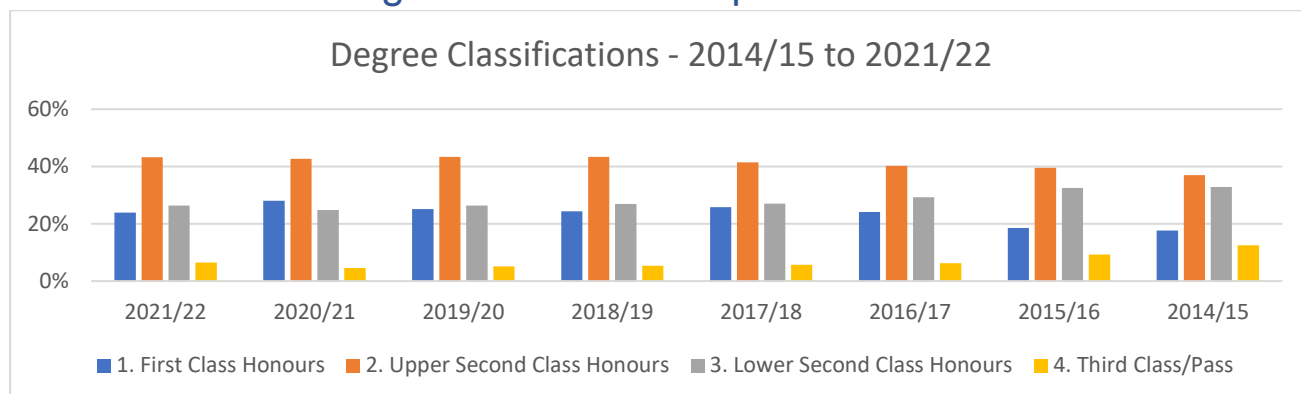


Degree Outcomes Statement for the University of Greenwich

1 Institutional degree classification profile



The overall trend is an increase in first and upper-second class honours degrees over the eight-year period. However, the percentage of 'Good Honours Degrees' (first class and upper second combined) has dropped slightly from 71% in 2020/21 to 67% in 2021/22, and the percentage of first-class honours also dropped by 4 percentage points.

In 2021/22 compared to 2020/21, there has been:

- an increase in the number of 'good honours' awards conferred at 'overseas' partner institutions, closing the gap between their outcomes and those of on-campus and UK partner students;
- part-time students have continued this year to see higher numbers of 'good honours' awards comparatively to full-time students, this is a reversal of the gap prior to 2020/21;
- the gap between 'young' and 'mature' students has decreased slightly with 'young students' receiving 4 percentage points more 'good honours' awards;
- the gender, disability and POLAR awarding gaps have remained broadly constant, with female students, those declaring a disability and POLAR quintiles 1&2 being awarded more 'good honours' awards than male students, those not declaring a disability and POLAR quintiles 3-5 respectively;
- the BAME awarding gap has slightly widened, with the decrease in good honours degrees for BAME students being greater than the decrease for students identifying as white.
- the difference between good honour rates across subject areas has widened by 2 percentage points, though some subject areas have large variability in their rates due to small numbers graduating.

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 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

From 2020/21 the normal UGT Degree Algorithm is: $20/100 * (\text{average of the full spread of level 5 grades}) + 80/100 * (\text{average grades of best 90 credits at level 6})$

Integrated Masters degrees use the algorithm: $20/100 * (\text{average of the full spread of level 6 grades}) + 80/100 * (\text{average grades of best 90 credits at level 7})$

Top-up awards, whereby the students enter the University at level 6 use the algorithm: Average 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.

The normal UG algorithm was approved by Academic Council and then Court (later the Governing Body) in 2016. In September 2020, Student Regulations Committee (SRC) reviewed the algorithm for UGT programmes and confirmed that it is still relevant, appropriate and that the value and comparability of awards over time is being protected. A further review will be undertaken during the 2022/23 academic year to re-assess the comparability of the current HDC.

5 Teaching practices and learning resources

Our PGCertHE was reintroduced in 2021/22 following suspension during the pandemic. Over 100 staff registered to the programme, double the cohorts leading up to the pandemic. 25 staff enrolled on our UKAT Personal Tutoring professional recognition scheme, and 57 applied to be supported to achieve recognition through AdvanceHE. Over 300 staff attended CPD sessions. Good practice is shared through two university conferences and its [Compass journal](#).

The University Libraries restarted 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 licenced 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 for next 12 months

1. Review the Academic Regulations for Taught Programmes to enable clarity and consistent application of:
 - a. Best Grade Standing
 - b. Progression with Intermediate Standing
 - c. Standardised offerings of resit
 - d. Compensation
2. Review of the Honours Degree Calculation