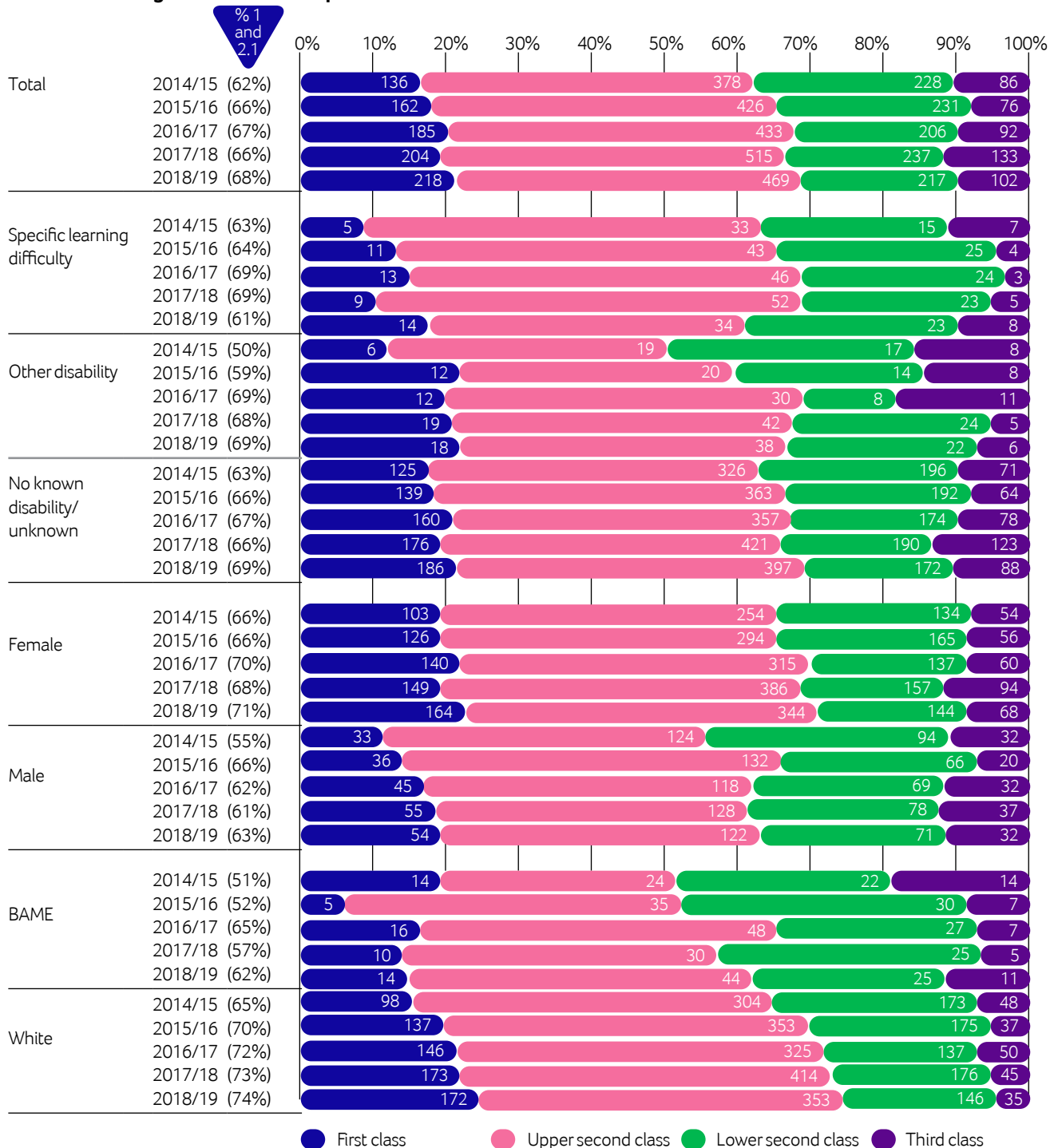


# Degree Outcomes Statement

## Institutional degree classification profile



We have used whole-institution figures as 93% of our students fall within the Creative Arts and Design. The remaining students are in three subject categories but numbers are too small to be statistically reliable (a maximum of 157 students over the 5-year period).

Latest data from the Office for Students (OFS) indicates that AUB does not have an unexplained increase in the proportion of graduates receiving a degree at Upper Second Class or above. In its [Access and Participation Plan](#), AUB has outlined the work it will undertake to close the attainment gaps, especially in relation to Black, Asian and Minority Ethnic (BAME) students.

## Assessment and marking practices

As part of [validation and periodic review](#), the panel confirms that the course learning outcomes and assessment criteria meet sector reference points. Overall course outcomes are compared against the expectations of an Honours degree graduate. Panels also consider the relevant Subject Benchmark Statements, and our courses in Architecture respond to the PSRBs (ARB and RIBA). Two external advisers are appointed to support each validation or review, one academic and one with relevant professional expertise. We appoint a [Subject External Examiner](#) to each course; we have clear selection criteria to ensure that examiners are knowledgeable in their subject and impartial, and they are asked to confirm on an annual basis that marking standards are in line with the FHEQ, and that assessment is fair and rigorous. An Awards External Examiner is appointed to the Progression and Awards Board, which confirms all awards made by the University and that that regulations have been applied fairly and consistently across all students. AUB staff also act as external examiners or panel members elsewhere, and contribute as part of subject associations, as well as undertaking relevant academic staff development. AUB is fully cognisant of the QAA guidance on External Expertise, and uses this as an important reference point in ensuring that there is sufficient external benchmarking.

The University has a comprehensive verification process for all work, with at least a sample of work reviewed for all units at Levels 5 and 6. We also hold a [Verification Exercise](#) each year where a panel of academic staff from across the University review selected work from each course, to confirm that standards are applied consistently. One partner institution participates in this Exercise; the other attends but holds its own verification process, attended by a senior member of AUB academic staff appointed by the Chair of Learning, Teaching and Quality Committee (LTQ).

We operate a consistent [policy for students with mitigating circumstances](#). Students who believe that their performance was affected by circumstances which they were unable to bring to the University's attention at the time, or who believe that there was a procedural error in assessment, can use the [Appeals Policy for HE courses](#) to request a review of their results.

## Academic governance

Operational oversight of the University's quality management framework is devolved to LTQ. The same framework, and classification algorithm, apply to all awards of the University, including those delivered at partner institutions. LTQ prepares an annual report on the standards and quality of awards of the University, which includes a review of data and any trends over time, as well as the outcomes of any internal reviews, and the comments of external examiners. This enables a comprehensive review of practice, and enables any concerns about consistency of approach or outcomes to be identified and addressed. The annual report is presented to Academic Board and to the Board of Governors, to provide assurance that academic governance remains effective.

Our Awards External Examiner has confirmed that this Degree Outcomes Statement is a valid representation of practice at AUB.

### Classification algorithm *(how we determine a student's classification)*

The University operates one common classification algorithm, with two methods of determining the final award. The algorithm is published as part of our [Undergraduate Assessment Regulations](#) (page 24). Method A rewards consistency of performance throughout Levels 5 and 6, whereas Method B rewards 'exit velocity', with an emphasis on achievement at Level 6. These two Methods cover all classification decisions. There are no separate arrangements for borderline cases.

The undergraduate assessment regulations were introduced in 2012/13, following an extensive review of sector practice. The classification is an integral part of the regulations, which form a coherent framework in support of awards within architecture and the creative and performing arts. We produce a summary of the academic regulations in accessible language for students; this document includes examples of how the algorithm works in practice. Central University staff visit each cohort at the start of Level 6 to talk through the operation of the algorithm and discuss examples, to ensure that this is well understood.

In line with national norms, students are permitted to be reassessed on units they have failed (up to 60 credits per Level), with a maximum mark available of 40% (the minimum pass mark). Reassessment is not permitted on any unit which has been passed.

## Teaching practices and learning resources

Grade profiles have remained broadly static over the last 5 years. We are initiating work on encouraging greater diversity in the curriculum, and we would anticipate an impact on classifications within 3 years.

## Identifying good practice and actions

The academic community designed the undergraduate regulations as a coherent and comprehensive framework which encourages and rewards certain good academic behaviours. Specific elements of the framework cannot be considered in isolation from each other. The decision was taken to adopt a notched marking scheme, to support greater consistency and reliability in assessment; and this scheme was selected by students as the fairest approach to assessment. The University is confident, based on the comments of external examiners and advisers, and on the consistency of outcomes, that this framework is effective in underpinning good academic practice, and valid and reliable awards.

The Board will review the Degree Outcomes Statement on an annual basis, considering in particular any changes to the degree classification profile, and the reasons for this.