UNIVERSITY OF HULL

Degree Outcomes Statement 2020 - 2021

TEAM GB

OFFICIAL PARTNER

Degree Outcomes Statement

Institutional Degree Classification Profile

The University of Hull will celebrate its centenary in 2027. It is a medium sized provider offering a comprehensive range of disciplines. It aims to provide a culture of innovation through the creation of distinct and market-attractive programmes attracting a regional, national and international intake. The University has regional impact and currently validates provision at a number of regional partners operating under combined sets of assessment regulations.

At the University of Hull progression and achievement outcomes are considered at module and course level during annual monitoring and confirms that students from all backgrounds and with different characteristics are able to succeed.

The following charts illustrate the Degree classification profile for the University of Hull level 6 and level 7 degree programmes 2014/15-2018/19, including the proportion of upper degrees awarded (first or upper second degree classifications) achieved for the University and the Sector (where available).
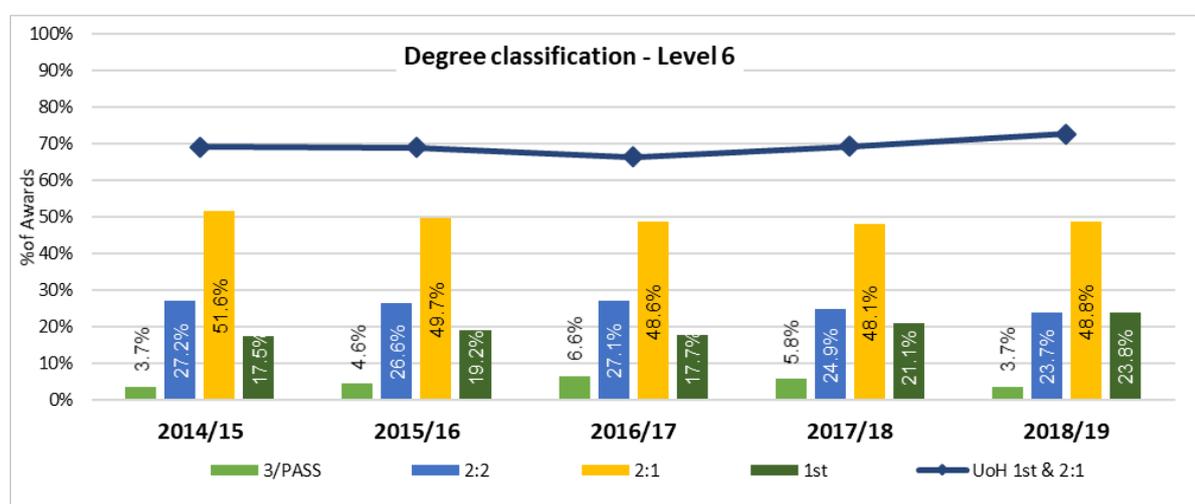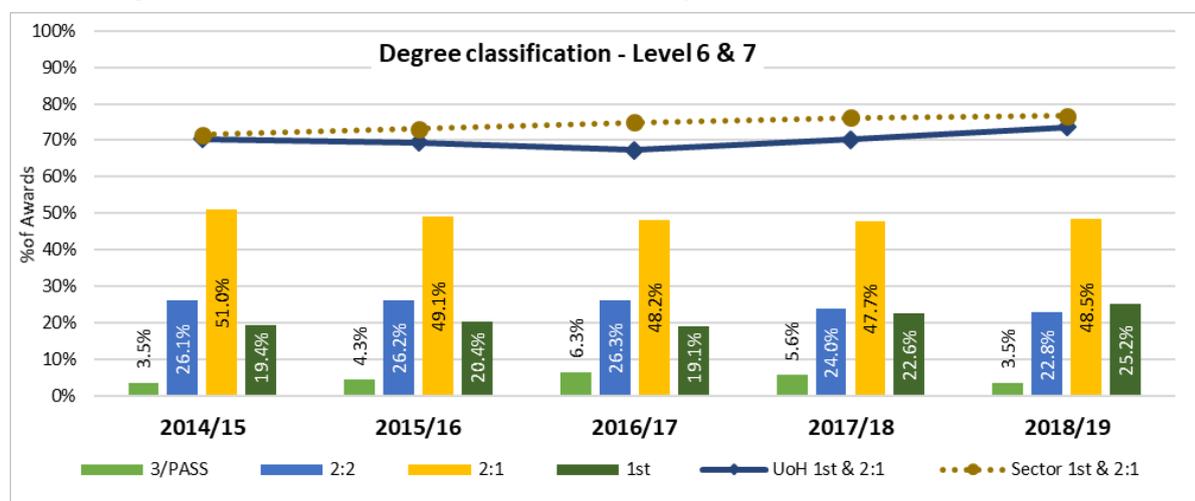
In 2018/19, 74% of University of Hull students, 73% of Level 6 students, achieved a first or upper second degree. The proportion of 'upper' degrees awarded (first or upper second class degree classifications) has increased over the last two years with the gap between the University and the sector average narrowing in 2018/19.

A breakdown of awards for Level 6 over the last five years show degree attainment across various student populations including age, gender, disability, ethnicity, POLAR quintile and mode of study (full-time/part-time study).

Gaps in attainment currently exist for mature students when compared to young students (students under 21 years of age), for BAME students when compared to white students, for students with a declared disability, and for students from POLAR Quintile 1 (low participation neighbourhoods) when compared to those from Quintiles 2-5 combined.

The University is fully committed to reducing variations in outcomes for students from different characteristics as set out in our [Access and Participation Plan (2020/21 – 2024/25)](). Our targets and commitments are based upon gaps either in relation to sector or internal benchmarks, with focus being paid to all areas where a gap exists, irrespective of the size of the student cohort.

Assessment and Marking Practices

We have in place a set of principles that governs our approach to assessment at the University such that both staff and students share common expectations and are aware of their responsibilities. Assessment tasks are designed to be appropriate to the subject and professional contexts, taking into account the requirements of Professional, Statutory and Regulatory Bodies (PSRBs) as well as the relevant Subject Benchmark Statement.

In terms of opportunities to succeed, students are always given the opportunity of reassessment in any modules in which they have not achieved a pass mark. The pass mark for undergraduate provision is 40 and for postgraduate taught provision, 50.

External Examination of our programmes is rigorously maintained from the recruitment of suitably qualified external experts to our expectations for attendance at and report from Programme Examination Boards. External Examiners are asked to check and comment upon the standards of the qualification and of student performance is comparable with national frameworks and with the standards of similar programmes in other UK higher education institutions.

Students have the right of reassessment in the failed components of a failed module, normally on one occasion only. Exceptions may include (but are not limited to) the impact of any mitigating circumstances and the nature of the assessment component.

As part of our wider activity around learning teaching and assessment, our "Transforming Programmes" project commenced in 2019 with the aim of transforming our academic programmes and improving outcomes for all students, with a particular focus on inclusive curriculum design. Owing to the nature and scale of the work, the impact of the changes are unlikely to be seen for at least three years; It is hoped that some benefits will be seen earlier, particularly around non-continuation as a result of a more inclusive approach to assessment.

Academic Governance

The University operates a well established and effective set of quality assurance processes to protect and maintain the academic standards of its awards.

The Institutional Quality & Standards Report is an annual report on the University's approach to quality and standards. As well as the opportunity for Senate to comment on and debate the data, on behalf of Senate the Education Committee has a remit at more granular level to monitor the academic standards and quality of our awards, following the policies laid out in our internal Quality Assurance Handbook

Senate provides the Institutional Quality & Standards Report to Council annually. This allows Council to satisfy itself that academic standards and the quality of learning opportunities are being maintained.

Classification Algorithms

The University of Hull's regulations for degree classification for undergraduate (level 6) students including those studying at our validated courses at partner institutions state that the following weightings will apply for a typical 360 credit award:

Undergraduate Level 4	120 credits	weighted at 0% within the calculation
Undergraduate Level 5	120 credits	weighted at 30% within the calculation
Undergraduate Level 6	120 credits	weighted at 70% within the calculation

Consistent with the majority of UK Higher Education Providers level 4 modules are omitted from the degree classification algorithm, with the majority of the classification weighting applied to Level 6 modules studied in the final year. This enables students in many cases to benefit from a deeper understanding of the inter-connectivity of subjects and layering of knowledge. This algorithm has been applied since 2017/18. For students commencing studies 2018/19 this algorithm has solely been applied.

For 480 credit honours programmes one of two credit weightings must apply:

Undergraduate Level 4	120 credits	weighted at 0% within the calculation
Undergraduate Level 5	120 credits	weighted at 20% within the calculation
Undergraduate Level 5	Placement	weighted at 10% within the calculation
Undergraduate Level 6	120 credits	weighted at 70% within the calculation

Undergraduate Level 4	120 credits	weighted at 0% within the calculation
Undergraduate Level 5	120 credits	weighted at 10% within the calculation
Undergraduate Level 5	Placement	weighted at 20% within the calculation
Undergraduate Level 6	120 credits	weighted at 70% within the calculation

The choice of which regulation applies is led by the nature of the programme, approved on behalf of Senate and made clear in all programme literature. One further exception pertains to the Faculty of Business, Law and Politics, the Business School put forward a rationale for exemption from the standard 30:70 weighting. Students on the School's Hong Kong programmes enter with advanced standing under a progression agreement and as such, they are only required to take 60 credits at level 5 before progressing to level 6. As students on these programmes will only be doing half of level 5, the school implemented a 20:80 weighting to these programmes.

In terms of borderline regulations The final classification is determined by this algorithm, whilst allowing a review of student profiles in a borderline position. The University's approach to determine eligibility is rules based. There is no discretion. Any students who do not meet the above will not be awarded the higher classification.

Teaching Practices and Learning Resources

We introduced Tap-in attendance monitoring during the 2017-18 academic year, and engagement analytics have been developed and piloted during 2018/19 in addition to a Cause for Concern model that identifies students who start to disengage with their studies much earlier.

Work is underway on the development of the Student Dashboard Visualisation to support students in understanding their own engagement and what this means for their future success and achievement, with supporting resources and materials they can access to further enhance their future success.

Our specialist tutor team developed a bespoke online screener which was launched at the start of the 2016/17 academic year to identify students most likely to have a positive diagnosis of Specific Learning Differences (SpLD) much earlier in the lifecycle, resulting in earlier application for and commencement of support.

Identifying Good Practice and Actions

During the 2019-20 session Departments continued to run learning and teaching or UG/PGT committees which report to the Faculty Education and Student Experience Committee (FESEC). Issues and enhancement opportunities are reported to and in some cases identified by these committees. They also receive reports from Student/Staff Forums which are, again, then reported to FESEC. FESEC plays a key role in both monitoring and identifying enhancement opportunities across the Faculty, and crucially of monitoring resulting action points and completion following the identification of issues and opportunities at Departmental level.

A Faculty module 'health check' system monitors student attainment, overall MEQ patterns, assessment completion rates and, now, module report submission rates, all of which
informs strategic considerations regarding the planning and review of teaching provision.

Annual monitoring is coordinated and monitored at Faculty level. Each Faculty has
autonomy to manage this process. A summary of FESEC activity is submitted to the Education Committee especially where there are any issues for escalation and/or approval.

Risks and Challenges

The University has a strategic focus on reducing four key awarding gaps, in line with the Access and Participation Plan.

As with all educational providers, the University of Hull has navigated the public health challenges of 2019/20 and beyond. The University has pivoted to online delivery, coupled with an increase use of hi – flex activity, where face to face campus activity has been an available option. The uncertainty continues at the time of writing however the HEI has seized opportunities to be innovative with respect to teaching, assessment and marking practices. The University is mindful of issues of access to suitable learning environments and digital poverty. A wide-ranging supportive package of measures has been put in place.