



HARTPURY
UNIVERSITY

Hartpury University's Degree Outcomes Statement

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Introduction

Hartpury College had a long history of teaching higher education courses, validated by UWE, Bristol from 1997. It was awarded Taught Degree Awarding Powers (TDAP) in 2017 and gained the title of Hartpury University in September 2018. The University awarded its first degrees in the summer of 2019. During 2019-20 Hartpury University students were taught alongside UWE Bristol's Hartpury students as they completed their studies. To ensure a high quality student experience, degree outcomes were calculated and awarded using similar processes for both sets of students. Whilst publishing this statement is not required for a University with less than five years of its own data (2018-20), Hartpury University supports the sector's commitment to transparency and protecting the value of qualifications.

Hartpury University awarded two level 6 qualifications during the 2019-20 academic year, a Bachelor Degree Ordinary and a Bachelor Degree with Honours. No level 6 awards were delivered through partnership arrangements. No students enrolled in September 2018 with the aim of finishing their studies with a Bachelor Degree Ordinary. This statement will therefore cover final classifications for Bachelor Degree with Honours graduates only.

1. Institutional Degree Classification Profile

Hartpury University awarded classifications as shown below for all students. Due to the small numbers of students, fluctuations in percentages are expected and those seen below are within expected ranges. The proportion of students who gained upper (first and upper second) and first class awards were below sector figures (82 % in 2019-20 and 76 % in 2018-19).

	Number	Third	Lower Second	Upper Second	First
2019-2020	356	5.3%	26.7%	40.7%	27.2%
2018-2019	296	8.8%	30.4%	37.2%	23.6%

A larger proportion of females gained a 1st class degree than males (18 % higher) whilst the proportions of upper second degrees was similar. This difference was being monitored from 2018-19 and was larger than in previous years of similar provision and will be closely scrutinised in future.

2. Assessment and Marking Practices

The University's Academic Regulations and Hartpury Quality Enhancement Framework align with the Office for Students' Ongoing Conditions of Registration to support quality, reliable standards and positive outcomes for all students, and the Quality Assurance Agency's revised UK Quality Code. They specify principles for validation and approval of assessment methods and support a systematic approach to continuous enhancement.

The Assessment Cycle, an appendix of the Academic Regulations, clearly states the University's commitments in ensuring the standards and enhancement of quality of its 'assessment for learning' approach. Marking at the University is based on the SEEC standardised criteria, used by many universities, which help- to ensure marking is transparent, consistent and appropriate to the academic level. Internal Verification is carefully planned and External Examiners, at both module and programme level, are appointed in line with the QAA's *Advice and Guidance: External Expertise*

publication. External Examiners are explicitly requested to review whether assessment standards meet expected sector reference points. This ensures that assessment and marking practices are scrutinised in terms of subject and quality, but also industry relevance and ability to develop employable graduates. During 2019-20 the University reviewed its assessment to support students during the national response to the Covid-19 pandemic. During this process the principles of maintaining academic integrity, working with external examiners and accrediting bodies, protecting academic progression and achievement, and changing only those things required ensured students achieved programme learning outcomes. The University's two tier board of examiners' system places emphasis on both a module's marking practices and assessment profiles as well as the student performance, holistically, on a course.

Hartpury University was an early adopter of the '*Professional Development for External Examiners*' course, now supported by the Office for Students and led by Advance HE. The majority of University module leaders have completed this course and Hartpury staff are recognised facilitators of the course. The course has supported the professional development and awareness of sound assessment and marking practices and the role of external examiners within the University.

3. Academic Governance

3a. Boards of examiners

Academic Board delegates the authority to confer awards and agree assessments outcomes to boards of examiners.

Module Examination Boards validate marks subject to external scrutiny of the standard of work by subject specialist external examiners. This is key to ensuring academic standards are in line with national benchmarks to protect the value of qualifications now and in the future.

Programme Examination Boards consider and verify all student profiles to determine progression from one level to the next or the award, in line with regulations and in discussion with the external examiner who oversees a department's programme provision and ensures approaches used align with national benchmarks.

3b. Governance

An annual achievement report scrutinised and approved by Academic Board provides an annual assurance to the University's Governing Body about management and oversight of academic standards of awards. Achievement data, including upper awards, are scrutinised at programme, department, student group and study type levels. Actions are subsequently agreed and monitored and include examination of any apparent anomalies. In 2019-20, University outcomes were comparable to those across the sector.

The Annual Quality Report to the Quality Enhancement and Standards Committee of the University's Governing Body considers all aspects of academic quality within the University and supports the consideration of achievement outcomes alongside other aspects, e.g. curriculum design, professional body and external examiner feedback to ensure a holistic view is taken. The Committee considers the report in detail on behalf of the Governing Body.

3c. Marking practices

Training in marking is given, in induction and regular updates, utilising the national framework to ensure sector comparability. There is a robust and thorough three layer internal verification system,

which has been commended in previous QAA reviews. External Examiners scrutinise marking and feedback approaches.

3d. External assistance

This statement was produced utilising externally assured data, including external examiners, the external advisor on the teaching development scheme, and taking account of the recommendations of external quality assessments.

4. Classification Algorithms

The University supports students during their adjustment to Higher Education. Its courses provide robust learning experiences that scaffold learning opportunities, whilst the student progresses up increasing academic levels of difficulty. It recognises that people learn from both success and failure and its courses include modules with early assessment points to provide such 'assessment for learning'. As such, a small number of level 6 and 5 credits and all marks from levels 3 and 4 may not be included within its classification algorithm for level 6 awards.

During 2019-20 and 2018-19, the university used its approved algorithms, as described below.

4a. The classification algorithm

To gain the award of Bachelor Degree with Honours a student must have completed academic modules at nationally recognised FHEQ study levels¹ specified within the Academic Regulations² dependent on their course and entry point or have been granted an aegrotat award³.

To achieve a Bachelor Degree the student needs to have met their course learning outcomes. The level 6 classification reflects how well they performed, and is based primarily on the student's performance at level 6. A student's overall award mark is calculated from either:

- a) the highest marks⁴ achieved for 100 credits at level 6 and the next highest marks achieved for 100 credits at level 5 or above. Marks achieved for the best 100 level 6 credits are weighted three times the value of the marks for the other credits; or;
- b) the highest marks achieved for 100 credits at level 6 if they enrol directly into level 6 study.

If a student does not pass a module at the first opportunity the mark will be reduced, unless there are proven reasons why further assessment is required.

Degree classifications are then awarded, in accordance with common sector practice:

Overall Award Mark	Less than 50%	50% to less than 60%	60% to less than 70%	70% or more
Classification Awarded	Third	Lower Second	Upper Second	First

¹ A student may complete modules to gain credit, by assessment or by recognition of their prior learning.

² Available from <https://www.hartpury.ac.uk/about-us/governance-and-policies/policies-regulation-and-information/>.

³ Where death, serious illness or a similar incapacity means that an enrolled student cannot complete their programme and there is evidence from previously submitted work that they could have achieved the necessary standard, an aegrotat award may be granted. Where the student has achieved at least 80% of the learning this may be classified.

⁴ If a student does not pass the module at the first assessment opportunity the mark for assessment is 'capped' at a pass mark, unless there are proven reasons why further assessment is required.

4b. Borderline cases

Hartpury University employs an arithmetic calculation to calculate eligibility for degree classifications. It recognises that, as it utilises module marks to two decimal places in the calculation of the overall award mark the calculation can produce overall award marks very close to the boundary between different classifications. As such, students within 1.5 % of a boundary are given extra consideration by an examination board. There are regulatory criteria that specify when the student should be awarded the higher classification⁵ and that modules recognised as being affected by exceptional circumstances (including force majeure circumstances such as the global Covid-19 pandemic) should not be the reason for a lower classification.

4c. Planned review

As sector practice around degree algorithms is increasingly shared, Hartpury University is committed to review its regulations, at least annually. For the 2020-21 academic year clarification on use of decimal places has meant that a percent starts at 0.5 % below until 0.4 % above. As such 69.5 % is considered 70 % and a first class; it is no longer in the boundary for borderline consideration. The boundary for borderline consideration has consequently been reduced to 1.0 %.

5. Teaching Practices and Learning Resources

As this statement only refers to two year's classification data, no discernible effects of enhancements to teaching practices, learning resources, student support, curriculum and assessment design can be seen. During the 2019-20 academic year practices altered swiftly to support students during the national response to the Covid-19 pandemic. As future years' data become available, the University will monitor all changes carefully.

6. Identifying Good Practice and Actions

After only two year of awards, it is too early to identify good practice and actions. The production of this Degree Outcomes Statement demonstrates Hartpury University's commitment to transparent practice. As future years' data become available, the University will seek to identify good practice.

7. Risks and Challenges and Areas for Further Review

Whilst Hartpury University has only two years of data, it does have results from very similar provision validated by UWE Bristol and taught at Hartpury over the last twenty years to act as a comparison. When UWE Bristol students cease to be taught alongside Hartpury University students, it is intended that further review will occur. Hartpury University is committed to keeping up with all changes to quality guidance and developments within higher education more generally.

⁵ A student may be awarded the higher classification if:

- the majority of their credits at FHEQ level 6 fall in at least the upper boundary; or;
- there is an equal amount of credits (at level 6) in upper and lower boundaries, and the distinctive module stated in the programme's specification is in the upper boundary.

Credits affected by exceptional circumstances do not count towards totals within the lower boundary.