



## Liverpool Hope University Degree Outcomes Statement Summer 2025

Liverpool Hope is a smaller institution with Ecumenical foundations that values its distinctive mission and values. We are an inclusive and diverse community that consistently exceeds its benchmarks for recruiting students with a disability, and from areas of high deprivation and low participation. Furthermore, many of our students are at risk in relation to [Equality of Opportunity](#). Our vision is set out in the five pillars of our current [Strategic Plan](#).

This statement provides assurance to all stakeholders of the maintenance of standards and of the value of Liverpool Hope qualifications. Liverpool Hope has a robust, devolved system of governance for [Quality Assurance](#), overseen by a central quality officer and reported through University Academic Committee to Senate. This includes a framework for quality assurance laid out in a series of [Quality Handbooks](#) which detail the procedures for programme design and approval; annual review and enhancement of programs; partnership and accreditation; modification of existing provision. The achievement of our students is an important marker of the successful implementation of these processes. Table 1 summarises the key metrics over the past five years; Hope delivers its awards at our own campuses in Liverpool and at a partner Further Education College in Bury.

A more detailed summary of the institutional degree profile analysed for all students at Bachelors level over the last five years by subject, age on entry, sex, ethnicity, and disability: is available in separate data sheets.

**Table 1: Summary of Student Achievement (Undergraduate) 2019/24**

Student Group	% Students Achieving a First- or Upper Second-Class Award				
	19/20	20/21	2021/22	2022/23	2023/24
All Liverpool Hope	77.2 (838)	79.0 (875)	71.6 (787)	71.65 (873)	70.4 (810)
Studying at Hope campuses	77.2 (759)	79.5 (814)	72.6 (712)	71.51 (832)	70.3 (775)
Studying at Partner College	76.7 (79)	72.6 (61)	65.5 (75)	74.5 (41)	71.40 (35)
<a href="#">National Data</a>	82 (329,730)	82 (353,300)	79 (327,085)	78 (317,780)	77 (332,565)

We consider the production of our Degree Outcomes Statement to be an important opportunity for us to demonstrate our obligations in relation to [Condition B4](#) of the Office for Students (OfS) ongoing conditions of registration. Condition B4 requires that the provider 'ensure that qualifications awarded to students hold their value at the point of qualification and over time, in line with sector recognised standards'.

In 2023/24 the achievement of good degrees by Liverpool Hope students was almost identical to that of the previous academic year. The number of first-class awards fell slightly to 26% compared to 27% in 2022/23. 'Good degrees' also fell by 1% to 71%. The data confirms a steady profile for both 1st class awards and 'good degrees' at Hope over the last three years. There have been concerns both in the sector and the general public in recent years about 'grade inflation'. This largely resulted from adjustments during the pandemic. However, at Hope there are no indications of any residual degree inflation or of any upward trajectory in first class awards based on our recent outcomes. We remain confident that our processes ensure the maintenance of academic

standards whilst ensuring student outcomes fairly reflect their achievement. It is worthy of note that for students entering from October 2024 onwards the University will no longer use a dual algorithm to calculate their awards. We will adopt a single algorithm with emphasis on exit velocity taking the aggregates of Year 2 and 3 weighted 25:75; borderline consideration is given to students whose rounded award mark falls within 2 points of a classification boundary. In line with good practice detailed by [Universities UK](#) in their Principles for Effective Degree Algorithm Design the University will not allow discounting of fail outcomes at Year 3 or against PSRB standards. This amendment to our award calculation will first be applied to 2027 graduating students; we will carefully monitor the impact on student achievement at this point.

Table 1 highlights a long standing awarding gap between the outcomes for our students in 2023/4 and the National Benchmark published by The Higher Education Statistics Agency [HESA](#). Across the last two academic years (2022/3 and 2023/4) 6.5% less Hope students have achieved a good degree compared to the sector average. In recent years we have undertaken significant data analysis in order to better understand the factors that contribute to this gap and address them. Our analysis of internal data and OfS metrics has highlighted the significant impact of factors that reduce student outcomes including the higher percentage of our students who undertake combined honours awards, who enter without traditional A level qualifications and who have poorer/lower participation backgrounds. Additionally, where two or more of these factors overlap the risk to student success is greater; the awarding gap for students on combined honours awards widens when these students also come from the most deprived/lowest participation backgrounds. Similarly, the awarding gap is wider for students who enter without A level qualifications if they are also from a low participation/ high deprivation background. This analysis of intersecting factors has been particularly influential in informing our approved [Access and Participation Plan](#) (APP) for 2025/2029. Through a whole provider approach detailed in our Plan we aim to eliminate many of the gaps in achievement over the next four years.

We welcome a high proportion of disabled students at Hope (almost 30% of our cohort in 2023/4), 69% of this cohort achieved a 'good degree', this represents a small gap of 2% compared to non-disabled students. However, considering Global Majority students, despite the interventions undertaken as part of our 2020 to 2024 Access and Participation Plan, there remains a 16% gap in achievement of good degrees when compared to white students. This gap has widened since 2022/3; however, as numbers are small fluctuations can be expected year on year. Nevertheless, the awarding gap for Global Majority students remains a concern both at Hope and across the sector. The 2025/2029 APP includes details of the steps Liverpool Hope will take to ensure we are an inclusive, decolonised community.

In 2023/24 Liverpool Hope taught students at Holy Cross College, Bury. The pattern of achievement for students at Holy Cross is impacted by small numbers; in 2020/21 and 2021/2 the achievement of good degrees fell below that of students studying at the Hope campuses whilst in 2022/23 a slightly higher percentage of Holy Cross students achieved a 'good degree' compared to the main cohort. In 2023/4 the achievement of both groups was directly aligned. The student experience at Holy Cross is consistently rated highly in terms of student voice and outcomes which reinforces our confidence in the quality of the student experience for this cohort.

All Liverpool Hope awards are aligned to the standards set by external reference points including the [UK Quality Code for Higher Education](#), The [Qualifications Framework](#), [Subject Benchmark Statements](#) and where appropriate the standards of [Professional Statutory and Regulatory Bodies](#). The academic governance of our degrees is ensured through the attention that is given to the outcomes that are summarised in the [Learning, Teaching and Assessment Strategy](#); 78% of our academic staff hold fellowship of the Higher Education Academy (28% above the sector average) demonstrating the commitment of the institution and its staff to the quality of learning and teaching. Staff, students and external stakeholders are part of our process of ensuring the maintenance of standards beginning at Student Voice Committee and moving ultimately through to Senate and Council. This begins with the rigorous processes of [Co-Design](#) before validation which confirms the details of the programme. Our processes of internal moderation and external examining ensure that marking is consistent and matched to assessment criteria. External Examiners are appointed after thorough scrutiny which begins at School level, is endorsed by Academic Committee and finally confirmed by Senate. External Examiners are either highly experienced in this role, have engaged with the Advance HE professional development scheme or are required to undertake mentoring within a highly experienced team of Examiners.

External Examiners are involved in all stages of our processes from curriculum and assessment design through to assuring the quality of final awards. We consider our External Examiners to be a great asset to the institution and their feedback is considered carefully at School and University level. This assures us that student awards are achieved through fair application of [Liverpool Hope Regulations and Conventions](#) and are aligned to national expectations in line with other providers. Liverpool Hope has carefully reviewed its [Quality Handbook: External Examining](#) to ensure compliance with QAA [best practice guidance](#).

As a smaller institution we face the challenges of balancing efficiency with the need to invest in physical and technical resources to ensure our campus offers a high-quality student experience. The i3 building, opened in 2024, reflects our commitment to continually enhancing our on campus facilities with state-of-the-art teaching and personal study spaces designed to make the campus a place where students want to spend time. As for other Institutions we are mindful of the challenges and opportunities that the advances in Generative Artificial Intelligence (GenAI) technology produce. The University has taken steps to revise assessment types focusing on authentic tasks and is mindful of its responsibility to ensure that students know what is acceptable use of GenAI and what should be avoided. Detailed [guidance](#) has been developed to support staff and students in using AI with confidence and integrity. Furthermore, the University recognises the significant ongoing challenge of ensuring that our graduating students are supported in achieving a high-quality outcome either in the workforce or further study; this is particularly relevant in the context of a high proportion of our students who have declared a disability. In 2025, as an institution, we have also undertaken an extensive curriculum review to ensure that our provision is current, relevant and has graduate attributes at its core. We continue to work closely with employers and professional bodies to ensure our portfolio meets the needs of the external arena in a challenging external market.

In summary, Liverpool Hope is confident of the standards of its awards. As a community we aim to provide a welcoming campus and a vibrant supportive academic environment which develops successful graduates.

*The Degree Outcomes statement was first produced by Liverpool Hope in July 2020; this statement was updated in July 2025 to reflect current student achievement and to update on good practice and institutional risks as required.*