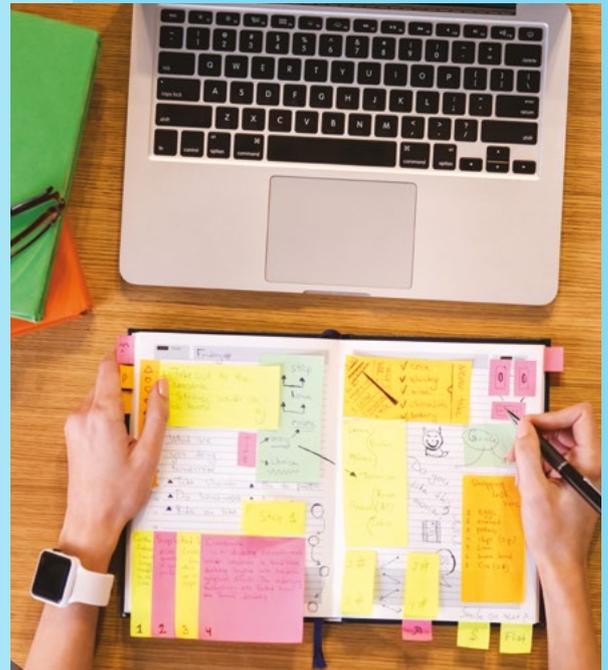
FAITH'S STORY

Faith took on a part-time job to help with living costs but also to gain real-world experience that could further her career. She works around 20 hours a week during term time, balancing shifts with lectures and coursework.

Blocking out time for study, work and rest helps her stay organised and avoid last-minute stress when deadlines or busy weeks come around.

As well as the financial benefit, work has allowed her to meet new people outside her course and develop transferable skills such as communication, teamwork and problem-solving, all of which support her career ambitions in the tech industry.

“Choose a job that fits around your studies and be honest with your employer about your availability, especially during exams,” says Faith, who is studying for a BSc (Hons) Computer Science degree. **“If you stay organised and look after yourself, a part-time job can enhance your university experience.”**



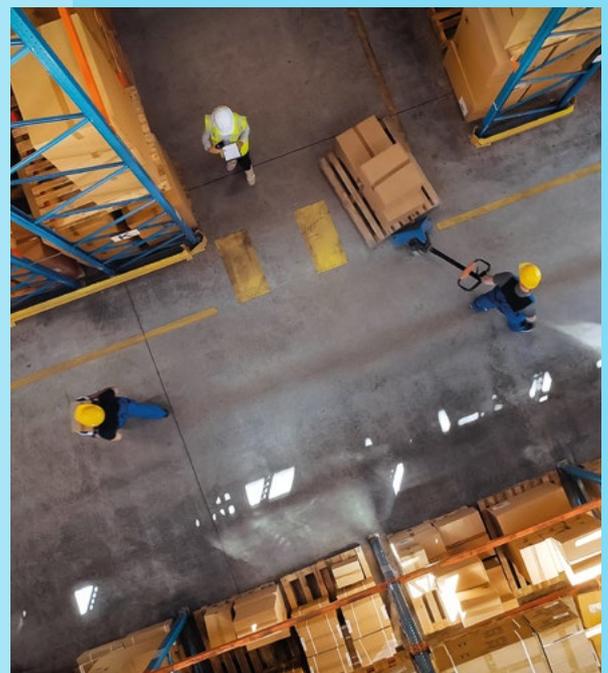
ADAM'S STORY

After switching to part-time study, Adam needed to earn extra money to supplement his student loan. He now works in a warehouse that supplies women's accessories, doing up to 26 hours a week, alongside his PhD in Creative Writing.

He manages to achieve a work-study balance by doing small amounts of university work when he gets home and using Fridays and weekends, when the warehouse is closed, to stay on top of deadlines.

Work has allowed him to buy a car and have occasional holidays. He's also met new people, gained new skills, completed workplace training, and learned to juggle multiple commitments.

“Find a flexible job and be honest with employers about what you can and can't do,” says Adam. **“Time management is key. You do have the time if you manage it well.”**





SPOONS SERVES UP STUDENT JOBS

Student life needs fuel, which means there are plenty of opportunities for bar and retail work across campus. Hull University Students' Union (HUSU) has more than 180 paid student roles across a range of areas.

Some students find work with pub chain Wetherspoon, which is based in the Student Central building on campus.

Hours tend to be flexible, and there are often opportunities to take on more responsibility. Students can transfer to other Wetherspoon venues across the UK, allowing them to continue earning outside term time.

HUSU offers a wide range of other paid roles across its commercial outlets, including retail and bakery roles within SPAR, events set-up and facilities work, entertainment assistants, sound and lighting technicians, and kitchen roles.

Beyond bars and retail, there are opportunities within the Union's activity and support teams. Students can apply to become HUSU Champions, picking up flexible shifts that fit around their studies.

Roles range from helping at Open Days and Freshers' Fair to supporting student events, running creative activities, assisting with research projects and even stepping into the role of Percy the mascot.

For students interested in leadership and representation, HUSU also offers paid, part-time elected roles. Part-time officers and faculty representatives work around 10 hours a week, supporting the Union's Presidents, representing students at the University of Hull, and working closely with course reps and Union Council. ■



Wetherspoon offers flexible hours and the chance to transfer to other branches outside term time

LIFE HACKS

LOYALTY CARDS, MONZO AND WEEKLY SHOPS – STUDENTS ACROSS THE UNIVERSITY OF HULL HAVE MASTERED THE ART OF **MAKING THEIR MONEY STRETCH**. HERE, THEY SHARE THE SIMPLE HABITS AND CLEVER TRICKS THAT SAVE POUNDS EVERY WEEK.



“Plan your food shop – and make use of loyalty cards.”

MAJADAH

BSC (HONS)
FINANCIAL MANAGEMENT

Planning a weekly food shop with a set budget is one of the most effective ways I save money. Loyalty cards such as Tesco Clubcard, Lidl Plus and Nectar can help you save on your shopping, and many restaurants and shops in the city offer student discounts if you just ask. Student discount apps are also helpful for branded items and eating out.



“Buy second-hand – it can really help you save money.”

SARA

BA (HONS) PRIMARY
TEACHING STUDIES

Something I wish I'd known in my first year is how much you can save by buying things second-hand. Textbooks are expensive new, but you can access them online or borrow them from the library. If you really want your own copy, I found that Vinted and eBay are the cheapest options. It can be so tempting to buy clothes as soon as you get your student finance, although once again apps like Vinted, Depop and even charity shops can really help save you money.



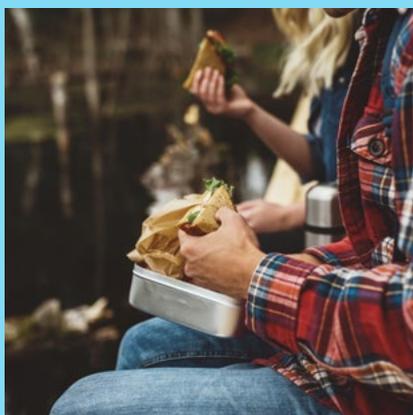
“Shop late at night and bag some real bargains.”

TILLY

BA (HONS) WAR AND POLITICS

Go shopping later at night – this is when most shops reduce their items, and you can get some real bargains for food that would otherwise cost you quite a lot of money. Reduced items are not necessarily going out of date; they sometimes have up to a week left before this (especially eggs).

On campus, we have the canteen in the Canham Turner building. This is great value for money if you just need a hot meal to get you through a day of lectures. Off campus, Planet Coffee offers a rustic and chilled vibe with affordable drinks and food. It's the perfect place to meet with friends.



“Bringing my own lunch is a great money-saving habit.”

RIA

BA (HONS) BUSINESS MANAGEMENT
WITH HUMAN RESOURCE MANAGEMENT

I learned quickly that buying snacks or lunch on campus every day adds up fast, so now I always bring my own food. It's a small habit, but it saves a few pounds every day. I also set a weekly budget in apps like Monzo or Revolut to keep track of what I'm spending. Little things like coffee, meal deals and impulse buys seem cheap at the time, but they make a big difference to your bank balance. For good value on campus, I recommend the student deals. Keeping an eye on offers and planning meals has helped me save the most money.



“Set spending limits – then batch-cook your way to extra savings.”

SMITA

BENG (HONS)
BIOMEDICAL ENGINEERING

I buy my weekly groceries from Lidl and do batch cooking for three days at a time. It saves me time, cuts down on takeaways and honestly makes a bigger difference to my budget than I expected. It might seem like a small habit, but it's saved me a lot of money over the years.

I also learned not to feel pressured to go to every single social event. I normally pick the ones I actually enjoy, which helps me to still have fun without blowing my budget.



“Two bank accounts helps me keep track of my spending.”

JENESA

BSC (HONS) BIOMEDICAL SCIENCE

The biggest change for me was keeping two separate bank accounts – one for essentials and one for savings and emergencies. It stops me dipping into the money I'm trying to save and makes it clearer what I actually have to spend each week. Looking back, I wish I'd known in first year how useful budgeting apps and spending trackers are, because they show exactly where your money goes and make it easier to stay disciplined. One budgeting tool I always recommend is Monzo pots because they divide your spending automatically, making it harder to overspend by accident. ■



PROMPT USED FOR THIS IMAGE

Create a photorealistic image of a student standing heroically on top of a mountain of textbooks, wielding a sword with one hand, and holding an open laptop with ChatGPT on its screen in the other. It should look like a scene at the end of a large battle.

“

We can be masters of this revolution if we work *alongside*

AI

ARTIFICIAL INTELLIGENCE IS CHANGING HOW WE LIVE, LEARN AND WORK. **PROFESSOR KEVIN PIMBBLET**, HEAD OF THE SCHOOL OF DIGITAL AND PHYSICAL SCIENCES AT THE UNIVERSITY OF HULL, TALKS ABOUT WHAT THE **RISE OF AI** MEANS FOR THE NEXT GENERATION OF STUDENTS.







e're talking over Teams, even though our offices are only minutes apart. Somehow that feels right. The topic is artificial intelligence – and how it's reshaping the way we live, study and work.

AI has become the defining technology of our time, invisible yet everywhere, transforming industries, education and everyday life with astonishing speed. For students, it's both a challenge and an invitation to rethink what learning means in a digital age, and how to prepare for a world where intelligent systems sit alongside human ones.

"AI and data have been labelled the fourth industrial revolution by a number of commentators," says Professor Pimblett. "And I think that's the correct description because when we think back to previous industrial revolutions, a lot of processes and things that humans did were automated in some sense of the word."

He pauses, then adds: "AI is automating tasks that are repetitive and frankly probably don't need to be done by humans. It's going to displace a number of different career paths. But if we have a look at job titles in the current era, 60 plus per cent of them didn't even exist 80 years ago. We can be masters of this revolution if we work alongside AI."

An early adopter, Professor Pimblett signed up to be one of the first users of ChatGPT. As we talk, he breaks off to Google the exact launch date. The answer prompts raised eyebrows at both ends of the call: 30 November 2022. Can it really have happened so quickly? It's the unspoken thought.

"I remember the day it was released. I put my name down to get access. I remember thinking, this is the real deal. It's not failing in the same way that some things do. I emailed senior colleagues that same day to say, you've got an issue here and you might not realise it, but traditional education – and in particular the essay – is dead."

The response, he recalls, was "pretty profound." Universities were only just beginning to grasp how quickly the ground beneath them was shifting. He believes universities now have a dual responsibility: to prepare the next generation of students to use AI ethically and appropriately and to know its limitations, and to make sure staff themselves know how to use it responsibly.

So will AI take graduate jobs? It's a question Professor Pimblett is asked constantly. His answer is reassuring, if realistic. "As with any industrial revolution, we are going to

automate some of the more basic repetitive tasks. I think the difference is the pace and the scale at which it is happening.

"Yes, it will replace some of the very junior entry-level jobs, but it will also replace some very senior jobs. There are going to be new jobs that you've never previously thought about that come along to replace them."

He's insistent that there are grounds for optimism, but adds: "We need to align ourselves, or rather we need to make sure AI aligns with us, in order to optimise the technology."

We'll value authentic human work more as machine-made content becomes the norm

What he does say, though, is that the human touch is a skill that will be sought-after. In a world where AI can produce a film script, create a legal brief or compose music on demand, Professor Pimblett predicts that human activity will become more valuable.

"Human-generated content is going to increase in value and maybe price. Just as you'd pay extra for a skilled thatcher or stonemason today, you'll value authentic human work more as machine-made content becomes the norm."

Professor Pimblett believes many professions will evolve rather than vanish. "You're never going to replace that human interaction. If you go to the hospital, you want a doctor to hold your hand. I guarantee you don't want to be talking to ChatGPT," he says.

Even in education the human presence matters. "Students want humans to educate them. They don't want ChatGPT in the lecture theatre."

That doesn't mean AI has no role to play. In healthcare, for example, Professor Pimblett points to oncology as an area where human and machine collaboration could save lives. "If you have two surgeons marking where to make an incision, an AI trained on thousands of similar cases could act as a third pair of eyes to give those two human surgeons a starting point."



**SPOT
THE FAKE**

Six images of students from Hull – except one was generated by AI. Can you work out which one?

Find the answer on page 84.





ChatGPT's arrival has challenged one of the foundations of higher education: the essay. If a machine can write fluently on any topic, what happens to the skills universities have spent centuries teaching?

"Students are using ChatGPT, of course they are. Why wouldn't they?" says Professor Pimblet. "The reality is, we need to ensure our graduates are able to use ChatGPT and also think critically."

That means understanding limitations as well as capabilities. "There is a danger of over-reliance. There's a danger of not being able to spot a ChatGPT hallucination. I think there's a danger in almost deskilling."

So where does this leave students who will graduate into this new hybrid world? How should they use AI in their studies?

His advice to students who wonder why they should bother writing essays themselves is direct: "Have you spotted the mistakes? Does it pass the originality criteria? If you are using it to cheat, what will that mean when you get into the workplace and you're working for a firm which doesn't allow AI?"

Developing technical literacy – "a basic grasp of prompt engineering" – paired with ethical awareness are skills that students will need.

"Use AI as a helper and don't over-rely on it," Professor Pimblet advises. "Question it and make sure it's telling you the truth, because sometimes it may be wrong."

You're never going to replace that human interaction

Being vigilant with AI isn't just confined to education. As we become more used to living with it, we also need to be getting into the habit of questioning its 'truths' everywhere in everyday life. For Professor Pimblet, living with AI is already a daily reality. He admits he's become more cautious about what he reads and sees online. "I worry about authenticity more than I used to," he says. "I question some things more deeply. But I also use AI myself, not to replace what I do, but to advance the skills I have."

He laughs when asked if it's changed his routine. "I still have lunch and dinner and brush my teeth. It doesn't help with that. But I can see how some algorithms, for instance on Facebook or TikTok, are being optimised by AI."

Ultimately, he says, the challenge isn't about resisting AI, but learning to co-exist with it, understand its limitations and taking advantage of the opportunities it creates.

"AI is as weak as it's ever going to be in your lifetime," he says. "It's only going to get stronger. So, start understanding what it's doing, and why." ■

INTERVIEW BY: PAUL HARTLEY

Student D was the one generated by AI, using the other photos as a reference.

How can you tell if something has been generated by AI?

When it comes to determining if something is real or AI generated, there used to be a few telltale signs. In text, AI tends to use the em dash (that's the big, long hyphen) more than humans. In photography, it would create overly smooth skin, problems with fingers or hair, and mangled text.

The truth is, the rate of progress in AI is so great that it's becoming harder and harder to spot the fakes. Take this image of a University of Hull 'student', for example. It was generated using Google Gemini, and at first glance there are none of those signs. Though when you start to look a little closer, there are still a few giveaways – as you'll see below.

The problem is that by the time you read this, it's likely that AI models will be even better, and make even fewer errors like these.

So the best way to discover if something has been created by AI is to think critically. Where did you find it? Who shared it and why? Has it come from a reliable source? Does it look too good, or convenient, or improbable to be true?

That's a skill that's always been important at university – and it's now more important than ever.



The Library building looks a lot like the University's, but it's missing a column. Here's what it should actually look like:



It's struggled to generate a realistic texture for the ground and walls.

Some of the folds on her jacket don't quite make sense.

The buttons on her jacket are different colours, and there are more holes than buttons.

On her right hand, her fingers are still a bit smushed together.



The One Where You Meet Your People

NEW PLACE, NEW FACES. HERE'S HOW HULL STUDENTS BUILT THEIR FIRST **FRIENDSHIPS**, AND THE MOMENTS THAT MADE THEM STICK.



niversity is one of those rare moments when people from everywhere end up in the same place at the same time.

It's a melting pot of backgrounds, cultures and new experiences. And while the experience promises new friendships, many students arrive wondering how easy it will be to settle in.

"One of the most helpful things in my first year was making sure I didn't isolate myself in my room," says Majadah. "Staying connected with family and friends back home made the transition easier."

Early encounters happen in all the familiar places: accommodation, lecture halls, societies, social nights, or in the quieter moments that stitch campus life together. Often, friendships grow from small, ordinary interactions rather than grand plans.

"Put yourself in situations where conversations happen naturally, like joining in when your classmates talk about an assignment," says Smita. "It might feel outside your comfort zone at first, but those small interactions are usually how friendships start without you even realising."

Even students who feel anxious about making friends often see things shift quickly.

"I'm naturally quite a nervous person, so pushing myself out of my comfort zone was very difficult," says Tilly. "But meeting people through mutual friends helped me build a group where I felt comfortable and supported."

It might feel outside your comfort zone at first, but those small interactions are usually how friendships start without you even realising

TURN OVER FOR REAL
STUDENT TIPS AND STORIES
ABOUT HOW TO MAKE
FRIENDS AT UNIVERSITY



Before you arrive**TILLY**

BA (HONS) WAR AND POLITICS

Finding my flat mates before university started really helped me settle in. There are lots of Facebook groups where you can meet the people you'll be living with in the first year. I also spent time getting to know the people on my course, as I knew I'd be with them for the next three years.

Make friends on your course**SMITA**BENG (HONS) BIOMEDICAL
ENGINEERING WITH INDUSTRIAL
PLACEMENT

I met most of my friends through coursework, helping each other out and joining my housemates for things like movie nights or girls' nights. You don't need to talk to everyone. Sometimes a small conversation with one or two people is enough. Starting with smaller groups or low-pressure settings helps – study spaces, quiet society socials or library sessions where you can chat at your own pace. Even sitting next to someone new in a seminar and asking how their week is going can open the door to a friendship.

Say hello, even if you're nervous**SARA**BA (HONS) PRIMARY TEACHING
STUDIES

Be yourself and talk to anyone during your first week, especially in lectures. Don't worry if you feel shy or anxious – everyone is in the same position. Most people don't know anyone when they arrive. It's better to say 'hi' than nothing at all. I was nervous but I realised we were all in it together, and having someone to talk to makes a big difference.

Try a sport or society**CHLOE**

LLB LAW WITH CRIMINOLOGY

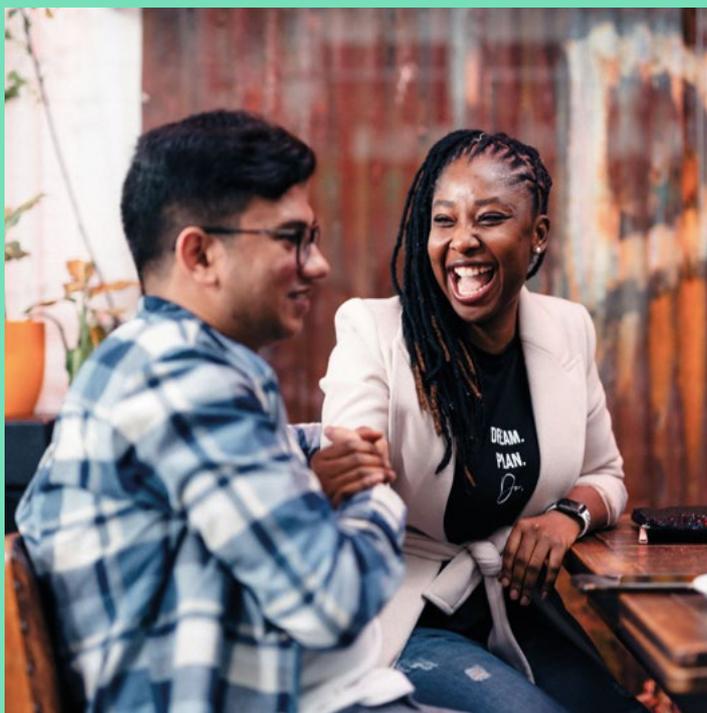
Try the 'Give It a Go' sessions during Freshers' Week. I tried netball, even though I hadn't played since school. From that session, I decided to join the netball league. I was worried about being good enough, but the teams welcomed all abilities. Through netball, I've made so many friends, including people I lived with in my second and third year. Joining a sports team was one of the best decisions I made.

Join in, even if you're unsure**RIA**BA (HONS) BUSINESS MANAGEMENT
WITH HUMAN RESOURCE MANAGEMENT

Freshers' Week and welcome events were where I met most people. I pushed myself to go to other events, like a Business Bootcamp. Even though I didn't know anyone, I went anyway and ended up making friends. To keep friendships going, invite people for coffee, study together, or go to events as a group. Little gestures help turn acquaintances into long-term friends.

Get involved in your school or faculty**MAJADAH**BSC (HONS) FINANCIAL
MANAGEMENT WITH PLACEMENT YEAR

I met many of my close friends when I became a course representative in the Business School. At the weekly course rep forums, I met students from different faculties. I also joined the Finance and Investment Society, which helped me connect with like-minded people. Volunteering at Business School events, like the Christmas party, helped me meet both students and staff and made me feel part of the community.

**There's always coffee**

As these students show, there's no single way to meet people. Once friendships begin to form, keeping them strong often comes down to small, consistent efforts.

"Over time, you'll get busier with uni work, but it's important to keep in touch," says Smita. "Sit together in the library after lectures, plan a study session. Little things like that keep friendships going and give you a space to relax without feeling isolated."

And if in doubt, there's always coffee. "Everyone has different life paths," says Tilly. "See them regularly, check in with them, and have a laugh together. Even a weekly coffee helps keep your friends close – and they're your greatest support system when your family may be far away." ■



Freshers' Week is a milestone moment – a new place, new friends and a new start. Hull University Students' Union (HUSU) helps students feel involved, supported and at home from day one.

Freshers' Fair brings everything together in one large venue. You can explore sports clubs, societies, volunteer opportunities and local organisations, alongside freebies, vouchers and prizes.

Taster sessions offer a chance to try something new, helping to make that first introduction to Hull memorable.

'**Something for everyone**' is at the heart of Freshers' Week, whether that's busy social spaces or quieter activities.

There are plenty of alcohol-free and daytime activities. Societies, sports teams and volunteer groups are given space to showcase what they offer, and students starting in January are supported through a smaller Refreshers Fair so they don't miss out. Quiet sessions include crafting, speed-friending and relaxed drop-ins.

The Students' Union Advice Centre team is present throughout the week. Smaller, quieter events create space for conversation and connection, and safe spaces around Student Central allow you to step away from busy areas whenever needed.

With individual tickets, free activities and visible support, students are encouraged to take part in whatever feels right for them.

Freshers' Week offers an early opportunity to explore interests, meet new people and begin building friendships. Induction sessions share real student experiences, highlighting the communities that have grown through societies, sports teams and student networks, and showing how those first few days can shape the wider university experience.

5 TOP

MUST DO THINGS AT FRESHERS

1

Go to the Freshers' Fair

Discover new opportunities, meet HUSU student representatives, explore sports, societies and volunteer groups, and grab some freebies.

2

Try a taster session

Sports, societies or volunteering. Come along for a chat and see if it's for you. You don't have to be super sporty or knowledgeable. All abilities are welcome.

3

Get to know the area

Hull has so much to offer! Start with Humber Street — a social and creative hotspot packed with cafés, bars, music and independent shops.

4

Make sure you go to at least one event

Day or night, big or small, you never know who you'll meet. Attending could be the best decision you make!

5

Explore the campus

Get a feel for the campus – lecture rooms, food spots, quiet areas, study spots. This is your time to explore.



There wasn't a book club, so I wrote my *own chapter* in the society handbook

THERE ARE ALMOST 130 **STUDENT SOCIETIES AND SPORTS CLUBS** AT THE UNIVERSITY OF HULL. BUT THERE'S ALWAYS ROOM FOR MORE. STUDENT **PARI ALI** SHARES THE STORY BEHIND HER BOOK AND FILM CLUB.



I've loved books and films for as long as I can remember. I was the child who read most of the books in my school library, but as I got older I drifted away from reading. It wasn't until the pandemic that I properly fell back into it. It reminded me just how powerful storytelling can be and how much it shapes the way we see ourselves and the world.

When I arrived at university, there weren't many societies focused on books and films. When I mentioned the idea to friends, they were immediately supportive. Their encouragement along with my renewed love for stories pushed me to set it up.

My first step was emailing Hull University Students' Union (HUSU) and filling out the form. The Student Communities Co-ordinator was incredibly helpful. Once the society was given the green light, I reached out to friends to join the committee, which made the process feel a lot less daunting. We started planning properly, organising our goals, putting ideas together and preparing for Freshers' Week. It all came together naturally once the team was in place.

To welcome as many people as possible, we ran a mix of drinking and non-drinking socials in Freshers' Week, such as a bookmark-making craft night, a club night and a coffee-and-chat social.

What really surprised us was the response. More than 50 people came to our first event, which none of us expected. It was such a motivating moment and reinforced why we wanted to create this space. Seeing that level of enthusiasm right from the start made all the hard work worth it.

Seeing more than 50 people come to our very first event made all the hard work worth it

The society has grown so much. We've expanded from film nights and a monthly book club into creative craft socials, day trips and a whole range of collaborations. We're especially proud of our partnerships with other societies. We've also worked with local businesses like Hull Truck Theatre, Flour & Feast, Planet Coffee, Bside Newland and J.E. Books, as well as the Library, student reps and HUSU.

Being president comes with a fair amount of commitment, and I was worried about the workload. But I've found it manageable and it's helped me build a better work-life balance. Week to week, I attend socials, run meetings and keep up with admin. Having a supportive committee makes everything far easier to fit around our studies.

My favourite moment so far was when our members nominated us for multiple society awards and came along on the day to support us. That really meant a lot. It was the moment I realised just how strong a community we'd built and reminded me why I started the society in the first place.

We want to continue building a society where everyone feels welcome and inspired to share their love of books and films. We want to plan more events that bring people together, spark conversations and create memories that last. I've had the best time building this community. I'm excited to see what the society can become. The idea that we're only just beginning makes me feel incredibly proud and hopeful for the future. ■



**A union of friends
(and shared interests)**

Not all friendships happen by chance. Alongside everyday moments in lectures, halls and coffee queues, Hull University Students' Union offers ways to meet people through shared interests that go beyond traditional nights out.

With more than 80 academic, hobby and interest societies and nearly 50 student-led sports clubs, there are plenty of ways to get involved. Others connect through volunteering, student media or fundraising, while Student Networks create inclusive spaces for support and community. Students can also shape university life through Union Council and University committees.

Alongside this, Union-run events, from Craft and Chat sessions to one-off cultural celebrations and walking tours, offer relaxed, low-pressure ways to meet people.



Can't find the right society for you? Create your own, like Pari did.



More than just
a game

FOR EZRA, GOING TO UNIVERSITY MEANT TRYING A SPORT HE'D NEVER PLAYED BEFORE AND DISCOVERING HOW QUICKLY SOMETHING NEW COULD BECOME PART OF HIS LIFE.

Growing up in south London, rugby league was a complete mystery to Ezra.

It was the sport he once mistook for rugby union on BBC Two and switched off after a few baffling minutes. Two years later, he was training three times a week and pulling on a first-team shirt for the University of Hull rugby league team.

This isn't really a story about rugby league. It's about what happens when university puts you somewhere unfamiliar and gives you the chance to try something you'd never considered. The opportunity to step outside your comfort zone and see what happens next.

Like many students, Ezra arrived at university with a background in more mainstream sports. Growing up, it had always been football but at university his attention shifted to American football, where he excelled, representing Great Britain.

Rugby league was never part of the sporting landscape. But a desire to challenge himself, combined with encouragement from friends on the rugby league team, persuaded him to pull on his boots and give it a go.

"I thought I would go to a few sessions and not really commit but now it's a large part of my week and I love it," says Ezra. "I wanted to play on a team that came together no matter what. I thought there's nothing to lose."

Coming from American football, there was a lot to learn. As a rugby league player, Ezra had to learn to defend and attack,

which came as quite a shock and took some getting used to. It would have been easy to walk away at this point. Why learn a new sport when you're already competing internationally in another?

"I kept turning up due to the atmosphere within the club," says Ezra. "It was incredibly friendly. They helped me get better and I enjoyed the routine."

One moment in particular sums up the learning curve. A teammate passed the ball to him and suddenly there was open space ahead. With barely 10 metres to the try line, Ezra went for it. For a few seconds, he felt unstoppable. Then he dived for the line and realised the ball was gone.

"I'd been stripped of the ball right on the try line," says Ezra. "I was like a deer in the headlights. However, we quickly moved on and luckily for me we went on to win." For Ezra, it was both a clanger and a small milestone. A reminder that mistakes were part of the game and that the team had his back.

These days, rugby league no longer feels like the baffling thing he once switched off after a few minutes. It's simply part of the week now – training sessions, gym work, matches and post-match reviews.

What started as a tentative experiment has settled into a regular routine that has helped him keep fit, make new friends, and strike a healthy balance between his study and social life. ■

Sports facilities at Hull

Whether you want to train seriously or just stay active, Hull offers a wide range of sports facilities on campus.

You'll find a 12-court sports hall, dedicated fitness studios and a 120-station gym, alongside four floodlit 3G pitches with pitch-side changing rooms. Students also have access to a new strength and conditioning suite, as well as the £1.5 million Rugby League Hub, which is home to Hull University Rugby League and supports links with Hull FC.

Together, these facilities give you the space to get involved in sport in a way that fits your studies and social life.

Life on White Mars

TEMPERATURES AS LOW AS MINUS 100, MONTHS OF DARKNESS – IT’S ALL IN A DAY’S WORK FOR HULL GRADUATE **NINA PURVIS** AS SHE PUSHES THE BOUNDARIES OF SPACE MEDICINE.

T

wo words, one Google search. That was the seed that led a young Nina Purvis to where she is today. Perched on the edge of the Earth – *literally* – at Concordia Station, Antarctica. Or ‘White Mars’ as it’s more commonly known.

“The first internet search I ever did was ‘NASA astronauts,’” she says. “I loved science, especially physics, and space was so fascinating to me. I spent years reading books when my parents thought I was asleep.” As she got older, she thought more seriously about how she could turn what she loved into a career. In the first of many breakthroughs, Nina became the only one in her family to go to university. She chose Hull. In 2012, Nina earned her MPhys in Physics with Astrophysics at the University. Followed by a PhD in Medical Sciences from Hull York Medical School in 2017. “During university, I grew as a person so much,” she says. “I went from incredibly shy to loving working with people in challenging situations.”

Her time at Hull laid the foundations for a career that bridges science and medicine. Studying both astrophysics and medical sciences gave her an early appreciation of how different disciplines could connect to solve new challenges. It was an experience that would prepare Dr Purvis for the next pivotal moment in her career.

While studying for her MSc in Space Physiology and Health at King’s College London in 2020, the pandemic forced Nina to change her dissertation topic. She chose to explore surgical procedures in space – a niche area with little existing research. That decision paid off. Her article in *The Conversation* on the subject went viral. She won an early career research award for her dissertation from the Physiological Society. Then an opportunity opened up that would take her even closer to her lifelong dream of working on space medicine research.

“I saw a presentation from Dr Stijn Thoolen, a previous European Space Agency (ESA) doctor,” she says. Every year, the ESA chooses one medical doctor with a space and research background to spend just over a year performing biomedical research projects at Concordia Station. “I realised there was a gap where I could combine my chosen medical field of surgery with space. Most aerospace medicine specialists come from general practice or anaesthetics, not surgery. So I thought: maybe I can make my *own* path.” With that mindset behind her, she applied and got the place. In July 2024, she headed to Antarctica to work for the ESA as part of the 13-month winter-over crew at Concordia. “Now I’m working on research projects that will inform future missions to Mars.”

About Dr Nina Purvis

Degrees:

MPhys Physics with Astrophysics
(University of Hull, 2012)

PhD Medical Sciences (Hull York
Medical School, 2017)

Roles:

Surgical resident doctor in the
NHS, and European Space Agency
researcher at Concordia Station,
Antarctica

Career highlights:

-  Published research on surgery in space that went viral in *The Conversation*
-  Winner of the Physiological Society Early Career Research Award
-  Member of the 2024–25 European Space Agency winter-over crew conducting biomedical research in extreme environments
-  Named one of 50 People Changing the World That the World Needs to Know About by The Explorers Club (EC50 Class of 2026)



PURVIS/DC21/ESA/IPEV/PNRA



DID YOU KNOW . . .

Concordia Station, where Nina is based, is so remote it's considered more isolated than the International Space Station – making it the perfect 'Earth-based Mars' for research into human space exploration.



ESA/PEV/IPEV/PNRA-N. PURVIS/LACRAMPE

Now I'm working on research projects that will inform future missions to Mars

The Station's ICE environment – Isolated, Confined, and Extreme – mimics many of the challenges astronauts face in space. No transport in or out during winter, low oxygen levels, and temperatures plunging to -100°C . One of the harshest places in the world to live, and a true proving ground for space medicine research.

In fact, 'White Mars' is said to be more remote than living on the International Space Station. "Nine out of thirteen months of our mission is lived in total darkness and complete isolation," Nina says. "No way out and no resupply of food or medicine. A crew of thirteen stuck in a tin can in the middle of Antarctica on top of a glacier." That crew includes astrophysicists, meteorologists, glaciochemists, and more. "We're all different professions, ages and cultures. But we're committed to our roles, and we know how we work as a team now."

As the Station's lead doctor and head of search and rescue, Nina is on call 24/7. "You sleep with one eye open in case something happens. It's a lot of pressure, but you adapt quickly." Despite the intensity, Nina finds joy in the closeness and friendship of her crew. "You do become like a family," she says. And she still finds time to keep in touch with the outside world. "I met one of my best friends while living in Hull. We're in touch often, even though I'm in Antarctica."

So, where to next for Nina – space? As her mission on 'White Mars' draws to a close, she's just looking forward to returning home. Back to family and friends, and to her vital job as a surgical resident doctor in the NHS. But given her trajectory and her drive for lifelong learning, we wouldn't rule it out. And they do say Hull graduates are *everywhere*, after all. ■

“

I had no idea what I wanted to do after GCSEs – now I run my own tech company

TECH ENTREPRENEUR TIM POWELL SHARES HIS JOURNEY FROM COLLEGE STUDENT TO BUSINESS ENTREPRENEUR AND CO-FOUNDER OF THE E-COMMERCE AGENCY HERD.

Like many students, Tim Powell had no idea what he wanted to do when he finished school. After completing his GCSEs, he carried on to A levels – not because he felt passionate about his subjects, but because it seemed like the natural next step while he worked out his next move.

“You’re talking to people, you’ve got all these different things you’ve done your whole life,” he says. “But where do you go? What’s the favourite?”

Tim found himself choosing computing. Like plenty of his friends, he’d spent time taking computers apart and trying to put them back together again. But turning that curiosity into a career still felt like a stretch. It wasn’t until he began researching the opportunities beyond university that things started to fall into place.

“It was only when I looked into the prospects beyond university that it felt right,” he says. “Computing was going to be my biggest opportunity once I’d finished.” It was, he reflects, “a good, educated decision” – one that led him to choose Computer Science at the University of Hull.

Tim arrived at Hull having never written a line of code. The jump from tinkering with old PCs to working through full technical specifications was immediate and unforgiving. Those first projects – taking a brief, understanding the requirements and making something function from scratch – were a steep learning curve.

“The first year for me was personally very difficult,” he says. “But once you understood and learned the skill set, the second year was easier. Third year – you’ve got that skill set.”

About Tim Powell

A levels / AS levels:

Geography, ICT, Mathematics,
Physics

Degree:

BSc Computer Science (University
of Hull, 2005)

Key turning point:

Working on real-world coding
projects during his degree

First job:

Tech support, Currys

Career progression:

Web developer → software
engineer → senior developer →
mentor → business founder

Now:

Co-founder of Herd, a 25+ person
e-commerce and digital agency







One of the turning points during his degree was a university programme that placed student coders into real-world projects with local companies. Tim threw himself into it, gaining first-hand experience of writing production-level code and solving problems for real clients.

“I ended up working with companies and writing real production code. It gave me my first leg up straight into a job, because I’d put myself in that situation and devoted all my efforts. People saw it as: this guy wants in. He’s all in on this career path.”

My biggest passion is helping people reach their potential

After graduating, Tim followed the well-trodden path into tech support. It wasn’t his ideal job. “When you’re a programmer, you want to program,” he says. “You have a desire to solve problems, and fixing a computer doesn’t tick that box for me. I was always working towards that next step.”

His early career in web development forced him to pick up new technologies quickly and build the experience that turned him from a graduate programmer into a software engineer. As he progressed into a senior role, mentoring junior developers became an important part of his work.

Not long after stepping into management, Tim took another leap of faith: he co-founded his own company with friend and colleague Gareth Allen. Herd, their performance marketing and e-commerce agency, has grown steadily and now employs more than 25 people across development, digital marketing, testing, project management and engineering. The company is also Premier Partner for the e-commerce platform Shopify.

But for Tim, the most rewarding part isn’t the technology – it’s the people.

“My biggest passion is taking people on and helping them reach their potential,” he says. “When you come for an interview, we see people who are eager, who want to do well. You can see that, and you want to give them the opportunity to succeed.”

As a growing business, Herd is always on the lookout for new talent and regularly attends the University of Hull’s careers events. “We always try to recruit from Hull because we know how rounded the education is,” says Tim. “For us it’s a massive step up – getting someone already at that level they need to specialise.”

Looking back, he wishes someone had helped him recognise his strengths earlier. But the smile returns. “Look,” he says, “I chose the right path for me. I’m in an industry which is so fulfilling on every level.” ■

Got an idea? Let’s make it real.

The University of Hull supports students and graduates who want to explore self-employment or start a business. Support can include one-to-one advice, practical skills sessions, enterprise spaces and access to funding, all designed to help turn ideas into real ventures.

About Jessica Smith

Degree:

BA British Politics and Legislative Studies (University of Hull, 2021)

Current roles:

Data and Insights Officer for Citizens Advice, and Labour Councillor in Hull

Placement highlights:



Meeting former Prime Minister Theresa May



Supporting with select committee and All-Party Parliamentary Group (APPG) work



Writing a policy paper on Universal Credit about how the system could be improved





I learned how politics really works during my year in Westminster

JESSICA SMITH STUDIED BRITISH POLITICS AND LEGISLATIVE STUDIES, GRADUATING IN 2021 WITH A FIRST. AS PART OF HER DEGREE, SHE SPENT A YEAR IN WESTMINSTER WORKING FOR AN MP. SHE'S NOW A LABOUR COUNCILLOR IN HULL AND WORKS AS A DATA AND INSIGHTS OFFICER FOR CITIZENS ADVICE.



I've been interested in politics since I was really young. When I was about 11, my brother had open-heart surgery that saved his life. Around 2010, when I'd just started secondary school, the Government announced plans to close some of

those units. I was 11, going door to door with a petition to save the hospital. That was my first introduction to politics. From then on, I knew that's what I wanted to do.

I studied politics at college and did work experience for my local MP, getting a glimpse of both constituency work and life in Westminster. When I started looking at universities, I went to a fair at my college and spoke to someone from Hull about their politics degree with a Westminster placement year. As soon as I heard about it, I thought, that's perfect. That's what I'm going to do.

At first, Westminster feels strange. I'd been a few times in the run-up to my placement, but having my own pass and knowing I worked there felt surreal. It was reassuring to know that my course mates were going through the same thing. They're getting lost as well but you figure everything out together.

On my very first day, my colleague resigned, thankfully not because of me, but because she'd decided to go travelling. It was an odd situation, especially with a snap general election on the horizon. I found myself thrown in at the deep end.

At first, I worked mostly on policy. Whenever an email or card campaign came in for my MP, I drafted the responses. My MP preferred to send handwritten letters, so even if someone emailed, they'd get a reply in the post. There was a lot of folding and envelope stuffing involved.

Because my colleague had left, I also helped with select committee and All-Party Parliamentary Group (APPG) work. My MP chaired the tennis APPG, so we were organising events like one with Andy Murray's mum – though that got cancelled because of Covid – and the Parliamentary Pub of the Year awards. Every day was different.

You go from seeing MPs as people on TV to bumping into them in the corridor. One day, I got into a lift with Theresa May, just after she'd finished being prime minister. Moments like that quickly became part of your day-to-day life.

T

here were plenty of “pinch me” moments. My cohort had a particularly strange year – a general election, followed by the start of the Covid pandemic. It felt like a rollercoaster.

One day stands out. A colleague had forgotten to give our MP his select committee papers. He was running late and didn't want to turn up empty-handed, so I had to sprint across the parliamentary estate to deliver them. I had no idea where I was going and somehow ended up outside the committee room. The door was shut, and I didn't want to barge in because they were in their pre-session briefing. Then Yvette Cooper came out. I just blurted out, “Is he in there?” and thrust the papers into her hands. I could barely breathe because I'd just run a ridiculous distance.

One of the biggest challenges was figuring out what I was actually doing – and what my role really was. I was writing my boss's policy responses, which meant I had to understand not only his political views on specific issues, but also how he liked to sound. Learning to write in someone else's tone was strange at first. Every day I was learning about niche areas of policy that might come up.

There were moments when I felt close to being out of my depth, but never completely. There was always a strong support network around us. We knew that Lord Norton was around if we needed him. I also had my classmates and the Hull alumni network – affectionately known as the Hull Mafia. You always knew there was someone you could ask for advice without worrying about sounding inexperienced.

The year in Westminster taught me so much about how politics really works. You hear about how the system works, but it's not until you're there that you see how it all plays out in practice.

One day, I got into a lift with Theresa May, just after she'd finished being prime minister

The experience also completely changed the way I thought about my studies. Before, I wasn't the best at essays or academic writing. But after months of researching policy and drafting responses, my understanding of how I worked really changed. When I was choosing my options for my final year, I knew exactly which areas suited me most.

My time in Westminster gave me a great understanding of Government policy, including some niche areas and how they impacted constituents. I wrote a policy paper on universal credit and how the system could be improved. After graduating, I joined Citizens Advice as a universal credit adviser. I don't think I'd have got that job without the Westminster experience. I could show that I understood how the system worked. I'd written about it and seen its effects first-hand.

My advice for students preparing for the Westminster placement is to be bold. Take every opportunity, talk to people, and make connections. Go for lunch or a drink with colleagues. My corridor had a Bake Off sweepstake – the loser each week had to bring cake. It sounds trivial, but those are the relationships that could be really valuable when you have finished university.

And take a map. You will get lost, but so does everyone else. Don't be afraid to ask for directions. It's all part of the experience. ■



DID YOU KNOW...

Our Westminster placement scheme has been running for over 35 years and is one of the most extensive of its kind in the UK.



Preparing for a Westminster placement

British Politics and Legislative Studies students at the University of Hull prepare for their year in Westminster with second-year modules on Parliament, autumn and spring field trips to Westminster, and meetings with students who have completed their placements.

Support includes a Placement Handbook and a structured selection process, allowing students to choose which MPs and peers they wish to be considered for, rather than being assigned to an MP.

While on placement, students have the unique opportunity to attend regular seminars featuring speakers from Parliament and beyond.

Changing the game

A PIONEER AND INNOVATOR, **FRANKIE HUNTER** WAS ONE OF THE FIRST WOMEN TO WORK IN MEN'S ELITE FOOTBALL, USING GPS TECHNOLOGY TO HELP TRANSFORM THE GAME.

W

hen Frankie Hunter started working in men's elite level football more than a decade ago, women in pitch-side roles were almost invisible.

These days, you can go into any men's pro football club and find women working in practical, frontline roles. "I started working in the men's game at the senior end when there were very few females," Frankie says. To break through, she took as many opportunities as she could. "If I didn't see another female in the first team environment, that didn't make me think I couldn't work there."

Now recognised as one of the first women to coach in elite level men's professional football, she's helped to carve a path for other women to follow. "Much like asking players to wear GPS every day, women in men's football – at all levels – has just become normal," she says. "We're much more visible. I'm proud that I've been part of that change."

Frankie may not have known her endgame when she stepped on to the University of Hull campus for the first time, but she did know one thing. "I knew that I wanted to work in sport," she says. "I did quite a lot of coaching at a good level locally, so I wanted to go to my nearest university in Hull because it allowed me to study and work in the local community."

Studying a BSc in Sport and Exercise Science let her keep working on the grass while building her knowledge. "I'm quite a hard-working person," she says. "I want to be busy, and I always

want to progress. Hull offered lots of opportunities and support for me to do both of those things." It also introduced her to the capabilities – and possibilities – of performance data. It was a passion she carried into her undergraduate dissertation, and one that would lead her into the turning point of her career.

While coaching in America during the summer that she graduated, Frankie got a message from the University. "I was sitting on Venice Beach in Los Angeles when my undergraduate dissertation supervisor emailed with an opportunity." The offer? A research Masters in Performance Physiology using the University's GPS technology – a continuation of her undergraduate dissertation. "GPS devices are a common sight now the Football Association has made them mandatory to track players during training and games. But 17 years ago, this was cutting-edge technology." Her Masters dissertation explored five different ways of individualising speed thresholds using physiological measurements, and was later published in the *British Journal of Sports Medicine*.

As GPS became more widespread, the analysis matured too. Practitioners moved from simple descriptives – distance, speed, effort – to workload modelling: a rolling seven-day 'acute' load against a four-week 'chronic' load, seeking a sweet spot for each player that balances performance and injury risk. "Of course, it's never as simple as that – we're working with humans, not robots," she smiles. "But it's now a key injury-prevention tool as well as a performance driver."



About Frankie Hunter

Degrees:

MSc Performance Physiology
(University of Hull, 2013)

BSc Sport and Exercise Science
(University of Hull, 2010)

Current role:

Fitness coach for the Norway
women's national football team

Career highlights:

-  Publishing Masters dissertation in the *British Journal of Sports Medicine*
-  Working with Hull City Tigers, Everton and Middlesbrough football clubs, as well as the Wales women's national football team
-  Rising to Head of Science and Strength & Conditioning at Middlesbrough Football Club
-  Working at Norway women's team as fitness coach at the UEFA Women's Euro 2025



Much like asking players to wear GPS every day, women in men's football has become normal ... I'm proud that I've been part of that change

During her postgraduate degree, Frankie worked with Doncaster Belles. As the end of her two-year Masters came into view, she made a proactive bet on herself – and her research. “I went on all the clubs’ websites, looked at their training pictures to see if they were using GPS, and sent letters explaining my experience and asking for an internship,” she recalls. It worked. Southampton FC replied, and she ended up staying there for three years in various roles. That foothold led to positions with Hull City, Everton and Middlesbrough, plus national work with the Wales women’s football team. When the Wales manager moved to Norway, Frankie followed, joining Norway women part-time before stepping up full-time as fitness coach.

Now based just outside Leeds with her partner, a football coach, Frankie splits her time between the UK and Norway. The rhythm is part remote, part on the ground. “I can do the desk work from home, and then I spend a lot of time in Norway,” she says. “I fly out for camps and visit teams across the country. My remote work is about building relationships with clubs, staff and players so we’re consistent in our approach across club and country.” As for the highlights, there are many. But there is one in particular that’s still fresh in Frankie’s mind as she prepares for the next big challenges and opportunities ahead. “I’ve just come back from the Euros in July and – wow – that was amazing!” she says. “We got knocked out in the quarter-finals, but it was an incredible experience.” ■

Course directory

From Accounting to Zoology, you'll find a wide range of undergraduate degrees at the University of Hull. Qualifications that will not only boost your employability, but widen your world and broaden your future.

To find out more about any of our courses, including full module lists and entry requirements, visit hull.ac.uk.

Our course list and requirements can change from time to time, so be sure to check our website for the latest details before applying.

What are the requirements for a foundation year?

A foundation year offers an alternative entry route onto our degree programmes and entry requirements are different. A typical offer is 80 UCAS points, but we do review each application on a case-by-case basis.

Some degrees have a common foundation year. That means once you've successfully completed your foundation year, you can either continue with the degree you originally applied to study, or join Year 1 of any other undergraduate degree that has the same foundation year as an entry route (subject to meeting any other requirements for that degree).

Visit hull.ac.uk/foundationyears to learn more.

Course Title	UCAS Code				Typical Offer		
	Standard	Foundation Year	Study Abroad	Work Placement	UCAS Points	Example A levels	Example BTEC
BSc Accounting	N400	NN1G	N401	N402	112	B B C	D M M
BSc Accounting and Financial Management	NN43	NN1G	NN4H	NN4J	112	B B C	D M M
BA Acting	W410	W632			112	B B C	D M M
BSc Artificial Intelligence	G700	G701	G702	G703	112	B B C	D M M
MEng Artificial Intelligence	G704				120	B B B	D D M
BSc Biochemistry	C700	C703	C704		120	B B B	D D M
MSci Biochemistry NEW	C701		C705		128	A B B	D D M
BSc Biology	C100	C101	C104		120	B B B	D D M
MSci Biology NEW	C108		C107		128	A B B	D D M
BEng Biomedical Engineering	H160	H166		H161	128	A B B	D D M
MEng Biomedical Engineering	H163			H164	128	A B B	D D M
BSc Biomedical Science	BC99	BC9Y		BC99	120	B B C	D M M
BA British Politics and Legislative Studies	L230				128	A B B	D D M
BA Business Economics	L120	NN1G	L122	L121	120	B B B	D D M
BA Business Management	N100	NN1G	N121	N101	112	B B C	D M M
BA Business Management with Accounting	NC14	NN1G	NC15	NC16	112	B B C	D M M
BA Business Management with Entrepreneurship	N124	NN1G	N127	N126	112	B B C	D M M
BA Business Management with Financial Management	NN16	NN1G	NN17	NN18	112	B B C	D M M
BA Business Management with Human Resource Management	N600	NN1G	N602	N601	112	B B C	D M M
BA Business Management with Logistics and Supply Chain	NJ99	NN1G	NJ9B	NJ9C	112	B B C	D M M
BA Business Management with Marketing	NNC1	NN1G	NNC7	NNC2	112	B B C	D M M
BEng Chemical Engineering	H810	H812		H813	128	A B B	D D M
MEng Chemical Engineering	H811			H815	128	A B B	D D M
BEng Civil Engineering NEW	H201	H200		H203	128	A B B	D D M
MEng Civil Engineering NEW	H204			H205	128	A B B	D D M

Course Title	UCAS Code				Typical Offer		
	Standard	Foundation Year	Study Abroad	Work Placement	UCAS Points	Example A levels	Example BTEC
BSc Computer Science	G400	G401	G404	G403	112	B B C	D M M
MEng Computer Science	G402				120	B B B	D D M
BSc Computer Science and Cybersecurity NEW	G190	G194	G192	G191	112	B B C	D M M
MEng Computer Science and Cybersecurity NEW	G193				120	B B B	D D M
BSc Computer Science for Games Programming	G495	G499	G498	G497	112	B B C	D M M
MEng Computer Science for Games Programming	G496				120	B B B	D D M
BA Creative Writing and English	WQ83	Q303			120	B B B	D D M
BA Creative Writing and Film Studies	WW86	W632			112	B B C	D M M
BA Criminology	M930	M931			112	B B C	D M M
BA Criminology and Sociology	LM39	M931			112	B B C	D M M
BA Criminology with Forensic Science	M9F4	M931			112	B B C	D M M
BA Criminology with Law	M9M1	M931			112	B B C	D M M
BA Criminology with Psychology	M9C8	M931			112	B B C	D M M
BSc Diagnostic Radiography	B821				120	B B B	D D M
BA Drama	W404	W632			112	B B C	D M M
BA Early Childhood Education and Care (1-Year Top-Up)	X320					N/A	N/A
BA Early Childhood Studies (Early Years Educator, Graduate Practitioner)	X316	X318			104	B C C	D M M
BSc Earth and Environmental Science	F640	F641	F642	F643	120	B B B	D D M
MSci Earth and Environmental Science NEW	F645		F644	F646	128	A B B	D D M
BSc Economics	L115	NN1G	L117	L116	120	B B B	D D M
BEd Education and Childhood Studies (1-Year Top-Up)	X321					N/A	N/A
BA Education Studies	X300	X322			104	B C C	D M M
BA Education Studies (Special Educational Needs, Disability and Inclusion (SENDI))	X301	X322			104	B C C	D M M
BA Education Studies (Teaching English to Speakers of Other Languages (TESOL))	X303	X322			104	B C C	D M M
BA Education Studies (Youth and Community Work)	X305	X322			104	B C C	D M M
BEng Electrical and Electronic Engineering	H604	H620		H608	128	A B B	D D M
BEng Electrical and Electronic Engineering (Top-Up) NEW	H604					N/A	N/A
MEng Electrical and Electronic Engineering	H605			H611	128	A B B	D D M
BA English	Q300	Q303			120	B B B	D D M
BA English Literature	Q305	Q303			112	B B C	D M M
BSc Environmental Science	F751	F757	F753	F755	120	B B B	D D M
MSci Environmental Science NEW	F756		F758	F759	128	A B B	D D M
BA Film	W631	W632			112	B B C	D M M
BSc Financial Management	N340	NN1G	N341	N342	112	B B C	D M M
BSc Forensic Science	F410	F411		F410	112	B B C	D M M
BA Game Design	W291	P301		W281	112	B B C	D M M
BA Games Design and Creative Writing	W295	P301			112	B B C	D M M

Course Title	UCAS Code				Typical Offer		
	Standard	Foundation Year	Study Abroad	Work Placement	UCAS Points	Example A levels	Example BTEC
BA Geography	L700	L702	L701	L703	120	B B B	D D M
BSc Geography	F800	F802	F801	F803	120	B B B	D D M
BA Graphic Design	W210	P301			112	B B C	D M M
BA History	V100	V103			120	B B B	D D M
BA History and Politics	LV21	L201			112	B B C	D M M
BA International Business	N120	NN1G	N123	N125	112	B B C	D M M
LLB Law	M100	M102	M103		120	B B B	D D M
LLB Law and Legislative Studies	ML12				128	A B B	D D M
LLB Law Senior Status	M101					N/A	N/A
LLB Law with Business Management	M1N1	M102	M1N2		120	B B B	D D M
LLB Law with Criminology	M1M2	M102	M1M3		120	B B B	D D M
LLB Law with Politics	M1L2	M102	M1L3		120	B B B	D D M
BSc Marine Biology	C160	C164	C166		120	B B B	D D M
MSci Marine Biology NEW	C168		C169		128	A B B	D D M
BA Marketing	N500	NN1G	N550	N502	112	B B C	D M M
BA Marketing and Management	N504	NN1G	N551	N503	112	B B C	D M M
BSc Mathematics	G100	G104			120	B B B	D D M
BSc Mathematics with Data Science	G107	G105			120	B B B	D D M
BEng Mechanical Engineering	H300	H302		H303	128	A B B	D D M
BEng Mechanical Engineering (Top-Up) NEW	H300					N/A	N/A
MEng Mechanical Engineering	H301			H305	128	A B B	D D M
BA Media and Communication	P306	P301			112	B B C	D M M
BA Media Production	W374	P301			112	B B C	D M M
MB BS Medicine †	A100					N/A	N/A
MB BS Medicine with a Gateway Year †	A101					N/A	N/A
BSc Midwifery	B720				120	B B B	D D M
BA Music	W300	P301			112	B B C	D M M
BA Music (Community and Education)	W306	P301			112	B B C	D M M
BA Music (Performance)	W303	P301			112	B B C	D M M
BA Music (Popular Music)	W305	P301			112	B B C	D M M
BA Music (Songwriting)	W304	P301			112	B B C	D M M
BA Music Production	W370	P301			112	B B C	D M M
BSc Nursing (Adult)	B740				112	B B C	D M M
BSc Nursing (Child)	B730				120	B B B	D D M
BSc Nursing (Learning Disability)	B761				112	B B C	D M M
BSc Nursing (Mental Health)	B760				112	B B C	D M M
BSc Operating Department Practice	B990				112	B B C	D M M
BSc Paramedic Science	B780				120	B B B	D D M
BA Philosophy	V500	V501			120	B B B	D D M
BA Philosophy and Politics	LV25	V501			112	B B C	D M M
BA Philosophy, Politics and Economics	L0V0	L201			112	B B C	D M M
BSc Physics	F300	F301			120	B B B	D D M

Course Title	UCAS Code				Typical Offer		
	Standard	Foundation Year	Study Abroad	Work Placement	UCAS Points	Example A levels	Example BTEC
MPhys Physics	F303				128	A B B	D D M
BSc Physics with Astrophysics	F3F5	F307			120	B B B	D D M
MPhys Physics with Astrophysics	F3FM				128	A B B	D D M
BSc Physiotherapy	B160				128	A B B	D D M
BA Politics	L200	L201			112	B B C	D M M
BA Politics and International Relations	L290	L201			112	B B C	D M M
BA Primary Teaching Studies	X125				112	B B C	D M M
BSc Professional Policing	M9P4	M931			112	B B C	D M M
FdEd Professional Practice in Childhood Studies	X313					N/A	N/A
BSc Psychology	C800	C802		C800	120	B B B	D D M
BSc Psychology and Business NEW	C804				120	B B B	D D M
BSc Psychology with Criminology	C8M9	C8M8		C8M9	120	B B B	D D M
BSc Psychology with Education NEW	C805				120	B B B	D D M
BSc Psychology with Sports Psychology NEW	C803				120	B B B	D D M
BSc Robotics and Artificial Intelligence	HI40	HI41	HI42	HI43	112	B B C	D M M
MEng Robotics and Artificial Intelligence	HI44				120	B B B	D D M
BSc Secondary Teaching Studies (Biology) NEW	X136	X322			112	B B C	D M M
BSc Secondary Teaching Studies (Computer Science)	X130	X322			112	B B C	D M M
BA Secondary Teaching Studies (English)	X131	X322			112	B B C	D M M
BA Secondary Teaching Studies (Geography)	X132	X322			112	B B C	D M M
BA Secondary Teaching Studies (History)	X133	X322			112	B B C	D M M
BSc Secondary Teaching Studies (Mathematics)	X134	X322			112	B B C	D M M
BSc Secondary Teaching Studies (Physics)	X135	X322			112	B B C	D M M
BSc Secondary Teaching Studies (Psychology) NEW	X137	X322			112	B B C	D M M
BA Social Work	L500				120	B B B	D D M
BSc Software Engineering	G600	G601	G603	G602	112	B B C	D M M
MEng Software Engineering	G604				120	B B B	D D M
BSc Sport and Exercise Science	C610	C611			112	B B C	D M M
BSc Sports and Exercise Science with Nutrition	C616	C611			112	B B C	D M M
BSc Sport Rehabilitation	C602	C605			112	B B C	D M M
BSc Sports Coaching and Performance Science	CB69	CB68			112	B B C	D M M
BSc Theoretical Physics	F340				120	B B B	D D M
MPhys Theoretical Physics	F341				128	A B B	D D M
BA War, Strategy and Security	L252	L201			112	B B C	D M M
BA Working with Children, Young People and Families	L592	X322			104	B C C	D M M
BSc Zoology	C300	C301	C303		120	B B B	D D M
MSci Zoology NEW	C304			C305	128	A B B	D D M

† This degree is delivered by Hull York Medical School (HYMS).
Visit hyms.ac.uk for more information.

Open Days

SATURDAY 11 JULY 2026 | SATURDAY 10 OCTOBER 2026
SATURDAY 28 NOVEMBER 2026

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