

Sheffield Hallam University

DEGREE OUTCOMES STATEMENT SEPTEMBER 2023



Introduction

The purpose of this statement is to describe Sheffield Hallam University's commitment to meeting the UK Standing Committee for Quality Assessment's (UKSCQA's) statement of intent to protect the value of UK degrees, the expectations of the UK Quality Code and the Office for Students' ongoing conditions of registration (B4 and



	# GH	# Quals	% Good Honours	% Gap BAME	% Gap White
Asian	---	---	---	108	176
Indian	346	460	75.2%	8.8%	7.5%
Asian or Asian British - Pakistani	616	978	63.0%	-	-
Other Asian background	158	248	63.7%	-	-

Figure 3 Awarding gap by ethnicity





review. External examiner reports are responded to by course teams, departmental quality leads as well as by the central Quality Assurance team.

The University's policies and processes for assessment and student continuation are both flexible and robust to respond to changing circumstances.

4. Classification Algorithms

The standard undergraduate classification algorithm is calculated by the following methods and the method which results in the better classification and overall average is automatically selected.

Method 1:

The overall weighted average of the 100 highest marked level 5 credits, weighted at 25%

The overall weighted average of the 100 highest marked level 6 credits or higher, weighted at 75%

Method 2:

The average of 100 highest marked level 6 credits weighted at 100%

The following table explains how Honours degree classifications are calculated:

Degree Classification	Level of achievement required for the classification. You will be awarded this classification if you:
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final average mark of 70.00 - 100.00%, or
final average mark on the first-class
(68.01 - 69.99%) and achieve first class



The University has reviewed how all undergraduate and integrated masters awards are calculated in line with Universities UK (UUK) guidance to continue to ensure the integrity of our awards.



central to supporting students' academic development by providing a consistent point of contact and ongoing support signposting students to additional support as needed.

Finally, the university provides outstanding learning resources through its specialist facilities, library, and study skills offer. Tools such as Turnitin and Studiosity are available to all students and enable 24-hour access to online feedback for their written assignments in terms of originality, grammar, spelling, structure, and format. Our Skills Centre provides a range of academic skills development further supporting student attainment.

6. Identifying Good Practice and Actions

The Hallam Model and Learning, Teaching and Assessment framework are well established across the University and have embedded very high-quality teaching and assessment practices, with a strong emphasis on applied learning and research-informed teaching which engages and challenges students to fulfil their potential, supporting their learning and attainment.

Our application of assessment policies and procedures is supported by our professional services to ensure consistency, and clearly communicated to students via our student portal MyHallam. Regular review of the effectiveness of this approach informs further enhancements.

Our strategic aims and objectives related to attainment are detailed in our Access and Participation Plan. We aim to ensure all students are supported to achieve strong academic outcomes and any barriers to success are removed, with a particular focus on improving the degree attainment of black students; disabled students; most disadvantaged males and most disadvantaged BAME students, eradicating any awarding gaps.

Good progress towards this aim has been made in several subject areas and student groups with work continuing to enhance attainment through evidence informed interventions based on our data related to student attainment and student feedback. This work is shaped by

interventions

strategies



continues to be a significant priority for the University. We regularly review and update policies and practice related to assessment to ensure the value of our awards remains secure including in response to emerging risks such as those posed by the covid pandemic and developments in Artificial Intelligence (AI).