

DEGREE OUTCOMES STATEMENT

A summary of degree outcomes is contained in the table below. The data in the table reflect a significant level of consistency in the awarding of 'good' degrees across the five year period – the only substantial change in outcomes occurred between 14/15 and 15/16 which coincided with the bedding in of significant changes to student academic support, changes which were commended by the QAA at their last visit.¹

All Undergraduate Degrees								
Number of Degrees	5YR Trend	14/15	15/16	16/17	17/18	18/19	+/- Pr Year	5YR Mean
I		166	182	182	209	213	4	190
2.I		465	434	396	452	396	-56	429
2.II		186	159	139	156	145	-11	157
3		28	18	19	15	20	5	20
Total Classified Degrees		845	793	736	832	774	-58	805
1st and 2.I Class		631	616	578	661	609	-52	619
Proportion	5YR Trend	14/15	15/16	16/17	17/18	18/19	+/- Pr Year	5YR Mean
I		19.6%	23.0%	24.7%	25.1%	27.5%	2.4%	23.6%
2.I		55.0%	54.7%	53.8%	54.3%	51.2%	-3.1%	53.2%
2.II		22.0%	20.1%	18.9%	18.8%	18.7%	-0.1%	19.5%
3		3.3%	2.3%	2.6%	1.8%	2.6%	0.8%	2.5%
Total Classified Degrees		100.0%	100.0%	100.0%	100.0%	100.0%		100.0%
1st and 2.I Class		74.7%	77.7%	78.5%	79.4%	78.7%	-0.7%	76.9%

Appendix A provides an extract from *Institutional Annual Quality Report 2018-19 (IAQR)* which includes data on degree classification outcomes which are analysed by Student Characteristic and by School and Academic Group. The analysis is provided over three cohort entry years, thus from 2014/15. The equivalent analysis for earlier entry years is available in the equivalent report for 2017-18, 2016-17 etc. The analysis also includes both cohort outcomes and, as in the table above, graduating class outcomes. This is useful as it allows us to examine issues around non-continuation as well as end point performance.

1. Assessment and Marking Practices

Assessments are set to enable students to evidence that they have met the learning outcomes associated with their programme of study. These are set according to the level of the programme award (i.e. Level 0 Foundation Year; Level 4–6 Undergraduate and Level 7 Masters) which are in turn aligned to the threshold standard for the level described in the Framework for Higher Education Qualifications. In instances where programmes have Professional Statutory Regulatory Body (PSRBs) accreditation or part accreditation some assessment requirements may be set by those bodies. As part of the new programme approval process, academic teams are required to confirm that the FHEQ has been considered and reference the relevant standard. This is tested by dialogue with the programme team by the approval panel which includes external academic experts.

To support academic tutors in applying consistent marking practices, a *University Handbook on Assessment Practice - Guide for Staff* ([Appendix B – internal link Internal Examiners](#)) describes all the processes associated with assessment practice including use of marking criteria, standardisation, internal moderation, double marking, sampling and verification, and external moderation by external examiners. External Examiners are appointed for programmes, including those delivered by academic partners, through a process which considers the suitability of the nominee in terms of both relevant subject coverage and experience (with mentors assigned as necessary) and consideration of any inadvertent reciprocity either between individuals or between LTU and the home institution of the external. Module assessment outcomes are submitted to [Assessment Panels](#) which include External Examiners;

¹ QAA HE Review May 2015

recommendations for progression and awards are submitted to Progression and Award Boards. These Boards also have oversight of the assessment outcomes from academic partners.

If students believe there are reasons why they may not be able to perform to the best of their ability, there are two processes available to them to ensure these are considered and taken into account if deemed to be justifiable. They are the *Mitigating Circumstances Policy and Procedure* and an *Academic Appeals Policy and Procedure*. The former enables students to submit for consideration of mitigating circumstances *prior to* submission of assessment and the latter for reconsideration of outcomes on certain criteria *subsequent to* the publication of assessment outcomes. These processes are conducted by professional and academic staff who are trained in the requirements of the process; records are maintained which provide an archive of case law which supports consistency in application, and, in the case of Academic Appeals, an annual report is produced which analyses appeals by subject group and student characteristics and makes recommendations for any change or enhancement to the process.

The use of External Examiners, and their annual reports; the Procedural External Reviewer (who oversees the operation of Progression and Award Boards); the inclusion of progression and award data in the *Institutional Annual Quality Report (IAQR)* and other reporting – are all mechanisms which provide evidence on which the University can judge the effectiveness of its assessment and marking practices.

In 2018/19 the University changed its marking protocols from predominantly granular numeric marking to a categorical marking protocol. Prior to implementation this was considered through the *Learning & Teaching Committee* and signed-off by Academic Board for incremental application starting with Levels 4 and 5 from 2018/19. Staff were supported in the application of the new marking arrangements through staff development and workshops and guidance for its application is described in the *Handbook on Assessment Practice* referred to above. Owing to the incremental application beginning only from 2018/19 it is too early to make to any analysis of impact on grade profile.

2. Academic Governance

Progression and Award Boards have delegated authority from the Academic Board to approve progression and award decisions on recommendations arising from Assessment Panels, including those conducted by the University's academic partnerships.

Part A of the *Institutional Annual Quality Report (IAQR)* highlights features of change, good practice or recommendations arising from the implementation of the University's usual processes of quality assurance (which are aligned to the UK Quality Code for England Core Practices for standards and quality) undertaken during the preceding academic year. Part B of the *IAQR* considers 3-yearly trend data of student progression and retention by level and student characteristic and as stated previously looks at degree outcome data. ([Appendix C – Internal Link Internal Academic Review.](#)) This report also includes as Appendices the *External Examiners Annual Overview Report*, and extracts from the *School [Annual] Academic Review Reports*. In future, it is proposed that the *Annual Partnerships Report*² is also included in this report as an appendix – in this way bringing together all the key sources of evidence provided to Academic Board and the Board of Governors³ that they might be assured that the value of the University's awards, wherever they are delivered, is maintained and protected over time.

3. Classification Algorithms

The University has a degree classification algorithm which uses three methods of calculation with the best outcome determining the classification awarded. ([Appendix D – Extract from Taught Programme Academic Regulations \(TPAR\) - Award: Bachelor's Degree with Honours.](#)) The three methods start with an arithmetic mean of marks for the 240 credits studied at Level 5 and 6; an arithmetic mean mark weighted in ratio 2:1 in favour of Level 6 and

² This report was submitted to Academic Board 05.12.2019 and was the first of its kind reflecting this growing aspect of provision for the University with 3 new UK alternative provider academic partnerships (with multiple delivery venues) being added to the University portfolio of 2 FE and 3 international partnerships.

³ Submitted to Board of Governors, 12.02.20.

finally a mark profile (classification) across Level 5 and 6 weighted in ratio 2:1 in favour of Level 6. The number of credits at each classification is summed until 50% of credits (180) have been accounted for. The Honours classification will then be classification at which the process of summation ends.

These three methods of calculation support the rationale that performance may:

- I) show a strong performance over all years of the programme (calculation i);
- II) show performance more strongly in the final year as the student becomes able to make connections across the breadth of the programme (calculation ii and iii).

The use of both average mark and profile allows for the recognition of both consistent performance across the programme (profile) and exceptional areas of strength. Our procedures and regulations make no allowance for any special consideration to be given to borderline marks.

Algorithms are described in the *TPAR* which are published in the myLTU app (Essential Information) as the prime location for student information and on the University's web site. Module and Personal Tutors support students in understanding how their award outcome will be calculated and a '*Degree Calculator*' is available to enable students to input known marks which then calculates their potential outcome - enabling students to aim for the best possible classification.

Prior to the final classification of award, which is confirmed by the Progression and Award Boards, there are mechanisms which allow for resits of failed modules. In these cases, marks are capped at the pass mark (40% for undergraduate programmes).

The University had a review of its academic regulations in 2017/18 undertaken by an external consultant. The appointment process was by tender with criteria designed to establish suitability to undertake the task with particular reference to knowledge of sector practice and academic standards informed by the FHEQ, QAA [Subject] Benchmark Standards and the QAA Quality Code.⁴ This can provide assurance to the University that its regulations are in line with sector norms. This is also endorsed by External Examiners who are asked to confirm comparability of standards with the sector. Given this recent review the University has no plans to change its classification algorithms.

4. Teaching Practices and Learning Resources

Our key element of enhancement in the last five years has been linked to the embedding of our Learning Hub service, which was set up in January 2014. The service works in two ways. Firstly, it works in liaison with module tutors on request to provide specialist skills and assessment workshops embedded within programmes; secondly, it provides bespoke tutorial support for students who refer themselves to the service or who are referred to the service by their course tutors. Our data for AY18-19 shows that:

- Around 1 in 10 students at level 4 and 5 engage in one-on-one tutorials with the Learning Hub. A greater proportion of Level 6 students engage with the service with almost 1 in 5 students attending a tutorial.
- At Level 4 there is a greater proportion of students that engaged with the Learning Hub across most minority and widening participation demographics.
- The pass rate of Level 4 students that engage with the service (86%) is higher than those that do not (82%), and this higher pass rate can be seen across most minority and widening participation demographics.
- The usage of the Learning Hub at Level 6 is consistent across minority and widening participation demographics. Students that engage with the Learning Hub during Level 6 achieve a higher proportion of 1st/2:1-degree awards (81%) compared to students that do not engage with the Learning Hub during Level 6 (78%).

Approved: Chair's Action on behalf of Academic Board, 23 June 2020

Confirmed: Board of Governors, 2 July 2020.

⁴ The new academic regulations were approved by Academic Board 28/06/2018.



ANNUAL QUALITY REPORT 2018/19

3. Part B Student Characteristics and Outcomes

3.5 Awards Outcomes

Institution Awards by Entry Year

- 3.5.1 Table 22 shows the distribution of awards for the last three undergraduate cohorts that have reached graduation. Undergraduate Award outcomes are based on the proportion of students that started in each year. The proportion of undergraduate degree students achieving an intended award (honours degree) has declined slightly for the second consecutive year, as has the proportion of students that attained 'good' degree outcomes (1st or 2:1). However, much of this decline can be traced back to the poor level 4 pass rates for the 2016 entry cohort.
- 3.5.2 The proportion of Foundation degree students achieving their intended award has decreased however it is broadly in line with earlier years.
- 3.5.3 The PGCE programme changed in 2016/17, changing from a Level 6 programme with an optional Level 7 award to a Level 7 programme. As expected, this considerably increased the proportion of students that achieve the Level 7 PGCE award and this increased slightly again in 17/18.

Table 22 Award outcomes by Entry Cohort.

Undergraduate Degrees	Cohort Entry Year				
Measure	14/15	15/16	16/17	17/18	18/19
Cohort Volume	900	1035	1006		
Total Awards Made	81.2%	79.3%	75.0%		
Intended Awards Made	72.8%	71.5%	66.8%		
1st or 2:1 Class Degrees	57.6%	56.7%	53.5%		
1st Class Degrees	16.3%	17.3%	18.5%		
2:1 Class Degrees	41.2%	39.4%	35.0%		
2:2 Class Degrees	13.3%	13.4%	12.3%		
3rd Class Degrees	2.0%	1.4%	1.0%		
Lesser Awards Made	8.4%	7.8%	8.3%		
Foundation Degrees	Cohort Entry Year				
Measure	14/15	15/16	16/17	17/18	18/19
Cohort Volume	46	36	32	30	
Total Awards Made	82.6%	91.7%	84.4%	86.7%	
Intended Awards Made	80.4%	88.9%	81.3%	86.7%	
Distinction Class	19.6%	30.6%	25.0%	43.3%	
Merit Class	50.0%	55.6%	46.9%	43.3%	
Pass Class	10.9%	2.8%	9.4%	0.0%	
Lesser Awards Made	2.2%	2.8%	3.1%	0.0%	
PGCE*	Cohort Entry Year				
Measure	14/15	15/16	16/17	17/18	18/19
Cohort Volume	259	305	314	325	362
PGCE (L6 or L7) Awards Made	89.2%	92.1%	90.1%	89.5%	93.1%
PGCE (L7) Awards	32.4%	44.3%	74.2%	77.5%	79.3%
PGCE (L7) Distinction Class	2.7%	5.9%	19.7%	19.1%	20.4%
PGCE (L7) Merit Class	18.1%	22.3%	30.6%	36.6%	39.5%
PGCE (L7) Pass Class	11.6%	16.1%	23.9%	21.8%	19.3%
PGCE (L7) Not Taken/Not Completed	56.8%	47.9%	15.9%	12.0%	13.8%
Other Postgraduate Degrees (Non PGCE)	Graduating Year				
Measure	14/15	15/16	16/17	17/18	18/19
Cohort Volume (Awards Made)	78	43	46	88	74
Intended Awards Made	76.9%	72.1%	76.1%	89.8%	91.9%
Distinction Class	25.6%	27.9%	19.6%	28.4%	33.8%
Merit Class	37.2%	37.2%	41.3%	37.5%	41.9%
Pass Class	14.1%	7.0%	15.2%	23.9%	16.2%
Lesser Awards Made	23.1%	27.9%	23.9%	10.2%	8.1%



Institution Awards by Student Characteristic (Students with Awards Only)

- 3.5.4 Analysis of awards made by students with varying characteristics confirms that some of the factors that represent disadvantages in pass rates from levels 4 and 5 are persistent through to outcome (Table 23). In order to determine that this is not the legacy of poor pass/progression rates, the awards performance data shown below is based on students that achieved an intended award.
- 3.5.5 Over the 3 years of completed cohorts, we can see that tariff and type of entry qualification have significant differences between the paired cohorts. Application type is no longer identified as a significant factor either across the 3-year timeframe or within the latest data.
- 3.5.6 Male students continue to perform significantly worse than female students. The performance of BAME students is adverse to Non-BAME students but this is not statistically significant, however the lack of significance could possibly be a result of the cohort of these students being too small by the time they have reached graduation, due to a relatively low volume and relatively low progression rates up to that point.

3.5.7 The 3-year data for students from areas with the lowest HE participation (POLAR Quintiles 1 & 2) is significantly worse than higher participation areas. The gap here is approaching 5%. Similarly, students from the most deprived areas (IMD Quintiles 1 & 2) also perform significantly worse than those from other areas across the last 3 years. This result is replicated for the 2016/17 data.

Table 23. Proportion of students awarded an honours degree graduating with a first or 2:1 classification, by student characteristic. Significance testing from independent t-test for variable pairs and one way ANOVA with Tukey post hoc for multiple comparisons.

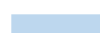

Institution Awards		Last 3 Years		2016/17 Only	
		% Degrees 1st or 2:1	P Value	% Degrees 1st or 2:1	P Value
Demographic					
Ethnicity	Non-BAME	79.6%	0.594	80.3%	0.649
	BAME	78.2%		78.4%	
Disability	No Disability	79.2%	0.472	79.4%	0.371
	Disability	81.0%		83.1%	
Gender	Female	84.0%	<0.0005	84.5%	<0.0005
	Male	70.1%		71.0%	
Age	Mature	82.0%	0.311	77.6%	0.552
	Young	79.1%		80.4%	
Accommodation	Off Campus	78.9%	0.625	81.5%	0.447
	On Campus	79.8%		79.1%	
Application Type	Non-Clearing	80.0%	0.067	80.9%	0.181
	Clearing	74.6%		74.7%	
Parental Education	No higher education	78.5%	0.117	80.1%	0.979
	Higher education	81.5%		80.0%	
Tariff	>=80 Tariff Points	80.4%	0.005	81.1%	0.206
	<80 Tariff Points	73.8%		76.5%	
Type of Entry Qualification	A Levels	86.0%	<0.0005	84.6%	<0.0005
	BTEC	64.8%		67.3%	
	Other	72.3%		83.9%	
HE Participation (POLAR) 2-Way Split	Low Participation	76.6%	0.011	79.6%	0.854
	Higher Participation	81.3%		80.2%	
HE Participation (POLAR) 5-Way Split	Quintile 1 - Lowest	75.8%	0.044	79.5%	0.991
	Quintile 2	77.4%		79.6%	
	Quintile 3	83.0%		80.9%	
	Quintile 4	82.1%		80.8%	
	Quintile 5 - Highest	78.3%		78.7%	
Deprivation (IMD) 2-Way Split	High Deprivation	75.3%	<0.0005	75.8%	0.017
	Lower Deprivation	82.2%		83.5%	
Deprivation (IMD) 5-Way Split	Quintile 1 - Highest	72.9%	0.001	74.5%	0.176
	Quintile 2	78.0%		77.5%	
	Quintile 3	80.5%		83.1%	
	Quintile 4	83.8%		84.7%	
	Quintile 5 - Lowest	82.1%		82.5%	

 Indicates a significantly higher mean for the characteristic in its group
 Indicates a significantly lower mean for the characteristic in its group

3.5.8 When the performance of first and 2:1 awards is considered as a proportion of all students entering the original cohort there are more significant differences observed within characteristics. This trend reflects the impact of pass and progression rates at levels 4 and 5 as well as attainment for those students completing the programme (table 24).

Table 24. Proportion of students awarded a first or 2:1 classification degree of all entrants to the starting cohort, by student characteristic. Significance testing from independent t-test for variable pairs and one way ANOVA with Tukey post hoc for multiple comparisons.

Institution Awards (Proportion of All Entrants)		Last 3 Years		2016/17 Only	
		% Degrees 1st or 2:1	P Value	% Degrees 1st or 2:1	P Value
Demographic					
Ethnicity	Non-BAME	57.1%	0.001	55.3%	0.012
	BAME	48.8%		44.7%	
Disability	No Disability	56.3%	0.247	53.1%	0.642
	Disability	53.4%		55.1%	
Gender	Female	63.5%	<0.0005	61.9%	<0.0005
	Male	43.1%		40.3%	
Age	Mature	53.7%	0.366	50.8%	0.507
	Young	56.2%		53.9%	
Accommodation	Off Campus	52.5%	0.001	51.2%	0.228
	On Campus	58.5%		55.1%	
Application Type	Non-Clearing	58.4%	<0.0005	57.4%	<0.0005
	Clearing	39.7%		35.7%	
Parental Education	No higher education	54.2%	0.005	52.4%	0.297
	Higher education	59.8%		56.0%	
Tariff	>=80 Tariff Points	60.2%	<0.0005	59.1%	<0.0005
	<80 Tariff Points	44.1%		42.3%	
Type of Entry Qualification	A Levels	64.4%	<0.0005	59.5%	<0.0005
	BTEC	41.4%		40.1%	
	Other	54.0%		59.1%	
HE Participation (POLAR) 2-Way Split	Low Participation	52.9%	0.005	51.6%	0.317
	Higher Participation	58.1%		54.8%	
HE Participation (POLAR) 5-Way Split	Quintile 1 - Lowest	50.9%	0.013	48.7%	0.582
	Quintile 2	54.7%		54.0%	
	Quintile 3	58.7%		56.7%	
	Quintile 4	60.5%		54.8%	
	Quintile 5 - Highest	55.2%		52.6%	
Deprivation (IMD) 2-Way Split	High Deprivation	49.7%	<0.0005	47.2%	<0.0005
	Lower Deprivation	60.5%		58.7%	
Deprivation (IMD) 5-Way Split	Quintile 1 - Highest	46.5%	<0.0005	44.8%	0.003
	Quintile 2	53.3%		50.3%	
	Quintile 3	59.4%		57.1%	
	Quintile 4	60.2%		56.3%	
	Quintile 5 - Lowest	62.0%		63.5%	

 Indicates a significantly higher mean for the characteristic in its group
 Indicates a significantly lower mean for the characteristic in its group

Institution Awards by School and Academic Group (Students with Awards Only)

3.5.9 Table 25 indicates the good degree awards made by school are consistently highest in ICE and SAC and weakest in SSHA. The significance tests reveal that the differences between school results were significant in each of the last 3 cohorts to graduate.


3.5.10 The Academic Group results reveal that SHAPE is amongst the weakest performance in each year and is significantly lower than other subject areas over the 3 years as a

whole. The proportion of good awards in ICE - Primary Education are consistently high across all years and this is seen to be significant for the 3-year total. Business also performs strongly across all 3 years.

Table 25. Proportion of students awarded an honours degree graduating with a first or 2:1 classification by school and subject group. Significance testing from one way ANOVA with Tukey post hoc for multiple comparisons.

School	2014	2015	2016	3 Year Mean
ICE	81.3%	85.1%	84.7%	83.7%
SAC	85.9%	78.8%	82.2%	82.2%
SSHS	71.8%	74.7%	75.4%	74.1%
P Value	0.001	0.010	0.028	<0.0005

Academic Group	2014	2015	2016	3 Year Mean
ICE - Primary Ed	92.8%	91.5%	88.9%	91.1%
ICE - CYPF	69.9%	78.4%	80.2%	76.1%
SAC - English	85.7%	87.9%	75.8%	83.3%
SAC - History & TRS	79.1%	69.8%	64.5%	71.8%
SAC - Journalism	84.6%	83.3%	89.3%	85.8%
SAC - Media, Film and Culture	91.7%	75.4%	88.9%	85.4%
SSHS - Business	90.6%	89.7%	86.8%	88.8%
SSHS - Psychology	90.6%	81.6%	74.1%	80.4%
SSHS - Sport, Health and PE	55.0%	60.8%	70.5%	60.8%
P Value	<0.0005	<0.0005	0.001	<0.0005

 Indicates significantly higher outcome for this school/academic group
 Indicates significantly lower outcome for this school/academic group

APPENDIX B – [Internal Examiners Handbook on Assessment Practice – Guide for Staff.](#) (Internal website)

APPENDIX C – [Internal Academic Review IAQR 2018-19](#) (Internal website)

APPENDIX D - Extract from *Taught Programme Academic Regulations (TPAR)* - Award: Bachelor's Degree with Honours.

Award: Bachelor's Degree with Honours

29. If you have passed the assessments set for a bachelor's degree, we will award you that degree.
30. The classification of the degree shall be determined by the Progression and Award Board.
31. We believe that your degree classification should reflect your performance.
 - a. You may show a consistency of performance over all years of the programme;
 - b. You may perform more strongly in your final year, as you become able to

make connections across the breadth of the programme;

- c. Your performance may vary across the components of the programme; we consider that your degree classification should reflect the balance of this.

32. In calculating degree classifications, we will therefore use three methods. Each refers to the following table:

Mark range	Degree classification
Below 39.49	Fail
39.5 – 49.49	3 – Third Class
49.5 – 59.49	2:2 – Lower Second Class
59.5 – 69.49	2:1 – Upper Second Class
69.5 – 100	1 – First Class

33. We will calculate a degree class using each of the following three methods. Your degree class will be the highest class calculated.

- a. The arithmetic mean of all marks for the 240 credits studied at level 5 and level 6 is calculated and converted to an Honours classification based on the table in paragraph 34 above. This addresses the criterion in paragraph 33.a above.
- b. The arithmetic mean of all marks awarded for the 240 credits at level 5 and level 6, weighted in the ratio 2:1 in favour of level 6 credits, is calculated and converted to an Honours classification based on the table in paragraph 34 above. This addresses the criterion in paragraph 33.b above.
- c. A mark profile is obtained for the 240 credits studied at level 5 and level 6, weighted in the ratio 2:1 in favour of level 6 credits. Each mark is converted to a classification based on the table in paragraph 34 above and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (180) have been accounted for. The Honours classification determined by profile will then be the classification at which this process of summation ends. This addresses the criterion in paragraph 33.c above.