



# UNIVERSITY OF HULL

## University of Hull Equality and Diversity Student Data Profile 2019

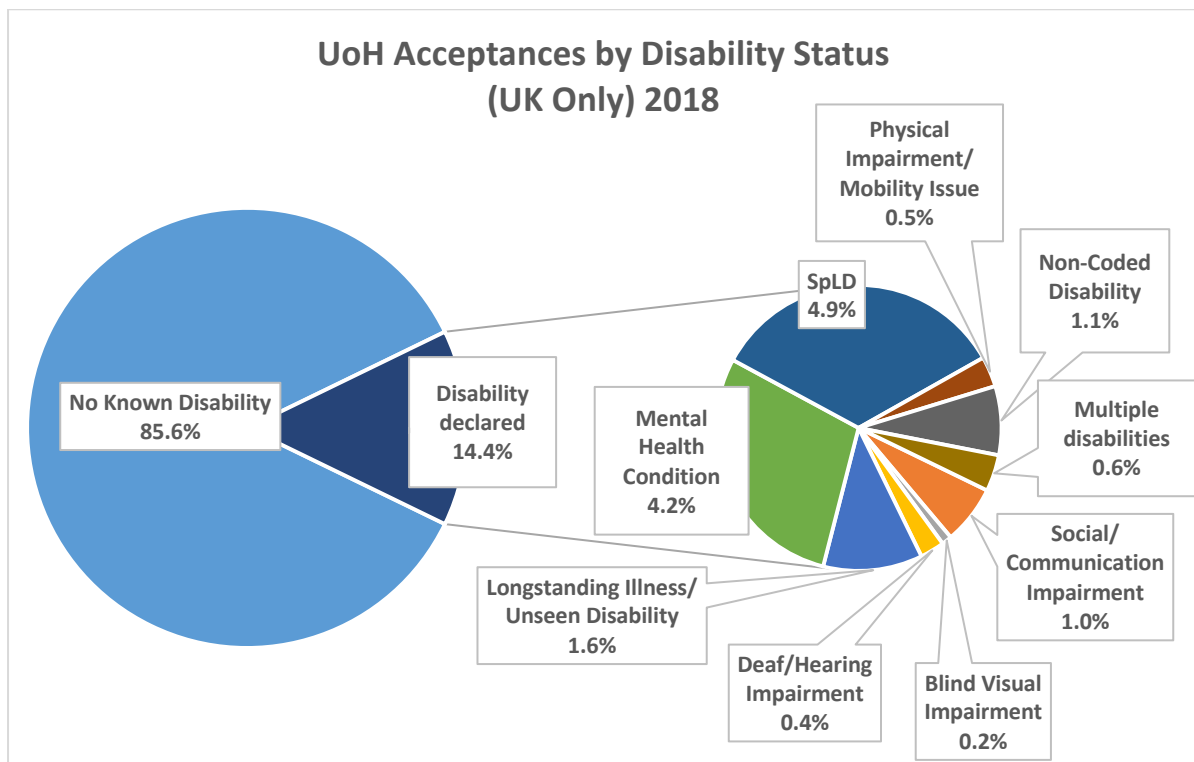
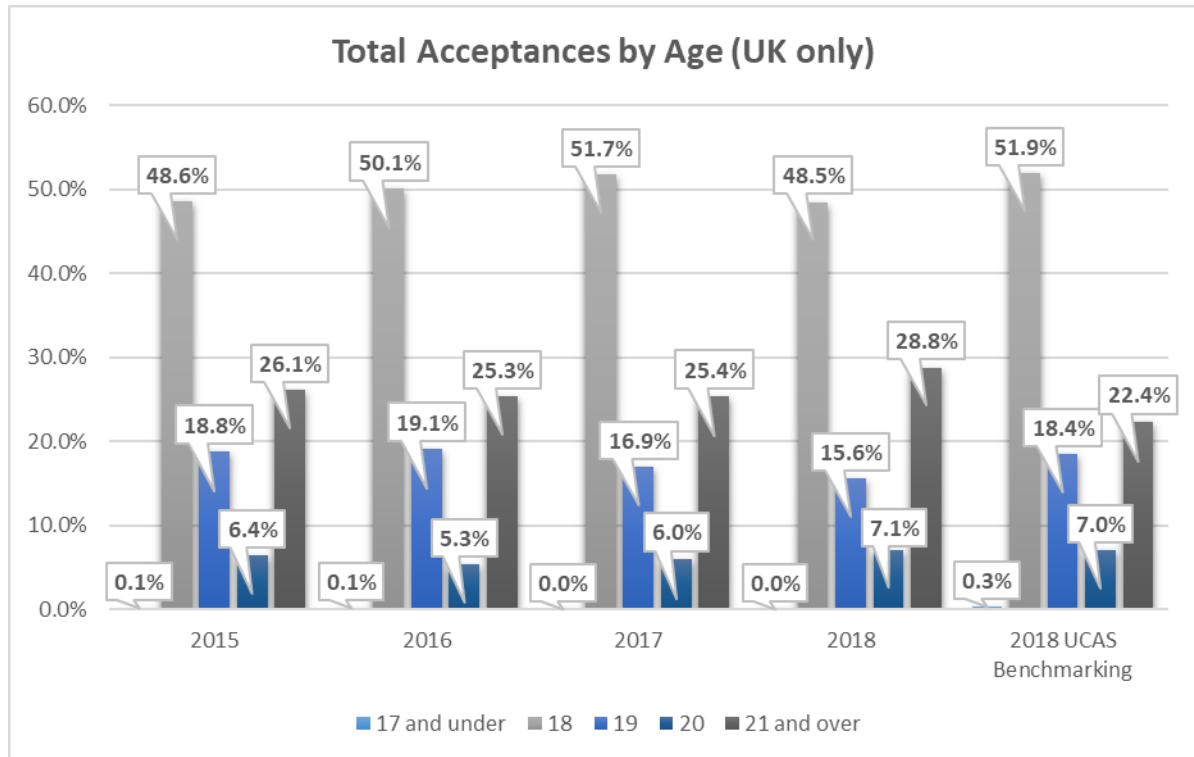
1. **Introduction:** Equality, diversity and inclusion (EDI) is a central pillar of our social responsibility, duty and inclusivity agenda. Our EDI programme is a strength of our University where we have made positive progress in many areas; increasing women in STEMM subjects; improvement of the experience of mature students; increased support for students with learning differences and invisible disabilities; development of a more inclusive curriculum; tackling the BAME degree attainment gap; increasing accessibility and providing an inclusive campus that facilitates equality and fairness. Following the launch of our newly developed University vision, values and behaviours, we are actively seeking to advance our inclusive campus through a strategic and systemic approach, realising opportunities through a variety of student and staff activities and networks. Work in this area includes our commitment to Athena SWAN, recognising and addressing the issues around racial harassment, advancing networks through the involvement of allies, celebrating key diversity events on campus throughout the year and ensuring a positive experience on campus through the celebration of difference. There is much more to do in terms of embedding a culture of equality, diversity and inclusivity within the University and we will continue to develop and progress our commitment to equality and diversity across all parts of the organisation.
  
2. **Equality Objectives:** As a Higher Education Institution, we have specific duties that require us to publish our equality information/data on an annual basis and review specific and measurable equality objectives every 4 years. Our Equality Scheme<sup>1</sup> sets out our 4 key equality objectives:
  - a. Progress the embedding of equality and diversity across campus
  - b. Develop compliance and external drivers
  - c. Develop diverse and inclusive organisational culture and values
  - d. Enhance diversity and inclusion from a staff and student perspective
  
3. **Overview of Data Analysis for Equality and Diversity Student Report:** The figures for current students have been provided by the Strategic Development Unit and the student recruitment data is taken from UCAS data<sup>2</sup>. The benchmarking data in the report has been taken from Advance HE statistics, which comes from HESA reports for the period 2017/18 and the recruitment data from UCAS 2018.

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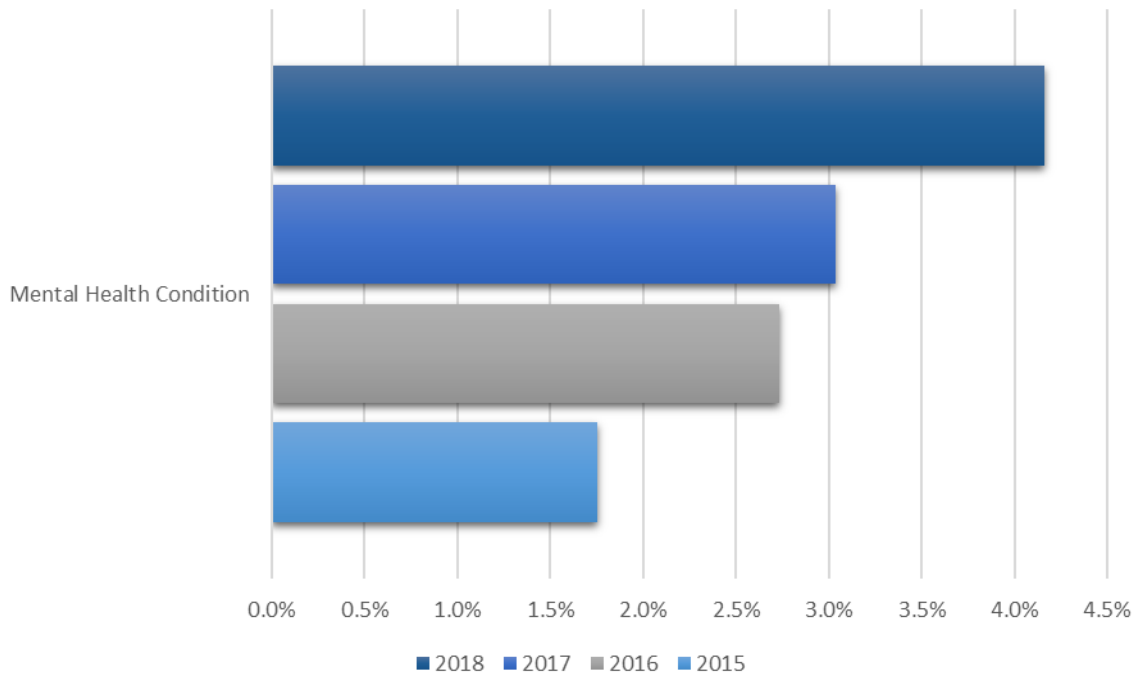
<sup>1</sup> University of Hull Equality Scheme 2020.

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

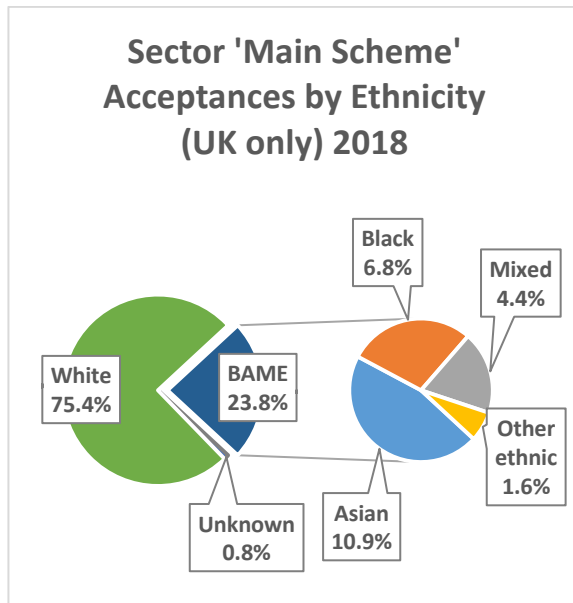
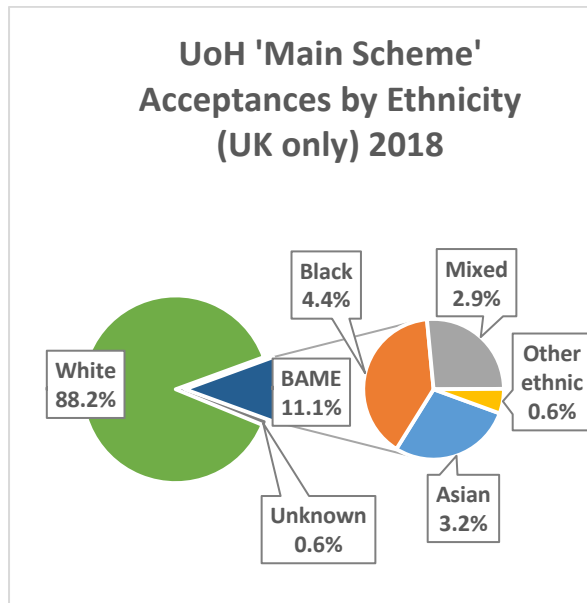
## Student Data – Recruitment 2015 to 2018



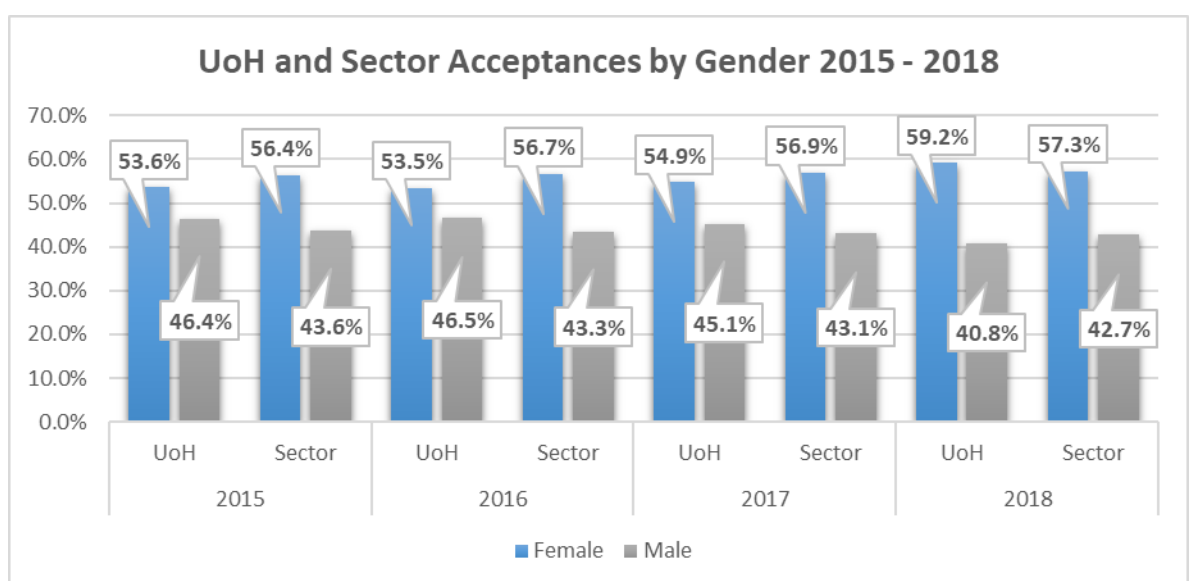
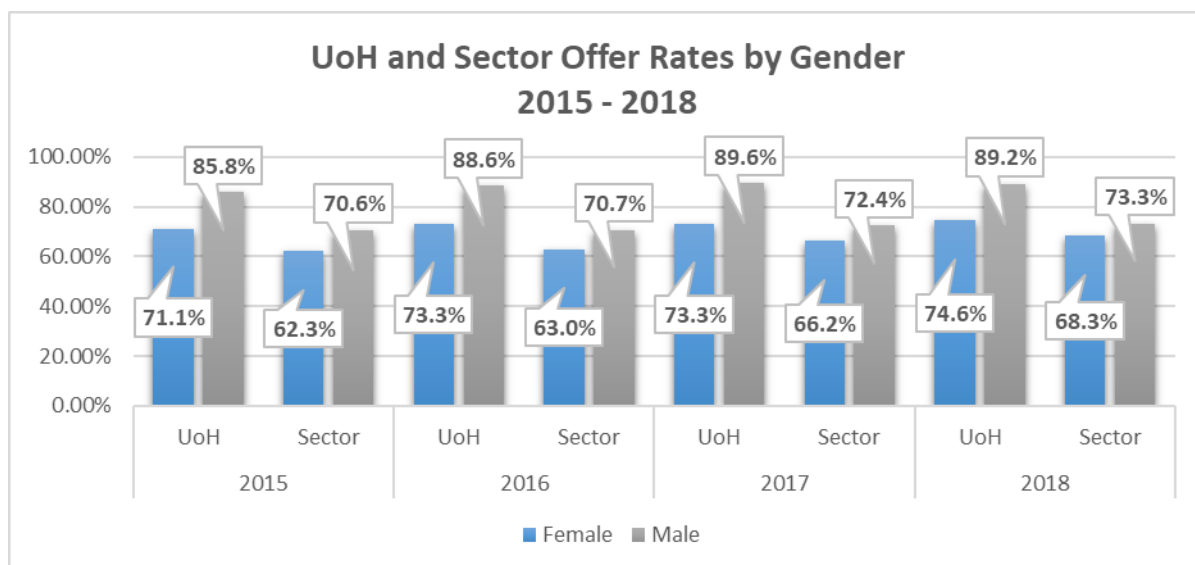
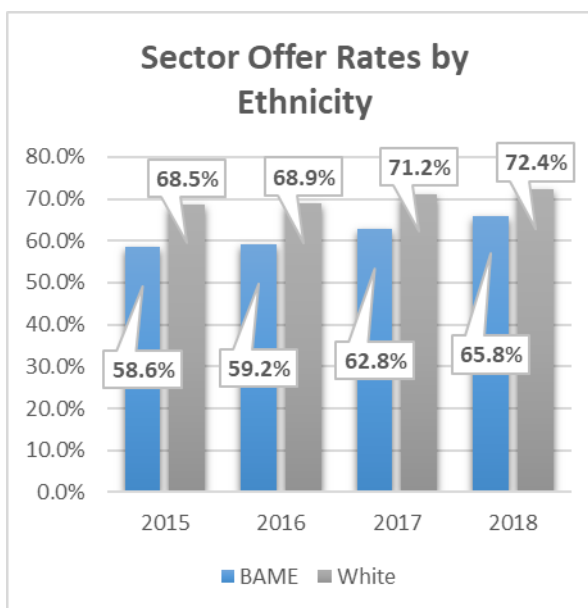
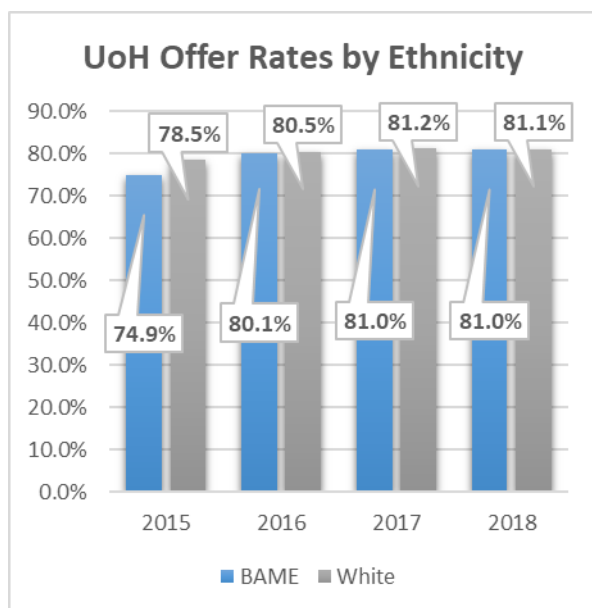
### Breakdown of Mental Health Status of UoH Acceptances 2015-2018



Where 'Main Scheme' is specified this only includes acceptances before clearing up until 30 June 2018. 'All acceptances' include everyone before and after clearing.



The offer rates shown below are percentages of the applications that result in an offer being issued against the number of June deadline applications.

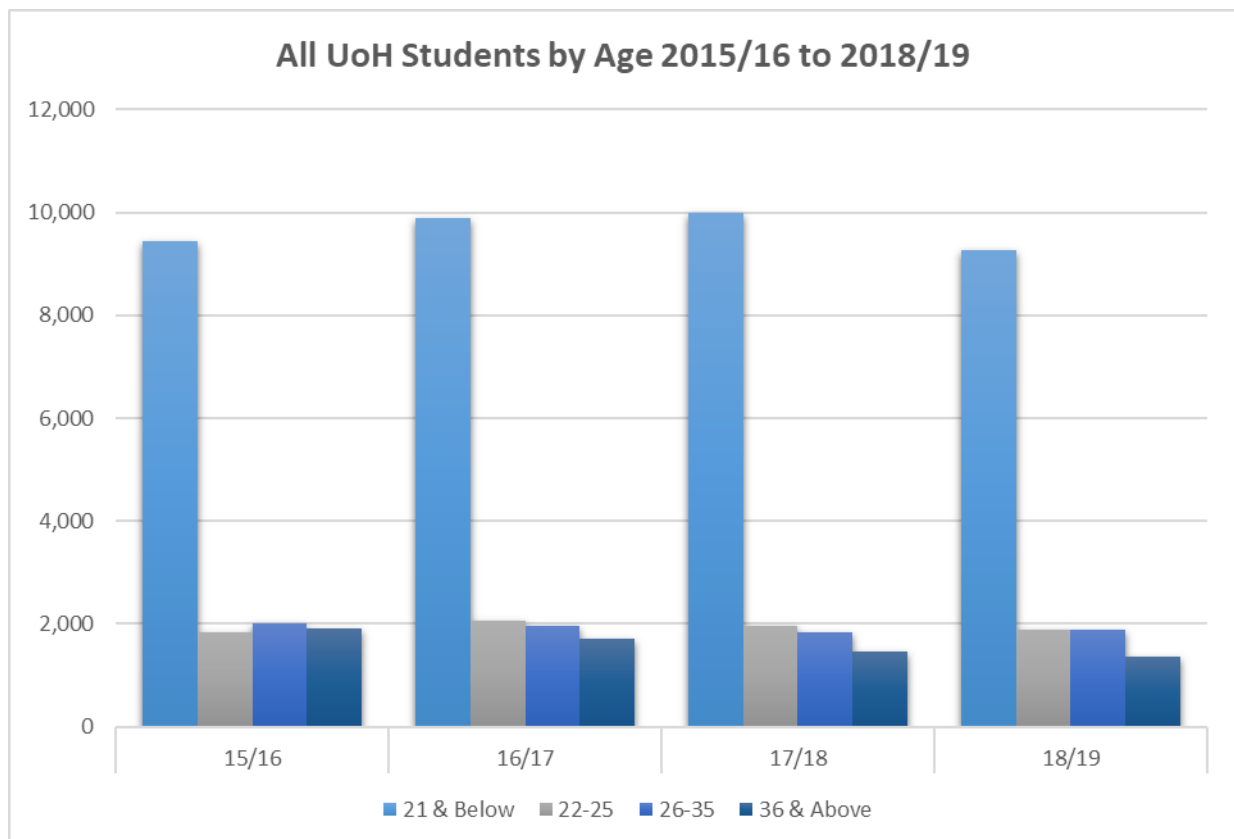


## Student Data for 2015/16 to 2018/19

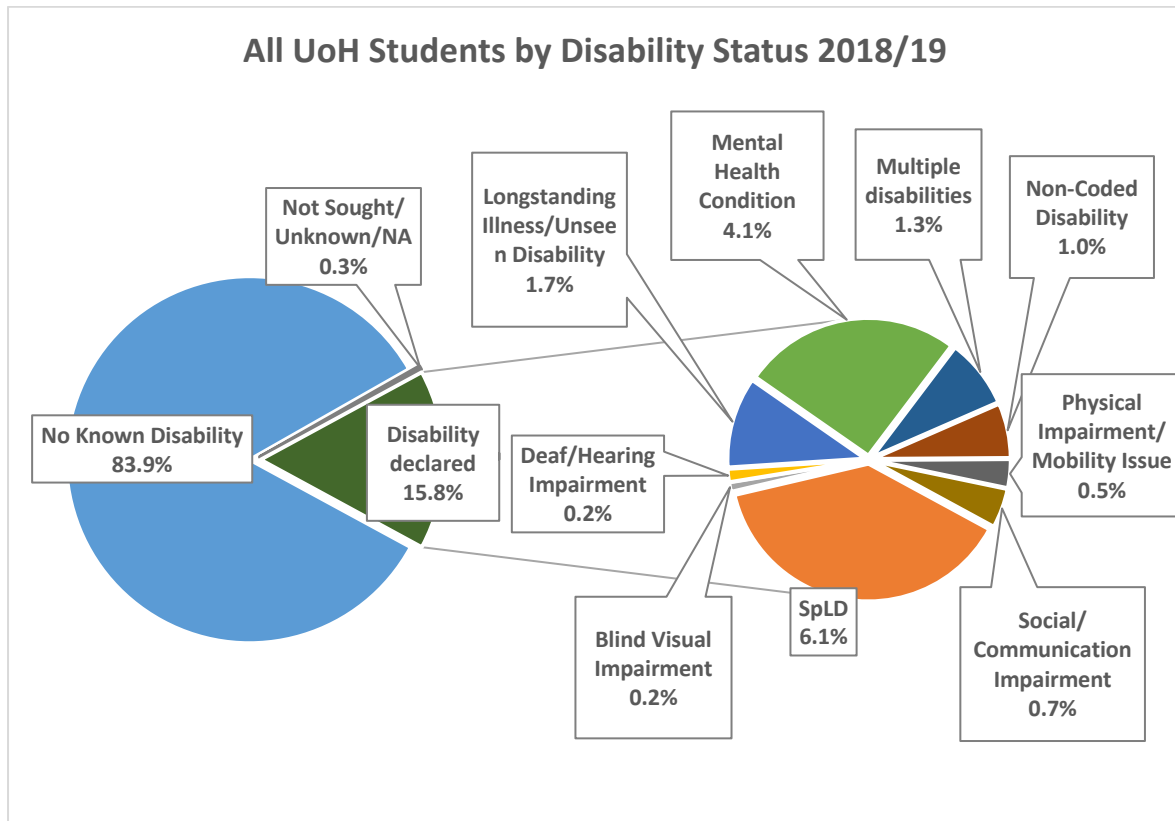
Charts and tables for the University of Hull 'All Students' exclude Hull York Medical School Students (HYMS) for comparison reasons, as they are not included in the recruitment or attainment tables or charts.

### University of Hull Undergraduate Students

Type of Provision	Campus	Mode of Study	15/16	16/17	17/18	18/19
On Campus	Hull	Full-Time	12,153	13,287	13,340	12,590
		PT & Short	2,454	2,114	1,890	1,826
		Total	14,607	15,401	15,230	14,416
	Scarborough	Full-Time	572	232	1	-
		PT & Short	25	6	3	-
		Total	597	238	4	-
<b>Total On Campus</b>			<b>15,204</b>	<b>15,639</b>	<b>15,234</b>	<b>14,416</b>
Students Taught Overseas	Hull	Full-Time	316	250	205	189
		PT & Short	476	574	579	509
		Total	792	824	784	698
<b>Grand Total</b>			<b>15,996</b>	<b>16,463</b>	<b>16,018</b>	<b>15,114</b>

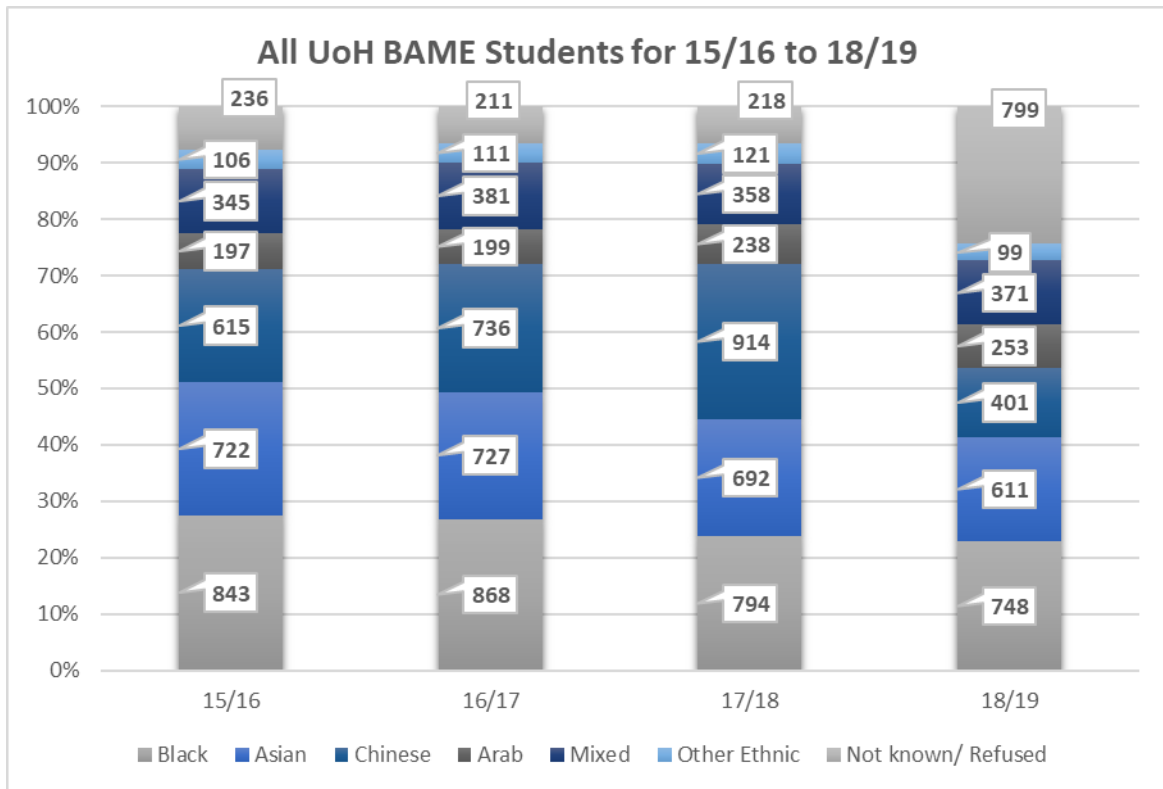


## All UoH Students by Disability Status 2018/19

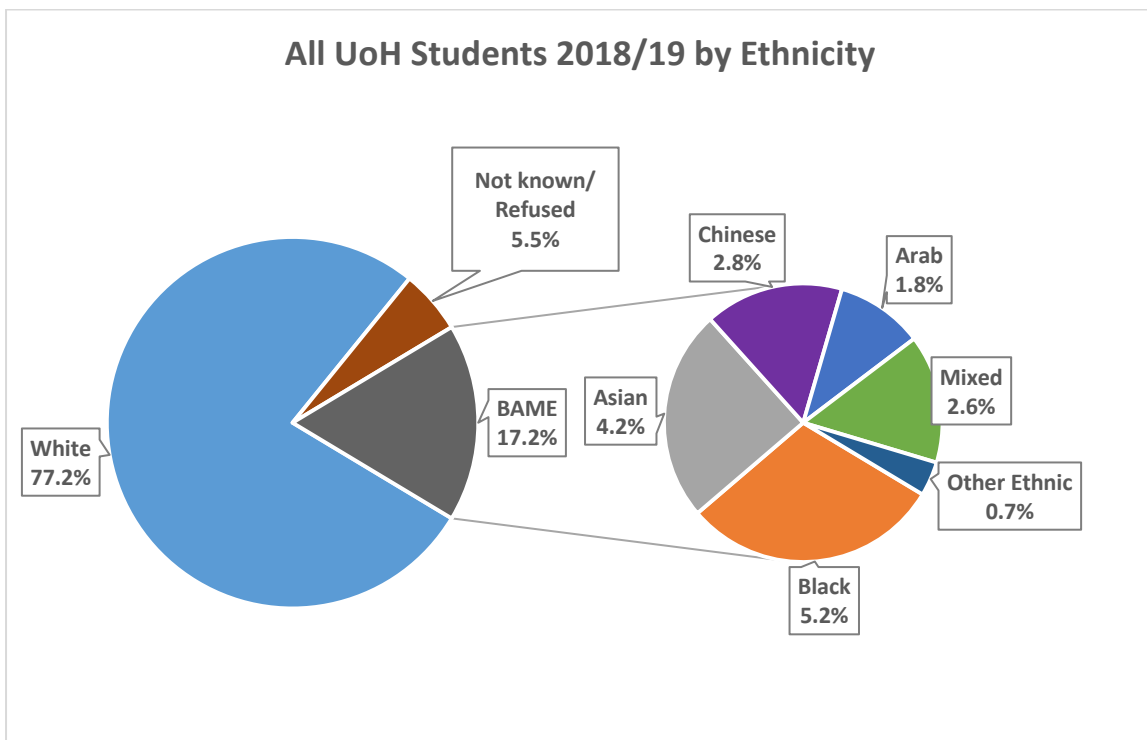


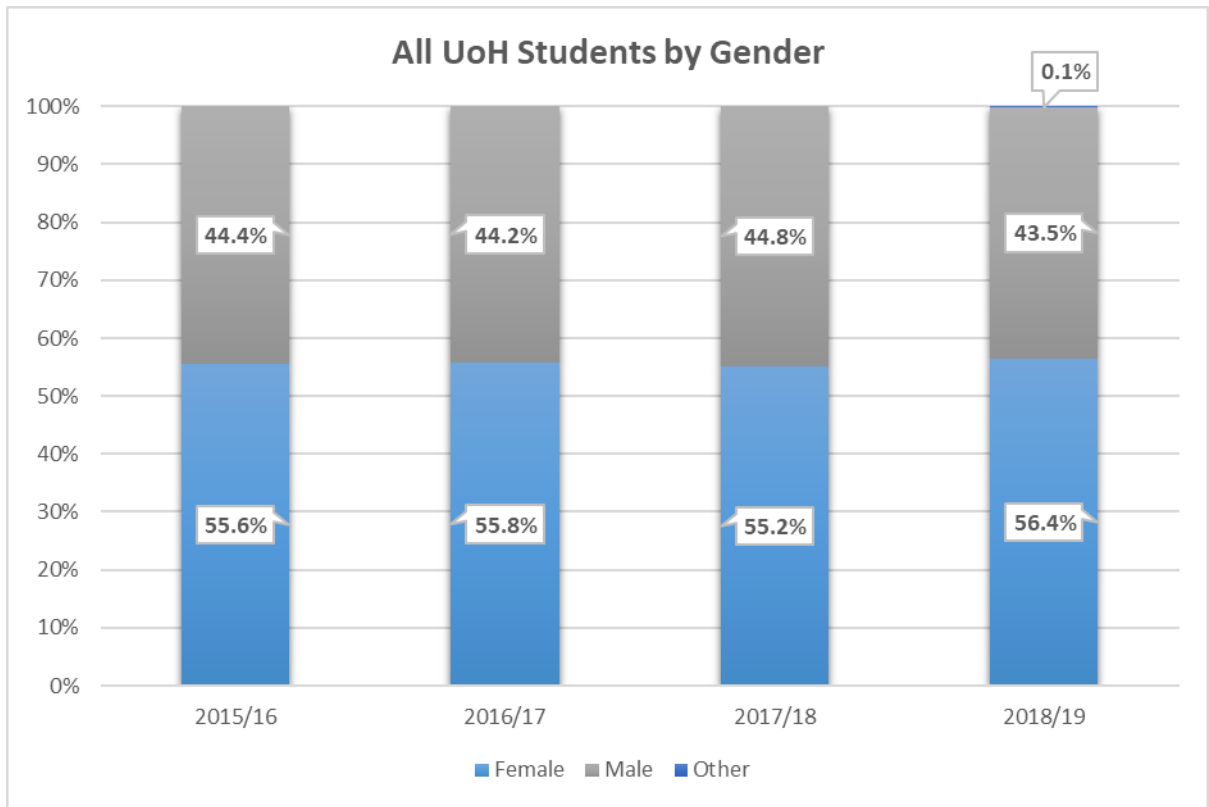
Within the figures for students with disabilities, the number of those reporting a mental health condition has increased from 2.9% to 4.1%, in real terms an increase of 147 from the year before.

Disability Description	2017/18	2018/19
No Known Disability	85.80%	83.86%
SpLD	5.76%	6.08%
Blind Visual Impairment	0.12%	0.17%
Deaf/Hearing Impairment	0.19%	0.24%
Longstanding Illness/Unseen Disability	1.60%	1.69%
Mental Health Condition	2.88%	4.06%
Multiple disabilities	1.27%	1.29%
Non-Coded Disability	1.06%	1.02%
Physical Impairment/ Mobility Issue	0.57%	0.53%
Require personal care support	0.00%	0.00%
Social/Communication Impairment	0.70%	0.74%
Not Sought/ Unknown/NA	0.04%	0.31%



The above graph highlights the large increase in numbers where ethnicity is not known or refused (up 73%) as well as the decrease in the number of Chinese students (down 44%) to now only 3% of the student population compared to 6% last year.







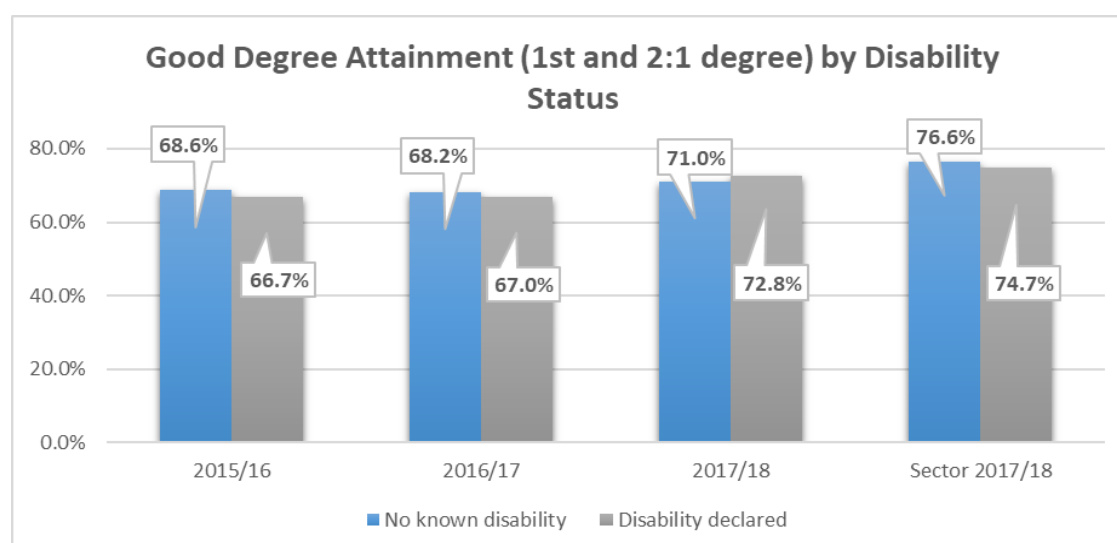
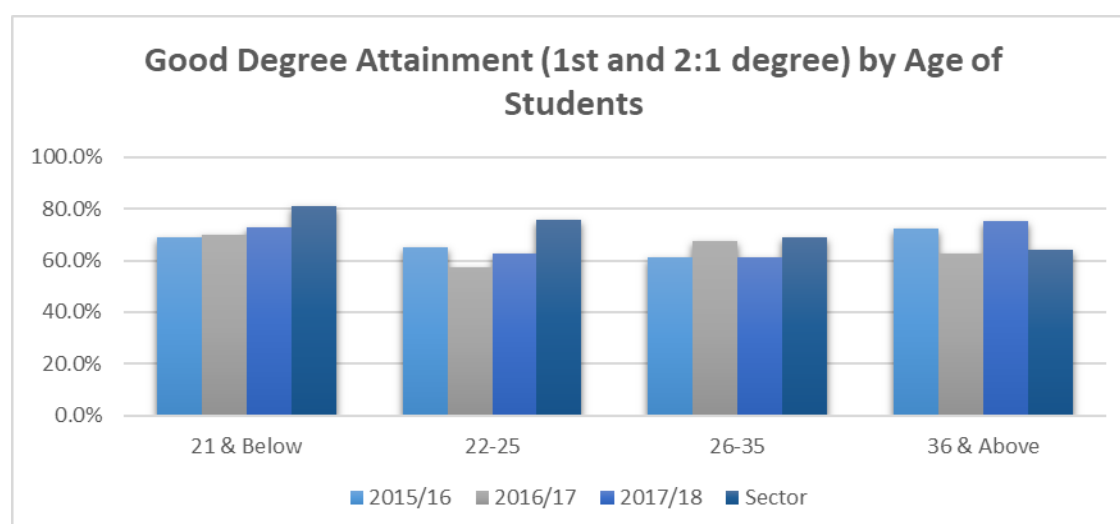
## Degree attainment 2015/16 to 2017/18 (benchmarking from Advance HE for 2017/18)

### University of Hull Student Undergraduate Results (Excluding HYMS)

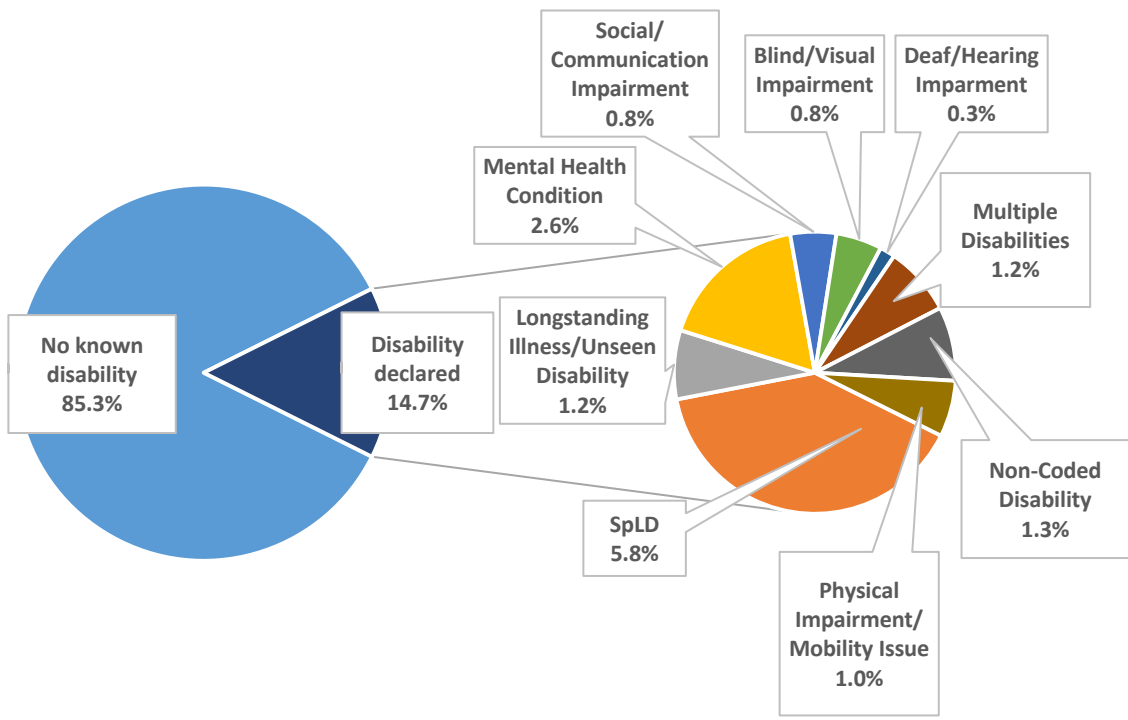
Result	2015/16	2016/17**	2017/18
1	590	646	738
2:1	1,563	1,592	1,560
2:2	825	844	775
3	122	153	108
ORD/Pass	49*	55*	44
<b>Grand Total</b>	<b>3,149</b>	<b>3,290</b>	<b>3,225</b>

\*Figures different from previous report as initially only Ordinary Degrees reported but now they include Pass as well as Ordinary Degrees so previous years have been updated to make them comparable

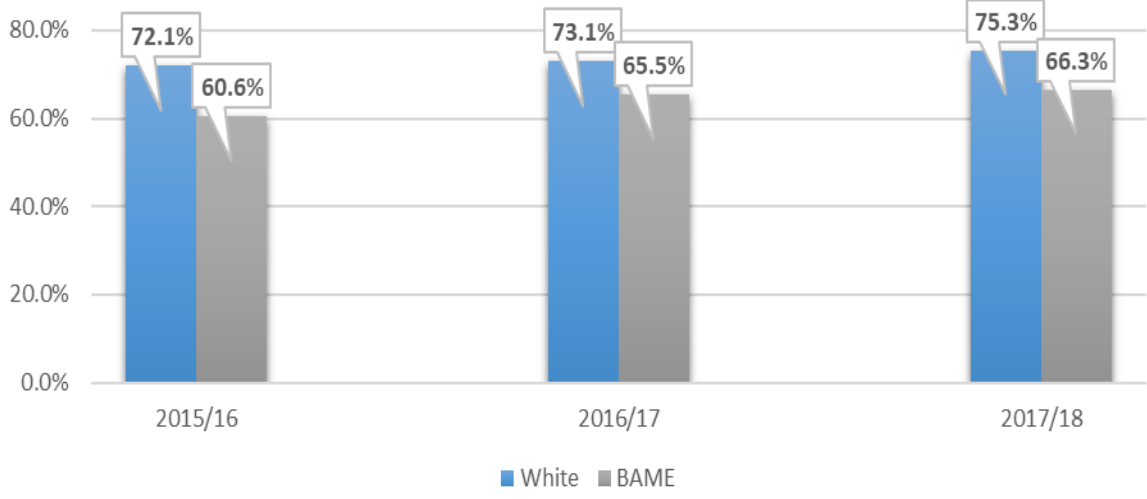
\*\*Difference in figures from previous report due to differences in reporting by SDU after previous report figures released

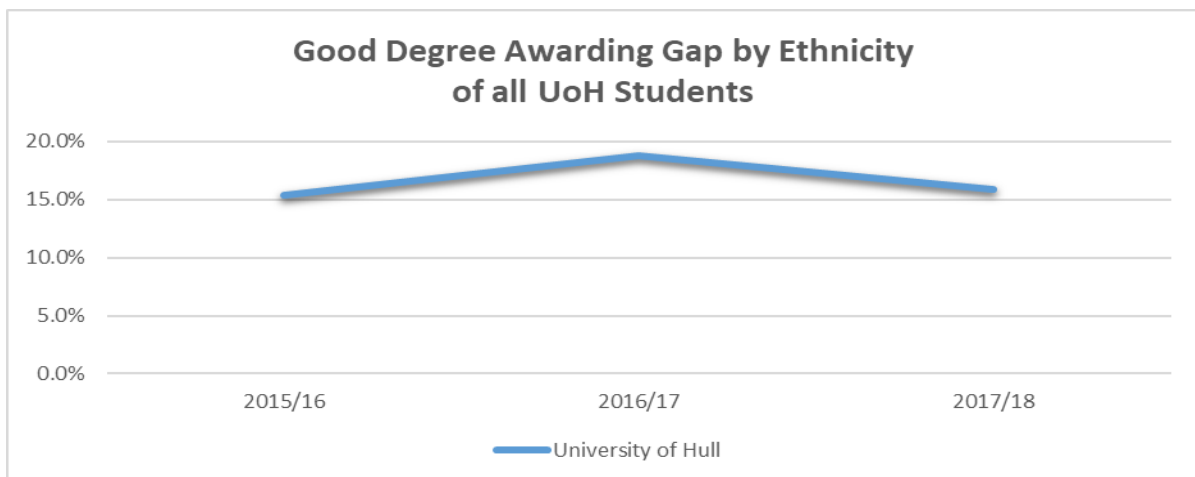
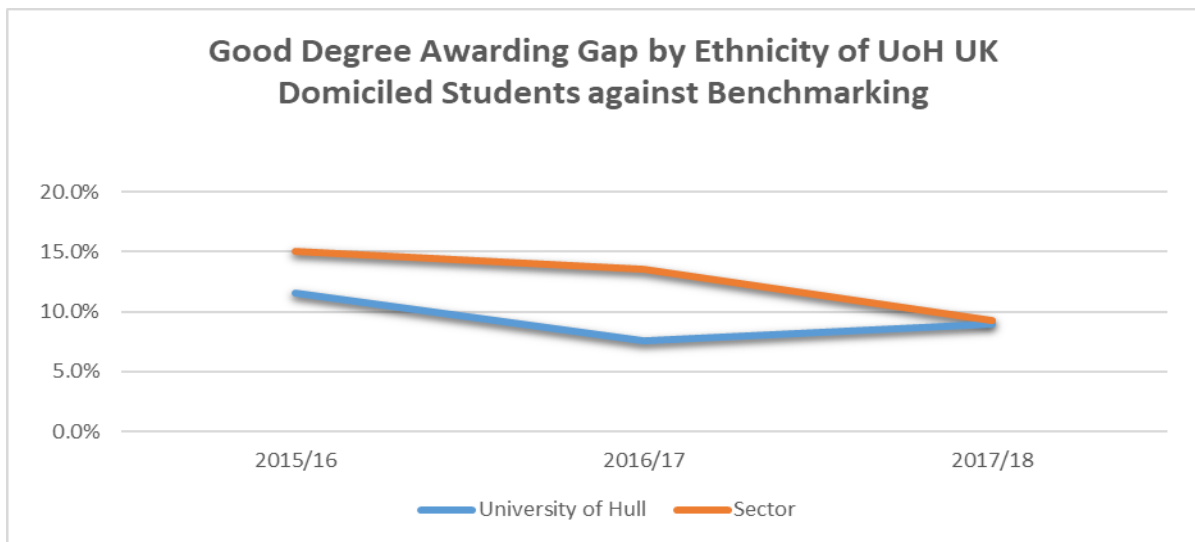
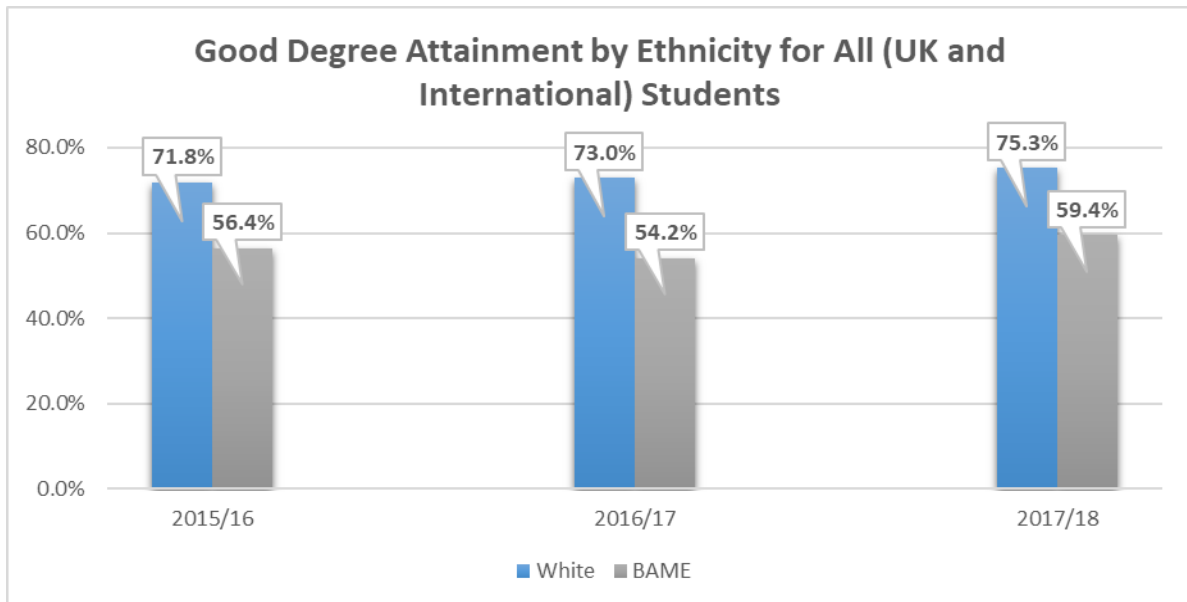


### Good Degree Attainment by Disability 2017/18

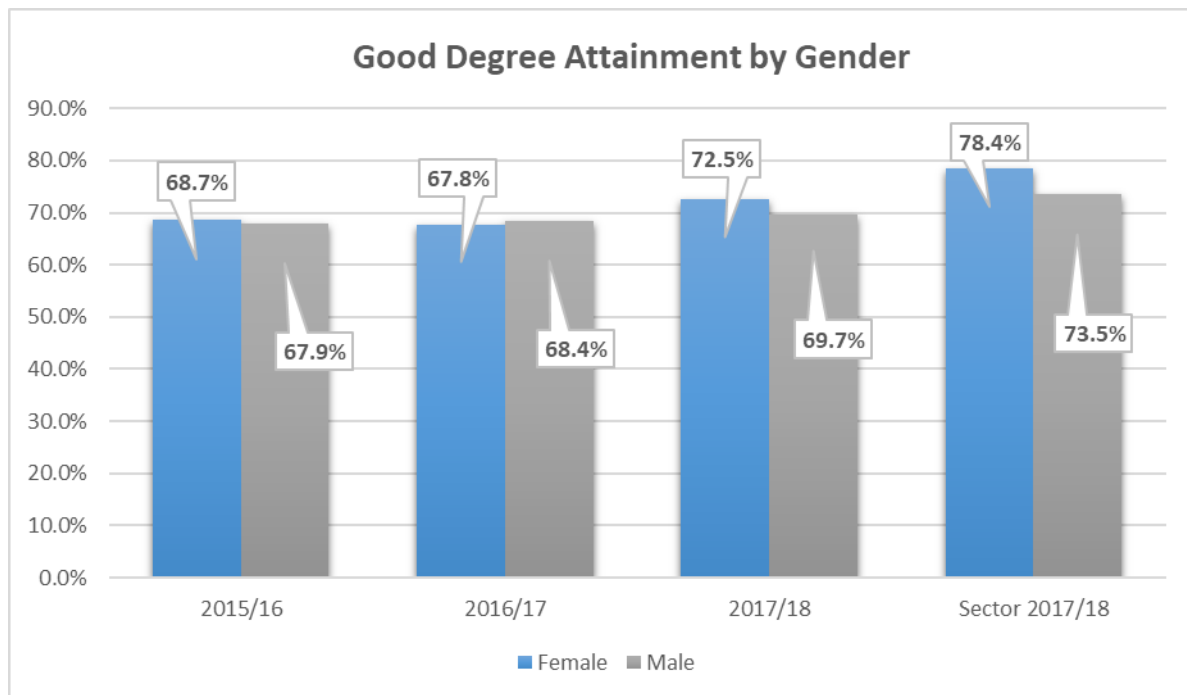


### Good Degree Attainment by Ethnicity of UK Domiciled Students





There is no benchmarking for all students as it is only compulsory to collect ethnicity data for UK domiciled students and, therefore, Advance HE and HESA do not collect ethnicity data on international students.



## Findings and Further Action

The University of Hull is committed to continually improving inclusivity, and tackling issues which act as a barrier to diversity and equality within higher education. In order to do this, we will:

### Ethnicity

1. The University of Hull accepts a lower percentage of BAME students (11.1%) than the national average (24.6%). The sector averages take into account large inner city universities such as London, Manchester and Birmingham that attract a much higher number of BAME students. The University of Hull makes an equivalent number of offers to BAME and white students, which compares favourably against the sector where BAME students are significantly less likely to be made an offer.
2. The good (first or 2:1) degree awarding gap for UK domiciled BAME students (9.0%) has increased from last year (7.6%) although the University still compares favourably against the HE sector (9.3%).
3. The good (first or 2:1) degree awarding gap for total (UK and International) BAME students has decreased from 18.8% to 15.9% since the last report. An adverse international student experience raised some challenges across the HE sector and the University of Hull had experienced this too. This may be as a result of cultural behavioural differences and the lived experiences of international students living and studying away from home at a British University. With the appointment of a Pro Vice Chancellor International, we will be reviewing the international student experience carefully to identify targets for action.
4. The University has been working to reduce the degree awarding gap for a number of years, and is committed to supporting the necessary changes that will further reduce the awarding gap. A Senior Fellow of the Teaching Excellence Academy is working on institutional strategies to reduce awarding gaps. Activities include building analytics dashboards to allow reporting of awarding gaps at subject level, embedding accountability for awarding gaps into annual monitoring processes, encouraging programme teams to diversify their curricula to

incorporate non-white European perspectives ('decolonising the curriculum') and developing coaching based interventions to support students from underrepresented backgrounds.

### **Disability**

1. The University will continue to investigate any issues or barriers that affect the experience on campus of students with a disability. Our data (72.8%) shows that the degree attainment for these students is now 2% lower than the sector average (74.7%). This information correlates with the NSS 2018 diversity data where students with a disability (not SpLD) had lower satisfaction scores than those with no known disability for all areas apart from organisation and management.
2. There has been an increase in the proportion of students declaring a mental health condition from 2.6% to 4.1%. This figure is likely to underestimate the number of students with mental health conditions, as many students will not have formally declared their condition. The university is taking positive steps to provide better mental health support across the campus including through Student Support teams.
3. Recognising that assessment has a significant impact on mental health for many students, a Senior Fellow of the Teaching Excellence Academy is working on inclusive approaches to assessment, with an aim to reduce the number of students needing to use the Mitigating Circumstances process, particularly for assessment anxiety issues.

### **Gender**

1. There was an increase in the gender awarding gap for 2017/18 compared with previous years (2.8% up from -0.6%). However, our gender gap compares favourably with the sector average (4.9%).
2. Further analysis of attainment data (not presented above) indicates that there is no significant intersection of gender with other protected characteristics. There is concern in the wider HE sector about the attainment of white males from socioeconomically disadvantaged backgrounds, and the University will be monitoring this closely and putting in action plans if an awarding gap is identified.