

University of Cumbria Degree Outcomes Statement 202

First Degree Graduates' Classifications (FT & PT) - Headcounts (rounded down to nearest five):

	Total Headcount (Rounded)	First Class Honours	Upper Second Class Honours	First and Upper Second Combined	Lower Second Class Honours	Third Class Honours / Pass
2016/17	1555	260	690	950	430	175
2017/18	1425	310	650			

(data extracted April 2022)

At 72.4%, undergraduate in 2020/21 improved on the previous year. Improvements in outcomes were consolidated across most subject areas across the University in 2020/21.

Student work submitted and assessed during 2020/21 was subject to the application of the Emergency and Additional Regulations arising out of the Covid19 pandemic and we continue to undertake analysis of the impact of the Emergency and Additional Regulations on students' achievement and on the overall profile at award level. Nationally, there is some evidence to suggest that an unexpected impact of COVID-19 for students was been to support a more exclusive focus on study in 2020/21 (as travel, socialising and part-time work were all curtailed by lockdowns and tiers of restriction) and thus an improvement in academic outcomes. This helps to explain the maintenance of high levels of overall achievement despite the fact that the 2020/21 academic year saw students experience significant disruption – much greater than that experienced in 2019/20 – to their learning on campus.6 (r)the ppp6 Tc 0.004 (he

Having considered our data in terms of particular student characteristics, we have identified:

There continues to be a gap in degree attainment between White students and that of students from all Black, Asian and other Minority Ethnic groups, but for both Asian and Black students the rate of attainment has improved and the gap has narrowed. Small numbers of students in the other Minority Ethnicity groups makes trend analysis invalid. This is an area of targeted work across the University

The performance of mature students has improved for the second year in a row, narrowing the gap with Young students

There has been an improvement in the attainment of First and Upper Second class degrees for students from Low Participation Neighbourhoods, with attainment for those from the lowest participation neighbourhoods now significantly above that of students from the highest- participation

those relating to quality and standards, continue to be met. AGC provides an Annual Report to University Board on this basis. Members of AGC and University Board have significant higher education leadership experience, ensuring that there is appropriate challenge of the University's outcomes and performance in relation to quality and standards.

This Degree Outcomes Statement 202 has been considered and endorsed by Academic Governance Committee and University Board.

4. Classification algorithms

The University of Cumbria operates a single algorithm to calculate Honours Degree classifications as set out in the Academic Regulations. Module marks using percentages are used for award classification purposes with degree classification being based on the mean percentage mark. The pass mark for undergraduate modules is 40%.

Bachelor degrees are calculated using a weighted mean of 30% at (Level 5 – Year 2) and 70% at Level 6 – Year 3). In the case of top-up degrees where all the modules are at Level 6, the classification is based on the mean mark of the marks for all modules undertaken.

Percentage marks are ascribed to Bachelor degree classifications as follows:

Type of Classification	Lower final mark threshold	Upper final mark threshold
First Class	69.50%	100%
Upper Second Class	59.50%	69.49%
Lower Second Class	49.50%	59.49%
Third Class	39.50%	49.49%
Fail	0%	39.49%

Where the mean percentage mark is within 2% of the next higher classification band and at least 100 credits (or in the case of top up degrees 40 credits) are in the higher classification, the student will be awarded the higher classification. Pass/Fail modules are removed from the degree calculation.

We have, within our Learning, Teaching and Assessment Action Plan, Student Success Strategy and Access and Participation Plan, identified a range of actions to improve the student experience, to address gaps in attainment and to support student success. The University's Access and Participation Plans take a "Whole Provider" approach to improving outcomes for students in underrepresented groups with the intention that most institutional effort is devoted to creating curricula, teaching, pastoral and social systems which are inclusive and equal by default and which see the measures of success at different stages of the student lifecycle as interconnected. There is a further focus on interventions for specific groups of students where a significant gap exists between their achievement and that of students in the majority group.

The University will continue to monitor the impact of the application of Emergency and Additional Regulations implemented as a result of the Covid19 pandemic.

Approved by Academic Governance Committee J X Q202