



Hartpury University's Degree Outcomes Statement 2025

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Introduction

This statement covers outcomes for Bachelor Degree with Honours graduates taught on courses based at Hartpury University's campus in Gloucestershire only. No graduates enrolled between 2020 and 25 with the aim of finishing their studies with a Bachelor Degree Ordinary. Between 2020 and 2025 no level 6 awards were delivered through partnership arrangements. The first year of this statement's five year period (2020-2021) was impacted by force majeure regulations responding to the Covid-19 pandemic.

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) awards across 2020-25 was 66.3%, slightly below the previous five year average of 67.8%. This is below sector figures (79% in 2024-25).

	Number	Third	Lower Second	Upper Second	First
2024-2025	495	6.1%	29.3%	37.4%	27.3%
2023-2024	503	8.0%	28.4%	39.2%	24.5%
2022-2023	459	4.6%	27.5%	43.1%	24.8%
2021-2022	412	3.9%	26.2%	41.0%	28.9%
2020-2021	424	2.4%	27.4%	44.6%	25.7%
5 year figures 2020-2025	2293	5.1%	27.8%	40.9%	26.2%

Target qualifications are achieved in similar proportions across the demographic profile.

Upper awards are not gained in similar proportions across the demographic profile and are the subject of further review and investigation. A larger proportion of females gained an upper award than males (17pp in 2024-25, mostly at first class). The distribution of male and female students between subject areas means this aligns with lower proportions of upper awards in Sport and Exercise Sciences subjects (CAH03-02-01) when compared to Agriculture, food and related studies (CAH06-01-01). These subject and sex differences are seen within the sector, but at lower levels.

2. Assessment and Marking Practices

The Hartpury University Academic Regulations and Quality Enhancement Framework align with the Office for Students' 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 a systematic continuous enhancement approach.

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. 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 described in The Assessment Cycle appendix of the Academic Regulations.

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, marking and feedback practices meet expected sector reference points, including professional accrediting body requirements where appropriate.

3. Academic Governance

- **Continuous monitoring of module, programme and department performance**
Includes different achievement measures to support timely and measurable action to promote continuous enhancement of practice.
- **Boards of examiners -**
have delegated authority from Academic Board to validate marks and student profiles, confirm assessment outcomes and the award of credit and confirm eligibility for progression or award. External examiner members are explicitly requested to review whether assessment standards meet expected sector reference points. Assessment and marking practices are scrutinised ensuring academic standards, subject quality and industry relevance of assessment is maintained.
- **Annual achievement report –**
scrutinised by Academic Board, providing assurance to the University's Governing Body about management and oversight of academic standards of awards. The report contains multi-year aggregated and individualised data to enable the integrity and appropriateness of awards made over time to be monitored. Actions are subsequently agreed and monitored and include examination of any apparent anomalies.
- **Annual Quality Report –**
scrutinised by the Quality Enhancement and Standards Committee of the University's Governing Body. The report 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 wider Governing Body.

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'.

4a. The classification algorithm

All students gaining the award of Bachelor Degree with Honours 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.

The level 6 classification reflects how well students perform above the threshold level. As a level 6 qualification the bachelors' degree classification is based primarily on the student's performance at level 6. A student does not have multiple algorithms applied to their profile.

1. Students entering the degree before level 6 - algorithm uses the highest mark for 100 level 6 credits and the next highest marks achieved for 100 credits at level 5 or above. Marks achieved for the 100 level 6 credits are weighted three times the value of the other marks.
2. Students entering the degree at level 6 – algorithm uses the highest marks for 100 level 6 credits.

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

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

The algorithm utilises module marks to two decimal places and therefore the calculation can produce overall award marks very close to classification boundaries. The academic regulations state that a percent starts at 0.5 % below until 0.4 % above. As such 69.50 % is considered 70 % and a first class.

If a student does not pass a module at the first opportunity they can resit but the mark for the resit will be reduced⁴, unless there are proven reasons why further assessment is required.

4b. Borderline cases

Students within 1.0 % of a boundary are given extra consideration by an examination board. Regulatory criteria, applied consistently, specify when the student should be awarded the higher classification⁵. Module marks affected by exceptional circumstances should not be the reason for a lower classification.

5. Teaching Practices and Learning Resources

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 evidence from previously submitted work shows they could have achieved the necessary standard, an aegrotat award may be granted. If 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.

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.

No discernible effects of enhancements to teaching practices, learning resources, student support, curriculum and assessment design can be seen within the current classification data.

Following large scale implementation of the Hartpury Academic Framework introduced in 2022, the impact of a systematic refocus on clearer identification of graduate skills and assessment scaffolding to support their achievement are yet to be able to be evaluated.

6. Identifying Good Practice and Actions

- Hartpury University's external examiners' feedback and data demonstrate that we consistently support our students who declare a disability to us, enabling them to achieve comparably to other students.
- The University's verification of marking and feedback practices is consistently identified by external examiners, professional accrediting bodies' reviews and other benchmarks as particularly diligently applied, monitored and recorded enabling the University to have confidence that grade inflation is not present, and students' knowledge and skills is appropriately reflected in the marks awarded.
- All Hartpury University's programmes include a careful balance of a wide range of assessment types including real-world and industry relevant assessments that have been consistently highlighted as good practice by external examiners and external stakeholders in preparing students for progression to future experiences, both in their studies and in their communities and future work environments.

7. Risks and Challenges and Areas for Further Review

Risk - Changes to the academic regulations to support and increase student engagement, including submission of assessment and timely progression through their course. The classification algorithm was not changed, but increases in submission and timely progression may disproportionately impact students aiming for lower awards, which could decrease upper award achievement as a higher proportion of students achieve rather than being unsuccessful. This is being closely monitored.

Challenge - A cross institutional group has been established to monitor and evaluate practices around the use of Artificial Intelligence (AI) in the industries the University serves and consider how the University uses AI and guide students and staff appropriately through this rapidly changing area, whilst protecting the academic integrity of its awards.

Further review - A multi-department working group is evaluating the impact of interventions on the sex and subject gap including changes to curriculum and assessment, increased explanation and introduction to support services and regular explanation and facilitated use of resources to develop study skills. The working group is reporting through the Access and Participation Plan reporting channels.

Regular review - As sector practice around degree algorithms is increasingly shared, Hartpury University is committed to review its regulations, at least annually. It reviewed its algorithm following the publication of the OfS' November 2025 report on Bachelors' degree classification algorithms and currently has a task and finish group reviewing honours degree achievement more holistically.