



Lincoln Bishop University

Document Administration

Document Title:	Degree Outcome Statement	
Document Category:	Information	
Version Number:	7.0	
Status:	APPROVED	
Reason for Development:	To ensure clear and transparent communication in relation to the University's degree outcomes	
Scope:	This document applies to all undergraduate (level 6) awards over the last five years	
Author/Developer:	Executive Dean: Teaching, Learning & Student Success	
Owner:	Vice-Chancellor	
Assessment: (where relevant)	<u>Assessment Type:</u> Equality Assessment Legal Information Governance Academic Governance	<u>Assessment Status:</u> NOT REQUIRED NOT REQUIRED NOT REQUIRED NOT REQUIRED
Consultation: (where relevant)	<u>Consultation Type:</u> Staff Trade Unions via HR Students via Students' Union Any External Statutory Bodies	<u>Consultation Status:</u> NOT REQUIRED NOT REQUIRED NOT REQUIRED
Authorising Board:	Senate	
Reviewed & Effective From:	November 2025	
Next Review Due*:	September 2026	
Document Location:	University Website	
Document Control:	All printed versions of this document are classified as uncontrolled. A controlled version is available from the University Website.	
Alternative Format:	If you require this document in an alternative format, please contact policy@lincolnbishop.ac.uk	

***Please Note:** This document remains valid until formally revoked or replaced by the University.

DEGREE OUTCOME STATEMENT**VERSION CONTROL TABLE**

<u>Version Number</u>	<u>Summary of Key Changes</u>
1.0	Created by JJ from 18/19 version
2.0	Updated after feedback from SF/RB
3.0	Updated January 2022 RB
4.0	Updated January 2023 RB
5.0	Updated January 2024 RB
6.0	Updated January 2025 CT
7.0	Updated November 2025 CT

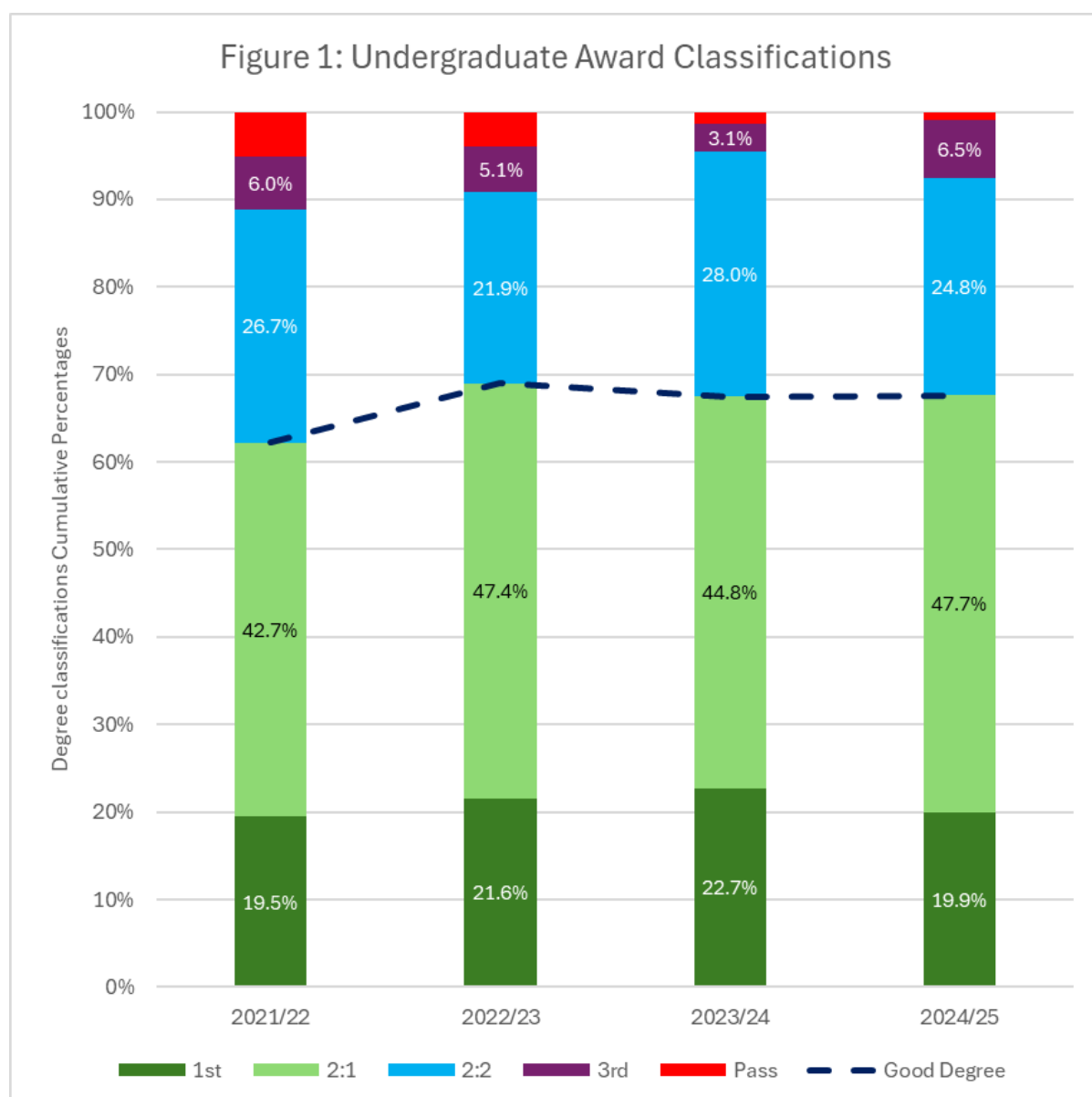


DEGREE OUTCOME STATEMENT

Lincoln Bishop University was known as Bishop Grosseteste University (BGU) until 1st September 2025. As the data referred to in this report relates to the period prior to our formal name change, there will be references to Bishop Grosseteste University and BGU throughout this report.

1. INSTITUTIONAL DEGREE CLASSIFICATION PROFILE

In 2024/25, 330 first degree undergraduate students completed and graduated with a pass or classified honours degree from BGU. Figure 1 shows some differences in the degree classification profile in 2024/25 compared to the previous four years.



The classification profile for 2024/25 highlights the consistency in results over the past four years, despite the challenges caused by Covid. The 2024/25 graduating cohort is the second cohort since Covid that was not directly affected by lockdown.

Figure 1 shows that the degree class attainment remains relatively consistent with the previous year, with the proportion of upper degrees (i.e. 2:1 or first-class) increasing marginally from 67.5% to 67.6%. The difference is made up with an increasing percentage of students achieving a 2:1 award (47.7%: +2.9%), which those achieving a first award fell from 22.7% to 19.9%.

2. ASSESSMENT AND MARKING PRACTICES

Consistent with the [*Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies 2024*](#) (FHEQ), [BGU's credit framework](#) informs the design and (re)validation of awards as well as their assessment arrangements. External engagement with subject specialist peers and industry sector representatives is incorporated at the validation and revalidation of programmes, as well as Professional, Statutory and Regulatory Bodies (PSRD) accreditation and endorsement, to confirm the programmes' currency, relevant and alignment to the quality threshold associated with FHEQ Level 4 or higher.

To support consistency assessments are marked anonymously (where practicable) using FHEQ level-appropriate criteria referencing and are subject to processes of internal sample verification and second marking. For programmes delivered by collaborative partners, there is a process of cross-partner moderation of assessment briefs, marking standardisation events and grade verification by BGU staff.

External Examiners from other HE institutions are appointed, following a robust selection of potential applicants, for four-year terms to each subject area. Following inductions to the University's Codes of Practice and the relevant academic area(s), the External Examiners, in line with the [Code of Practice for External Examining](#), moderate assessment briefs, conduct sample verification of assessment grades across all modules and attend (remotely, using video-calling) the Boards of Examiners to assess consistency of assessment practice. The subsequent External Examiner reports feed into the academic assurance processes of the University. Students who believe their academic performance may have been negatively affected by an unforeseen circumstance may submit an [extenuating circumstances claim](#) which is managed centrally to ensure objectivity and consistency.

Quality is assured through the Annual Monitoring Review (AMR) process. Data-driven reports from each programme include year-on-year comparisons and trend analyses, as well as feedback from External Examiners, student evaluations and HE sector benchmark data. The performance of collaborative partnerships for the delivery of BGU awards is monitored via the Partnership Committee and mirrors BGU's programme-level process.

DEGREE OUTCOME STATEMENT

Whilst assessment and marking are prominent within BGU's commitment to continuous enhancement, there have been no step-changes in practice over the last five years.

3. ACADEMIC GOVERNANCE

The University's [academic regulations](#) provide the overall governance framework for all awards offered by BGU. The AMR process (including the arrangements for collaborative partners) is overseen by Programme Committees and, in turn, by the University's Academic Quality & Standards Committee, which reports to Senate. It culminated in an annual Academic Health of the Institution Report, which is scrutinised and approved by Senate and University Council.

Marking practices are subject to moderation, and cross-moderation in partnership arrangements, to ensure consistency of practice. Assessed work, marks and feedback are available to External Examiners who assist with ensuring the maintenance of academic and professional standards as appropriate, and in accordance with the FHEQ and Subject Benchmark Statements. External Examiners also ensure that the assessment process evaluates student achievement fairly and rigorously against the intended outcomes of the module/programme of study in accordance with BGU's regulations and policies (including the conduct of Boards of Examiners). External expertise also informs BGU's annual monitoring and appropriate periodic reviews.

Prior to finalisation and publication this Degree Outcomes Statement has been debated at the Senate sub-committees, Senate and University Council.

4. CLASSIFICATION ALGORITHM

The University monitors sector guidance in relation to degree algorithms and standards. The University's degree algorithm was reviewed in 2019 and, with no changes made, it remained consistent since 2003. It was again reviewed in 2022 and amendments made relating to exit velocity and uplift zone – see Section 8.

The University uses a consistent degree classification algorithm for all its undergraduate honours degree programmes but adopted a revised algorithm for those commencing their undergraduate studies in 2023/24. A revised algorithm incorporates some exit velocity with 40:60 Level 5 to Level 6 weighting and with a narrower 'uplift zone' of 2%, instead of 3% has been applied. Potential risks posed by this amendment have been managed by careful data modelling to avoid creating an artificial step-change in degree outcomes and was used for the first cohorts who will complete their degrees in 2025/26 – see Section 8. The algorithm is outlined in the [Academic Regulations Governing Taught Regulations \(for students enrolling on](#)



DEGREE OUTCOME STATEMENT

[programmes with a Foundation Year from Sept 22 and for all other taught qualifications from Sept 23](#) on the University website.

For those graduating in 2023/24, and 2024/25, the algorithm calculated the 'classification grade average' (CGA) by including all modules and attaching equal weighting to performance at Level 5 and Level 6. The CGA for the graduating 2023/24 and 2024/25 cohorts does not incorporate 'exit-velocity' (where improved performance at Level 6 carries more weighting than at Level 5) – see Section 8. Students of the graduating cohort were allowed two resit attempts subject to the volume of failed credits being carried at each point. This is outlined further in the University's [Regulations for Undergraduate Awards for Students Enrolling from September 2018](#). The zones of consideration for uplift criteria are outlined in the same Regulations. Consideration of how these relate to sector norms is outlined in Section 8 below.

The algorithm is outlined in the appropriate set of Regulations on the University website and is explained to students in programme inductions and reiterated at the start of Level 5 and Level 6. Therefore, degree outcomes presented in Figure 1 show consistent learning attainment rather than variations caused by changes to the method of calculating the award.

5. TEACHING PRACTICES AND LEARNING RESOURCES

Dedicated tutoring by subject academics and support provided by professional service teams located in The Hub – e.g., Library, Learning Development, Digital Learning, Student Advice & Wellbeing, Careers Service, and Student Engagement – enable students to engage effectively and demonstrate learning gain.

Nested learning objectives for the programme, module and teaching session are clearly stated at each level. Assessment is explicitly aligned to module learning outcomes and self- and peer-assessment helps students understand the purpose and value of assessment. Feedback on assessment supports students' development, progression and attainment and provides a basis for personal tutorial support and goal-setting.

In the last seven years BGU has introduced an enhanced virtual learning environment and use of integrated reading list management software. During 2020/21 there was an intense period of tutor development to enhance on-line learning for blended and distance learning delivery in response to the pandemic mitigation. That accelerated development in on-line learning material has been used to augment, through the VLE, learning materials and activities to enhance students' independent learning outside of classes.

DEGREE OUTCOME STATEMENT

The University has developed an institutional culture that facilitates, recognises and rewards excellent teaching. Academic staff are appropriately qualified and BGU's 2023/24 HESA staff return data, shows 92.3% of BGU staff with some descriptor of Fellowship and / or other teaching qualification, compared against the England, Wales and Northern Ireland sector average of 58.3%. They are supported to be reflective practitioners through staff induction, Continuing Professional Development opportunities (including BGU's annual learning and teaching conference), performance review and peer observations. The University's strategic decision to maintain smaller cohort and teaching group sizes allows for a personalised approach to learning. Personal tutoring is captured in the Personal Development Plan used by all programmes and integrated within a net of personalised support (advice and counselling; learning, teaching and assessment support and adjustments) provided by professional support services, including the Library, Student Advice & Wellbeing, Chaplaincy, the Careers Service and the Students' Union.

The effectiveness of the University's Strategy regards learning and teaching is informed by listening and responding to the student voice through student representation, module evaluations, BGU-SU student-staff subject liaison meetings, annual National Student Survey / BGU Student Satisfaction Survey and AMR reports.

6. IDENTIFYING GOOD PRACTICE, AND ACTIONS

At BGU, we recognise that enhancements to resourcing and delivery of learning and teaching bring about genuine and sustained learning gain. With about two-thirds of our undergraduate students identifying with at least one of the groups under-represented learners in HE, positive outcomes for all our learners are especially important.

The degree awarding regulations have remained constant for 20 years and any proposed changes are guided by reflection on practice from across the sector and careful data modelling.

7. RISKS AND CHALLENGES

The University monitors sector guidance in relation to degree algorithms and standards. The national review of degree classification algorithms by the then [UK Standing Committee for Quality Assessment \(UKSCQA\)](#) in 2018 demonstrated variation across the sector. A further [UKSCQA Research Report regarding degree algorithm practice](#) in 2020 underpin the Universities UK [principles for effective degree algorithm design](#) (2020). The algorithm used by BGU is amongst the more 'conservative' and includes all modules (i.e. no removal of lower performance grades) from Levels 5 and 6 which are weighted equally (see Section 4).



DEGREE OUTCOME STATEMENT

This provides a challenge as some exit velocity might be expected to be beneficial for some BGU students, who may need the whole 3 years to achieve their academic potential. In addition to the review described in Section 6, further consideration was given to how the current algorithm, the study behaviour of students and the current uplift criteria with a 3% border-zone all combine to work together. The University completed this review work and revised its degree classification regulations for 2023/24 onwards by introducing an algorithm incorporating some exit velocity with 40:60 Level 5 to Level 6 weighting but with a narrower 'uplift zone) of 2%, instead of 3%. The potential risk posed within this exercise have been managed by careful data modelling to avoid creating an artificial step-change in its degree outcomes and was used for the firth cohorts who will complete their degrees in 2025/26.