# University of Huddersfield Degree Outcomes Statement

# December 2021

## 1. Institutional degree classification profile

Table 1: Profiles institutional degree outcomes over the last 5 years by total population and by split characteristics or School as indicated and as available. The data includes student outcomes at level 6. The primary source is the HESA student record of full-time, first degree students. Actual numbers are presented per outcome and as % of total population. Unknown refers to where characteristics are undeclared, of which there are fewer than 30 in total each year. Overseas contains all international students including EU. ABMO includes students who identify as Asian, Black, Mixed or Other nonwhite. EIMD is the English Index of Multiple Deprivation, a multifactorial measure of socio-economic wellbeing where EIMD1 indicates high levels of economic hardship, and 5 low levels of economic hardship.

| First class | 16/17 | | 17/18 | | 18/19 | | 19/20 | | 20/21 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Population | No | % | No | % | No | % | No | % | No | % |
| Total | 1176 | 33.3% | 1250 | 33.0% | 1183 | 33.3% | 1371 | 39.5% | 1317 | 40.5% |
| | | | | | | | | | | |
| Female | 715 | 35.8% | 771 | 36.2% | 776 | 38.4% | 854 | 43.9% | 795 | 45.3% |
| Male | 461 | 30.2% | 479 | 28.8% | 407 | 26.6% | 516 | 33.9% | 520 | 34.9% |
| | | | | | | | | | | |
| White (UK) | 840 | 42.5% | 849 | 46.7% | 815 | 45.6% | 858 | 50.1% | 772 | 49.1% |
| ABMO (UK) | 187 | 25.5% | 203 | 25.7% | 199 | 25.5% | 287 | 35.8% | 298 | 36.1% |
| Unknown and Overseas | 149 | 18.2% | 198 | 16.7% | 169 | 17.1% | 226 | 23.6% | 247 | 29.1% |
| | | | | | | | | | | |
| U21 | 815 | 32.9% | 901 | 35.0% | 850 | 34.5% | 992 | 40.7% | 997 | 41.3% |
| O21 | 361 | 34.5% | 349 | 28.7% | 333 | 30.6% | 379 | 36.6% | 320 | 38.3% |
| | | | | | | | | | | |
| EIMD 1 or 2 | 457 | 32.8% | 454 | 31.9% | 461 | 33.0% | 551 | 39.4% | 523 | 40.2% |
| EIMD 3,4 or 5 | 554 | 43.0% | 583 | 49.7% | 535 | 47.0% | 585 | 52.3% | 549 | 49.6% |
| | | | | | | | | | | |
| Disability | 137 | 33.3% | 147 | 38.1% | 167 | 39.3% | 175 | 41.4% | 172 | 40.8% |
| No known disability | 1039 | 33.3% | 1103 | 32.4% | 1016 | 32.5% | 1196 | 39.3% | 1145 | 40.5% |
| | | | | | | | | | | |
| A-level | 491 | 44.7% | 477 | 48.0% | 445 | 48.3% | 505 | 54.6% | 481 | 55.0% |
| BTEC | 125 | 23.0% | 146 | 26.8% | 161 | 26.4% | 162 | 30.3% | 143 | 29.1% |
| Other | 560 | 29.7% | 627 | 27.8% | 577 | 28.6% | 704 | 35.0% | 693 | 36.8% |
| | | | | | | | | | | |

| Upper second class | 16/17 | | 17/18 | | 18/19 | | 19/20 | | 20/21 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Population | No | % | No | % | No | % | No | % | No | % |
| Total | 1454 | 41.2% | 1582 | 41.7% | 1520 | 42.8% | 1500 | 43.2% | 1350 | 41.6% |
| | | | | | | | | | | |
| Female | 849 | 42.5% | 900 | 42.2% | 852 | 42.2% | 794 | 40.8% | 682 | 38.9% |
| Male | 604 | 39.6% | 682 | 41.1% | 668 | 43.6% | 706 | 46.4% | 666 | 44.7% |
| | | | | | | | | | | |

| Population | No | % | No | % | No | % | No | % | No | % |
|---|---|---|---|---|---|---|---|---|---|---|
| White (UK) | 837 | 42.4% | 710 | 39.1% | 697 | 39.0% | 654 | 38.2% | 589 | 37.4% |
| ABMO (UK) | 321 | 43.8% | 353 | 44.7% | 340 | 43.6% | 342 | 42.7% | 342 | 41.5% |
| Unknown and Overseas | 296 | 36.1% | 519 | 43.8% | 483 | 49.0% | 504 | 52.6% | 419 | 49.3% |
| | | | | | | | | | | |
| U21 | 1103 | 44.5% | 1098 | 42.6% | 1050 | 42.6% | 1046 | 43.0% | 990 | 41.0% |
| O21 | 351 | 33.5% | 484 | 39.8% | 470 | 43.2% | 454 | 43.9% | 360 | 43.1% |
| | | | | | | | | | | |
| EIMD 1 or 2 | 602 | 43.2% | 633 | 44.5% | 597 | 42.7% | 580 | 41.5% | 522 | 40.1% |
| EIMD 3,4 or 5 | 543 | 42.2% | 422 | 36.0% | 430 | 37.8% | 413 | 36.9% | 413 | 37.3% |
| | | | | | | | | | | |
| Disability | 188 | 45.7% | 152 | 39.4% | 160 | 37.6% | 177 | 41.8% | 176 | 41.7% |
| No known disability | 1266 | 40.6% | 1430 | 42.0% | 1360 | 43.5% | 1323 | 43.4% | 1174 | 41.5% |
| | | | | | | | | | | |
| A-level | 476 | 43.4% | 394 | 39.6% | 377 | 40.9% | 342 | 37.0% | 317 | 36.3% |
| BTEC | 255 | 46.9% | 242 | 44.5% | 258 | 42.4% | 238 | 44.5% | 201 | 40.9% |
| Other | 723 | 38.4% | 946 | 42.0% | 885 | 43.8% | 920 | 45.8% | 832 | 44.2% |

| Lower second class | 16/17 | | 17/18 | | 18/19 | | 19/20 | | 20/21 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Population | No | % | No | % | No | % | No | % | No | % |
| Total | 755 | 21.4% | 803 | 21.2% | 721 | 20.3% | 518 | 14.9% | 489 | 15.1% |
| | | | | | | | | | | |
| Female | 364 | 18.2% | 397 | 18.6% | 338 | 16.7% | 256 | 13.1% | 237 | 13.5% |
| Male | 391 | 25.6% | 406 | 24.4% | 383 | 25.0% | 261 | 17.2% | 252 | 16.9% |
| | | | | | | | | | | |
| White (UK) | 254 | 12.9% | 215 | 11.8% | 232 | 13.0% | 170 | 9.9% | 181 | 11.5% |
| ABMO (UK) | 186 | 25.4% | 198 | 25.1% | 192 | 24.6% | 153 | 19.1% | 155 | 18.8% |
| Unknown and Overseas | 315 | 38.5% | 390 | 32.9% | 297 | 30.1% | 195 | 20.4% | 153 | 18.0% |
| | | | | | | | | | | |
| U21 | 470 | 19.0% | 479 | 18.6% | 472 | 19.1% | 341 | 14.0% | 352 | 14.6% |
| O21 | 285 | 27.2% | 324 | 26.6% | 249 | 22.9% | 177 | 17.1% | 137 | 16.4% |
| | | | | | | | | | | |
| EIMD 1 or 2 | 278 | 19.9% | 279 | 19.6% | 284 | 20.3% | 222 | 15.9% | 211 | 16.2% |
| EIMD 3,4 or 5 | 160 | 12.4% | 135 | 11.5% | 139 | 12.2% | 104 | 9.3% | 124 | 11.2% |
| | | | | | | | | | | |
| Disability | 72 | 17.5% | 73 | 18.9% | 82 | 19.3% | 60 | 14.2% | 58 | 13.7% |
| No known disability | 683 | 21.9% | 730 | 21.4% | 639 | 20.4% | 458 | 15.0% | 431 | 15.3% |
| | | | | | | | | | | |
| A-level | 106 | 9.7% | 110 | 11.1% | 92 | 10.0% | 65 | 7.0% | 69 | 7.9% |
| BTEC | 139 | 25.6% | 113 | 20.8% | 148 | 24.3% | 113 | 21.1% | 123 | 25.1% |
| Other | 510 | 27.1% | 580 | 25.7% | 481 | 23.8% | 340 | 16.9% | 297 | 15.8% |

| Third class | 16/17 | | 17/18 | | 18/19 | | 19/20 | | 20/21 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Population | No | % | No | % | No | % | No | % | No | % |

| Population | No | % | No | % | No | % | No | % | No | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Total | 107 | 3.0% | 115 | 3.0% | 97 | 2.7% | 44 | 1.3% | 65 | 2.0% |
| | | | | | | | | | | |
| Female | 56 | 2.8% | 46 | 2.2% | 37 | 1.8% | 23 | 1.2% | 28 | 1.6% |
| Male | 51 | 3.3% | 69 | 4.2% | 60 | 3.9% | 21 | 1.4% | 37 | 2.5% |
| | | | | | | | | | | |
| White (UK) | 31 | 1.6% | 28 | 1.5% | 31 | 1.7% | 14 | 0.8% | 18 | 1.1% |
| ABMO (UK) | 30 | 4.1% | 29 | 3.7% | 36 | 4.6% | 15 | 1.9% | 23 | 2.8% |
| Unknown and Overseas | 46 | 5.6% | 58 | 4.9% | 30 | 3.0% | 15 | 1.6% | 24 | 2.8% |
| | | | | | | | | | | |
| U21 | 65 | 2.6% | 68 | 2.6% | 69 | 2.8% | 27 | 1.1% | 48 | 2.0% |
| O21 | 42 | 4.0% | 47 | 3.9% | 28 | 2.6% | 17 | 1.6% | 17 | 2.0% |
| | | | | | | | | | | |
| EIMD 1 or 2 | 41 | 2.9% | 41 | 2.9% | 43 | 3.1% | 22 | 1.6% | 31 | 2.4% |
| EIMD 3,4 or 5 | 22 | 1.7% | 19 | 1.6% | 23 | 2.0% | 8 | 0.7% | 12 | 1.1% |
| | | | | | | | | | | |
| Disability | 9 | 2.2% | 12 | 3.1% | 11 | 2.6% | 7 | 1.7% | 10 | 2.4% |
| No known disability | 98 | 3.1% | 103 | 3.0% | 86 | 2.8% | 37 | 1.2% | 55 | 1.9% |
| | | | | | | | | | | |
| A-level | 17 | 1.5% | 9 | 0.9% | 6 | 0.7% | 6 | 0.6% | 3 | 0.3% |
| BTEC | 18 | 3.3% | 30 | 5.5% | 30 | 4.9% | 10 | 1.9% | 13 | 2.6% |
| Other | 72 | 3.8% | 76 | 3.4% | 61 | 3.0% | 28 | 1.4% | 49 | 2.6% |

| Pass | 16/17 | | 17/18 | | 18/19 | | 19/20 | | 20/21 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Population | No | % | No | % | No | % | No | % | No | % |
| Total | 35 | 1.0% | 42 | 1.1% | 31 | 0.9% | 37 | 1.1% | 27 | 0.8% |

| Good Outcomes | 16/17 | | 17/18 | | 18/19 | | 19/20 | | 20/21 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Population | No | % | No | % | No | % | No | % | No | % |
| Applied Sciences | 137 | 63.4% | 118 | 54.4% | 85 | 57.8% | 105 | 72.4% | 159 | 77.2% |
| Arts and Humanities | 747 | 77.4% | 746 | 81.3% | 652 | 78.4% | 726 | 82.1% | 656 | 78.6% |
| Computing and Engineering | 330 | 80.7% | 335 | 74.9% | 324 | 75.9% | 393 | 84.9% | 442 | 84.4% |
| Education and Professional Development | 166 | 84.3% | 169 | 84.9% | 195 | 81.3% | 169 | 84.1% | 142 | 86.1% |
| Huddersfield Business School | 567 | 59.6% | 819 | 66.7% | 799 | 71.1% | 862 | 81.2% | 695 | 82.9% |
| Human and Health Sciences | 683 | 86.7% | 645 | 82.4% | 648 | 82.9% | 616 | 86.2% | 573 | 84.3% |

2.  **Assessment and marking practices**

   The Regulations for Awards specify University policy on the design, assessment and marking practice of undergraduate programmes. The regulations are reviewed annually and presented to

the University Teaching and Learning Committee (UTLC) for scrutiny, and they are mapped to the UK Quality Code.

All programmes undergo a rigorous validation process before being approved for delivery, and as part of that process they are explicitly mapped to the relevant QAA Subject Benchmark Statements, QAA guidance on Course Design and Development, and on Assessment, and engage external advisors in alignment with the expectations of the QAA guidance on External Expertise. Assessment strategy is specified at validation and any subsequent changes to assessment design have to be approved through formal validation process.

Staff and students are expected to comply with the University Assessment and Feedback Strategy which sets out our vision that assessment will inspire and challenge students to achieve, with a strong emphasis on personalised feedback and support. Good degree outcomes have improved since 2016/17 and in the three subsequent years stabilised at around 75. This is a result of initiatives designed to improve teaching quality, the calibre of our teaching staff, and assessment and feedback practice, working with external advisors including AdvanceHE. The University has also developed initiatives to resolve differential attainment, including more recently the use of an OfS catalyst funded project "Intervention for Success".

An important part of the quality assurance process for awards is the external examiner system, where they are appointed to all programmes and are expected to undertake University training in order to fulfil their role effectively, and those new to the role are provided with a mentor drawn from the wider external examiner cohort.

3.  **Impact of Covid-19 pandemic on degree outcomes**

In 2019/20 the University implemented emergency regulations to take account of the impact of the pandemic. The national lockdown in March coincided with a major assessment and examination period and where necessary assessments[1] were amended to allow for online submission, including the use of open book exams. A safety net approach was taken to ensure students were not disadvantaged, and that where students had completed and passed their final year assignments, their degree award would at least match the classification indicated by second year grades.  External examiners were consulted throughout in regard to changed assessments and student performance.

Disruption to teaching and learning continued throughout 2020/21, and in anticipation of restrictions to campus access, the University approved a Grade Safety Policy (GSP), an enhanced moderation and standardisation framework to mitigate the potential effect on student performance.

The safety net approach from the previous year was not appropriate for finalists in 20/21 as there was not a clean baseline of unaffected marks from which expected individual performance could be inferred. Instead, a module-based approach was devised. Module marks were scrutinised to determine whether the distribution of current marks on a given module were statistically significantly different from the distribution of marks in previous years. Where a difference arose, an algorithm was applied to propose a scaled mark for each student that would bring the distribution in line with previous years. Analysis of the application of the GSP confirmed that the distribution of marks was generally consistent with previous years, but that in a small number of cases the potentially negative effect on marks due to the pandemic was effectively mitigated by the policy.

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[1] In one area the PSRB required formally sat exams which were rearranged as soon as campus access was possible

4. **Academic Governance**

   Award decisions are made by a Course Assessment Board (CAB) at School level. The School Board is responsible to Senate through UTLC for the CAB's implementation of the assessment regulations with respect to academic courses within the school. Student attainment is considered by UTLC. The committee receives an annual report of outcomes achieved by different demographic groups of students, external examiner reports, and reports from the Collaborative Provision Committee which has oversight of awards delivered through UK and international partnership arrangements. Summaries from UTLC are sent to Senate for consideration, and Senate in turn reports strategic items to University Council. The membership of all formal University committees includes student representation, in alignment with the expectations of the [revised UK Quality Code.](#)

   We have more than 100 different institutions providing us with 118 external examiners who rigorously scrutinise our assessment practice, and any concerns raised in their reports are flagged for consideration by UTLC and for action by the Dean of School. Actions are monitored by UTLC through the presentation of Annual Evaluation Reports from Schools.

5. **Classification algorithms**

   Over the period since 2010, the algorithm used to calculate degree classification has not altered, and is set out in the [Regulations for Awards (Taught Courses).](#) There is one algorithm with exceptions for top up degree programmes and sandwich programmes to take account of the different routes to level 6 study.

6. **Teaching practices and learning resources**

   There is a Teaching and Learning Strategy which aligns with the University Strategic Plan, which sets as a KPI Differential Attainment of zero. All our academic staff undertake research or scholarly activity, 76% of our academic staff have PhDs with the remainder working towards one, and 94% hold teaching qualifications. All academic staff are Fellows of the Higher Education Academy (now AdvanceHE) or working towards this within 12 months of appointment. We have a vibrant community of National Teaching Fellows and University Teaching Fellows who act as mentors, trainers and facilitators for innovation in teaching practice. To facilitate the operational and organisational aspects of our delivery of teaching and learning, all senior managers are accredited by the CMI. Our staff base is highly professionalised, and this provides a strong base for delivery of excellence in teaching and learning and consequent outcomes across a diverse student population.

7. **Identifying good practice and actions**

   The University has a well-established history of intervention through teaching and learning to improve student attainment, with numerous projects, all of which are taken to UTLC where good practice is shared. Examples of this is "Flying Start" and "Ready, Steady, Study" transitions initiatives to increase confidence in all newly arrived first year students which has had the impact of improving retention and success across all student groups. The Differential Attainment Project analyses performance of students with recognised characteristics through module attainment marks. This provides a granular level of student attainment detail which Schools use to plan innovative and inclusive teaching and learning practices which aim to reduce the attainment gap to zero and meet one of the KPIs on the current Strategic Plan (2019-2025). The Project has identified areas for targeted interventions, including reimagining assessment methodologies. Drawing on data from this project, the School of Computing and Engineering, in the Department of Information Technology, has restructured its curriculum, assessment and student support and has already impacted on differential attainment which is not statistically significant.

   There is a dedicated Strategic Teaching and Learning Senior Leadership Team which supports school-level initiatives, and which organises annual Teaching and Learning conferences which encourage innovation and offer space for sharing good practice across the academic disciplines. To support staff in transitioning to online teaching and learning methodologies in response to the

Covid-19 pandemic, this team developed a dedicated training programme "Moving Your Module Online" which guided staff through the technologies and techniques of distributed learning, with very positive feedback from participants.

**8. Risks and challenges**

Although delivering a positive direction of travel, the Differential Attainment Project continues to be challenging particularly during the pandemic. However, it is supported through strategic enabling projects, and progress towards the KPI is monitored via UTLC, SLT and Council as well as through Annual Evaluation processes.

Degree Outcome Statement is reviewed annually and republished following approval by the University Council in March 2023.