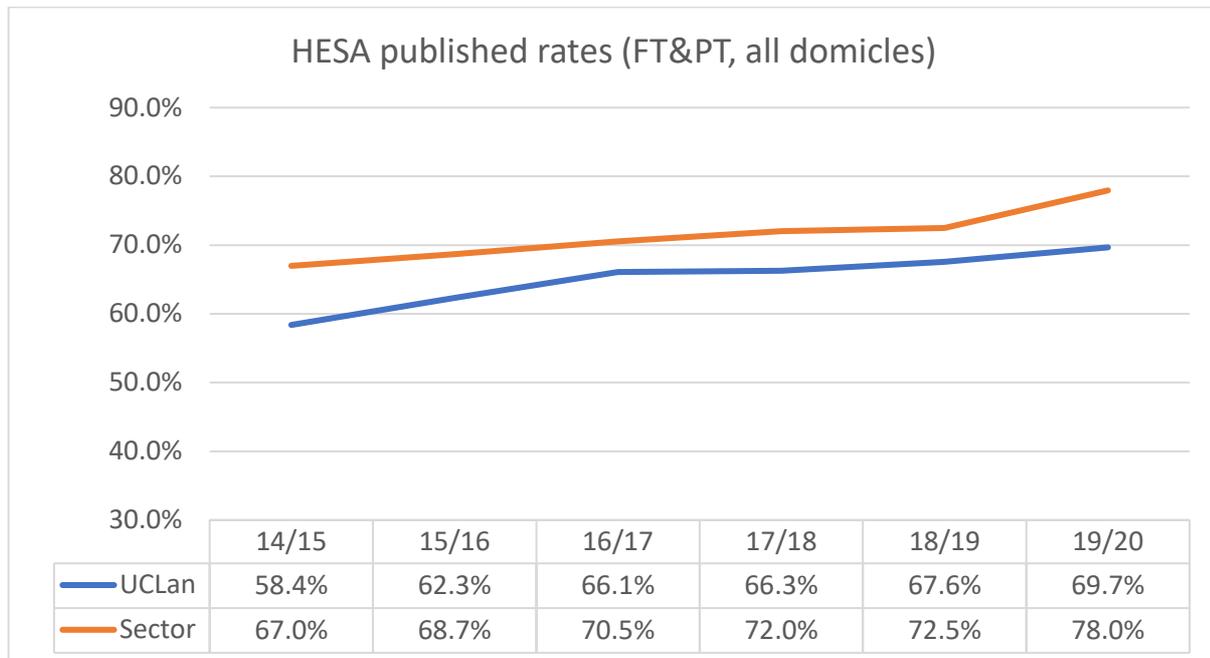


## Degree Outcomes Statement December 2021

### Institutional Degree Classification Profile

The following table shows the externally published HESA data for Good Honours Degrees over the period 2014/15 to 2019/20 inclusive. In 2019/20 UCLan's rate of 69.7% was 8.3% lower than the sector average.



Degree outcomes vary between faculties and schools and also across different courses within the same schools. UCLan has a very diverse student population and considers itself to be a widening participation focused Institution. In line with the Office for Students (OFS) requirements we have in place an Access and Participation Plan which focuses on actions intended to address differential gaps in student outcomes with the aim of eliminating or significantly reducing such gaps through targeted measures and support. The University is committed to ensuring that all students, regardless of their ethnicity, sex, background or disability are supported to achieve their best possible outcomes during their studies.

### Assessment and Marking Practices

Assessment is regulated by the Academic Regulations; [academic regulations 2122 \(1\) \(uclan.ac.uk\)](#)

The University's Assessment Handbook contains operational guidance and policies in relation to marking, grading, internal and external moderation, and examination guidance. [assessment handbook 2122 \(uclan.ac.uk\)](#)

The University has in place a well-established regulatory framework as described above and an Academic Quality Manual, both of which are approved through academic governance as described below. These are both mapped against sector requirements and expectations including the Framework for Higher Education Qualifications, National Credit Frameworks, Subject Benchmark Statements, Apprenticeship Standards, and the requirements of Professional, Statutory and Regulatory Bodies. These frameworks are also mapped to the QAA Quality Code for Higher Education.

Adherence to the Assessment Regulations is assured through Course Assessment Boards, operating under delegated authority from Academic Board and chaired by senior academic staff who undertake regular training in relation to the operation and chairing of assessment boards.

The University currently employs circa 420 External Examiners for taught programmes (including many with responsibility for programmes delivered by partners). External Examiners ensure institutional and subject level maintenance of threshold academic standards and student outcomes as well as providing external oversight of verification and moderation processes, ensuring that student marks are applied consistently and at the appropriate level. UCLan also has an Institutional External Examiner whose role is to comment on the University's Annual Overview Report on themes and issues arising from external examiners' reports; to advise the University on issues pertaining to the operation of the external examiner system at the University; to advise the University in relation to issues involving and arising from applicability of its Academic Regulations (including Section K - Extraordinary Circumstances); and to submit a written report annually on duties undertaken during the year, including issues, concerns and good practice. This role provides an extra layer of scrutiny in relation to the efficiency and effectiveness of our internal processes.

The University supports the professional development of academic staff including activities such as staff development, engagement in subject/discipline specific networks, research, and scholarship and through acting as External Examiners at other Institutions. The Centre for Collaborative Learning is our focus for staff support and development around teaching and learning bringing together Academic, Digital Learning, Pedagogic and Research expertise.

### **Academic Governance**

The University's Academic Board, chaired by the University Vice Chancellor, retains ultimate oversight and accountability reporting to University Board. Academic Board fulfils its responsibilities through a number of standing committees approved under the Scheme of Academic Governance. This enables Academic Board and its committees to:

- a) Focus on the core academic strategies and the responsibilities conferred to it by the Articles of Government; and
- b) Be assured that policies and strategies are being properly implemented and monitored effectively (including partnership arrangements)

Students, Teaching and Quality Committee has primary responsibility for changes to the Academic Regulations, approval and monitoring of policies contained within the Academic Quality Assurance Manual and for the student contract. The responsibilities of each committee has been mapped to the applicable Office for Students Conditions of Registration and mapped to the priorities within applicable sub strategies of the University Strategic Plan. In addition to its committees, the Academic Board has delegated authority for:

**Course Assessment Boards**, for the assessment of students in accordance with the Assessment Regulations and the recommendation of the conferment of an award upon a student who, in the judgement of the Assessment Board, has fulfilled the objectives of the approved programme of study and achieved the standard required for the award. The Course Assessment Board works to approved procedures and protocols detailed in the Academic Regulations and Assessment Handbook.

**University Review Panels**, for the approval and review of courses, working to approved procedures detailed in Appendix 2 of the AQA Manual (The Course Approval Process) and the Academic Regulations.

**Academic Appeal Panels** to consider second stage student appeals against assessment board decisions working to approved procedures outlined in the Academic Regulations and the Assessment Handbook.

**Research Degree Board** to approve the arrangements for the examination of research students, authorise interruptions to study, extensions to registration and approve Stage 3 exclusions working to approved university procedures outlined in the Academic Regulations.

**Ethics Review Panel** to consider research proposals operating in accordance with the University's Code of Conduct for Research proposals, agreed University procedures and professional bodies and society requirements

External assistance is sought at several points; in the development of new programmes, through the role of external examiners and their reports, and through other external reference points including reports from PSRBs and the inclusion of external panel members in Periodic Review and re-approval processes.

### **Classification Algorithm**

Our classification algorithms are published and available to all students within our Academic Regulations (Section H4). The same regulations normally apply to all students undertaking a UCLan award regardless of their location of delivery. The regulations regarding re-assessment opportunities are in line with sector norms and are also included here (Section G11/12).

[academic regulations 2122 \(1\) \(uclan.ac.uk\)](https://www.uclan.ac.uk/academic-regulations-2122(1))

Our classification algorithm has been in place in its current form since 2018/19. The change occurring in 2018/19 being one of simplification to streamline from a classification based on the best of multiple algorithms.

### **Enhancement of Teaching and Learning and Learning Resources**

The University is committed to continually enhancing the quality of our teaching and student experience. A number of initiatives led by our Pro-Vice Chancellor [Students and Teaching] are underway, linked to our University Strategy and Sub strategies in particular those sub strategies related to Priority 1: Student Opportunity and Success and Priority 2: Leading the Way in Modern Learning.

These sub- strategies we believe will improve student performance and outcomes by our focus on:

- Retention: ensuring we have the mechanisms and structures in place to support every single student to progress and complete their studies successfully, irrespective of their background and circumstances.
- Attainment: to make sure our attainment and the percentage of good degrees is in line with our competitors. Our approach to assessment and academic support means every student will have the opportunity to achieve their full potential.
- Graduate outcomes: by supporting our students to secure a rewarding career in skilled employment, study further, or establish their own successful businesses.
- Second-to-none support: with an effective, whole-university approach, maintaining a consistent and joined-up support network, with an emphasis on early intervention.

- Access and participation: becoming recognised as the exemplary, inclusive, university of opportunity that we are. We'll be even more supportive, celebrating diversity so our students benefit from a vibrant learning community and sense of belonging.
- Student voice and experience: by listening and responding effectively to every single student. This includes maintaining appropriate channels of informal and formal feedback and responding to all feedback in a timely manner. We'll also establish dashboards to draw out major themes and help us plan for future needs.
- Learn from the Covid-19 pandemic: building on our strength in digital excellence to become a market leader in this new era of flexible learning.
- Ensuring an efficient and effective course portfolio: structured for best possible delivery, with positive metrics that will ensure we achieve our league table aspirations.
- Implementing the Curriculum Framework: introduced in 2020 we continue to roll out re-approval of courses to meet our curriculum framework so every course embodies our shared characteristics, such as sustainability and green skills, digital literacy, wellbeing, and interdisciplinary experiences. This will endow our graduates with the attributes they need to succeed in a changing, complex, globalised world.
- Ensuring excellent teaching: We'll become more widely recognised for our exceptional teaching, and we'll develop and encourage our staff to become world-leading, cutting-edge, and inspiring educators.
- Encourage, share, and embedding innovation and good practice: We'll become a beacon for innovation, making possible new approaches to learning and teaching, discovering new markets, and embracing new technology. In the spirit of continual improvement, we'll nurture our community of best practice, discovering, sharing and embedding what we learn

The University continues to make a considerable investment in our estate, ensuring it is fit for purpose, enhances the student experience and supports the highest quality teaching and research. The University has built on our experiences of delivering learning and teaching during the pandemic and has invested heavily in digital infrastructure and training to support both staff and students during this time. As we move into the new normal we are seeking to retain the best blend of online and in person face to face education. Within the newly published University Strategic Plan 2021-2028 we have an enabling IT Strategy whose vision is 'to provide a digital environment that enables, inspires, enhances and empowers our people and our business to succeed'.