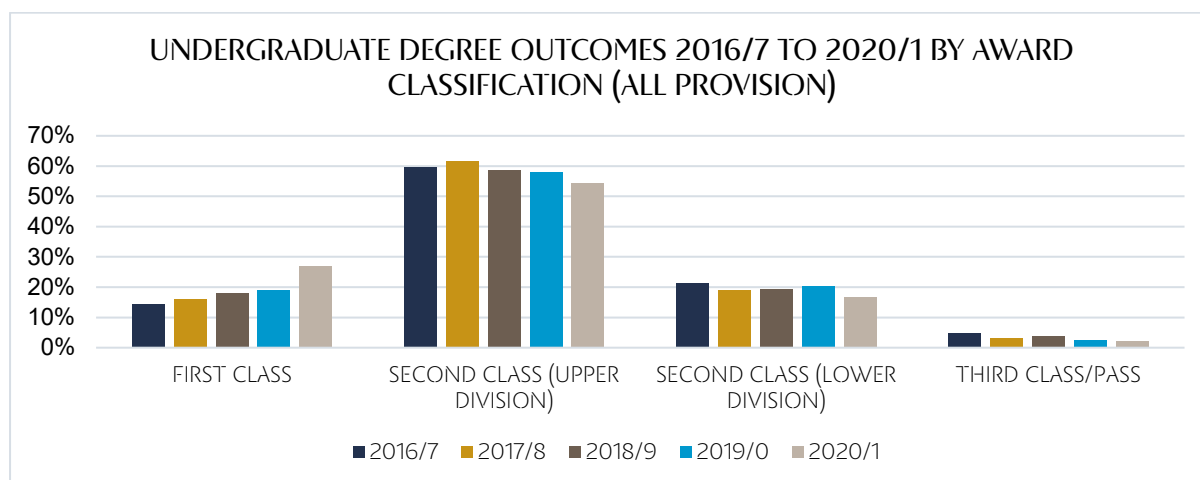


DEGREE OUTCOMES STATEMENT 2021



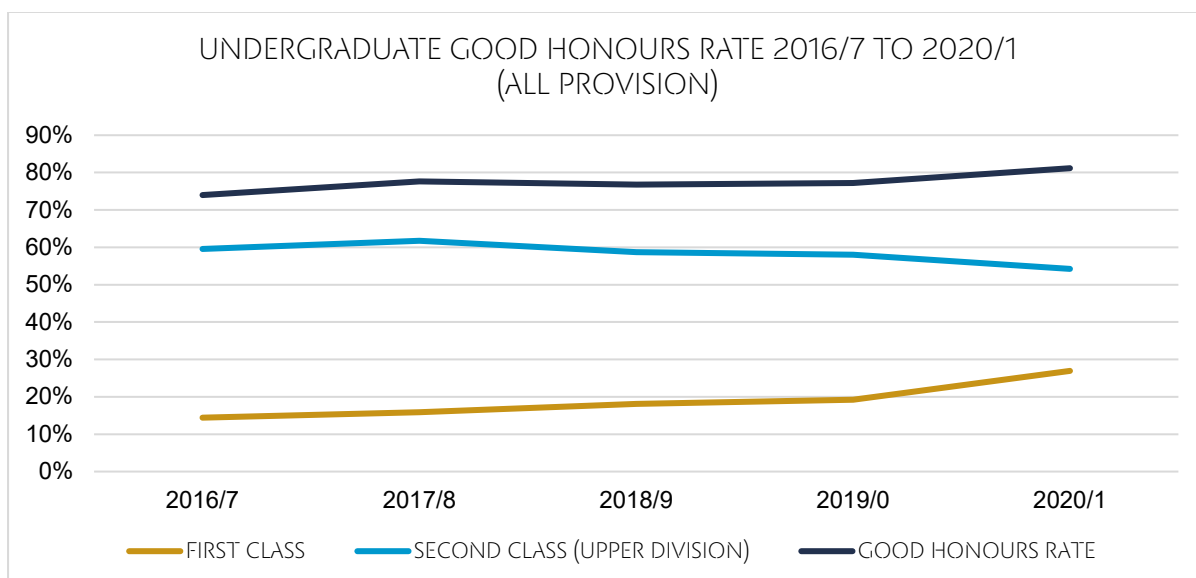
1. Institutional degree classification profile

Our data demonstrates that our undergraduate degree outcomes have seen a general improvement over the last five years, with the percentage of students achieving First Class degrees increasing each year. The percentage of students achieving Good Honours degrees (First Class & 2:1) has also increased over the last five years, from 74.0% in 2016/7 to 81.2% in 2020/1.



| Teaching Provider | Degree Classification | 2016/7 | 2017/8 | 2018/9 | 2019/0 | 2020/1 |
|-----------------------------------|-------------------------------|--------------|--------------|--------------|--------------|--------------|
| Bath Spa University | First Class | 210 | 257 | 319 | 286 | 384 |
| | Second Class (Upper Division) | 934 | 1,085 | 1,063 | 949 | 797 |
| | Second Class (Lower Division) | 328 | 319 | 320 | 296 | 199 |
| | Third Class | 47 | 32 | 27 | 16 | 14 |
| | Pass Degree | 25 | 15 | 19 | 13 | 12 |
| | Total | 1,544 | 1,708 | 1,748 | 1,560 | 1,406 |
| Bath Spa University London | First Class | | | | | 0 |
| | Second Class (Upper Division) | | | | | 10 |
| | Second Class (Lower Division) | | | | | 62 |
| | Third Class | | | | | 7 |
| | Pass Degree | | | | | 0 |
| | Total | | | | | 79 |
| Franchised Provision | First Class | 29 | 31 | 31 | 57 | 71 |
| | Second Class (Upper Division) | 53 | 34 | 75 | 88 | 109 |
| | Second Class (Lower Division) | 22 | 27 | 56 | 67 | 21 |
| | Third Class | 4 | 11 | 27 | 16 | 3 |
| | Pass Degree | 5 | 1 | | | |
| | Total | 113 | 104 | 189 | 228 | 204 |
| All Provision | First Class | 239 | 288 | 350 | 343 | 455 |
| | Second Class (Upper Division) | 987 | 1,119 | 1,138 | 1,037 | 916 |
| | Second Class (Lower Division) | 350 | 346 | 376 | 363 | 282 |
| | Third Class | 51 | 43 | 54 | 32 | 24 |
| | Pass Degree | 30 | 16 | 19 | 13 | 12 |
| | Total | 1,657 | 1,812 | 1,937 | 1,788 | 1,689 |

BSU Undergraduate degrees awarded by classification and teaching provider, 2016/7 to 2020/1



| Teaching Provider | Degree Classification | 2016/7 | 2017/8 | 2018/9 | 2019/0 | 2020/1 |
|----------------------------|-------------------------------|--------------|--------------|--------------|--------------|--------------|
| Bath Spa University | First Class | 13.6% | 15.0% | 18.2% | 18.3% | 27.3% |
| | Second Class (Upper Division) | 60.5% | 63.5% | 60.8% | 60.8% | 56.7% |
| | Good Honours Rate | 74.1% | 78.6% | 79.1% | 79.2% | 84.0% |
| Bath Spa University London | First Class | | | | | 0.0% |
| | Second Class (Upper Division) | | | | | 12.7% |
| | Good Honours Rate | | | | | 12.7% |
| Franchised Provision | First Class | 25.7% | 29.8% | 16.4% | 25.0% | 34.8% |
| | Second Class (Upper Division) | 46.9% | 32.7% | 39.7% | 38.6% | 53.4% |
| | Good Honours Rate | 72.6% | 62.5% | 56.1% | 63.6% | 88.2% |
| All Provision | First Class | 14.4% | 15.9% | 18.1% | 19.2% | 26.9% |
| | Second Class (Upper Division) | 59.6% | 61.8% | 58.8% | 58.0% | 54.2% |
| | Good Honours Rate | 74.0% | 77.6% | 76.8% | 77.2% | 81.2% |

BSU Undergraduate Good Honours rates by teaching provider, 2016/7 to 2020/1

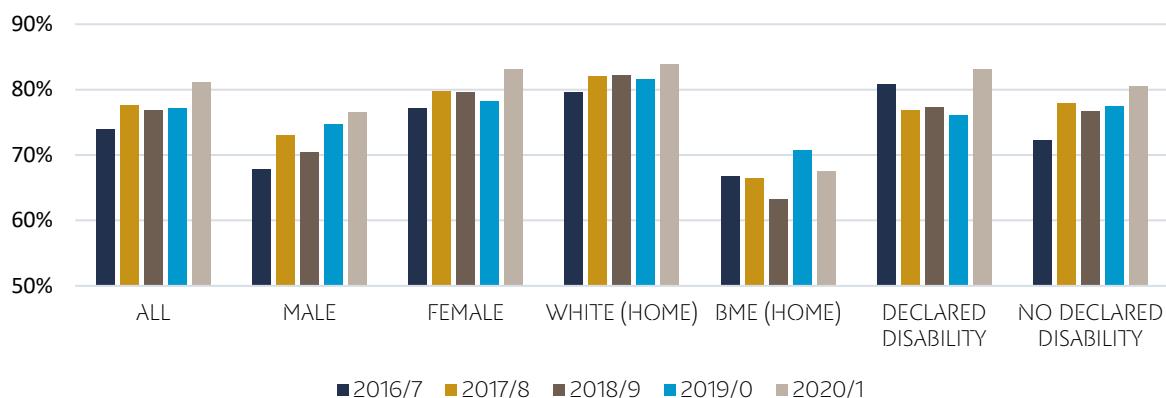
We actively monitor our trends in degree outcomes, including at course level and across student demographic groups on an annual basis, and this is reported into our internal governance structures at the highest level ([Academic Board](#)).

We have also analysed our degree outcomes at course level across the period and have identified no areas of unexplainable growth in the percentage of certain classifications of undergraduate degrees.

We are committed as an institution to enabling all students from all backgrounds to achieve their full potential, and therefore have university-level actions set out to address any attainment differentials based on various student characteristics. Therefore any increases in attainment of groups who historically have under-achieved against other groups should be seen to be an improvement in the diversity and inclusivity of our provision, and a step towards the overall ethos that the university strives to achieve.

Historically, BME students and Male students have achieved lower rates of Good Honours degrees than the university average. Both of these groups has seen an improvement, over the past three years, in the rate of Good Honours degrees achieved and has closed the gap against the university average. For teaching provided directly by Bath Spa, the gap in Good Honours attainment between BME and White students has shrunk from 14.9 percentage points in 2016/7 to 5.2% points in 2020/1.

GOOD HONOURS UNDERGRADUATE AWARDS BY STUDENT CHARACTERISTIC, 2016/7–2020/1



| Teaching Provider | Student Characteristic | 2016/7 | 2017/8 | 2018/9 | 2019/0 | 2020/1 |
|----------------------------|------------------------|--------|--------|--------|--------|--------|
| Bath Spa University | Male | 68.1% | 74.5% | 72.4% | 76.4% | 79.4% |
| | Female | 77.1% | 80.4% | 82.0% | 80.4% | 86.1% |
| | White (UK) | 80.2% | 82.4% | 82.3% | 81.4% | 84.4% |
| | BME (UK) | 65.3% | 65.2% | 63.7% | 72.5% | 79.2% |
| | Declared Disability | 81.8% | 77.8% | 77.1% | 75.5% | 84.3% |
| | No Declared Disability | 72.2% | 78.8% | 79.6% | 80.4% | 83.9% |

| | | | | | | |
|-----------------------------------|------------------------|--|--|--|--|-------|
| Bath Spa University London | Male | | | | | 4.3% |
| | Female | | | | | 16.1% |
| | White (Home) | | | | | 10.0% |
| | BME (Home) | | | | | 13.6% |
| | Declared Disability | | | | | - |
| | No Declared Disability | | | | | 13.2% |

| | | | | | | |
|-----------------------------|------------------------|-------|-------|-------|-------|--------|
| Franchised Provision | Male | 64.1% | 48.5% | 52.5% | 59.6% | 88.9% |
| | Female | 77.0% | 69.0% | 57.4% | 64.8% | 88.0% |
| | White (Home) | 71.7% | 74.6% | 81.0% | 84.0% | 83.8% |
| | BME (Home) | 85.7% | 85.7% | 0.0% | 37.5% | 100.0% |
| | Declared Disability | 71.4% | 66.7% | 81.3% | 84.6% | 75.0% |
| | No Declared Disability | 72.9% | 60.8% | 53.8% | 60.9% | 90.7% |

| | | | | | | |
|----------------------|------------------------|-------|-------|-------|-------|-------|
| All Provision | Male | 67.8% | 73.0% | 70.4% | 74.8% | 76.6% |
| | Female | 77.1% | 79.8% | 79.7% | 78.2% | 83.1% |
| | White (Home) | 79.6% | 82.0% | 82.2% | 81.6% | 83.8% |
| | BME (Home) | 66.7% | 66.4% | 63.2% | 70.7% | 67.5% |
| | Declared Disability | 80.9% | 76.9% | 77.3% | 76.0% | 83.0% |
| | No Declared Disability | 72.2% | 77.8% | 76.7% | 77.5% | 80.6% |

BSU Undergraduate Good Honours rates by student characteristic and teaching provider, 2016/7 to 2020/1

2. Assessment and Marking Practices

The FHEQ and Subject Benchmark statements are utilised as key reference points during the [Programme Design and Development](#) phase, where the programme and its constituent modules are developed, along with assessments to measure attainment of intended learning outcomes. [Programme Design](#) is an iterative co-creation process which draws on expertise including internal members of staff, external academic members, students and employers.

Internal moderation of marking is applied to both home and partner provision, and all summative assessments are moderated on a sample basis. When the University is establishing new programmes with collaborative partners, it is normal for 100% of marking to be moderated in the initial phases before reverting to the standard requirements outlined in the [Assessment Policy](#). Requirements for double and second marking are set within our Assessment Policy.

We operate two levels of external examining for both home and partner provision: Chief External Examiners who attend final awards boards and comment on the overall Scheme and regulations; and subject external examiners who comment at module level. We have established criteria for appointment of external examiners, to ensure they can provide a knowledgeable and impartial view of the University's programmes.

On an annual basis, external examiners confirm that we are maintaining threshold academic standards in accordance with the FHEQ and Subject Benchmark statements, and that assessment process measures student achievement rigorously and fairly against the intended learning outcomes. Responses are provided to External Examiners on an annual basis, and actions reconfirmed the following year.

We have an [Assessment Policy](#) which provides details of the expectations around assessments, marking, moderation and the use of external examiners to ensure the consistency and fairness of marking.

We have an [Appeals Policy and Procedure](#), which details the process and steps students can take to appeal decisions which would impact on their progression, assessment and degree outcomes.

We have a [Mitigating Circumstances Policy](#), which defines how students may apply for special consideration if they are unable to complete an assessment due to circumstances beyond their control.

We have a robust process for the regular review of our policies and procedures and reporting on appeals, mitigating circumstances and academic misconduct are considered on an annual basis by Academic Board.

3. Academic Governance

Academic Board is responsible for the academic leadership of research, scholarship, teaching and courses at the University, as defined by the Academic Board and sub-committee terms of reference. Academic Board provides an annual statement on Quality and Standards to the Board of Governors to confirm the University's approach to the management of academic standards and the quality of the student experience.

The value of qualifications awarded over time for home and partner provision is protected by processes which also ensure marking practices are followed. These are overseen by Academic Board and its sub-committees and include:

- Subject Boards which determine marks for individual modules, and Final Award Boards which makes judgements about student's performance as a whole, as defined in our [Academic Regulations](#).
- External examining system, as referenced above.
- Academic Board maintains annual oversight of degree outcomes.
- Annual programme monitoring, [Quality and Standards Checks](#), which provides the University and Heads of Schools with assurance of local management and oversight of key areas related to

academic quality and standards, including confirmation of receipt of and response to all external examiner reports for their provision, and monitoring of degree outcomes.

- [Quinquennial Enhancement Review](#) (QER) which is a periodic panel-led holistic review of schools. The QER's remit is to look at Academic Standards, Quality of Learning Opportunities, Student experience, Currency and Relevance in relation to discipline/sector/profession, alignment with national and European expectations and coherence with BSU's strategic priorities.
- Link tutors are appointed for partner provision, who monitor and report on the academic quality of the partner provision, both in terms of the learning and teaching, and the attainments of students on those programmes. Processes to enable institutional oversight of our collaborative provision are outlined in the [Collaborative Provision Handbook](#).

This Degree Outcomes Statement was developed and written by a working group of Academic Board. Our Chief External Examiner(s) and an external member of Academic Board reviewed and fed into the document prior to publication. The recent review of our Undergraduate Academic Framework was informed by an external member on that working group.

4. Classification Algorithms

The Bath Spa algorithm for the determination of final award classification is outlined in section 5 of the Undergraduate Academic Framework published on the Bath Spa University website under the [Academic and Student policy theme](#) section along with a Guide for Students on the Undergraduate Framework, which explains the practical application for students.

The algorithm was changed following a review in 2016/17 to align the classification algorithm weighting across programmes and years, credits included in the final algorithm, progression rules and rounding and accordingly Bath Spa University has from 2019/20 one algorithm for degree classification which is applicable to all undergraduate students. The algorithm excludes the weakest 20 credits at level 5 and 6 to enable creative risk taking and for students to be able to take credits outside of their subject in line with our university strategy. The review took place with external membership and collaborative partners were consulted in a forum. The no-detriment policy in 2020-21, implemented as a result of the COVID-19 pandemic, resulted in a temporary amendment to the algorithm. The weakest 40 credits at Levels 5 and 6 have been excluded for that particular cohort of students.

The Bath Spa resit limits are outlined in the Academic Regulations on the Bath Spa University website under the Academic and Student policy theme. These are broadly in line with our comparator institutions and feedback from our external examiners. The University ensures that the value of qualifications is protected through the external examiner system which operates on both a modular and scheme level with module and chief external examiners.

Referral marks are capped. This has been identified as an area for further review as a result of the Universities UK work on understanding degree algorithms and identification of sector norms.

5. Teaching Practices and Learning Resources

As our student degree outcomes have remained consistent over the last five years, our focus has primarily been on the enhancement of teaching and learning, informed by our student feedback. These include tools to improve the accessibility of and engagement with our programmes, including content capture, alternative formats, online resource development, 'support to study' processes, attendance monitoring, and a new student feedback portal. Our experience during the COVID-19 pandemic has accelerated our use of online and blended approaches to teaching and learning, with student feedback highlighting the inclusive and accessible nature of these activities.

We have committed to the targets in our [Access and Participation plan](#). To achieve this it is our intention to continue pursuing a whole cohort approach to enhancement and engagement that will benefit all. However we recognise that this may result in improvements in good honours attainment across the entire cohort.

6. Identifying good practice

As identified above, good practice highlighted includes:

- Rigorous and extensive use of external expertise throughout our processes
- Rigorous processes to maintain oversight of degree outcomes