

## This is Hull

1. In 2027, we will celebrate the 100th anniversary of the foundation of the University of Hull as the 'centre of light and culture' for our region. True to our founding values, an enduring commitment to transforming lives and a profound sense of place remain at the heart of our identity.
2. Our Royal Charter establishes the University's purpose and mission to "advance education, scholarship, knowledge and understanding by teaching and research, for the benefit of individuals and society at large." Drawing on the talent of our people and the vitality of our partnerships, we bring communities together to address the challenges facing our region and share solutions that are transferable across the world. This union between education, research and knowledge exchange, and between the local and the global, defines our internationally engaged civic University.
3. We are a broad-based, research-led institution, offering undergraduate and postgraduate degree programmes across four faculties: Arts, Cultures and Education; Business, Law and Politics; Health Sciences (including the Hull York Medical School, jointly with the University of York); and Science and Engineering. We have elected not to address within our submission any of the courses that providers may optionally choose to include.
4. The majority of our undergraduate students are studying full-time. Our part-time provision focuses predominately on health and social care, with 76% of our part-time students undertaking our University Certificate in Health and Social Care Practice or Alternative Route into Health and Social Care programmes. These one-year preparatory programmes at level 4 provide an opportunity for students without formal qualifications to progress onto professional nursing and healthcare programmes.
5. Based in a region marked by significant economic and social deprivation, we take particular pride in providing opportunities for individuals from the most deprived backgrounds to participate and succeed in higher education.<sup>1</sup> The University continues to outperform the sector in supporting such students, both in absolute terms and in minimising the gap compared to students from the least deprived areas.<sup>2</sup>
6. Over half of new entrants to the University come from low participation neighbourhoods, a proportion more than 20 percentage points (pp) above the sector average.<sup>3</sup> Fifty-nine percent of our UK-domiciled full-time undergraduate students are local to the institution.\* Almost two thirds (64%) of our local students are from low participation areas.<sup>4</sup>
7. Regardless of whether our graduates are from a low or high participation neighbourhood, 94% have successfully progressed into employment or further study within fifteen months of graduating, achieving outcomes at or above sector averages. Sixty-three percent of our employed graduates choose to remain in the Yorkshire and Humber region, with the majority of these having come from our region originally. The percentage of graduates remaining local is particularly high (between 72% and 92%) for Social Work, Nursing, Education and Teacher Training, Law, History and Biological Sciences. While our graduates are employed by a large range of employers, including a number of SMEs, the largest employer of Hull graduates is the NHS, followed by schools and

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\* Defined as having a home postcode within Hull, East Yorkshire, North East Lincolnshire or North Lincolnshire.

universities, local authorities and the police—a reflection of our mission to serve our region and wider society.<sup>5</sup> [SO3]

## Our Strategy

8. Reflecting the global challenges that matter to our students, staff and communities, the interconnected themes of environmental sustainability and social justice are central to our University Strategy and integrated into our vision: *Motivated by society's challenges and inspired by the power of our global community, we are shaping a fairer, brighter and carbon neutral future.*<sup>6</sup> Strategy 2030 confirms that, in all we do, our approach will be inclusive, empowering and progressive—the qualities that constitute the University's values. Implementation of our Strategy is supported by three pillars: our People, our Place and our Partnerships. These pillars are reflected in our approach to delivering excellence in education, as evidenced by the examples of our strategic aims below.

**People:** Our inclusive, supportive and responsible community will enable talented individuals to flourish.

- Local, national and international students, regardless of background, have the opportunity to enter our University, realise their potential and achieve excellent outcomes.
- Our portfolio of student-focused programmes is informed by excellent research and equips our graduates with the skills for lifelong careers and the drive to shape a just and sustainable future.
- Our curricula are inclusive and support diverse learner needs, and we take a personalised approach to student support.

**Place:** Our rich heritage as an institution rooted in our region and our strong international reputation will drive our work as a responsive, globally engaged civic university.

- Our proactive and collaborative leadership of the skills agenda in our region delivers flexible opportunities for learning that serve the needs of the NHS, industry and our communities, support productivity and promote social mobility and environmental sustainability.
- Our outstanding student experience is enriched by our ability to provide high-quality 'everything on your doorstep' facilities in a safe, inclusive, friendly and welcoming environment.
- As a truly international community, we celebrate our place in a connected, global world and promote open cooperation across borders, nationalities and cultures.

**Partnership:** As an effective and dynamic partner of choice, we will work in strategic collaboration with others to deliver impact with mutual and wider benefit.

- We work in genuine partnership and collaboration with our students to co-construct an outstanding university experience.
- Active and meaningful partnership between academic and professional services staff delivers a user-led approach to all services.
- We work with valued partners to prioritise, design and deliver educational programmes that meet economic and social needs.

9. Strategy 2030 provides the underpinning for our Education Strategy 2020-2025, which was co-created with Hull University Students' Union (HUSU) in 2019.<sup>6</sup> Its vision is to provide high-quality, relevant and attractive courses for our graduates to thrive in a global community, equipping them with the skills and competencies to contribute to shaping a fairer, brighter and carbon neutral future. We explicitly acknowledge in the Education Strategy that we strive for continuous

improvement, not a fixed state, as we become more agile through co-design with students and partners, meaning that we were well-placed to respond to the challenges of the pandemic. [SE7]

10. Reflecting on the size and shape of our student population, including recognising the increasing proportion of our students identifying with cognitive or learning difficulties,\* in 2019 we developed a unique educational model that is inclusive (adopting the Office of the Independent Adjudicator Good Practice Framework, competence based, with explicit links to successful student outcomes and graduate employability, and aligned to Strategy 2030. [SE1, SO5]

## Our innovative portfolio

11. At the core of our Education Strategy is our adoption of a competence-based approach to higher education. Our Competence Framework represents a paradigm shift in our understanding of **educational gain**, which we define as a student's ability to demonstrate secure competence in:

- Knowledge Management, including sourcing, understanding, creating and communicating knowledge.
- Disciplinary and Professional Experience, using dialectic action and critical thought to address a real-world task or practice in context, working independently or as part of a team.
- Self-Awareness, which encompasses self-assessment and self-regulation in public and private domains, independently or through team working.

The balance across these three elements may vary depending on the discipline and/or the requirements of validating, professional, statutory and regulatory bodies. [SE2, SO4]

12. A competence-based approach in higher education shifts the focus from what the student *knows* to what the student *can do*. This approach entails creating curricula that exceed knowledge acquisition, and those curricula encompass how each student reasons, behaves and self-regulates.<sup>8</sup> A competence-based programme develops the whole student.<sup>9</sup> This is how the Hull student makes educational gain. [SE3, SO4]

13. The University's innovative Competence Framework is at the heart of another key element of our Education Strategy: *Transforming Programmes*. Launched in 2019, this institution-wide curriculum review developed a novel, distinctive and effective undergraduate and postgraduate taught portfolio that provides every student with outstanding education and training fit for the 21st century. This person- and programme-focused approach has been recognised as innovative and significant by JISC and by the QAA, who have recently funded us to explore the implementation of our Competence Framework across the UK higher education sector. [SE3]

*"At the University of Hull, they have introduced a new competency-based framework. They've got rid of learning outcomes completely and they work to programme level competencies. So that's had a huge impact on design of courses. And because you're working at a programme level, it's meant that programme teams have got together, they've had to understand what's happening across a programme. And also that is not just focusing on the discipline competencies, it's focusing on wider digital competencies and communication skills. So that was a really interesting example of quite a significant change that is impacting on design."*

consultant, 2022.<sup>10</sup>

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\* 6.9% (1.3 pp above the sector) of our full-time undergraduates and 5.3% (1.5 pp above the sector) of our part-time undergraduates (4 year aggregate 2017/18 to 2020/21).

14. Programme design is supported by our Teaching Excellence Academy (TEA), which was established in 2019 to celebrate, develop and promote excellent teaching that is scholarship led, technology facilitated and data driven. The TEA, which is central to the development and delivery of the University's Education Strategy, offers academic professional development to all University teaching staff. Four members of the TEA community have been recognised as National Teaching Fellows and two as Professors of Learning and Teaching. Such pedagogical innovation has impact at an international level and has been included in the University's REF submission. [SE3, SE4]

15. Our transformed programmes are co-developed with key stakeholders, including students and employers. Programmes have been transformed to be based on disciplinary competencies, replacing learning outcomes. They are academically coherent, inclusive by design, digitally enhanced and authentically assessed. Our programmes instil the values of sustainability, social justice and entrepreneurship in our graduates, who leave the University confident in their own competence and equipped to succeed in a fast-changing world. [SE2, SE7, SO1]

16. Evidence that our transformed portfolio is already delivering an outstanding student experience and supporting excellent student outcomes is provided through quantitative data. For example, since we introduced our transformed programme in History there has been an overall improvement in the results for the internal Hull Student Survey across the areas of Teaching on my Course, Learning Opportunities and Assessment and Feedback.\* For Teaching on my Course, satisfaction scores in 2019 were 83% and had risen to 90% by 2022. Student attainment has also increased (Figure 1). Prior to *Transforming Programmes*, 52% (2018/19) and 65% (2019/20) of students completing level 4 gained 'good degree' results (60% and above); after *Transforming Programmes*, this has risen to 82% (2020/21) and 71% (2021/22) of students. [SE1, SE2, SO4]

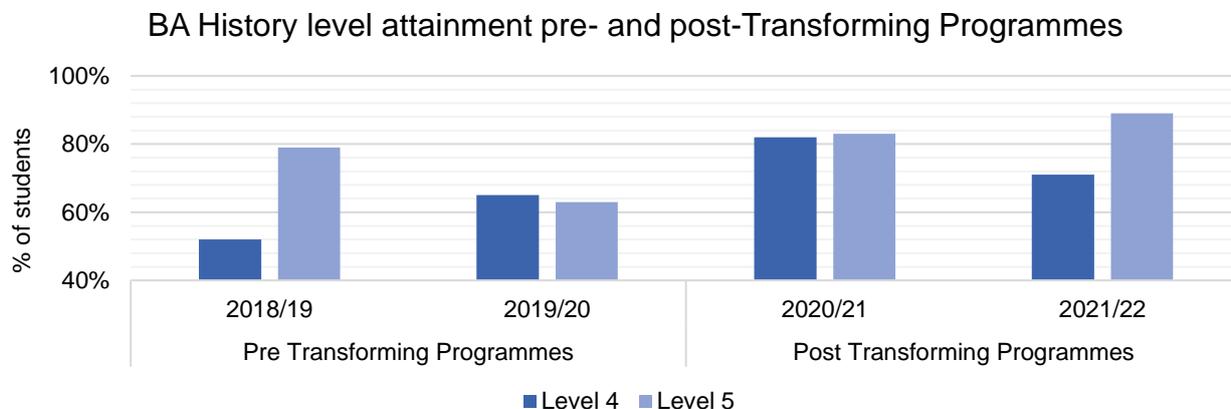


Figure 1: Improvement in BA History level 4 and level 5 attainment as a result of *Transforming Programmes*

17. These positive outcomes are evident across the portfolio. An analysis of the reports submitted by external examiners on sixteen of the transformed programmes offered by the Faculty of Arts, Cultures and Education (an early adopter of *Transforming Programmes*) provides evidence that we have embedded outstanding teaching, feedback and assessment practices across the institution and that our programmes are designed in a way that will enable all students to develop competence and demonstrate educational gain. Examiners have frequently reported that our programmes enable our students to make use of the knowledge and skills that they acquire in an

\* Hull Student Survey response rate for History in 2019 was 30.1% (55/183), for 2020 was 13.0% (19/146), for 2021 was 17.7% (22/124) and for 2022 was 29.7% (27/91).

authentic and applied way that will support their learning gain and enhance their future success in further study, employment, enterprise and voluntary service. [SE1, SE2, SO1, SO4]\*

*"I thought the commitment to move beyond the staples of essays and exams as assessment strategies was commendable. Not only does this reflect the reality of being a historian in the modern world but also equips students with valuable transferable skills."* external examiner

*"It is clear that the programme has been designed to create thoughtful, technically accomplished creatives. Students taking this programme will leave their first year of undergraduate studies with a wealth of skills to help them progress."* external examiner

*"The particular strength of this programme is the variety of production specialisms available to students at all levels, and the way in which this enables students to tailor their degree to their growing sense of themselves [as] a professional practitioner and graduate with an impressive portfolio of creative work. In my opinion, this course is sector-leading in this regard. Care has been taken to ensure students are well-prepared for a range of career options, and graduate with the tools and resources they need to succeed"*. external examiner

*"The degree programme being offered to students is representative of both the academic and industrial requirements for a career in music and students are offered a very broad but engaging programme that has very clear and tangible academic, creative and technical threads. Students should feel confident in being academically challenged and technically prepared for any outcome"*. external examiner

18. External examiners report consistently that the approach to *assessment for learning* that is core to our transformed programmes is authentic, student-centred and inclusive. [SE1, SE2, SO4]

*"The course design embraces and embodies the institution's Inclusive pedagogy. The Assessment design is iterative and authentic; Feedback emphasises feed-forward opportunities, is constructive, and respectful in its tone."* external examiner

*"A wide range of meaningful and credible assessment methods are incorporated which are strongly related to practice and allow students to evidence and receive feedback against the practitioner competencies to support their ongoing professional development."* external examiner

*"The range of alternative/non-traditional forms of assessment is impressive and clearly provide opportunities for students to develop a range of skills and to learn in a creative and pedagogically varied way."* external examiner

19. Institution-wide internal data (Module Evaluation Questionnaires, 2020/21 to 2021/22)<sup>†</sup> suggest that shifting our understanding of education gain towards competencies through

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\* The extracts from external examiner reports quoted in paragraphs 17 and 18 relate to a selection of undergraduate programmes with a combined student population of 913.

<sup>†</sup> Module Evaluation Questionnaire response rate for 2020/21 was 27.6% (18.3K / 66.5K, across three trimesters), and for 2021/22 was 26.2% (17.6K / 67.4K, across three trimesters).

*Transforming Programmes* has enhanced our students' commitment to, and engagement with, their learning (Figure 2). [SE2, SO4, SO6]

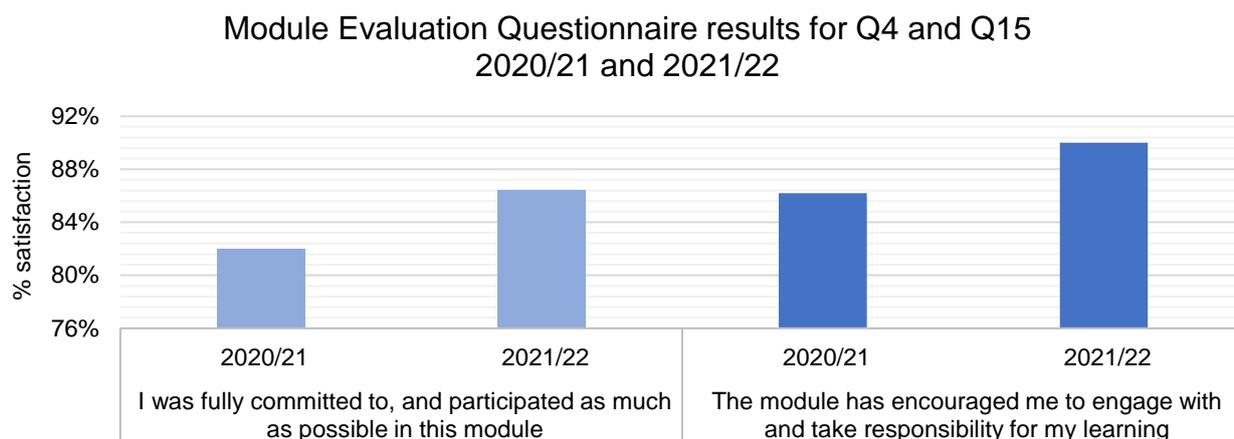


Figure 2: MEQ results for Q4 and Q15 demonstrating an increase in commitment and engagement with learning as a consequence of *Transforming Programmes*

## Our outstanding teaching, learning and assessment

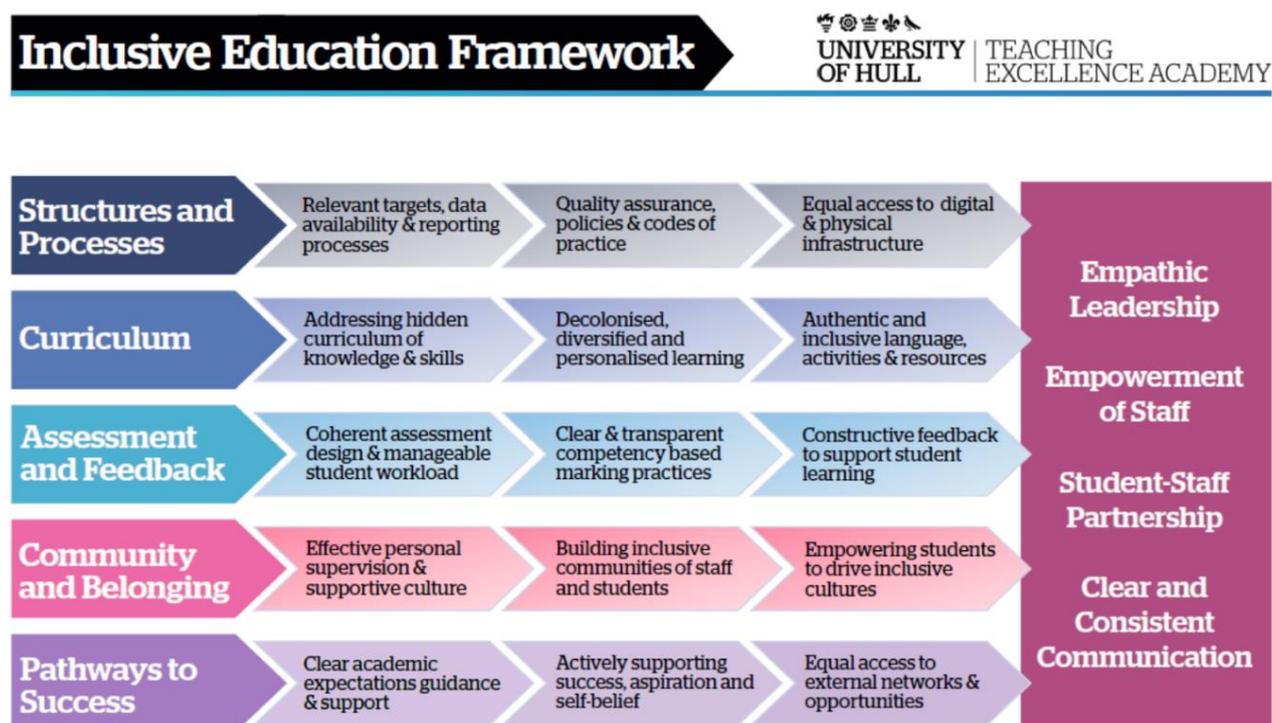


Figure 3: Inclusive Education Framework

20. We define outstanding teaching, learning and assessment as excellence in *inclusive* education. Ensuring equity of opportunity for all students to achieve to the best of their ability while maintaining robust academic standards is fundamental to the University's ethos and central to our Inclusive Education Framework (Figure 3 above). This Framework was developed during 2020 through extensive consultation across the institution, including with academic and professional services staff, students and HUSU. It moves practice from a culture of reasonable adjustments for individual students to considering the needs of a diverse student body and the wide range of ways in which life can impact on student success. [SE7]

21. Underpinned by principles of empathic leadership, staff empowerment, student partnership and clear communication, the Framework details five areas of activity that contribute to inclusive practice. There is no single solution to inclusivity, and our approach seeks to provide academically rigorous and authentic training in knowledge, skills and behaviours appropriate to the discipline and context. Our Inclusive Education Framework and associated toolkit are available publicly and form the starting point for a live QAA-funded project aiming to make the implementation of inclusive educational practices as straightforward as possible across the UK higher education sector and beyond.<sup>11</sup> [SE1, SE4, SE5]

### Inclusive assessment

22. Our Inclusive Education Framework recognises that assessment and feedback are among the pillars of inclusive practice. Our journey to inclusive assessment started in 2011 with moves towards digital assessment, early adoption of Turnitin and a reduction in traditional examination formats while providing concurrent support for the introduction of a variety of assessment methods. The 2011 approach has since been replaced with the requirement that all assessment must be inclusive by design and based on competencies, preparing students for their graduate futures. The positive impact of this is evidenced in our NSS results across the timeframe in scope for TEF 2023 (Table 1), where we are significantly above the OfS benchmark. We are also above benchmark in each year in our TEF metrics.

	OfS benchmark flags			
	2019	2020	2021	2022
<b>Assessment and feedback</b>			+	+
8. The criteria used in marking have been clear in advance.	+	+	+	+
9. Marking and assessment has been fair.	+		+	+
10. Feedback on my work has been timely.		-		
11. I have received helpful comments on my work.	+	+	+	+

Table 1: OfS benchmark flags for the 'Assessment and feedback' section of the NSS from 2019 to 2022

23. We have moved our assessments away from being tests of knowledge recall to authentic opportunities for students to demonstrate their competence. Our marking criteria have been reformed to align with competencies and with our Inclusive Assessment, Marking and Feedback Policy.<sup>12</sup> Clear and transparent marking criteria are embedded across disciplines (NSS 2022 results are 7.2 pp higher than the HEI sector, and 3 pp higher than the OfS benchmark) with weighted rubric-based marking used to support both student understanding of expectations and consistency between markers.

24. Exams have been replaced with authentic coursework assessment tasks, such as a public-facing magazine article in History, industry-style reports and science communication tasks in Biology, intelligence assessments in Criminology and, in Mathematics, report writing, presentations and communication with specialist and non-specialist audiences. Our distinctive Authentic Business Learning approach, embraced as a concept and assessment practice by Marketing and Business Studies, requires students to apply learning to live business projects, working with external organisations to conduct assessments in a way that mirrors professional practice, so that students are ready for their chosen career. The recently transformed assessment strategy in

Politics requires authentic 'situational' assignments, including policy briefs where students provide advice to a government minister, demonstrating core knowledge of the subject, the identification and prioritisation of problems and formulation of plans to allocate resources to solve priority risks. The positive effects of this can be seen in the Assessment and Feedback metrics for Politics, which are 6.1 pp above benchmark. [SE1, SO1]

### **Maintaining excellence during the pandemic – and learning from it**

25. When teaching moved online as a response to the COVID-19 pandemic, TEA colleagues drew on their experience and scholarship, and on the scholarship of others, quickly to put in place support to ensure that teaching staff were able to adapt and deliver high-quality online learning for all students. Practice was informed by the results of an Equality Impact Assessment conducted to provide assurance that this online provision was inclusive. The TEA provided:

- Webinars to support the pivot to online delivery (started within three days of lockdown, offered daily for three weeks). staff attended the webinars, where they were made aware of the suite of resources available and provided with practical advice on their use.

*"The webinar has been really useful, and the resources are very helpful. It all feels a lot less daunting now!"* Participant feedback

- Webinars to support migration to Microsoft Teams (offered daily for three weeks). staff attended the webinars, where they were introduced to Teams and provided with advice on sound remote-pedagogic practice.
- Digital Teacher short course. A week-long synchronous online course showcasing effective digital teaching pedagogies. staff enrolled on the course, where they were connected as a community, exposed to effective online pedagogy and supported to develop their own online and blended practice.

*"I appreciated the timing after the emergency responses. I value the colleagues who put it on and thank you for your help." "I feel much more supported in my online teaching than I did before I undertook the course."* Participants' feedback

- Digital Teacher self-paced course. staff enrolled on this asynchronous course, where they experienced learning designed to model and showcase effective online pedagogies.
- Digital Delivery Community of Practice. Participation in our webinars and courses gave staff the opportunity to join a Teams-based online community of practice offering peer-to-peer support.

[SE3, SE4, SE6]

26. Early in the pandemic, the TEA published an influential Wonkhe blog outlining a strategy for teaching during the pandemic.<sup>13</sup> The blog, identified by Wonkhe as one of their 'best of Wonkhe' posts of 2020, led to an invitation to support the national Association of University Directors of Estates.

27. In response to media reports and QAA concerns about the possibility that online learning might somehow be less good, the TEA carried out a Virtual Learning Environment health check early in the 2020/21 academic year. We enlisted the assistance of five recent graduates as paid interns and worked with them to co-create and implement a standard of best practice in use of the University VLE, Canvas. The interns scrutinised every module Canvas site and provided constructive feedback to module leaders. Where they identified excellent practice, this was

highlighted to the module team. Where they found areas for improvement, module teams received constructive advice or one-to-one support from a TEA teaching enhancement officer. [SE1, SE6]

28. The health check revealed that prior to the intervention the majority of colleagues had been able to put into practice the Academy's training and support to good effect, with 80% of 701 Canvas sites meeting or being very close to our standard. Following the intervention, we were confident that all 701 sites met that standard. The health check also supported the professional development of the graduate interns and was valued by the whole academic community. [SE1, SE6]

29. We undertook two parallel projects to capture and analyse staff and student experiences of lockdown and the move to remote learning and working.<sup>14</sup> The projects were designed to be inclusive, offering opportunities for all to contribute via student and staff surveys. In the student survey, respondents felt overall that online learning had clear benefits. Most frequently mentioned were the ability to determine and control the pace of learning and the flexibility of online working that was not constrained by commuting or a rigid timetable. Respondents with caring and work responsibilities or specific learning differences identified clear benefits of blended provision and the opportunity to engage with academic and professional services staff online. From a pedagogical standpoint, respondents found that asynchronous activity, the removal of exams and the provision of recorded lectures helped to improve their engagement with, and understanding of, complex material. A third of respondents noted that they were able to enhance their digital skills, work with new software platforms and expand their knowledge of the sourcing and use of online resources. [SE2]

30. Respondents wanted us to continue to enhance our online and blended learning provision, underpinned by enhanced contact between students and academic staff, and further enriched by student support services that offer a rapid and tailored response to individual concerns.

31. These results fed directly into our TEA Tuition Primer, a concise, scholarship-informed, digital resource to support colleagues in the use of the principles of competence-based education to develop effective online, blended and digitally enhanced on-campus curricula. The key principles of the Primer are that we:

- provide a high-quality educational experience through resilient and flexible pedagogies,
- provide digitally enhanced education anchored to our campus and all that it has to offer,
- work with our academic colleagues and acknowledge their specialism,
- learn from our University community and promote teaching excellence,
- enhance our learning communities, providing the support they need when they need it—teaching our students 'where they are' in their learning journey rather than 'where we expect them to be'.

[SE1, SE4]

32. We suggest that this whole-University approach resulted in our above-sector results in the pandemic-related NSS questions in 2021 (Table 2 below).

NSS 2021 COVID-19 questions	Hull	Sector
I am content with the delivery of learning and teaching of my course during the COVID-19 pandemic	48.4%	47.6%
I have been able to access the learning resources I need (lecture notes, course materials, journals, Virtual learning Environment) for my course during the COVID-19 pandemic	80.2%	78.1%

Table 2: COVID-19 NSS 2021 questions relating to delivery of learning and teaching and access to learning resources, Hull vs. sector

33. In the second of two staff surveys, undertaken one year after the initial lockdown, respondents noted the move to online learning had created opportunities to rethink their pedagogy in novel, creative and effective ways. Adding more flexibility into learning was seen as a positive opportunity to make delivery more inclusive.\*

### Supporting the development of teaching excellence

34. Fellowship of the Higher Education Academy is a globally recognised award, speaking to a high level of professionalism in learning and teaching. It provides credentials of excellence in teaching and educational leadership. The TEA provides Advance HE-accredited CPD that is open to all staff who teach or who are involved in supporting the student experience through teaching-related activities. Postgraduates and PDRAs who support teaching have the opportunity to complete a 20 credit level 7 module, *Professional Practice in Teaching and Learning in Higher Education*, leading to Associate Fellowship of the HEA

Newly appointed academic staff who do not have a teaching qualification are required to complete a 60 credit Postgraduate Certificate in Academic Practice that leads to Fellowship of the HEA

The TEA also supports established academic staff to secure Associate Fellowship, Fellowship, Senior Fellowship and Principal Fellowship of the HEA. Since 2017/18, the proportion of Hull staff with an award of Fellowship has increased from 48.5% to 66.7% and in every year has been markedly (and increasingly) above sector average (Table 3). [SE1, SE4]

Year	2017/18	2018/19	2019/20	2020/21	2021/22
% Hull	48.5	58.0	59.9	63.4	66.7
% Sector	35.9	40.7	42.2	43.3	46.1

Table 3: The percentage of Hull staff with Advance HE Fellowship compared to sector percentages

35. The TEA has re-designed our Postgraduate Certificate in Academic Practice in line with *Transforming Programmes* and our Inclusive Education Framework such that all assessments are inclusive, authentic and competence based. This provides academic staff with the opportunity to share the experience that their own students will have and model best practice in their teaching. [SE4]

36. Achieving National Teaching Fellowship (NTF) status or being awarded a Collaborative Award for Teaching Excellence (CATE) raises even further the status of teaching and both are recognised internationally as marks of outstanding teaching quality. Since 2004, seventeen of our academic staff have been awarded an NTF and two teams have been awarded CATEs, including the TEA in

\* Staff survey responses n=402, c. 14% return. Academic staff engaged in teaching comprised 26% of survey respondents.

2021 in recognition of their work to ensure that teaching and the student experience are excellent at the University of Hull. [SE4]

## Our outstanding academic support

37. Our Student Experience and Success Strategy sets out our interconnected priorities, objectives and metrics for supporting student success and maximising the student educational experience.<sup>6</sup> It is our intention that students feel they belong to an inclusive, empowering, progressive and supportive community—a community that fosters imagination and creativity and where it feels safe to question, challenge and act to make a positive difference to individuals and society. [SE5]

### Transition and induction

38. The institution adopts a whole-University approach to transition, ensuring that from prospective applicant\* to graduate we support our students to thrive, clearly evidenced by the metrics where our full-time continuation is above benchmark with a denominator of 15,290 students (and part-time continuation is 1.9 pp above benchmark). Our myJourney online platform hosts several modules designed in collaboration with students (and with feedback supporting continual enhancement) that provide key timely information across the student journey. From 'Getting to know Hull as a City' to 'Preparing to Arrive', our offer holders transition into students with a wealth of information and guidance. We offer a module designed to support students with specific learning differences to navigate the journey from screening and diagnosis through to Disabled Students' Allowance support and Assessment of Needs.<sup>†</sup> Similarly, our Survive and Thrive learning programme centres around compassion-focused therapy to help students navigate the natural challenges that can occur whilst studying at university. Our Student Life team provides tailored taster days, associated guidance and myJourney content to support transition for many widening participation groups, including students with Autism Spectrum Conditions, care leavers, estranged students, young adult carers, first generation students and mature learners. For new and returning students, the Library supplements its induction sessions with a companion series of myJourney video introductions to core aspects of the Library's offer. [SE5, SO2, SO5]

39. The institution partnered with Umii in 2020 to provide our students with a space to connect with like-minded students. Umii is an app that matches students based on interests, course type and societies to connect, start conversations and develop friendships. Since July 2020, 2,240 students have joined the platform, 10,500 messages between students were recorded between August and October 2022. To complement the online space, we work in partnership with HUSU to host ten days of welcome activity each September, including sports and societies fairs, opportunities to try out free exercise classes with Hull Sport, face-to-face and online academic induction sessions, meet and greets with personal supervisors, staff stationed across campus to welcome and talk to students, and a host of entertainment and related opportunities to meet others and make friends. Our whole-institution approach to transition and induction contributes to the quality of the educational experience of our students.

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\* For example, prospective applicants have the opportunity to take our free University Preparation Course: Getting Ready for Success at University. Hosted on the FutureLearn online platform, the course has seen 2,877 enrolments to date (as at 6 January 2023).

† Engagement statistics: 'Getting to Know Hull as a City' (information-only module): 4,557 enrolments across 2021 and 2022; 'Preparing to Arrive' (2022 edition): completed by students (with a corresponding module for returning students completed by individuals); 'Specific Learning Differences: Journey to Support': completed by students (and members of staff) across 2021 and 2022.

40. Each student is encouraged to voice any concerns or challenges they face at any point during their student journey. A Student Support Questionnaire invites applicants to detail any emotional or physical issues that may affect their studies, with our Student Support Teams contacting respondents individually to offer advice and tailor support required. Personal Supervisor training equips staff to signpost effectively both for emotional or physical issues and for academic skills concerns. We are currently enhancing our Return to Study programme to ensure that students returning after having taken some leave from their studies go on to succeed. [SE5]

## Personal Supervision

41. Every student is allocated a Personal Supervisor. Our system of Personal Supervision ensures that our students:

- have a dedicated first point of contact and someone to whom they can turn when they need guidance in accessing specialist support,
- develop a sense of identity and membership of our campus community,
- are supported by a supervisor with oversight of their academic achievements, who can offer advice, feedback and guidance.

42. Our approach to Personal Supervision dovetails with our transition support, providing opportunities each trimester to have themed, constructive conversations around educational goals, achievements and additional support needs.

*“I regained my confidence in academics . I also have had an amazing academic support tutor who has given me invaluable support throughout this degree.”* NSS 2022 comment

43. In response to COVID-19 and our no detriment/safety net policies, specific guidance documents and associated action plan templates were developed to support personal supervisor/supervisee conversations following exam boards. These documents highlighted respective changes to regulations, academic options for students and any potential implications. The adoption of this guidance has continued; it is made available at specific points through the academic year to support personal supervisors and, ultimately, our students to be proactive in seeking additional support. [SE5, SO5]

44. Dedicated foundation year tutors act as the personal supervisors for students on our foundation year, working to foster a sense of belonging for students in their home faculty. In addition, all foundation year students have access to dedicated tutors supporting academic writing, data and maths. Where reassessments are necessary, the foundation year team help students to develop individual action plans as well as offering drop-in support workshops and one-to-one support, for example to review specific topics, previous feedback or past papers. [SE5, SO5]

*“I have been provided with and offered to undertake extra opportunities to support my degree which has helped me exceed my personal expectations. I have been able to use the departmental community for help when struggling and have been given constructive advice that I could work on. The foundation year was the most supportive approach when coming to uni and I am glad it was available as it provided me with the right start to my degree.”* NSS 2022 comment

45. We began working with the charity Grit in 2021/22 to deliver student and staff workshops focusing on self-belief and awareness. Grit delivers education programmes in partnership with

universities to transform the student's self-belief and the relationship with their peers and their educational community.<sup>15</sup> Evaluation of the 2021/22 programme saw a correlation between Grit attendance and progression to the following year

While this was only an initial evaluation, on an individual level the positive educational impact of the programme was clearly evidenced.

*"I thought it was really beneficial and has really made me think differently about many things. At first, I wasn't 100% sure if I would benefit from it but as the course progressed I related a lot more to the discussions and I definitely started to get more out of it. I'll admit it took a while for me to get stuck in and build the confidence to speak out, and now I wish I had that confidence from the very start! Now that I have completed it I would definitely recommend it to others."*

### **Peer-Assisted Student Success**

46. PASS (locally branded as our Peer-Assisted Student Success) is a peer learning programme supported collaboratively by the University Library's Skills Team and academic departments. PASS typically involves more experienced students (trained PASS Leaders) facilitating student learning and communities in timetabled study sessions, enhancing the educational experience of students. PASS means that students have support where they need it most and can cover both specific areas of a course or more generic study skills. Studies have recognised that participation in PASS is linked to higher course grades.<sup>16</sup> In addition, students have reported anecdotally that they have found PASS helped them to become more independent learners and improved their understanding of course content.

47. PASS Leaders do not teach but are trained in facilitation techniques to promote discussion and interaction between the students. PASS Leaders meet regularly with the Skills Team and an academic contact to reflect on their experiences, provide feedback on topics that they covered and receive additional ongoing support to address any areas that require further development. Our PASS Leaders have provided feedback on how this training and support, and engaging with their fellow students, has helped to develop their confidence and a range of skills including public speaking, facilitation, communication, teamwork and presentation skills. [SE7]

48. During the COVID-19 pandemic, PASS sessions and the support and training for PASS Leaders were delivered online. This adaptation of the PASS model has meant that it can be delivered more flexibly, opening up opportunities in subject areas with placements where students are not all on campus at the same time. This has resulted in an increase in the number of PASS Leaders, more than doubling the number of students who can access PASS from approximately 600 students in 2021/22 to approximately 1,500 students in 2022/23. Plans are underway to further expand the reach of the programme for 2023/24, while ensuring it remains sustainable in its design and approach.

### **Student voice**

49. We recognise and value the expertise, experience and knowledge of our community of students and staff: a diverse community of people from many different backgrounds and beliefs, countries and cultures, with different expectations and perceptions about studying and working at the University of Hull. Mechanisms are in place at all levels of the institution, from individual modules and programmes to the University Leadership Team, to engage with, and act on,

feedback from our students. Our commitment to the student voice is evidenced by our outstanding performance in the TEF metrics (we are materially above benchmark for metrics on the Student voice).

50. All programme teams engage in an ongoing process of Continual Monitoring, Evaluation and Enhancement (CMEE), capturing the student voice in working journals, as well as the steps taken to enhance the student experience and academic support. Designed to be more agile and responsive than a traditional annual review, CMEE allows teams to capture both formal and informal student feedback, prioritise actions and evidence the impact of enhancements throughout the year.

51. For example, our foundation year team regularly use their CMEE journal to help consolidate activity across all four faculties. One specific instance was the identified need for additional support to be put in place for the transition from foundation year into level 4, when some students were experiencing a similar level of transitional issues as they did when entering higher education at the start of the foundation year. In response, new personal supervisors are allocated much earlier and handovers with previous supervisors and students take place to support the transition. This resulted in more students being retained from 2021/22 to 2022/23 than in the previous year.

52. Building on many years of partnership working with our students, our first formal Student Partnership Agreement was co-created with HUSU during 2020/21, as an explicit demonstration of the intent of both institutions. The Agreement was informed by our community's experience of COVID-19. It serves to highlight ways in which our community can work effectively in partnership to enhance the experience of everyone. Priorities are reviewed on an annual basis following a clear governance structure reporting to the University Council.

53. Our Student Staff Partnership Scheme is governed by the priorities identified within our Student Partnership Agreement, providing an explicit vehicle to support partnership working across the institution and HUSU. Supplementing our formal student representation system, the focus of our Student Staff Partnership Scheme is the creation of a transparent, inclusive and authentic culture of working together that empowers students and staff to shape and develop a transformative learning, teaching and student experience. To ensure that our approach is inclusive and student partners suffer no financial detriment as a result of committing time to projects, funding is allocated to pay each student partner for a specific number of hours over the agreed length of the project. To support a healthy study-life balance, the participation of student partners is capped at a maximum of three hours in any one week. [SE2]

54. Since its inception, the Student Staff Partnership Scheme has supported a total of 19 projects, involving student partners across all levels of study and academic and professional service staff partners. Examples of project outputs include:

- A toolkit enabling students to link ideas and principles of sustainability with their intended future employment.
- Student input and feedback on rubrics that is informing further development of our inclusive marking and feedback practice.
- Resources to support staff to understand and demolish the hidden curriculum.
- Evidence-led interventions to raise student awareness of the non-Western, non-white, non-traditional experts in their discipline.

- A Specific Learning Differences community that empowers students to share, understand and explore their learning differences in a safe and compassionate space and approach their studies with confidence.  
[SE5]

55. The Vice-Chancellor meets the HUSU student president team every month and the HUSU Partnership Committee (which also includes other members of our University Leadership Team) meets three times a year. These arrangements provide an effective route for dialogue on matters with broad or institution-wide significance. For example,

the University Leadership Team agreed to increase significantly the value of printing credit allocated to each student. [SE7]

56. When the student academic experience is less than satisfactory, we take steps swiftly to intervene. While being one of our strong courses (as evidenced by being in the top ten of the Complete University Guide and the recent acquisition of professional body accreditation), Forensic Science students received a disrupted experience in 2021. With the departure of two programme directors, alongside the COVID-19 lockdowns and lack of in-person lab workshops, student satisfaction dropped, which is evidenced in our Forensic Science Student experience TEF metrics. As a result, the Programme Director and programme team immediately implemented a student experience enhancement plan, which has already improved the student experience as measured by recent student staff forums, programme director drop-ins and mid-trimester student evaluations.  
[SE5]

*“Lab sessions provided a very good, hands-on practice of content covered in lectures, deepening understanding of the material in a more memorable way. Additionally industry-relevant information and real-world scenarios mentioned by the lecturer in lectures make the topics more interesting and engaging.”*  
Forensic Science student feedback

*“Lectures were always interesting and detailed. Paired with practicals allowed for a change in pace so the module never got repetitive.”*  
Forensic Science student feedback

## Skills and learning development

57. In parallel with *Transforming Programmes* and the implementation of our Inclusive Education Framework, a new Skills Strategy was instigated in 2018, which has led to a range of enhancements in the academic study skills support provided by our University Library Skills Team. Collectively, these contribute to an outstanding learning environment for our students:

- Integrated teaching, where skills sessions are included as a core part of programmes, not an adjunct provided separately or optionally. This has helped provide support to a wider body of students and enabled sessions to be tailored for specific disciplines. The number of contact hours of integrated teaching delivered by the Skills Team over the last four years has risen from 6,434 in 2018/19 to 9,621 in 2021/22.
- Online SkillsGuides covering the core areas of skills development required by students, including support for different types of assessment. The guides are available publicly, including to students at other institutions, and annual views have risen from 273,850 in 2019/20 to 792,085 in 2021/22. Among the six guides with the highest number of views are four on academic writing (reflective writing, essay writing, critical writing and writing academically).
- DigiHull courses, delivered in partnership between the Library and the TEA, supporting both teachers and students to make the best use of digital technologies within their work and study.

- Refreshed English language support for students who have English as an additional language, working in partnership with the University's Global Engagement Office. This support is clearly differentiated from support for academic writing to help students access the specific type of support they require. The writing support provided by the Skills Team has also been complemented by the provision of a Royal Literary Fund Fellow since 2020.<sup>18</sup>  
[SE5]

## Mental health and wellbeing

58. Our model of mental health and wellbeing support employs a whole-University approach, integrating and aligning academic and support services with an explicit focus on *wellbeing for learning*. The current model was implemented in 2021 and sets out clearly defined roles and clearly developed pathways to support. The service includes a core team providing triage decision-making, initial consultations, risk and crisis management and complex interventions, where necessary. In addition, Associate Practitioners offer targeted psycho-educative interventions online using CBT, counselling and nursing skills, and our comprehensive Student Assistance Programme provides wraparound 24/7 support by telephone, app or email. [SE5]

59. An evaluation conducted in January 2022 demonstrated the positive clinical impact of the new model.

At the institutional level, the new model has also resulted in improved retention, providing a clear and direct contribution to the quality of the educational experience and outcomes for students. For example, the support provided to the students who had reported considering leaving the University 'most or all of the time' enabled (87%) to continue on their programme.

60. Feedback from students on the broader value of the service is also positive, as illustrated by the following selection of comments. [SE5, SE7]

*"This service is incredible. I wasn't sure if or how I could be helped as it seemed very minor to me, but my feelings were made to be very validated and help was provided in ways that work with me personally, and how I think. If something didn't agree with me, or didn't particularly help, it wasn't ever a problem. If you even slightly consider that you'd maybe like to talk to the team, do it. You would not regret it."* Feedback from service user

*"Course and university has been a great experience. The university and course staff alike provided a lot of support - especially regarding mental health adjustments."* NSS 2022 comment

## Our outstanding learning environment and resources

### Our University Library

61. Our University Library operates frontline services from the Brynmor Jones Library at the centre of our main University campus and through the Hull History Centre, a joint archives service with Hull City Council, in the centre of Hull. These physical presences are complemented increasingly by the Library's online service provision, including a Live Chat facility, enabling the Library to provide assistance wherever users are located. Across all locations and platforms, the services provided by the Library seek to meet and adapt to the evolving needs of our students and staff, as well as our partners and members of the public.

62. A Building Better Leaders, Teams and Culture initiative, undertaken by the Library since 2018, has redefined how the Library operates, resulting in the Library achieving Customer Service Excellence accreditation in 2019 and rolling re-accreditation each year since.

63. Engagement with HUSU through monthly meetings enables good communication around issues that students may be encountering with Library services. This has supported, amongst others, engagement around adaptations due to COVID-19, Library opening hours (and a return to 24/7 following the pandemic), eBook access and availability, and academic study skills development. [SE5, SE6]

64. Recognising the changing needs of our student population, recent developments have included:

- Introduction of a Family Room, a dedicated and safe learning facility that combines working spaces with an area for young children to play. Introduced in October 2021, the room was booked 329 times over the course of the 2021/22 academic year, supporting 1,165 hours of study.
- Creation of a switch-off zone, an area of the Reading Room with more relaxed seating away from the formal study space. The zone is designed to support quick breaks from study with access to browsable materials which may be of interest or assistance, including a Reading Well collection (books on physical and mental health and wellbeing) and the Library's Spotlight print and digital collections on key topics (such as Black History Month in October, exam revision in May).
- Post-COVID reopening of the University Art Gallery and Exhibition Space (both situated within the Library), providing distinct areas where students can step away from their studies to enjoy cultural stimulus among the 1,220 annual visitors to the two spaces (2021/22 data). [SE6]

65. Aligned to *Transforming Programmes*, revised reading list guidance emphasises the value of specifying the priority tag for reading materials, and whether they are essential, recommended or background. These priority tags inform Library acquisition and ensure that materials highlighted by academic staff are always available to students. Items tagged as essential are provided in both print and digital form to maximise inclusivity of access. Items tagged as recommended and background are provided on an e-first principle to facilitate wide access. In 2021, we launched our Knowledge Management Framework<sup>20</sup>, which provides support for students and staff on how to make the most of the resources the Library provides in the context of the competence-based curricula introduced by *Transforming Programmes*. [SE1, SE6]

66. An important area of consideration for Library collections in recent years has been to review and address the range of perspectives and views expressed in the items held, and redress or expand this accordingly. In 2021, and with the support of HUSU, the Library published a statement on decolonising collections and catalogues as well as information on how students can contribute to this. A key development for the Library in this vein has been to expand its collections to cover more LGBTQ+ materials available online.<sup>21</sup> [SE5, SE6]

67. The Library does not loan only books: laptop loan cabinets have been available in the Library since 2016, allowing short-term loans for use in the Library (there were 8,482 such loans during 2021/22). An extended scheme of long-term (4-week) laptop loans was introduced in 2021 and has proved very popular (399 loans during 2021/22),

68. The Library seeks, on an ongoing basis, to support those with disabilities and other specific learning needs. Seeking to capture and build on learning from creating digital content that is accessible, a collaborative project between the Library and the TEA produced 'Designing for Diverse Learners'. This guidance provides a concise reference for staff on the steps they can take to ensure that all their learning materials are accessible to all from the outset. Designing for Diverse Learners is incorporated into the University's Inclusive Education Framework and is also widely used at other institutions.<sup>22</sup> [SE1, SE4, SE6]

69. Our students reflect the hugely positive impact our Library services have on their learning in their responses to the NSS (Figure 4). [SE6]

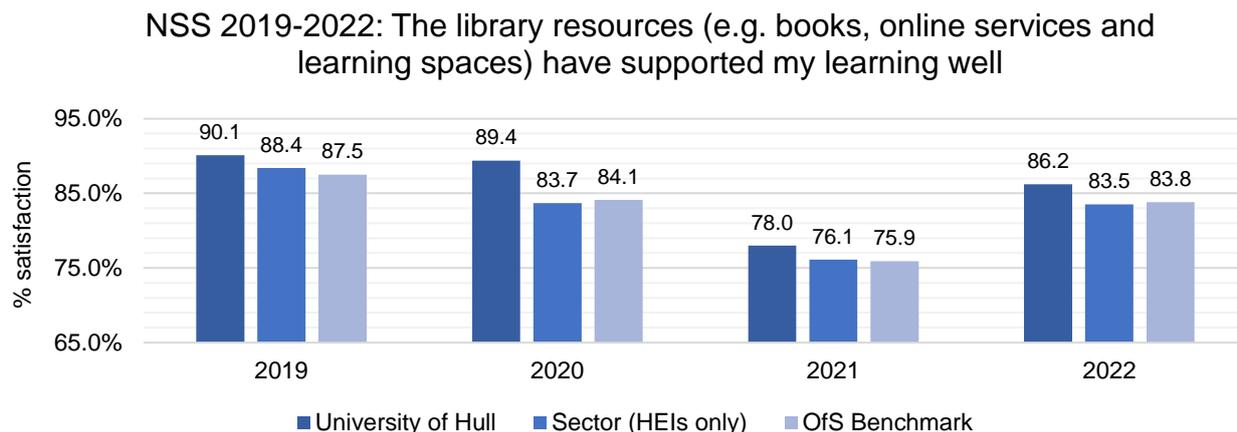


Figure 4: NSS 2019-2022 Q19 results for Hull compared to the sector (HEIs only) and the OfS benchmark

### Specialist learning spaces

70. Our students benefit from a range of specialist spaces. Some spaces prepare them to leave as industry-ready graduates, others are designed to simulate professional practice. [SE5, SE6, SO1]

71. Our industry-ready spaces include:

- World-class cultural facilities—the 400-seat Middleton Hall auditorium and associated music and performance studio spaces, including our flagship Duality Recording Studio and 3D surround-sound studio. These spaces have greatly impacted on the experience of learning and teaching for our students, as evidenced by being materially above benchmark in our NSS results for Learning resources in Performing Arts.
- An experimental flume used by Environmental Sciences students to carry out in-depth physical modelling of how fluvial, tidal and coastal processes shape the natural environment and impact on key societal infrastructure.
- A virtual control room used by Chemical Engineering students to simulate chemical process plant conditions, and a Digital Manufacturing Suite used by Mechanical Engineering students to create rapid prototypes from designs.
- Our recently opened Advanced Biology Training Lab, which offers cutting-edge industry-specification equipment, including genome sequencing equipment, fluorescence microscopes and quantitative polymerase chain reaction machines.

72. Our professional practice-equivalent spaces include:

- Two mock Law courts, enabling Law students to apply their learning in an authentic environment.

- A dedicated Bloomberg Financial Markets Laboratory and software, providing simulated financial trading activities that allow Business School students to practise their skills in a real-world scenario. Students also benefit from access to our business lounge, where regular networking events allow students to supplement their classroom learning with exposure to the world of business. It is notable that our continuation for full-time Business and Management students, with a large denominator is materially above benchmark.
- A Clinical Skills Simulation Suite, which comprises a simulated operating theatre, hospital ward, endoscopy unit, intensive care unit, midwifery suite and midwife-led birthing unit, a Children's/Neonate ward and a flat used to simulate home visiting. We make extensive use of the smots™ fixed camera system, which is ideal for health simulation environments where an unobtrusive overview is required, to record simulations for teaching, quality assurance, assessment and feedback to students.
- Anatomy facilities offering students the opportunity to learn human topographical and clinical anatomy using donated human bodies. Dedicated plastination and embalming suites, dissection laboratories and a multifunction laboratory for collaborative learning with anatomical models, medical imaging and electronic learning resources enable us to tailor anatomical education to suit different healthcare contexts and training levels. The quality of our facilities for medical and healthcare teaching, simulation, assessment and research was recognised in the 2018 Guardian University Awards, with our Allam Medical Building winning in the 'Buildings that inspire' category.<sup>23</sup>
- Our Computer Science Robotics lab, which provides students with the opportunity to build and deploy a range of robotics, from human-sized devices to micro-drones a few centimetres in diameter. Fabrication facilities, 3D printers and laser cutters enable new concepts to be fully realised as physical devices, while advanced AI and machine vision technology transforms these physical devices into a range of smart robot systems.

73. Social learning spaces are another integral part of our learning landscape and significant investment has been made to provide a variety of such spaces across the campus. These spaces are fundamental for group learning, inclusion, instilling a sense of community and to ensure that learning continues throughout the day. Strategic locations in each faculty were selected to be remodelled to support our students' learning environment. Within each, there are varied settings available to ensure that all students feel welcome, from those who may want to sit individually as part of a collective to those who want to meet and work as a group. The spaces offer a blend of the latest technology and furniture to support social learning in a dynamic way, with features including acoustic meeting pods, plectrum tables with large digital screens, video and writing surface image capture, charging facilities for student devices and a mix of flexible and movable furniture. [SE6, SO1]

## **Our outstanding academic experience**

### **The University of Hull graduate**

74. Our Graduate Employability and Progression Strategy guides our work to produce highly qualified and employment-ready graduates.<sup>6</sup> We place great importance on supporting our students to acquire exceptional graduate competencies and attributes, empowering them to determine and achieve their own personal and professional successes. [SO1]

75. It was important that the development of our Competence Framework (above paragraph 11) aligned to our existing statement of Hull Graduate Attributes: "As a graduate [...] you will be able to

learn independently, explore new avenues with confidence and think in a critical, creative and enterprising manner, enabling you to function in a complex and ever-changing society.” [SO1]

76. We have significantly increased our investment in paid internship opportunities over the last four years, recognising the impact these can have on the successful progression of our students. Activity is focused on schemes that offer recent graduates opportunities to work with SMEs and employers within the charitable sector or undertake roles within University departments. Our graduates also have the opportunity to participate in the Humber Internship Programme, an initiative run by the University and part-funded by the EU, which connects students and graduates (of any higher education provider) living in the Humber region with local SMEs.<sup>24</sup> [SO1]

77. In 2020, responding to the impact of COVID-19 on the graduate labour market, we expanded the number of internships within University departments to around 100 each year, with new graduates as well as graduates from the previous year becoming eligible to participate. The primary aim of this scheme is to provide paid work that benefits the intern’s employability through experiential projects that develop additional skills, knowledge and confidence and supports their transition into graduate level employment. When applying to host an intern, departments are asked to evidence how the opportunity will support the career development of the intern with specific reference to the University of Hull Graduate Attributes. Significant reductions in opportunities for volunteering, work experience and internships during the pandemic, coupled with historically low numbers of Hull students undertaking industrial placements, has meant that this scheme has proven to be an important additional stepping-stone for our graduates. [SE1, SE7, SO1, SO3]

78. Our data on the progression of participants in the 2021 internal internship scheme indicates that 82.3% are in graduate work or further study.<sup>25</sup> In a two-stage survey of participants in the 2021 scheme, 56%

felt more positive about their career prospects after completing their internship.

Participants reported a significant increase in their confidence, specialist knowledge, self-management and skills in gathering and analysing information after completing their internship. In the post-internship survey, 95% felt their internship would help with their future job-seeking, 90% felt they had made useful contacts to help them advance their career goals and 100% would recommend undertaking an internship to other students and graduates. [SE1, SE7, SO1]

79. Our external internship scheme follows a similar model, with the University generally providing a 50% contribution to the internship salary costs. We take a flexible approach to both schemes and are able to vary internship durations and intensity to best fit the needs and supervisory capacity of participating employers. Equally, this flexibility intentionally enables us to offer an inclusive scheme with which all students are able to engage alongside other commitments, such as part-time work or caring responsibilities.

### **Bringing learning to life**

80. One of the core elements of the Competence Framework, and therefore a core element of educational gain for our students, is disciplinary and professional experience. We create curricula that provide students with opportunities to develop professional networks, gain real-world experiences and undertake professional placements. A selection of examples, recognised and celebrated by students, follows below. [SE3, SO4, SO5]

*"I love how creative and interactive it is and all the projects we get to do."*

Marketing and Business

*"For my creative writing course, I have had the opportunity to go on a field trip, which was an effective way of providing teaching outside of the classroom, and was also an enjoyable experience."*

Creative Writing

*"The learning opportunities have been created in a manner which helps us as individuals create work and use everything learnt in the fields of our work outside the university."* NSS 2022 comment

*"The course since the beginning has been very informative and has helped me improve in many aspects of my specific study. The coursework that has been provided alongside the exams has pushed me to perform at my very best and is clearly linked to real-life scenarios that I might potentially face in my job sector."* NSS 2022 comment

81. Between 2019 and 2021, entrepreneurs and SMEs have been involved in module delivery in Hull University Business School, engaging students each year

Activities have included masterclass

lectures from industry experts, in-class mentorship from entrepreneurs as students undertake assignments, involvement of companies in setting authentic business learning assignments that solve real company problems, and involvement of employers and entrepreneurs as part of oral assessments. The impact of this approach has been substantial, with authentic business learning projects resulting in the offer of employment for students to implement their own ideas within the business—

82. Our Health Professionals Network connects current students with alumni working in the health sector, enabling students to build their professional networks and hear how people already in the industry deal with the challenges of their roles and careers. Network events to date have focused on the themes of 'Rethinking Resilience' and 'Bouncing Back' [SE3, SE7, SO4, SO5]

83. The Longitudinal Integrated Clerkship (LIC) is an innovative, year-long clinical placement for medical students at the Hull York Medical School, enabling them to immerse in the whole patient journey by being based in GP surgeries around Northallerton, North Yorkshire. This allows students to see and interact with the same patients to build long-term rapport with them through the care system, including acute hospital placements in Northallerton and Middlesbrough. For the third year running, our LIC has received consistently high satisfaction from students who participated, as evidenced by student survey feedback: overall satisfaction rates at 69% in the academic year 2020/21 and 90.5% in the academic year 2021/22, with specific satisfaction rates on the quality of primary and secondary care placements consistently over 80% on average in the last two years.<sup>27</sup> [SE3, SE7, SO4, SO5]

84. Our School of Environmental Sciences links research and knowledge exchange to teaching through field trips, where students develop industry standard skills in surveying the environment, and dissertations with explicit links to current academic projects. Drawing on strong partnerships with Natural England, UK fishing industry representative bodies and local authorities along the Yorkshire coast, several modules invite speakers from industry to talk about contemporary issues in environmental science, and senior industry practitioners are engaged in instructing students on

environmental impact assessments and ecological monitoring. Students develop skills in marine sampling using industry standard equipment on a local survey vessel, the Humber Guardian, and a local fisheries research vessel, the Huntress. Dive training is a thread that runs through the marine and environmental science programmes, where students have subsidised opportunities to train to a professionally competent standard and implement their skills as scientific divers on residential overseas field trips. [SE3, SE7, SO4, SO5]

85. Undergraduate students on the Level 6 Sports programmes undertake work experience with high-level performance teams annually, and we currently have students on placements with the local teams. This provides an invaluable opportunity for students to experience the demands of professional sports environments and develop the communication skills needed to work as part of a high-performance athlete support team. Our undergraduate Sport Rehabilitation students gain valuable work experience treating clients in our Health, Injury and Performance hub (Hip-Hub), a student-led, patient-centred service for members of the University and our wider community. Operating from a purpose-built, state-of-the-art facility, students work alongside clinicians and accredited practitioners as part of their clinical placement sessions to lead a peer-assisted process of patient assessment, diagnosis, treatment and exercise rehabilitation. Similar placements offering relevant industry knowledge and exposure are provided with private health companies, such as Novus Health.

86. Our School of Politics and International Studies enjoys a truly unique relationship with the Palace of Westminster. On our four-year BA in British Politics and Legislative Studies, students spend the third year of their degree working for an MP or Peer. The Westminster-Hull Internship Programme offers students on all of the School's three-year Politics programmes the opportunity to spend the first half of their final year working in Parliament

In both cases, our students combine one day a week of study with four days of parliamentary work, engaging in tasks as varied as researching and writing speeches for their assigned MP or Peer, representing them at meetings and functions and dealing with constituent enquiries and problems. The placements also include a weekly Westminster seminar series, bringing all students together to discuss elements of their placement and providing access to key actors from across Parliament and public affairs. The guest speaker programme involves a large number of our alumni, allowing students to network in diverse areas of the public affairs world, and get an insight into the range of professional careers

87. Within our School of Criminology, Sociology and Policing, final year students are selected competitively from a cohort each year to undertake unpaid placements with Humberside Police, the local Prison Service or the probation service, with sponsoring organisations involved as external experts in the end of module presentations. The School was an early pioneer of the 'Learning Together' programme that brings serving prisoners and students together in controlled circumstances to learn about desistance. Since the pandemic, this programme has been run in an electronic format (at the request of the prison) but still provides strong progression outcomes for our students\* and improved post-release employability for a small number of the local prison population. The School has piloted a practice-focused module with the

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\* Progression for our students in the 'Sociology, social policy and anthropology' subject area is 1.6pp above benchmark.

UK Common Mission Charity, the Home Office and Leicestershire and Kent police forces in which students work on a problem the organisations are seeking to solve. Students work with an institutional sponsor and an external mentor. Students note that this experience provides them with the real-world context through which to apply their degree knowledge. Expert speakers, including Humberside's Deputy Chief Constable, senior prison staff, senior counterterrorism officials and those working in third sector organisations, deliver presentations and seminars to provide practitioner context. These speakers also provide links into practitioner networks to assist students in securing post-graduation employment. [SE3, SE7, SO4, SO5]

88. We have been the official University partner of Team GB since January 2019. Founded on shared values, this exclusive partnership offers numerous unique benefits for our students, staff and wider community. To date, people have participated in Team GB events on campus, such as the 'Give it a Go' sessions that formed part of the I Am Team GB Festival of Sport in summer 2021, or attended talks by guest speakers including gymnast and Official Team GB and University of Hull Ambassador Max Whitlock OBE, BMX rider Kye Whyte, gymnast Beth Tweddle MBE and field hockey player Hollie Pearne-Webb MBE. The partnership also supports student employability, offering students from across the University opportunities to volunteer and the chance to take part in real-life business challenges and research collaborations. For example, students volunteered at the Team GB kitting out processes for the Tokyo 2020 Olympic Games and Minsk 2019 European Games. During what would have been the countdown to the Tokyo 2020 Olympic Games, students in our Business School worked with Team GB on a real-life project arising from the COVID-19 pandemic, putting their skills into practice to create a marketing strategy to keep fans engaged during the lead up to the next Games and through to Paris 2024. Working with Team GB sprinter, we have implemented an innovative student personal success plan, Focusing on key themes of positivity, reflection, maximising opportunities and health and wellbeing, the success plan is helping our students achieve their personal goals and aspirations. [SE3, SE7, SO4, SO5]

## ***This is Hull***

89. We are proud to give the final words to our students, presented here as their own reflections on their experiences and the personal and educational gains they have made.

*"Great facilities, great support, knowledgeable lecturers that always challenge the student's critical thinking, and good engagement between student and lecturers in class."*

2022 comment

*"I love how thoughtfully placed our modules have been and how kind and supportive every tutor is. The opportunities to showcase my writing [are] wonderful. I am so happy with my decision to choose this course and this uni."*

Creative Writing

*"Staff have usually been kind and understanding when life gets in the way, which has made studying at Hull a pleasure. I love how little pressure I have felt during my time at Hull to be a certain kind of student, from the variety of assessment styles, to the flexible timetable and mixed synchronous and asynchronous teaching, the 24-hour library, to the adjustments and mitigation that is available to students, it really feels like I belong, no matter how I study or what my study habits are, I feel recognised."*

Biomedical Sciences

## References

- 1 45% of neighbourhoods in Hull are among the most deprived 10% in England, the fourth highest proportion across English local authorities. In the wider Humber region, 22.5% of neighbourhoods are in the most deprived decile, the fifth highest proportion across English LEP regions. Extracted from English indices of deprivation 2019 (File 10: local authority district summaries, File 12: local enterprise partnership summaries). Available at: <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>
- 2 Access, continuation and progression data for full-time undergraduate students by IMD 2019 quintile. Extracted from OfS access and participation dashboard. Available at: <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>.
- 3 In 2020/21, 50.4% of our UK domiciled, young, full-time undergraduate entrants (n=2,100) came from neighbourhoods in POLAR quintiles 1 or 2 (22.2 pp above the sector average). The equivalent proportion for part-time undergraduates (n=60) was 70.0% (30.3 pp above the sector). Extracted from OfS access and participation dashboard. Available at: <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>
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- 8 *'Back to Bildung': A Holistic Competence-Based Approach to student Engagement in Innovation Learning Process in HE.* In Lund, B. and Arndt, S. (Eds) (2019) *The Creative University: Contemporary Responses to the Changing Role of the University.* Leiden: Brill Sense
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- 11 Our Inclusive Education Framework is available online: <https://www.hull.ac.uk/special/inclusive-education>. Details of the QAA-funded project drawing on the Framework are available at: <https://www.qaa.ac.uk/membership/collaborative-enhancement-projects/equality-diversity-and-inclusion/the-inclusive-education-framework>
- 12 <https://www.hull.ac.uk/choose-hull/university-and-region/key-documents/docs/inclusive-assessment-marking-and-feedback-policy.pdf>
- 13 (2020) *Can we plan for a socially distanced campus?* Wonkhe. Available at: <https://wonkhe.com/blogs/can-we-plan-for-a-socially-distanced-campus/>

The very best of Wonkhe in 2020. Wonkhe. Available at:

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14 Reports on Learning from Covid and Living with Covid projects. Unpublished. Held in University of Hull TEF evidence file.

15 Further information about Grit is available at: <https://www.grit.org.uk/>

16 (2021) *Does supplemental instruction improve grades and retention? A propensity score analysis approach*. Journal of Experimental Education, 1-25.

(2015) *Measuring the effects of peer learning on students' academic achievement in first-year business statistics*. Studies in Higher Education, 40 (10), 1808-1828.

(2017) *Problem-centered supplemental instruction in biology: Influence on content recall, content understanding, and problem solving ability*. Journal of Science Education and Technology, 26 (4), 383-393.

18 Details of our SkillsGuides, DigiHull courses, English Language support and Royal Literary Fund Fellow are available online: <https://libguides.hull.ac.uk/SkillsGuides>  
<https://www.hull.ac.uk/international/courses/in-sessional-english>  
<https://www.hull.ac.uk/choose-hull/study-at-hull/library/skills/services/royal-literary-fund>

20 <https://libguides.hull.ac.uk/knowledgemanagement/home>

21 Our statement on decolonising collections and catalogues is available online:

<https://www.hull.ac.uk/choose-hull/study-at-hull/library/resources/diversified-collections>

22 Designing for Diverse Learners is available online: <https://designingfordiverselearners.info/>

23 The Guardian University Awards 2018. Buildings that inspire: award winner and runners up. <https://www.theguardian.com/higher-education-network/2018/apr/24/buildings-that-inspire-award-winner-and-runners-up>

24 Full details of our Humber Internships Programme are available online:

<https://humberinternships.co.uk/>

25 Graduate Progression from Internal Internships 2021. Unpublished. Held in University of Hull TEF evidence file.