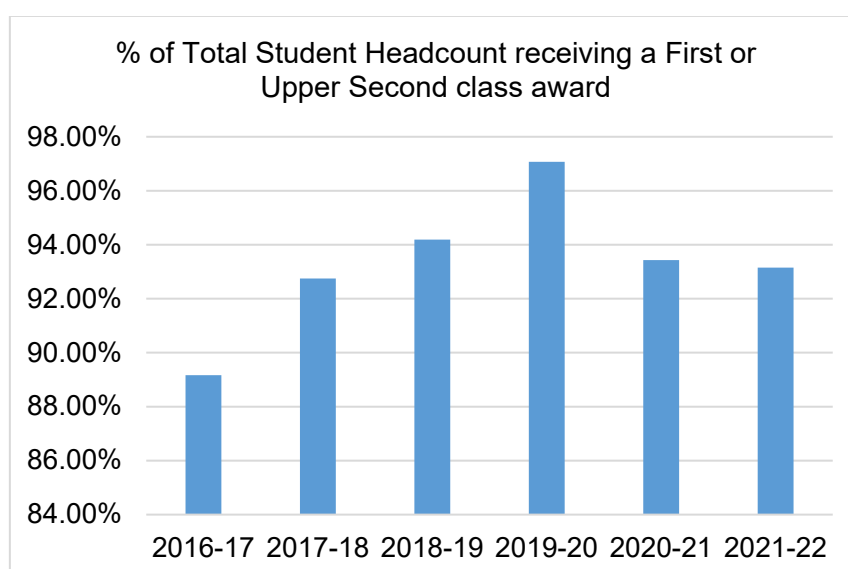


Degree Outcomes Statement

In response to the UK Standing Committee for Quality Assessment (UKSCQA) [Statement of Intent](#) the University has produced the following Degree Outcomes Statement. The Statement applies to undergraduate courses (Tripos).

1 Institutional degree classification profile

During 2019/20 and 2020/21 assessment methods changed and a series of mitigation measures was introduced to ensure that students were not disadvantaged by the impact of COVID-19. Changes included a move away from the traditional 3-hour in-person examination to a range of online examinations and coursework. Mitigation included cohort equity (comparison with pre-pandemic cohorts), coursework extensions, dissertation impact statements and in some cases ‘dropped’ marks. It is accepted that these changes may have led to an increase in good honours awarded but the extent of this is not known.



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
First and Upper Second Class Awards (% of Total Students)	89.17%	92.75%	94.19%	97.07%	93.43%	93.15%

The table shows degree outcomes across all undergraduate courses over the last five years. The distribution of classification outcomes in individual courses differs from the overall averages shown, according to the requirements of those individual academic subject areas, according to criteria, which are set locally by subject experts in the relevant Faculties and Departments.

2 Assessment and marking practices

Assessment is governed by University Ordinances¹. Faculties and Departments work within a framework to ensure consistency across the institution. The framework details four key expectations:

1. that the key criterion for using a particular form of assessment should be its effectiveness in properly assessing the intended learning outcomes of the course;

¹ [Statutes and Ordinances: : University of Cambridge](#)

2. that assessment procedures and policies should be communicated clearly to students, their advisors and examiners, in particular through published marking and classing criteria for each Part of the Tripos and all taught postgraduate programmes;
3. that forms of assessment and the procedures for implementing them should be subject to regular review, and any changes to exam arrangements must be published in good time.
4. that forms of assessment, either in form or in practice, should not treat any candidate less fairly than another on the grounds of sex (including gender reassignment), marital or parental status, race, ethnic or national origin, age, colour, disability, sexual orientation or religion.

The University's General Board requires Boards of Examiners to

- take into account learning outcomes; the form of assessment; and the available resources.
- take care to ensure that common and consistent standards are applied across all elements of the examination to ensure that standards are set and maintained at an appropriate level and that the learning outcomes are properly considered;
- ensure that principles, procedures and processes of assessment are explicit, valid, and reliable;
- ensure that there are robust mechanisms for marking, moderating marks, and classing;
- ensure that assessment is conducted with rigour and fairness and with due regard for security.

Faculties and Departments are provided with guidance on different forms of assessment in order for them to make an informed choice.

The General Board, via its Education Committee, issues guidance on arrangements for external examiners.

3 Academic governance

Details of the University Governance structure can be found [online](#). The University is governed by Statutes which give it power to enact [Ordinances](#) to govern and regulate its operations. Chapters II to V contain regulations relating to course content, assessment and degree outcomes.

Educational provision within the University falls under the purview of the General Board and its Education Committee. The Education Committee, is responsible for much of the policy and practice relating to assessment, and oversees the Examinations Access and Mitigation Committee, a committee focused on examination arrangements for disabled students and mitigating circumstances.

Faculties and Departments have responsibility for devising course content and assessment methods, supported by expertise within the Education quality and Policy Office and Cambridge Centre for Teaching and Learning. The University has a robust approval process for new courses and course changes, which is considered by a Committee consisting of academic staff from across the University supported by Quality Experts.

4 Classification algorithms

In 2020 the University moved to an overall degree classification model, the first awards of which were made in 2023. Each Tripos Part is also classified, as previously. Faculties and Departments decide the weighting for each course, most are either 0/30/70 or 0/0/100. The impact of this change on degree outcomes is being monitored. The data represented in the table above reflects the classification of work completed in a student's final year, which was the proxy for overall classification prior to 2023.

Responsibility for the calculation of a degree outcome sits with Faculties and Departments. Students must pass an appropriate number of assessments in each year in order to progress

5 Teaching practices and learning resources

Working in an agreed framework, Faculties and Departments have autonomy to determine course content, delivery and assessment.

The University offers a Postgraduate Certificate in Teaching and Learning in Higher Education, aimed at staff who are relatively new to teaching and who wish to develop skills and knowledge in teaching, learning and assessment. A Teaching Associates' Programme is also available for less experienced colleagues.

The [Cambridge Centre for Teaching and Learning](#) provides expert advice to colleagues in Faculties and Departments on high quality and inclusive teaching practices. CCTL facilitates workshops in key areas such as diversifying assessment and awarding gaps.

A specialist [Blended Learning Service](#) provides advice and guidance on learning design, use of learning design and structuring online and asynchronous content and developing a community of practice within the University around use of technology to support education

6 Identifying good practice and actions

An Awarding Gaps Consultation Team has been established to work with colleagues in Faculties and Departments on a series of projects designed to focus on eliminating awarding gaps for Black British students and students with declared mental health conditions.

In 2019/20 and 2020/21 a series of measures were put in place to mitigate the impact of the pandemic. These included a safety net, impact statements and extensions to submission deadlines. The measures were well received by students and in their reports many External Examiners welcomed them. As the pandemic also necessitated changes to assessment methods it is not possible to ascertain whether and how these measures impacted on grade profiles.