Hartog, M., & Doolan, M. A. (Eds). Reframing Space for Learning: Excellence and Innovation in University Teaching. UCL IOE Press.: London; Cooper L, Reavey D (2021) Making change happen ð civic engagement in practice. In Morley D, Jamil G (eds) Applied pedagogies for higher education. Real world learning and innovation across the curriculum, Palgrave Macmillan and https://ponderinghe.podbean.com/e/first-person-writing/ (Rob Warwick and David Goodman).

- There is a positive relationship between university spending on staff and student facilities and upper degrees, with both variables increasing over time ð in the last year, The University has invested over £500,000 on PC replacements, AV equipment, new astro turf, a gas analyser, Finopress, climbing mats and a Tobi eye tracker, for example.
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- External advisers **are also employed as a key member of the University's periodic** review process that considers and advises upon the academic standards of education provision, and enhancements to curricula and the student academic experience. This process is employed on a cyclical basis for departments/institutes.
- **In regard to partnerships, the University's link tutors work closely with each academic** partner on their marking practices, and moderate a sample of work. The outcomes of this moderation exercise are reported to the Academic Partnerships Forum. Where the

- We will research òexit velocityó **to inform any further development of the Academic** Regulations and the degree classification algorithm;
- There is significant variation across the University in the number of Firsts awarded, and further review activity will be undertaken to understand this.
- Further consideration of BAME achievement and male achievement in in progress to understand any awarding gaps and identify mechanisms to support achievement, where required.
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Risks and challenges

The sector has operated to a presumed theory of òexit velocity**ó**, that students do better in their final year of study as they have learned more of their subject and have learned more about learning, and subsequently the classification of the award has been weighted in favour of the final year of study. However, there is limited evidence in this regard, and the University intend to research this area and any potential impact upon the algorithm in use to calculate classification.

This is the second annual iteration of our Degree Outcomes Statement and it will be reviewed and refreshed annually and see this second publication as the continuation by the University into an extraordinarily complex area.

Institutional degree classification profile Data from the Office for Students indicates that for the University overall:

Percentage of Firsts/2:1s
2019/20 82.6
2018/19 76.2
2017/18 74.9
2016/17 71.1

For the Business School, 61.7% of students gaining a First or 2:1, which is below the University average. This is a decrease on last year although qualification on entry has increased.

For the Conservatoire, entry qualifications are slightly lower than the University average, and 79% of students are female, with 91.1% of students gaining a First or 2:1.

For Creative and Digital Technologies, 95.7% of students were awarded a First or 2:1; above the University average. This is not explained by entry qualifications (lower than the University average or gender (only 40% of students are female), and requires further consideration.

For Arts and Humanities, 88.1% of students were awarded a First or 2:1; higher than the University average for 2019/20.

For Education, Health and Social Sciences, 90.7% of students were awarded a First or 2:1; above the University average. This is partly explained by gender but not by entry qualifications.

For Sport, 66% of students were awarded a First or 2:1; below the University average. This can partly be explained by gender. Qualifications on entry are higher than the University average.

	Year	2015/16	2015/16	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	2019/20	2019/20
Age	Under 21	68.0%	87	59.4%	48	61.6%	53	67.4%	32	69.4%	43
	21-24	26.1%	12	45.9%	18	45.5%	10	70.0%	7	35.3%	6
	25-29	80.0%	4	75.0%	3	100.0%	4	75.0%	3	0.0%	0
	30-39	100.0%	2	100.0%	2	-	0	75.0%	3	100.0%	1
	40-49			50.0%	1	100.0%	1	0.0%	0	-	0
	50+	-	0	100.0%	1	-	0	-	0	-	0
Disability	Not Disabled	57.2%	96	56.3%	67	61.2%	63	67.2%	40	66.2%	45
	:	75.0%	9	25.0%	1	33.3%	2	66.7%	2	37.5%	3
		66.7%	2	83.3%	5	75.0%	3	75.0%	3	40.0%	2
Ethnicity	BAME	27.5%	13	42.9%	21	38.1%	16	47.1%	8	55.6%	15
	White	77.4%	89	68.1%	51	72.9%	51	76.6%	36	66.0%	35

Disability	Not Disabled	84.1%	154	80.5%	171	83.8%	204	88.7%	225	92.5%	186
	Dyslexic	94.1%	16	87.0%	20	76.7%	33	78.4%	20	86.4%	19
	Other Disability	70.0%	7	86.4%	19	86.4%	19	85.2%	35	85.3%	29
Ethnicity	BAME	65.7%	6	100.0%	19	81.8%	23	83.7%	21	80.0%	16
	White	84.8%	168	80.1%	191	83.1%	234	87.6%	255	91.9%	217
	Unknown	100.0%	3	-	0	-	0	100.0%	4	100.0%	1
Gender	Male	89.2%	42	75.2%	41	76.6%	48	85.3%	58	92.9%	39
	Female	82.8%	135	83.3%	169	84.6%	209	88.0%	221	90.7%	195
Tariff	-	84.2%	177	87.5%	7	80.0%	8	85.7%	15	90.0%	18
	000-047	-	0	80.0%	4	100.0%	2	100.0%	3	80.0%	4
	048-095	-	0	88.0%	22	72.2%	26	76.3%	23	76.0%	19
	096-143	-	0	76.3%	90	77.7%	89	85.0%	117	91.0%	91
	144-191	-	0	85.2%	72	89.3%	108	90.9%	90	94.2%	81
	192-239	-	0	85.7%	12	100.0%	20	96.6%		100.0%	

	Female	85.7%	9	88.9%	16	100.0%	18	86.2%	13	97.9%	23	

Disability	Not Disabled	62.0%	183	53.7%	153	57.2%	143	61.2%	159	68.6%	131
	Dyslexic	58.1%	18	73.3%	22	48.6%	18	60.5%	23	39.4%	13
	Other Disability	62.5%	10	30.0%	3	62.5%	5	66.7%	6	80.0%	16
Ethnicity	BAME	60.0%	9	19.0%	4	33.3%	7	41.2%	7	35.3%	6
	White	61.8%	202	57.2%	174	58.5%	159	62.6%	181	67.8%	154
	Unknown	-	0	-	0	0.0%	0	0.0%	0	-	0
Gender	Male	56.3%	117	48.1%	104	48.9%	90	53.1%	103	57.0%	90
	Female	70.1%	94	67.9%	74	68.5%	76	75.2%	85	81.4%	70
Tariff	-	61.7%	211	36.8%	7	63.2%	12	52.4%	11	82.4%	14
	000-047	-	0	75.0%	6	62.5%	5	33.3%	2	0.0%	0
	048-095	-	0	51.4%	37	60.0%	39	65.1%	41	57.7%	30
	096-143	-	0	57.9%	62	55.8%	53	65.7%	69	63.6%	56
	144-191	-	0	53.2%	58	52.0%	53	58.2%	64	69.4%	50
	192-239	-	0	80.0%	8	66.7%	4	0.0%	0	88.9%	8
	240-287	-	0	-	0	-	0	100.0%	1	100.0%	1
	288-335	-	0	-	0	-	0	-	0	50.0%	1