

## Degree Outcomes Statement for the University of Greenwich

### 1 Institutional degree classification profile: 2018/19 - 2022/23

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 (26.4%) with the awarding rate of upper-second class honours degrees remaining relatively stable over the five-year period. The percentage of 'Good Honours Degrees' (first class and upper second combined) has remained similar, moving from 71.0% in 2021/22 to 71.5% with the fall in first-class awards being offset by a slightly larger rise in upper-second class awards.

	2019	2020	2021	2022	2023	5-year Average
First Class	33.1%	36.0%	36.2%	28.2%	26.4%	32.0%
Second Class - Upper	44.1%	45.8%	42.0%	42.8%	45.1%	44.0%
Second Class - Lower	20.2%	16.4%	19.5%	24.1%	23.8%	20.8%
Third & Other Pass	2.7%	1.9%	2.3%	4.8%	4.7%	3.3%

*Information on degree outcome trends for all undergraduate students taught by the University of Greenwich graduating from 2019 – 2023.*

### 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 have external examiners, who oversee standards, review assessments and student 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 were subject to approval at [Learning Quality and Regulations Committee](#) (LQRC) prior to 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 their [periodic re-appraisal](#), are scrutinised by the Programme and Partnerships Management Committee prior to final ratification by [Strategic 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

Prior to the 2022/23 academic year, the university's degree algorithm was 20% weighting for all credits at level 5 and 80% weighting for the best 90 credits at level 6.

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. The new algorithm has a 10% weighting for all credits at level 5 and 90% weighting for the best 90 credits at level 6 and was introduced with immediate effect.

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 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 supports accreditation via AdvanceHE Fellowship. In the current academic year, there are 106 people registered on these two programmes. 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 2022-23, 68.3% of academic staff held a level of AdvanceHE Fellowship (Associate Fellow, Fellow, Senior Fellow or Principal Fellow), 23.5% above the sector average for this specific accreditation. A calendar of CPD events around key learning and teaching topics runs throughout the year, 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 continue to offer 24-hour opening 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 making more spaces bookable. The Library Academic Support Team ran a second successful Student Conference and 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 prior to the 2023/24 academic year:

- Best Grade Standing – this regulation, which means that where a student resits an assessment the better of the two grades achieved counts towards their degree, was changed so that it applied to all resits, irrespective of whether the student engaged.
- Proceed with Trailing Credit – it was clarified that this regulation, which provides the opportunity to repeat failed modules alongside modules in the next stage of study, should be applied where students were eligible.
- Standardised offering of resits – it was clarified that, where a student fails an assessment at first attempt, they should be offered a resit in all instances before being asked to repeat the module.
- Compensation – it was clarified that students should not receive compensation, whereby they are awarded credit for a module where they are within 10 marks of the minimum pass mark, for a module containing a dissertation or major project.

#### 8 Actions for next 12 months

The university continually reviews the effectiveness of its regulations, and the following changes will be applied for the 2024/25 academic year:

- Proceed with Trailing Credit – where students are permitted to proceed to the next level of study with trailing credit, the Progression and Award Board will decide whether the student is required to repeat the module with or without attendance.
- Compensation – it will be clarified that compensation 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.