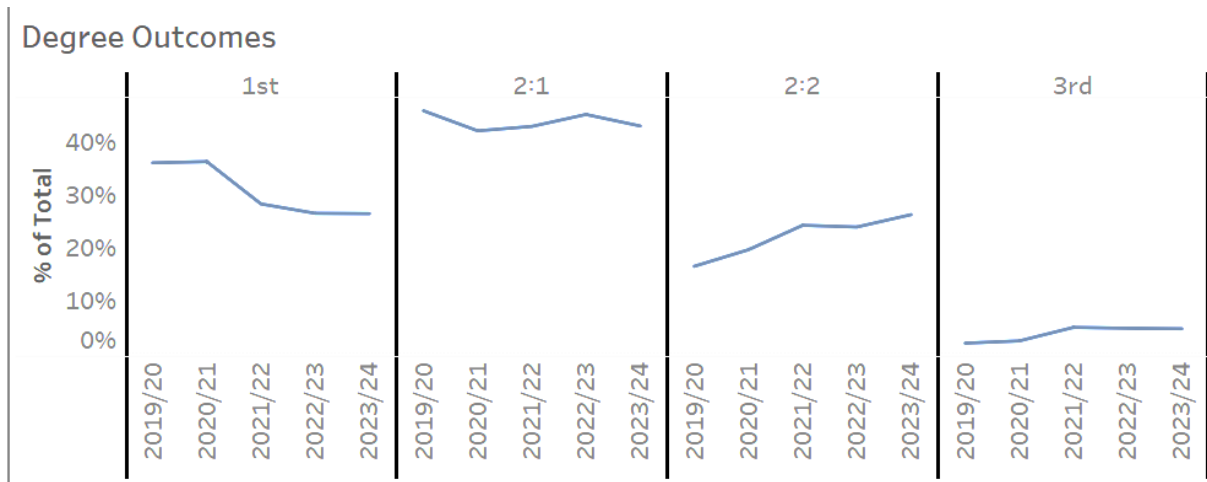


## 2023/24 Degree Outcomes Statement for the University of Greenwich

### 1 Institutional degree classification profile – 2023/24



### Degree Classifications - 2019/20 to 2023/24

The overall trend for all on-campus students (including Home & Overseas fee-paying students) shows the awarding rate of first-class degrees at its lowest level in the last 5-years, at 26.35%. The awarding rate of upper-second class honours degrees has remained stable over the past 5 years but has seen a reduction of 2.20% with the 2023/24 awarding rate being 42.92%.

The percentage of 'Good Honours Degrees' (first class and upper second combined) has remained similar, moving from 71.5% to 69.3% with the fall in upper-second class awards contributing to the lower overall percentage.

In 2023/24 compared to 2022/23:

- The POLAR Q1 <sup>1</sup> awarding rate increased from 72.6% to 73.4%
- The awarding gap has decreased between 'young' and 'mature students, driven mostly by the reduction from 'young' student rates from 72.6% to 69.9% and only a slight reduction in rates by 'mature' students from 69.4% to 68.1%.
- Part-time students have continued this year to see higher rates of 'good honours' awards comparative to full-time students. There was an increase in the number of 1<sup>st</sup>

<sup>1</sup> The POLAR classification places local areas into five quintiles, based on the higher education participation rates of 18 year olds in the locality. Those with the lowest percentages are placed into quintile 1 and are considered to be the most disadvantaged, with quintile 5 having the highest rates.

class honours awarded to part-time students, offset by a reduction in the number of upper-second class awards.

- The disability awarding gap has reduced with awarding rates between those with a known disability and those without having similar numbers, however, those declaring a disability continuing to be awarded 'good honours' at a higher rate than those with no known disability.
- Female 'good honours' awarding rates continue to be above male rates, but the gap has reduced due to falling female rates (73.3% to 70.2%) and male rates remaining relatively stable (68.4% to 67.8%).
- Subject areas in the Common Aggregation Hierarchy (CAH Tier 2) are more variable in their awarding rates due to smaller population sizes, therefore we only look at subject areas with at least 22 students. These 'good honours' rates decreased from 2022/23 in 13 subject areas, with 6 experiencing an increase (and 3 remaining the same). The largest declines occurred in Politics and Education & Teaching, declining 17%pts and 15%pts respectively. For Politics there is often a lot of variability given the small population sizes, whereas Education & Teaching reports its lowest level in 5 years of 59%. The greatest increase was in Sport and Exercise Science where the rate increased 15%pts from 62% to a rate that is more typical of the last 5 years.
- BAME 'good honours' rates have slightly decreased from 64.0% to 62.7% with White 'good honours' degrees also decreasing from 80.7% to 79.0%. The 'good honours' awarding gap has, as a result, remained relatively stable.

## 2 Assessment and marking practices

Programme level outcomes are assured to be at an appropriate level by use of external benchmarks, including QAA subject benchmarking statements, the framework for higher education qualifications, professional body requirements and relevant apprenticeship standards.

All programmes and groups of modules leading to awards are overseen by external examiners, who review standards, assessments and student's work. External Examiners are supported in their work at the University via [online resources](#) and a training and guidance session.

The University's [Assessment and Feedback policy](#) requires coursework to be marked against clear criteria and grade descriptors. All assessments are required to be marked anonymously where possible and moderated to check that the marks are appropriate for the level and criteria.

The University has an [extenuating circumstances policy](#) to mitigate unexpected circumstances that may have affected performance, such as hospitalisation, bereavement or being the victim of a crime.

Greenwich operates a two-tier Assessment Board system, with subject assessment panels (SAP) and progression and award boards (PAB). SAPs consider module mark profiles and confirm the accuracy of all marks. PABs take place following the SAPs and anonymously consider student profiles of marks to decide upon student progression and degree

classification decisions in line with the [Academic Regulations](#). Students may appeal the decision of Progression and Award Boards (PABs) as per the [Academic Appeals Policy and Procedure](#).

### 3 Academic governance

The [Academic Regulations](#) provide requirements in terms of credits, passing and progressing courses, and the conferment of degrees.

Any changes to academic regulations are subject to approval and ratification by Student Success Board (SSB).

New programmes undergo scrutiny via our [programme approval process](#) which checks that programmes have outcomes in line with the national qualification descriptors, the volume of assessment is appropriate, the curriculum allows all students to attain the outcomes, and the number of credits at each level of study are in line with the minimum number typically associated with the qualification in England. All approved programmes will have a programme specification which details the programme aims, learning outcomes and structure.

[Proposals for new partner institutions](#) and the [periodic re-appraisal of partners](#), are scrutinised by the Programmes and Partnerships Management Committee (PPMC) prior to final ratification by the [Partnerships Board](#) to ensure the prospective partner offers an appropriate administrative and governance framework and institutional environment to support the delivery of higher education. Partnerships and partner programmes are currently subject to due diligence review on a five-yearly basis.

### 4 Classification algorithms

During 2022/23 the university reviewed the degree algorithm for undergraduate programmes and a new algorithm was ratified by Academic Council on the 26<sup>th</sup> April 2023.

Students who had been registered on an undergraduate programme with the university during the 2022/23 academic year and remain continuously registered with the university; are entitled to receive the better outcome of the old and new degree algorithms.

Students who register with the university from the 2023/24 academic year onwards, will have their classifications calculated via the new degree algorithm only.

The old algorithm was calculated 20% weighting for all credits at level 5 and 80% weighting for the best 90 credits at level 6.

The new algorithm is calculated using 10% weighting for all credits at level 5 and 90% weighting for the best 90 credits at level 6.

The integrated master's degrees algorithm is weighted 20:80, with the average grade of the full spread of modules at level 6 contributing 20% towards the overall classification and the average grade of the full spread of modules at level 7 contributing 80%.

The degree algorithm for top-up awards, whereby the students enter the university directly at level 6, is the average grade of the best 90 credits at level 6.

In the case of all the algorithms used, the final average grade is rounded to the nearest whole number. Students are normally allowed a maximum of two reassessment opportunities where a module has been failed and compensation is not applied.

## 5 Teaching practices and learning resources

The university provides a PgCertHE and the more in depth Academic Professional Apprenticeship for all new academic staff to acquire a professional teaching qualification and also AdvanceHE Fellowship. In 2023/24 there were 67 Greenwich staff registered. For more experienced colleagues, we also provide a supported and mentored route to gain AdvanceHE Fellowship at different levels to ensure that all academic staff have accreditation.

In 2023-24, 83.5% of academic staff held any level of AdvanceHE Fellowship (Associate Fellow, Fellow, Senior Fellow or Principal Fellow), 33.7% above the sector average for this specific accreditation.

A calendar of CPD events around key learning and teaching topics runs throughout the year as well as targeted, bespoke development sessions, with 506 staff attending in 2023-24. This covers topics like Programme Leadership, Assessment & Feedback and Generative AI. Good practice in learning and teaching is shared the [Compass journal](#) and the SHIFT conference, which had 282 delegates in January 2024.

The University libraries continued to offer 24-hour opening in 23-24 to support students' revision before and during exams. Substantial growth of e-textbooks has allowed increased flexible study. Capacity of study spaces at all three campus libraries have been expanded and improved, including adding individual spaces and making more spaces bookable. The Library Academic and Digital Skills Team have expanded education support with a more accessible offer, including short courses such as academic integrity. Information and Library Services have licensed and integrated multiple new tools to support online learning and teaching which can be used alongside its [interactive presentation](#) software.

## 6 Degree Outcomes Statement review process

We update this statement annually. The statement is considered by [Academic Council](#), and approved by the [Governing Body](#).

## 7 Actions taken over the previous 12 months

As part of the annual review of the Academic Regulations, the university made the following changes:

- Proceed with Trailing Credit – where students are permitted to proceed to the next level of study without having been awarded credit for all the modules in the current level, the Progression and Award Board will decide whether the student is required to repeat the failed module with or without attendance
- Compensation – it was clarified that compensation rules, whereby students are awarded credit for modules narrowly failed, can only be applied following resits
- Extenuating Circumstances – students will be permitted to submit coursework up to 2 days after the original deadline with no cap applied to the marking of the assessment.

## 8 Actions for next 12 months

The university continually reviews the effectiveness of its regulations, policies and procedures, and the following changes and actions will be undertaken for the 2025/26 academic year:

1. A benchmarking exercise will be undertaken of the degree outcomes alongside other universities for subsequent inclusion within the statement.

2. Extenuating Circumstances, Academic Appeals, Complaints and Attendance Appeals and final stage Student Disciplinaries will all be fully administered via the Student Lifecycle Management tool from the 2025/26 academic year.
3. Extenuating Circumstances will be fully centralised for the commencement of the 2025/26 academic year.
4. The Quality Assurance Review has resulted in procedural improvements enhancing existing quality assurance operations as well as modernising and further promoting greater agility of operational functions such as Programme Validation and Revalidation workflows, External Examiner vacancy tracking and appointments, Annual Review processes and data analysis, Progression and Award Boards and Professional and Statutory Body oversight.
5. Defined instructions on the accurate and transparent minuting of PABs
6. Consistent application of compensation decisions to a student's academic profile where the criteria has been satisfied.
7. Clarity in the Academic Taught Regulations regarding how a student's classification is calculated when a student studies 180 of the 360 available credits at the University of Greenwich. To confirm, the Honours classification will be based on the average of grades in Stage 2 to obtain 10% of the final grade and the average of the best 90 credits of overall module grades in Stage 3 (Level 6 or above) to obtain 90% of the final grade,
8. Inclusion of the following detail within the Academic Regulations for Taught Awards:
  - The Progression and Award Board may exceptionally permit a fourth and final attempt at a module (or failed components within) and will be guided by consideration of the overall programme profile.
  - A) Where students has accepted "impaired performance" extenuating circumstances
  - B) Where a student could not be progressed or awarded due to failure of one module