

## **Degree Outcomes Statement**

### **1 Degree classification profile**

Middlesex University is a collaborative, global learning community. We focus on three priorities: delivering

During this period there were significant increases in the number of First or Upper Second Class degrees awarded in 2019/20 and 2020/21, 76.3% and 81.3% respectively. These years coincided with the Covid-19 pandemic and no detriment policies which were put in place to support students. Analysis shows that in 2019/20 there was a 54% increase, which in 2020/21 was 81.3% increase.

individual provider level through Middlesex's annual monitoring and review for partnerships, which has not highlighted any causes for concern.

## **2 Assuring standards**

A long-term view of standards and the achievement of students is provided by six-yearly reviews, which report on the continuing validity of the curriculum aims and outcomes, content, assessment, teaching and learning methods, as well as on student achievement.

In addition to Middlesex's standard review processes we are currently undertaking a review of our learning framework to ensure we deliver a sustainable, flexible undergraduate portfolio that has the potential to grow our student numbers at scale while retaining quality and standards. This includes a greater use of programme based and authentic assessment, alongside a review of student workload to ensure they are assessed appropriately.

This statement has been produced by Middlesex's Academic Quality Service with input from across the institution and use of external experts. It has ex.4 (s)9 (.4.4 ( )-21 (d )22(t)( )-2w1 (our)15.9 ( A)2

action to develop fairer, healthier, more prosperous and sustainable societies potential into success’.

Initiatives have been both pan-university and programme led, allowing for adaption and testing across our diverse curriculum. In addressing non-continuation and attainment we have strengthened the following priority areas of intervention:

- Pre-enrolment access to resources and support to ensure students have realistic expectations of their programme and the skills/resilience to deal with university study;
- Support for academic writing and guidance to enable students to develop a solid understanding of academic integrity, plagiarism and University expectations;
- Personalised academic support and tracking of engagement through learning analytics to ensure timely and targeted support for students who are not engaging with their studies;
- Access to online learning support for each module to offer individual pathways for students who may have to cover additional ground and provide an online community which facilitates engagement of part-time, mature and commuting students;
- Peer support through our Student Learning Advisor (SLA) scheme to support students who feel more comfortable seeking advice from their peers;
- Practice-based pedagogy to ensure students with different educational backgrounds and strengths benefit from a range of learning interactions and assessment types;
- Changes to curriculum and assessment that address the learning needs of students with vocationally orientated qualifications such as BTEC;
- Creation of an inclusive learning environment that respects equality and diversity and draws upon the rich knowledge and life experience of students;
- Proactive wellbeing initiatives and access to expert support to encourage students to proactively tackle stress and seek help for mental health issues.

## **5 Good practice**

There have always been areas of excellence across Middlesex with Departments and Programmes which have systematically and consistently addressed non-continuation and improved attainment, as well as reduced any gaps between student groups having overall higher levels of attainment. These areas have seen less of an increase in the number of students obtaining a First or Upper Second Class degree classification. These Departments and Programmes have tended to be those with strong links to PSRBs, an embedded approach to pedagogical scholarship and a practice based approach to assessment which engages a range of student skills and strengths.

As Departments and Programmes have started to embed strategic interventions they have seen increases in the number of students gaining First or Upper Second Class degrees and this effect can be tracked over time.

## **6 Ongoing approach**

Middlesex's has an organisational focus on ensuring student from any background thrive and achieve which at the heart of the implementation of our current Strategy, 'Strategy 2031: Knowledge into action'. Closing the award gap to 5% or less is one of our KPIs and is regularly reported to our Board of Governors and University Executive Team. It is through this and the objectives for student success set out in