

Degree Outcomes Statement 2018-19



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

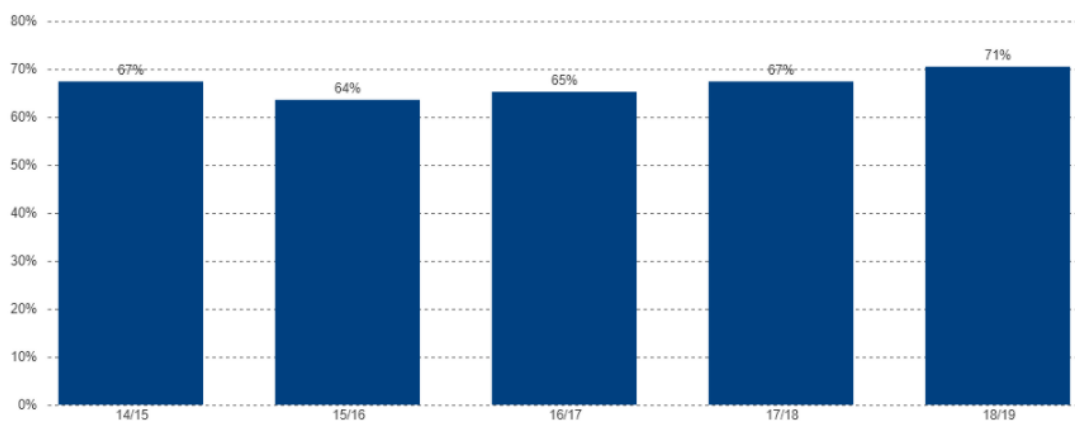
Mae'r ddogfen hon hefyd ar gael yn Gymraeg / This document is also available in Welsh.

Institutional Degree Classification Profile

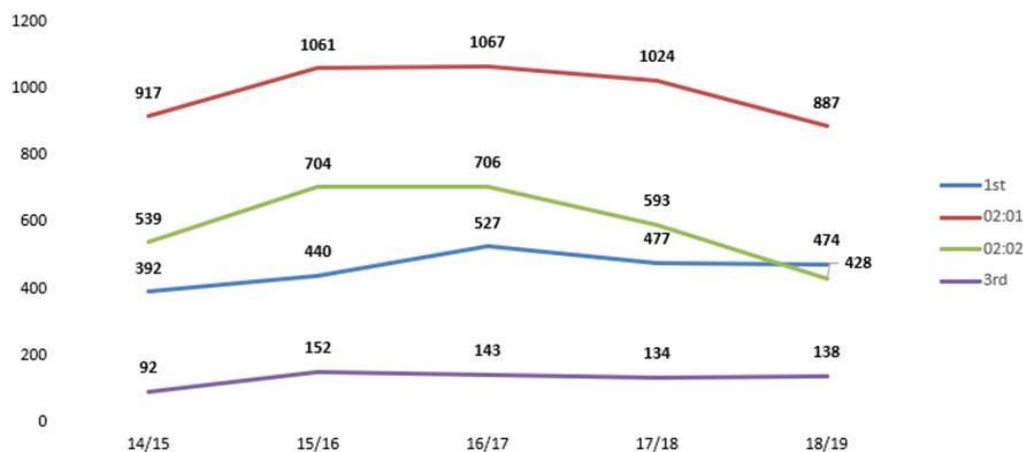
At Cardiff Metropolitan University we strive to be as transparent as we can, this ensures the integrity of our awards and the value that we place on the Quality Standards and Enhancement of our awards. This document forms an annual part of the core university business and it provides confidence to our Combined Academic Board and to our Board of Governors, through our assurance statement to HEFCW that the University meets national standards for degree standards.

The degree classification profile for Cardiff Metropolitan University for the academic years 2014/15 to 2018/19 is illustrated in the table below.

Upper Honours by Year



The table below shows the classifications over time:



The data shows that the University's profile of First and Upper Second Class honours degrees (good honours) has shown a growth over this period but not to the same levels as other HEIs within the UK.

This table below is a sector comparison, which shows that for the past two years the sector average has been circa 76%.

Academic Year	Classification of first degree			
	First class honours	Upper second class honours	Lower second class honours	Third class honours/Pass
2014/15	22.0%	49.5%	23.0%	5.5%
2015/16	23.6%	49.6%	21.7%	5.1%
2016/17	25.8%	49.1%	20.3%	4.9%
2017/18	27.8%	48.5%	19.2%	4.5%
2018/19	28.4%	48.3%	19.0%	4.3%

The table below shows Percentage of Good Degrees Awarded to First Degree Students by Academic Year and Student Characteristic

ACCYEAR	Good Hons	Female	Male	Mature	Young	Disabled	BME
14/15	67.5%	71.6%	62.0%	62.8%	76.1%	72.1%	41.7%
15/16	63.7%	69.9%	56.2%	59.8%	72.1%	68.2%	47.2%
16/17	65.2%	70.9%	58.7%	59.0%	78.0%	73.4%	43.5%
17/18	67.4%	74.4%	58.9%	61.9%	79.9%	72.8%	47.2%
18/19	70.6%	73.9%	66.6%	65.7%	80.4%	73.4%	55.3%

Assessment and Marking Practices

The University's assessment and marking practices place a strong emphasis on the constructive alignment of intended learning outcomes, assessment methods and assessment criteria to ensure that assessment is fair, valid and reliable. Programmes are approved for delivery following confirmation that the curriculum (including proposed assessment methods) align with the FHEQ/CQFW and any relevant QAA Subject Benchmark Statements or PSRB requirements. Regulations governing marking and moderation are available to staff and students in the Academic Handbook and seek to ensure that marking is fair, consistent and transparent. The University's band descriptors steer markers and moderators to the academic standards students are expected to achieve in order to receive marks in a particular category and map to FHEQ descriptors. The appropriateness of programme assessment criteria is monitored annually by an external examiner. In their annual report External Examiners are required to confirm whether standards are appropriate for the award and are aligned to the relevant level of the FHEQ and QAA subject benchmark statements. They are also required to judge whether the standards of awards are comparable to those of other institutions and, where relevant, that they meet PSRB requirements. External Examiners scrutinise a specified sample of assessed work so that they are able to make judgements about the standards of students' performance and the consistency and fairness of assessment processes. Cardiff Met's engagement in the pilot of

the Advance HE (AHE) Degree Standards Project has enabled University staff to participate in delivering the AHE External Examiner Development Programme and has resulted in a greater alignment between the University's induction process for External Examiners and the AHE programme. The University's assessment practices were mapped against the revised QAA Quality Code in 2019 and it was confirmed that they continue to map to QAA Expectations and Practices. For programmes delivered with partners, assessment and marking practices are the same as those described above.

Academic Governance

The University's Academic Board is responsible for the standards and quality of all provision that leads to the award of credit in its name. The Academic Quality and Standards Committee (AQSC) is empowered by Academic Board to have oversight, on its behalf, of the academic standards of its awards and for the quality of the student learning experience. On an annual basis the University, through the work of its AQSC, assures its regulator HEFCW that 'the standards of awards for which we are responsible have been appropriately set and maintained.' It does so following scrutiny of a suite of reporting on the University's programme approval and review processes, annual monitoring processes, assessment processes, and arrangements for Examination Boards. This exercise includes scrutiny of External Examiner reporting on whether assessment designs are appropriate, criteria and marking schemes are set at the right level and whether assessment processes are fair reliable and thorough. For programmes delivered with partners the exercise of authority and oversight is the same as that described above.

Classification Algorithm

There are two available algorithms for undergraduate honours degrees, however only one is used for each award – the relevant algorithm is stipulated in each validated Programme Specification document.

All algorithms and award calculation methods are set out in our main Assessment Regulations, which are available here:

https://www.cardiffmet.ac.uk/registry/academichandbook/Documents/AH1_04_01.pdf

	Paragraph
Undergraduate Honours degrees	10.1
Foundation Degrees, HNCs/HNDs	10.1
CertHE, DipHE	10.1
BTEC	10.18
Postgraduate Master's, PGDip and PGCert	10.16-10.17

A student award may be upgraded if they meet strict criteria, which are also detailed in paragraph 10.2 of our main Assessment Regulations (link above).

When an overall award mark is calculated, it is flagged by the student system if it is within the numerical range for upgrade, then individual Examination Boards will decide if it is to be upgraded, by assessing whether the student profile meets any of the relevant criteria.

Students are required to successfully complete all modules registered against their programme in order to qualify for a final award. Where a student is unsuccessful at the first attempt to pass an assessment, they may be offered a maximum of one or two retrieval opportunities (dependent on the programme, please see the relevant programme handbook), with the overall module being capped, as detailed in para 12.5 of the Assessment Regulations. This is in line with the total number of retrievals permitted across the sector, as outlined in the [Universities UK publication 'Understanding Degree Algorithms'](#).

Our degree algorithms were reviewed and updated in 2014.

The only broad change made since then was to reflect the fact that in September 2019 we changed our postgraduate pass mark from 40% to 50%. This, however, did not affect the grade boundaries for Merit (60%) and Distinction (70%).

Teaching and Learning Resources

The percentage of upper honours (first and upper second-class honours classifications) awarded to students between 2014/15 and 2017/18 fluctuated between approximately 63% and 67%. In 2018/19 the figure rose to 70.6%, approximately a 3% increase on the 2017/18 figure. This increase correlates with the implementation of a revised Strategic Plan (2017) and the introduction of a range of teaching and student support initiatives. These initiatives, specifically intended to improve the University's performance in student continuation, engagement and award outcomes, include the following:

- The appointment of a PVC Student Engagement and the development of a Student Engagement Strategy;
- Significant changes to the University's Assessment and Feedback Policy including enhanced use of the electronic learning platform Moodle, a requirement for all feedback to be provided electronically and the automated release of feedback to students in-line with the University's 20-day feedback requirement;
- An enhanced Personal Tutoring Policy;
- University engagement in the Jisc-funded feedback and assessment evaluation project, 'Making Assessment Count' and an enhanced support offer for academic staff in assessment design and authentic assessment.

Identifying Good Practice and Actions

The following are some examples of good practice in regards to assessment and marking practices, data analysis and monitoring or external examining:

- In Cardiff School of Technologies a strong focus on the enhancement of assessment and feedback including a 'rule of 3' feedback system and regular in-depth analysis of module performance, resulting in strong student performance across the school profile.

- The development of authentic assessment via collaboration between CSAD and CSSHS which allow students to work on directed client briefs.
- The University's external examining systems including piloting the HEA External Examiner programme, and enhanced examiner induction, the introduction of a report triage scheme and the development of an external examiner network.

Good practice in these areas is disseminated via the University's Quality Enhancement Directorate through workshops, online videos and guides and review of core assessment guidance including, most recently, the University's grade band descriptors.