

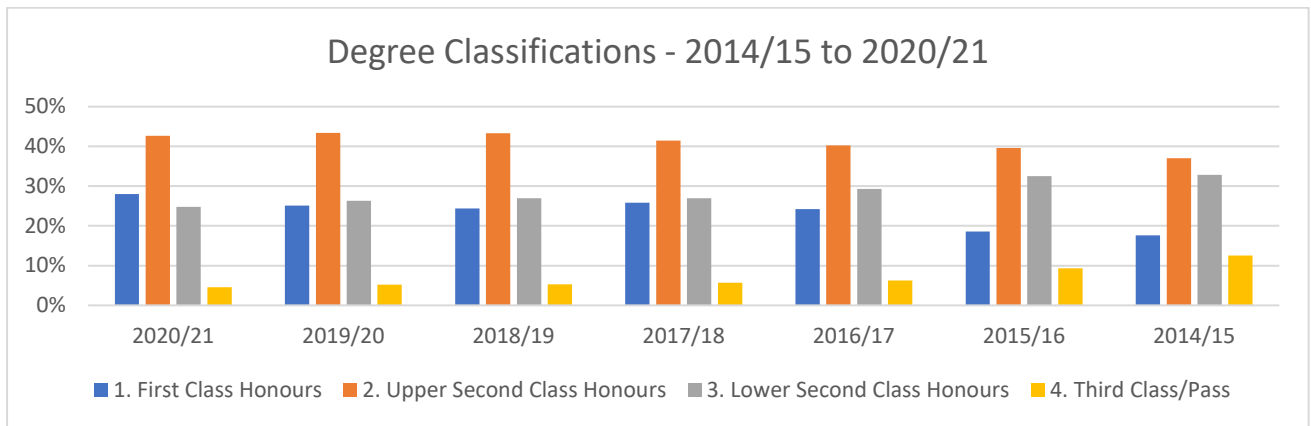
Degree Outcomes Statement for the University of Greenwich 2020/21

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1 Institutional degree classification profile



*Note that degree outcomes were not available for overseas students in 2018/19, so these outcomes are not strictly comparable to previous years.

Summary

Degree outcomes are available to view by [location](#), [mode of study](#), [age](#), [gender](#), [ethnicity](#), [disability](#), [entry qualifications](#), [POLAR](#) and [CAH 1 subject area](#).

The overall trend is an increase in 'good' (first or upper second class honours) degree outcomes over the seven-year period. The increase has moved from 68% of awards issued within the 'good honours' band in in 2019/20 to 71% in 2020/21. The increase seen was a 3% improvement in the numbers of 1st class honours issued.

Namely, we've seen an increase in the number of upper second awards conferred at 'other UK' partner institutions, part-time students have overtaken full-time students in the number of 'good honours' awards issued, the gap between 'young' and 'mature' students has grown slightly with 'young students' seeing both a larger number of good honours awards and a growth in number from the 2019/20 academic year.

2 Assessment and marking practices

2.1 Benchmarking against external standards

The standard of degree outcomes is determined by the intended programme level outcomes. At the point of approval and review, 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. In addition, approximately 100 of our programmes are accredited by external professional statutory and regulatory bodies.

All programmes and groups of modules leading to awards have external examiners, who oversee standards, review assessments and student work. They provide advice on academic standards, including how these compare to similar programmes nationally. External examiners are supported in their work at the University via a [handbook](#), training session and guidance and resource documents.

2.2 External Examining

The appointment of our External Examiners follows a standardised model across all programmes and is maintained and overseen centrally by the Quality Assurance Team.

At the point of appointment, the External Examiner (EE) is provided with resources and materials to ensure suitable training and knowledge to perform the duties of an EE. Where an EE is new to role then the training and resources offered sit alongside a peer mentoring model to promote sharing of experience and good

practice in the duties of an EE. This need is identified at the point of proposal of the EE and any additional support or training required is offered before the commencement of the role.

The university monitors the activity of its External Examining Framework with an annual External Examiner Overview report submitted to its senior quality assurance committee which summarises the University's approach to the independent review of student work and thereby contributes to the moderation of standards.

Our appointed external examiners (EEs) are expected to provide a programme or programmes specific annual report to their Faculty on standards achieved and the comparability of standards with other known Higher Education Institutions (HEIs).

All reports submitted are reviewed by the Quality Assurance Team having been subject to varying Faculty review processes prior. This overview highlights issues and action for further consideration as well as commendations and good practice to be noted.

2.3 Assessment and Extenuating Circumstances

The University's [Assessment and Feedback policy](#) requires coursework to be marked against clear criteria and grade descriptors, which are presented in a customised rubric for each piece of assessment based upon a generic rubric for the University. This provides consistency of standards across the institution. All assessments are required to be marked anonymously where possible and moderated to check that the marks are appropriate for the level and criteria.

To ensure all students can demonstrate their true level of academic performance, 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. During the 2020/21 academic year, the adoption of the No Detriment Policy included within it a more flexible approach to the evidence requirements for a successful Extenuating Circumstances (EC) claim to ensure students were not adversely affected by the pandemic and associated challenges with evidence and access to health care providers.

2.4 Award Boards and Appeals

Greenwich operates a two-tier Assessment Board system, with subject assessment panels (SAP) and progression and award boards (PAB). SAPs confirm module and cohort standards by considering module mark profiles and confirm the accuracy of all marks. PAB take place following the SAPs and 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](#), where circumstances that materially affected the student's performance were not known to the PAB or a demonstrable material procedural irregularity occurred creating a reasonable possibility of altering the result.

2.5 Programme Review

Reviews of programmes occur annually via the [Annual Programme Review](#) process. During this process, programme leads are required to discuss how their programme compares to similar programmes in the sector, any issues arising from professional accreditation and any actions required in response to external examiners' comments. We are committed to reinstating further systematic reviews of programmes within the next two academic years.

3 Academic governance

3.1 Academic Regulations

Authority for quality management is delegated to faculties, within agreed University frameworks. The latter includes the [Academic Regulations](#), which provide the 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 Standards Committee](#) (LQSC) prior to ratification by [Academic Council](#). LQSC has subsequently been replaced by [Student Success Committee](#) and has been operating since January 2022 with the final meeting of LQSC taking place in December 2021.

New programmes proposals were considered by the [Programme Approval Committee](#) (replaced in 2022/23 by the Programmes & Partnerships Management Committee (PPMC)) for the alignment of the proposed programme with the institution's strategic objectives and departmental and institutional capacity to support the programme delivery. Following approval by Programme Approval Committee/PPMC, the programme is further developed and undergoes scrutiny programmes via our [programme approval process](#) which checks that programmes have outcomes in line with the national qualification descriptors, that the volume of assessment is appropriate for ensuring robust outcomes, that the curriculum allows all students to attain the outcomes, and that 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.

3.2 Partner institutions

[Proposals for new partner institutions](#) and their [periodic re-appraisal](#), were scrutinised by the Partnership Working Group (replaced in 2022/23 by PPMC) 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. Risks relating to partnerships were monitored by the Partnerships Strategy Group and (in 2022/23) by the Strategic Business Partnerships Board, which approves the business cases for new partnerships.

4 Classification algorithms

4.1 Default algorithm

From 2020/21 the UGT Degree Algorithm for the University of Greenwich is as follows:

$20/100 * (\text{average of the full spread of level 5 grades}) + 80/100 * (\text{average grades of best 90 credits at level 6})$

4.2 Additional algorithms

4.2.1 Integrated Masters degrees use the algorithm:

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

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

Average of the best 90 credits at level 6

4.2.3 Medway School of Pharmacy, whose provision is shared with the University of Kent use the algorithms:

For students who undertake a sandwich placement:

$25/100 * (\text{average of the full spread of stage 2 grades}) + 10/100 (\text{summative assessment for sandwich placement}) + 65/100 (\text{average of the full spread of stage 3 grades})$

For students who do not undertake a sandwich placement:

$25/100 * (\text{average of the full spread of stage 2 grades}) + 75/100 (\text{average of the full spread of stage 3 grades})$

For further details see the [Academic Regulations for the Medway School of Pharmacy](#).

4.2.4 PGT Degree Algorithm, the classification of a postgraduate award takes account of the overall contribution of all credits and the weighted average of all credits.

The conferment of a postgraduate award with the classification of Merit is permitted where students obtain an average of 60% across the programme as a whole. The conferment of a postgraduate award with the classification of Distinction is permitted where students obtain an average of 70% across the programme as a whole.

4.3 Assurances of UGT Degree Algorithm

The algorithm described above was approved by Academic Council and then Court (later the Governing Body) in June 2016 and July 2016 respectively. It was considered appropriate because undergraduate students are especially focused on their studies in level 6, and it provides an incentive for students to engage across their studies at level 5.

In September 2020, Student Regulations Committee (SRC) was asked by Academic Council to undertake a review the university's current algorithm for UGT programmes to ensure the algorithm is still relevant, appropriate and that the value and comparability of awards over time is being protected. In particular, it was recommended and approved by Academic Council on 30 September 2020 that the review considers:

- a) The discounting of credit in the final stage of study.
- b) The use of a 20/80 weighting, rather than the 25/75 recommended by UKSCQA for algorithms emphasising exit velocity.
- c) Sector practice around borderline judgements to ensure that our practice is aligned with the sector, while not leading to an over-emphasis on performance at the final stage of study.
- d) The impact of any proposed changes on different groups of students in order to better understand awarding gaps

Having reviewed the current component elements of the UoG Honours Degree Calculation against sector norms and practices it was requested that final assurances be resolved through testing two additional algorithm approaches that could be added to the existing algorithm.

The two 'new' algorithms to be tested included:

1. Alternate algorithm 1 (alt1): $20/100 * (\text{average grades of best 90 credits at level 5}) + 80/100 * (\text{average grades of best 90 credits at level 6})$
2. Alternation algorithm 2 (alt2): Discretion if a student misses a band by 1% if 50% of level 5/6 credits are in higher classification bands.

The additional algorithms were tested using previous cohorts that had been awarded and included within the sample those that were on 'traditional' UGT programmes only, non-standard, PSRB governed and extended programmes were discounted.

The analysis determined that the use of either new algorithm in addition to the existing HDC principles would result in a higher proportion of 'good honours' degree outcomes. Algorithm 2 saw the greatest impact on results with more 1sts being awarded versus those awarded to the live cohorts.

As a linked review, Planning and Statistics (PAS) undertook a smaller scale assessment of what impact, if any, the new algorithms would have on the BAME Awarding Gap. It was determined neither algorithm would have any significant impact on reducing the gap.

As a result of the analysis, SRC recommended to Academic Council that the current HDC is fit for purpose and no addition of the above algorithms should be included. This is in light of continuing grade inflation concerns and the potential impact of the No Detriment/Safety Net approaches. With this in mind, SRC recommended

that the HDC be reviewed again in 3 years time to allow for the tail of the impact of No Detriment to be reviewed and to again revisit the HDC to ensure its fitness for purpose.

4.4 Pre-Pandemic benchmarking exercise

A Benchmarking exercise was conducted at the end of the 2021/22 academic year to explore the levels of good honours issued during the most recent pre-pandemic academic year (2018/19) versus the most recent awarding academic year of 2021/22.

The analysis conducted includes the official PAS 2018/19 Degree Outcome Statement statistics provided for the 2018/19 report and have then been compared to the in-year 2021/22 Progression and Award Board internal business objects report. For reference, the data set includes UK based students only, not TNE. This analysis suggests that we have reverted to similar if not lower levels of good honours being issued across the Institution. The one area where this is not the case has been flagged and will be further investigated

The 2021/22 Degree Outcome Statement will include this in greater detail following the conclusion of all programmes contributing to this data set.

4.5 Borderlines

In the case of all the algorithms used, the final average grade is rounded to the nearest whole number. Up to and including 2019-2020, PABs could use their discretion when considering students whose final grade fell within 2.0% of the next classification band. However, LQSC agreed that PABs would no longer have this discretion from 2020/2021 and issued guidance that borderlines should only be used where there are extenuating circumstances in 2019/2020.

4.6 Reassessment Opportunities

Students are normally allowed a maximum of two reassessment opportunities where a module has been failed and compensation or condonement are not applied. Components that are reassessed are capped at the pass mark but the overall module mark is not capped. Where component-capping results in a failure, but the module would have been passed without the capping, the PAB may confer a pass mark for the module.

4.7 No Detriment

In response to the continuing impact that the pandemic had on student progression and award opportunities, the University approved temporary amendments to the existing Academic Regulations by establishing a No Detriment Policy for implementation during the 2019/20 summer PAB period. The application of No Detriment extended into the 2020/21 academic year allowing for greater flexibility in the ECs process and scaling of marks in comparison to the previous 3 years (with a cap of 10% uplifts).

The Extenuating Circumstances procedure was revised in order to permit a more relaxed set of grounds and 'suitable' evidence for a claim to be successful. The intention was to remove the barrier of a successful claim being reliant on independent evidence from a health care professional and included Covid-related circumstances as a new set of grounds.

Professional and Accrediting Bodies were consulted on all No Detriment related principles including any adjustments to assessment types, progression requirements or awards regulation principles to ensure the quality and rigour of the student outcomes was not compromised and unnatural degree outcome inflation was minimised.

The 2020/21 No Detriment Policy is included under Appendix 10.

For the 2021/22 Academic year forward, all No Detriment approaches will have been concluded and no longer active or applied.

Other practices that were in use during the pandemic that will no longer be effective from 2021/22 are:

- The removal of the use of both compensation and condonement, leaving only compensation to be applied in limited circumstances
- The flexible evidence requirements for EC claims has been removed and we will return to a pre-pandemic ECs model
- The wide ranging use of take home, seen or online exams will be removed therefore enabling the reinstatement of traditional in person exams.¹ Furthermore the exams based assessments that were altered to non-exam based equivalents during the pandemic will revert back to their original format or be adjusted to alternative types of assessment altogether for delivery in the 2021/22 academic year

4.8 Best Grade Standing

For 2020/21, the University approved that the following regulation be adopted and applied. This was to take account of the two attempts made for an assessment and acknowledging the best mark from both attempts.

D8.6 Retrieval of failure obtained by resit will result in component capping i.e. the minimum pass grade will be recorded for those elements that were reassessed. The Progression and Award Board shall have the discretion to utilise the higher of the two grades received to determine the final component mark to be recorded. The overall grade for the module will not be capped.

5 Teaching practices and learning resources

5.1 Teaching staff

The staff:student ratio (SSR) has continued to drop, from 1:17.8 in 2018/19 to 1:18.5 in 2019/20 and to 1:19.6 in 2020/21. The causes of this are being investigated but may be linked to improved student recruitment and retention leading to higher student numbers.

Our PGCertHE was suspended for the 2020-2021 academic year, to increase staff capacity to switch delivery to online during the pandemic and to increase capacity for the university to provide support and guidance on this. This was done via an online Moodle site, workshops and from disseminating recommendations based on student feedback, collected by Greenwich Student Union. Good teaching practice has been better recognised and rewarded with the introduction of a teaching career pathway and student-led teaching awards in 2017. Good practice is shared through the University's SHIFT conference, the Festival of teaching and learning at its Medway campus and the university's [Compass journal](#).

5.2 Learning resources

The University kept its libraries open throughout the 2020-2021 academic year, offering evening and weekend opening hours and a variety of study spaces through the pandemic. It has invested heavily in e-books, e-textbooks and journals, also extending on-demand scanning services. It has licensed and integrated multiple online teaching and meeting software tools, which can be used alongside its [interactive presentation](#) software. The university also gave considerable support to students in digital poverty, making wifi dongles, laptops and headsets available to ensure students remain connected across different modes of study, personal challenges and also the unique circumstances of the pandemic.

5.3 Curriculum and assessment improvements

The University provided support to module leaders to redesign their curriculum for online learning through the [Programme and Curriculum Enhancement](#) workshop. The [Assessment and Feedback policy](#) resulted in the 2020-2021 session in the implementation of maximum assessment loads, use of a variety of authentic, aligned assessment types and the review of assessments resulting in attainment gaps at level 6. The

¹ Some use of take-home exams will continue, where programme teams found that this was a better form of assessment. In all cases, this has been approved as a module assessment amendment via the normal mechanism.

university issued guidance on converting time-constrained exams to week-long 'take home' online exams to reduce opportunities for academic misconduct. The University has worked to develop more inclusive curricula; first participating in the HEFCE-funded [BAME attainment gap project](#) and then investing itself to continue work to close the awarding gap.

6 Risks and challenges

1. Emergency programme changes and reversion back to previous format
2. Academic integrity in a climate of increasing pressure on students
3. Slight decline in average entry requirements
4. SSR has dropped
5. Increase in volume of ECs submitted, particularly for extensions
6. Anonymisation of PABs
7. Return of/to face to face exams
8. Standardising approach to resit opportunities

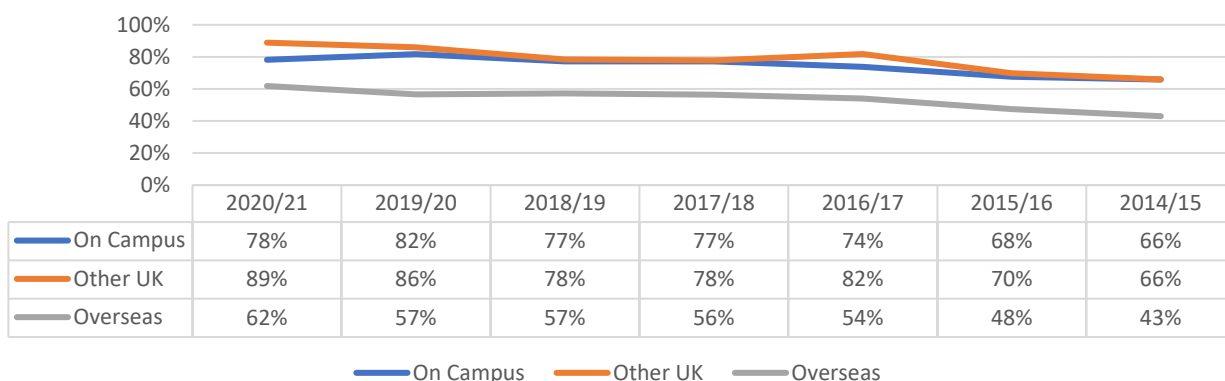
7 Degree outcomes statement review process

We anticipate updating this statement annually and ensure it is provided digitally on our website in an accessible manner in a public space.

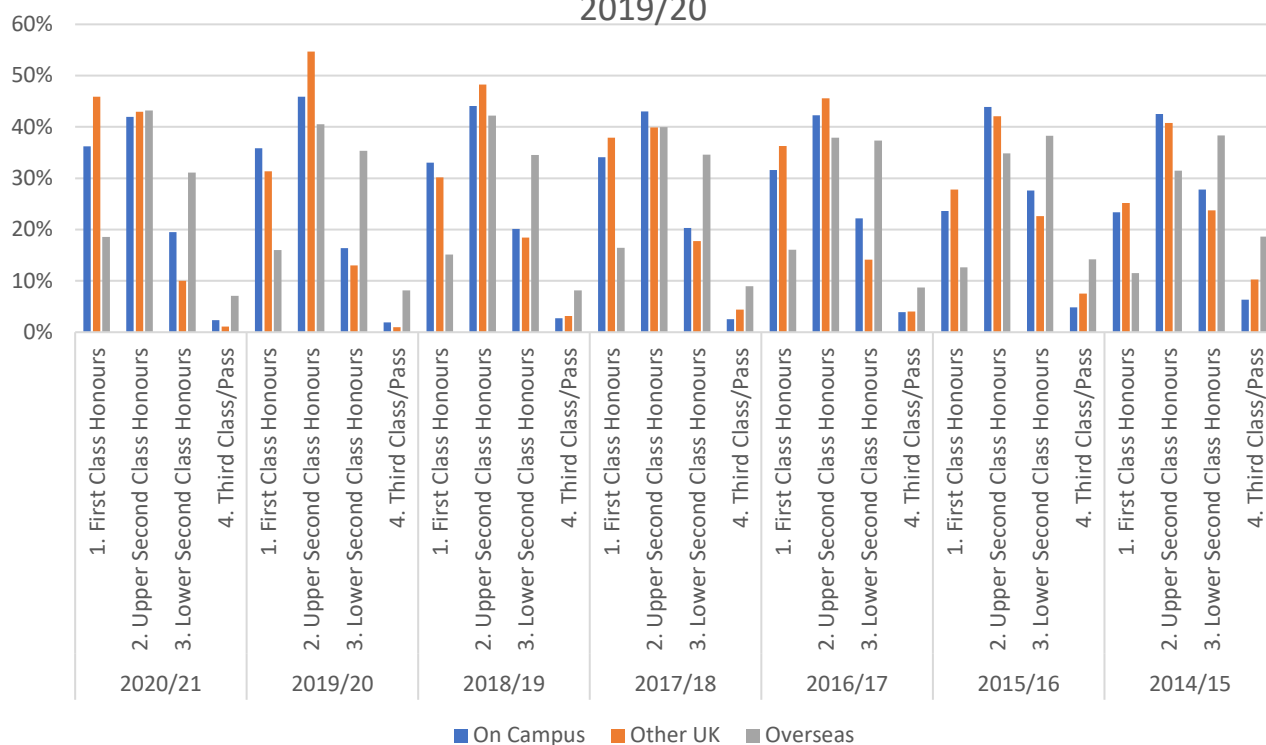
The statement is agreed with the Principals of the University's [partner colleges](#), considered by [Academic Council](#), and approved by the [Governing Body](#).

Appendix 1 – Degree outcomes by location of study

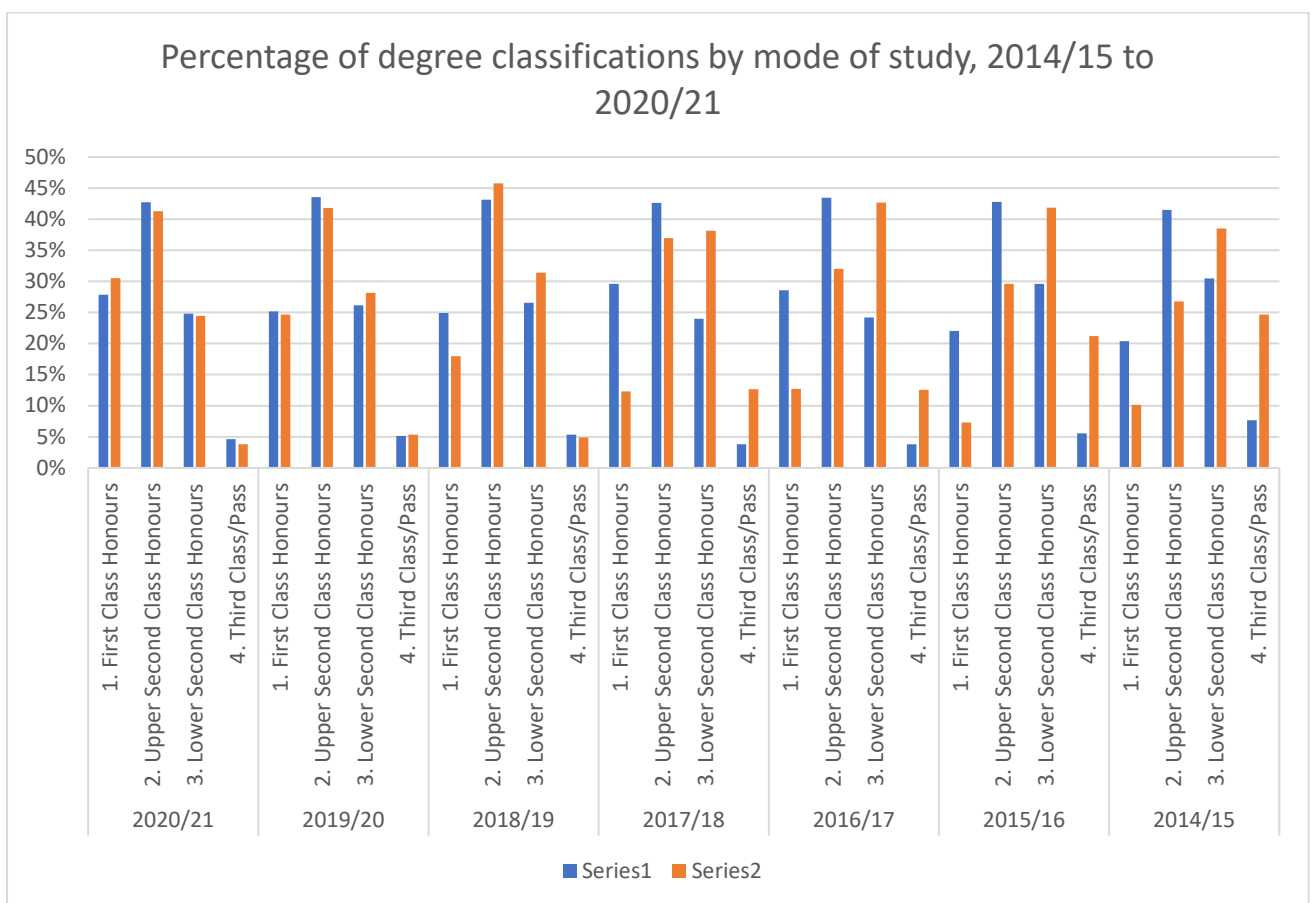
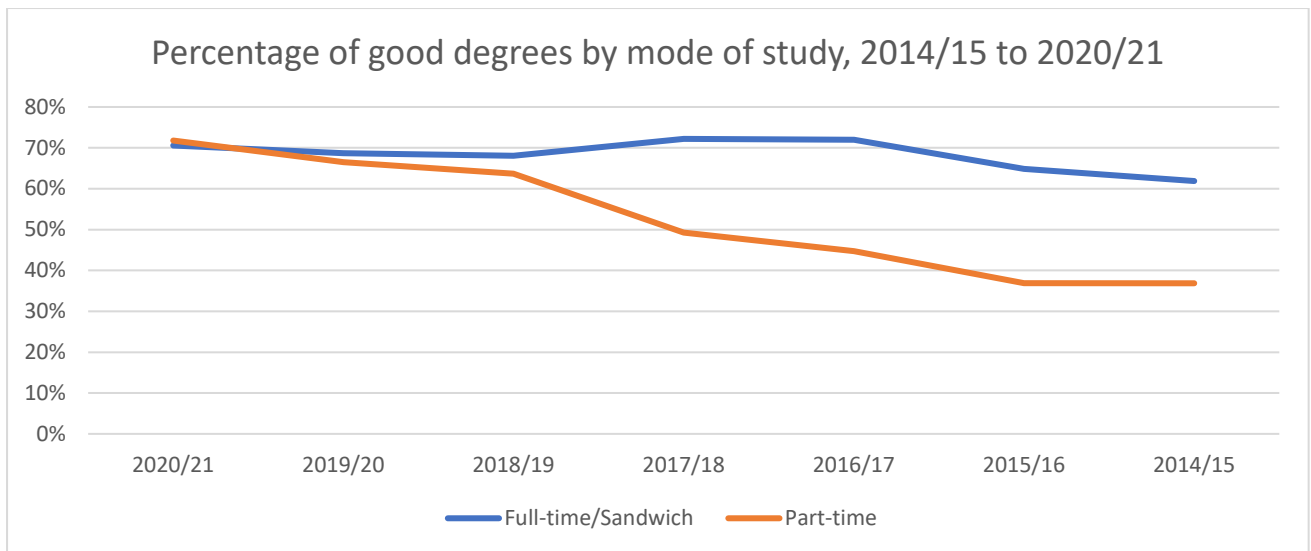
Percentage of good degree outcomes by Location, 2014/15 to 2020/21



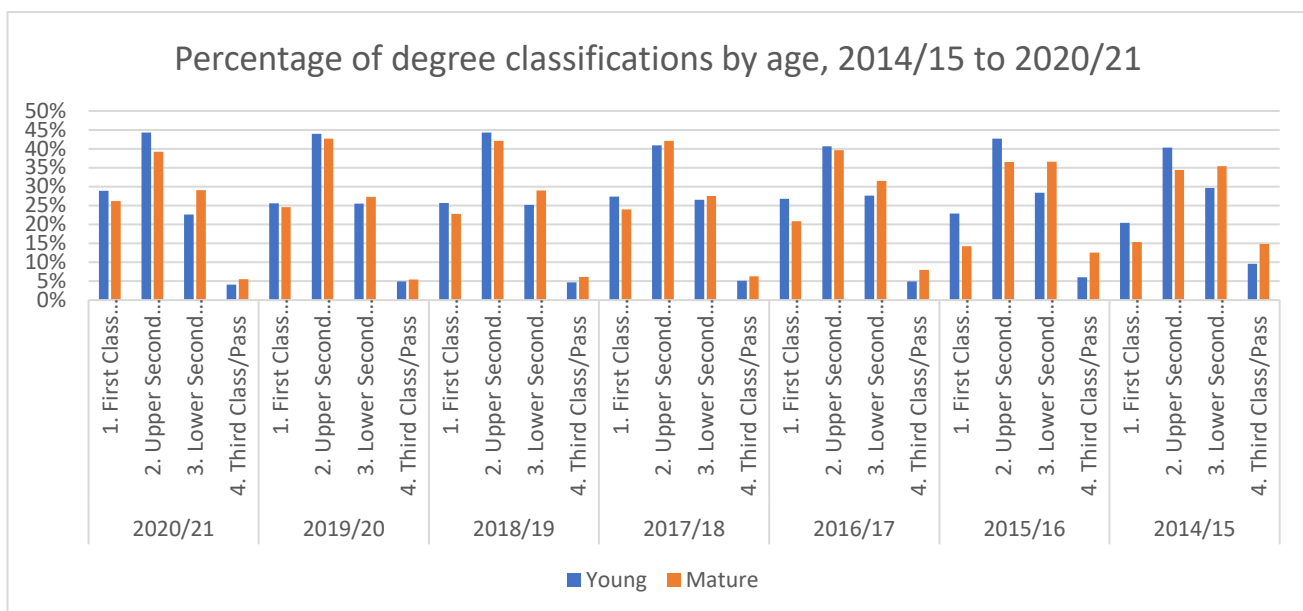
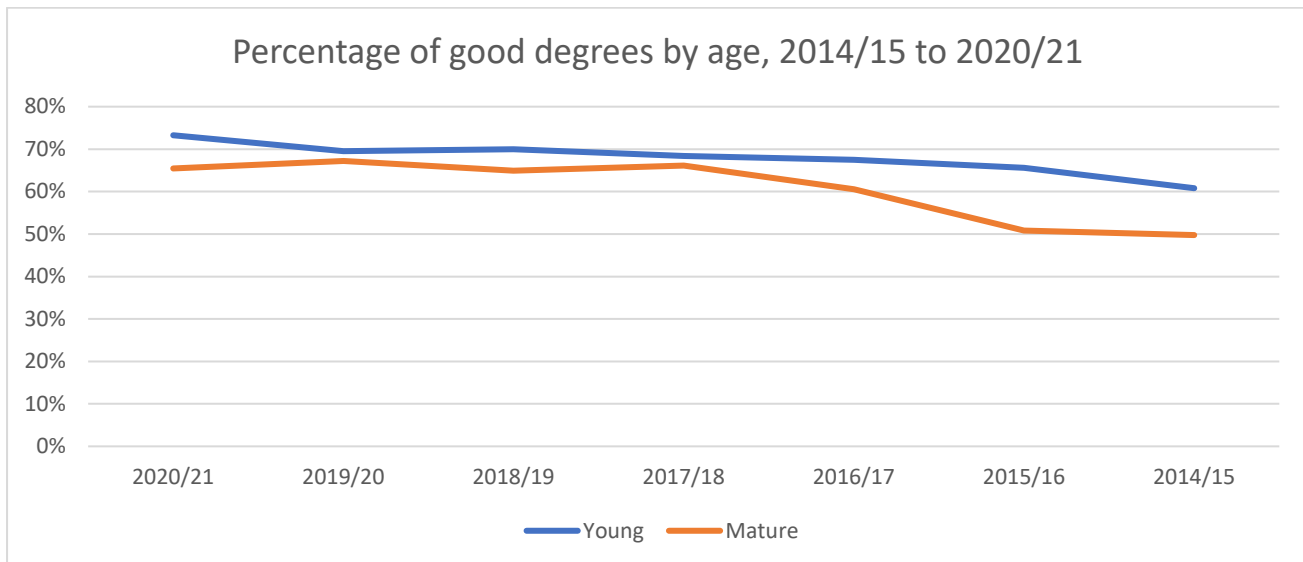
Percentage of degree classifications by location, 2014/15 to 2019/20



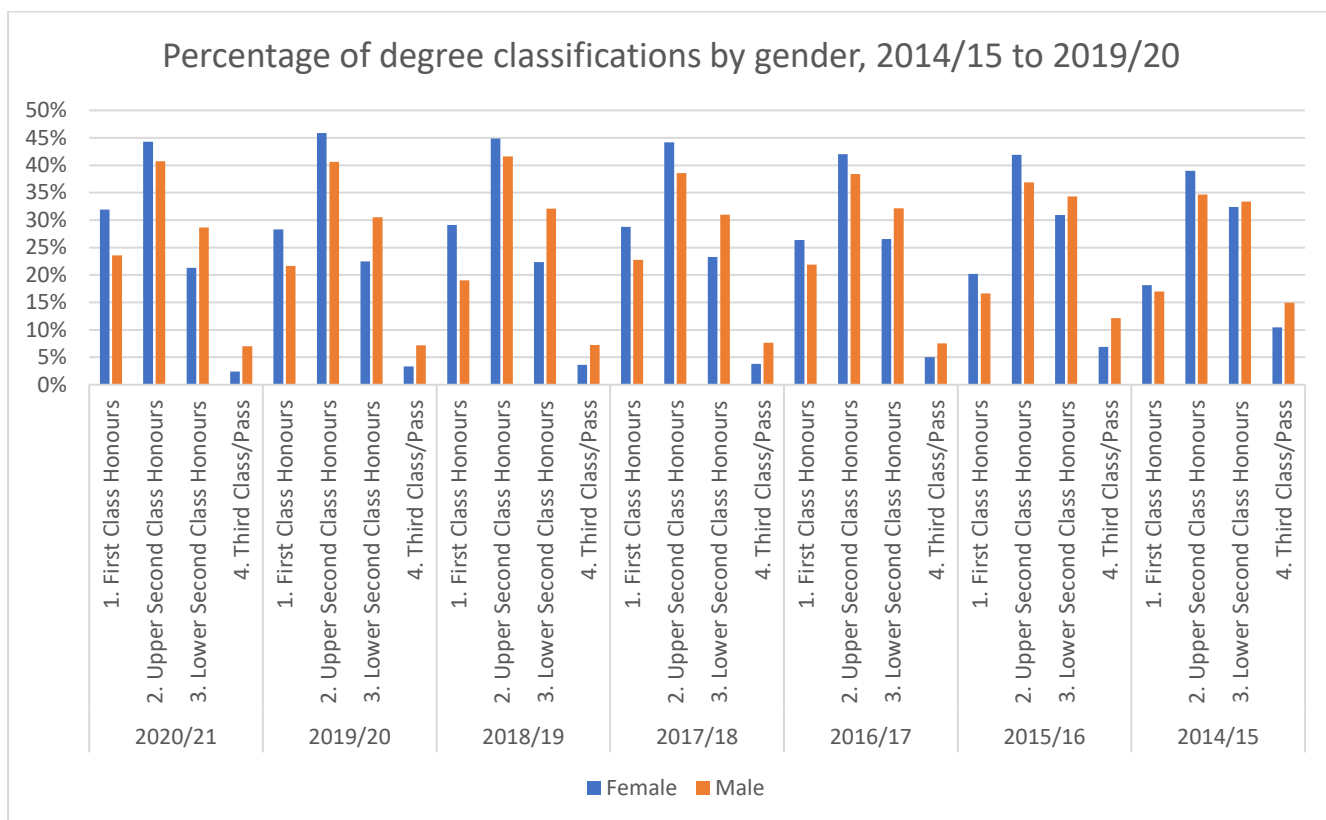
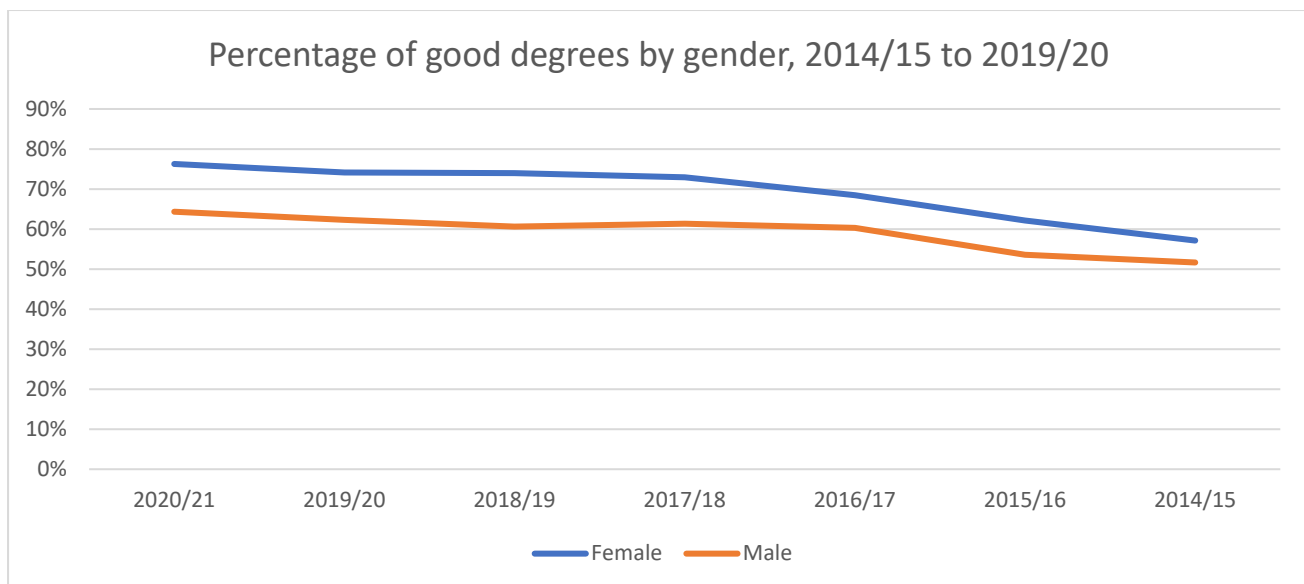
Appendix 2 – Degree outcomes by mode of study



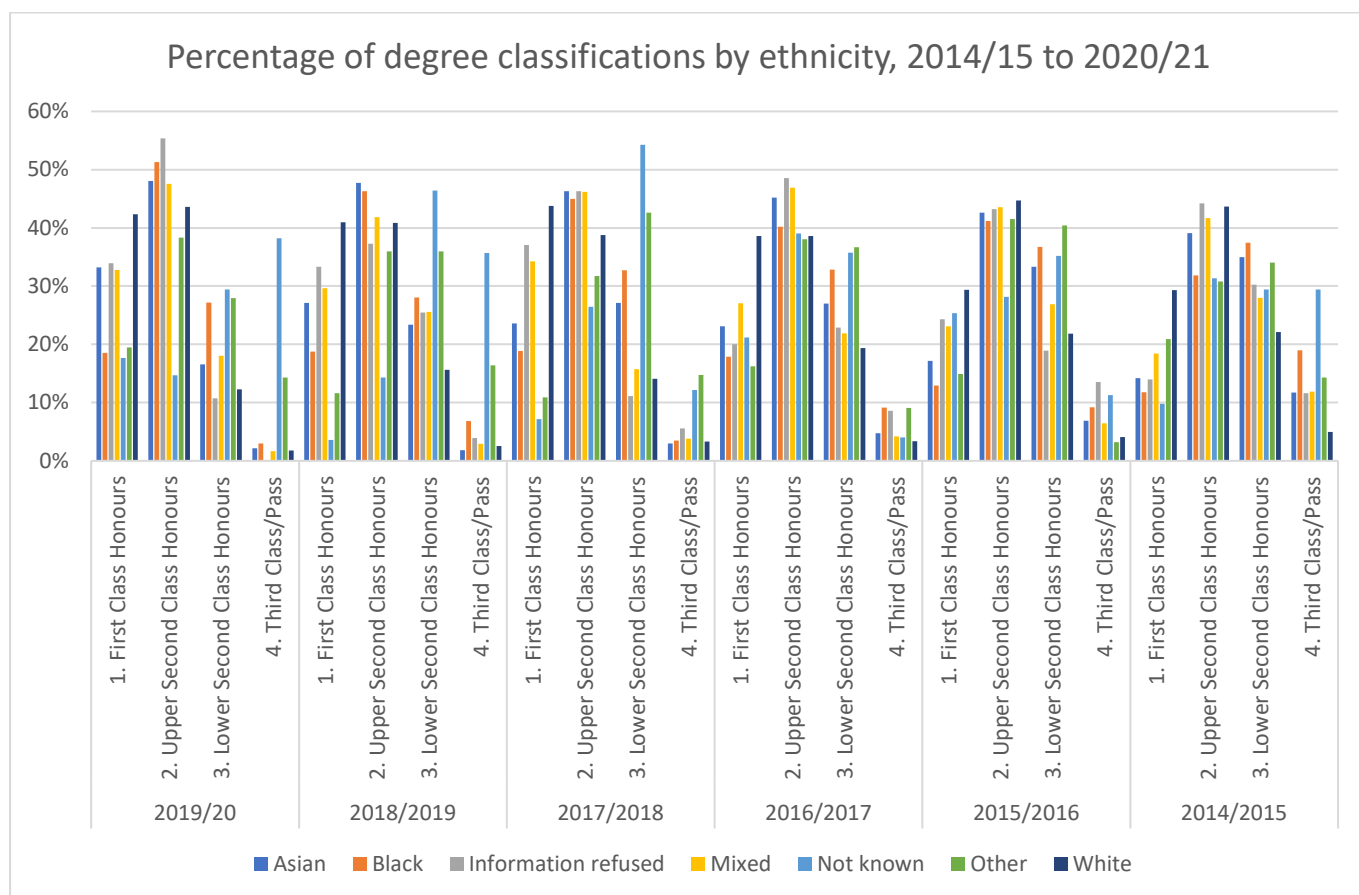
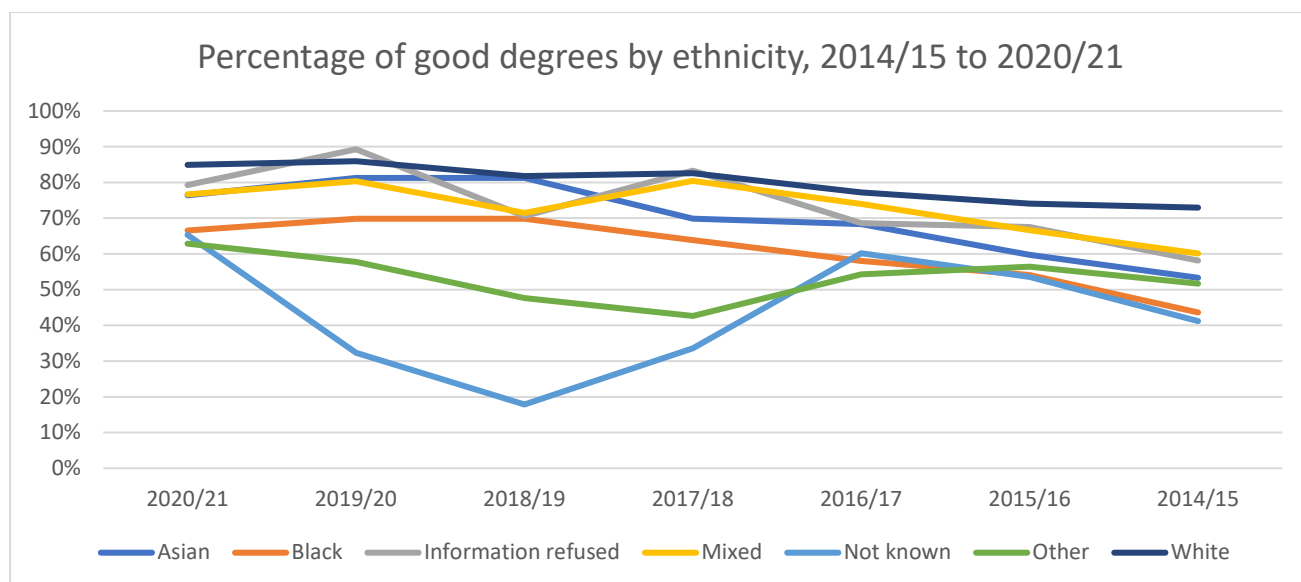
Appendix 3 – Degree outcomes by age



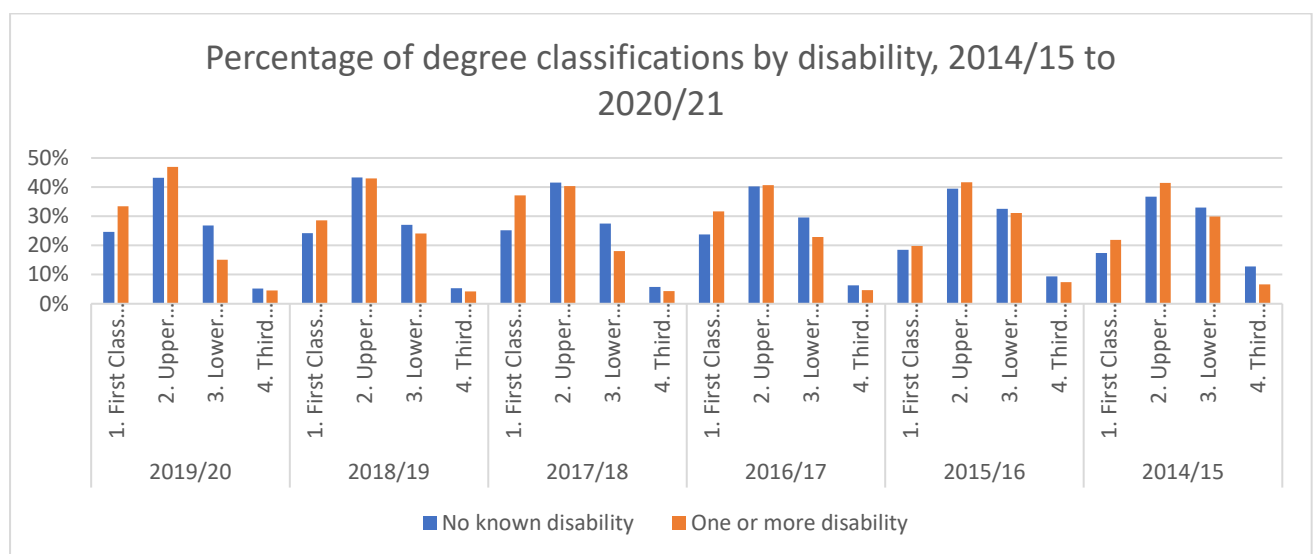
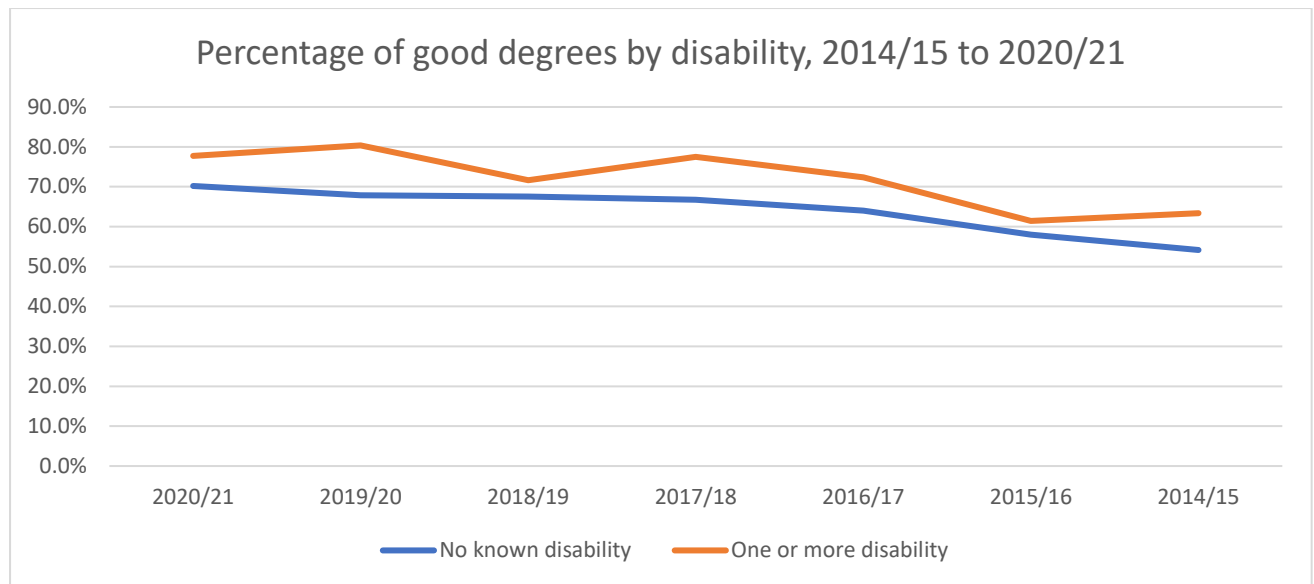
Appendix 4 – Degree outcomes by gender



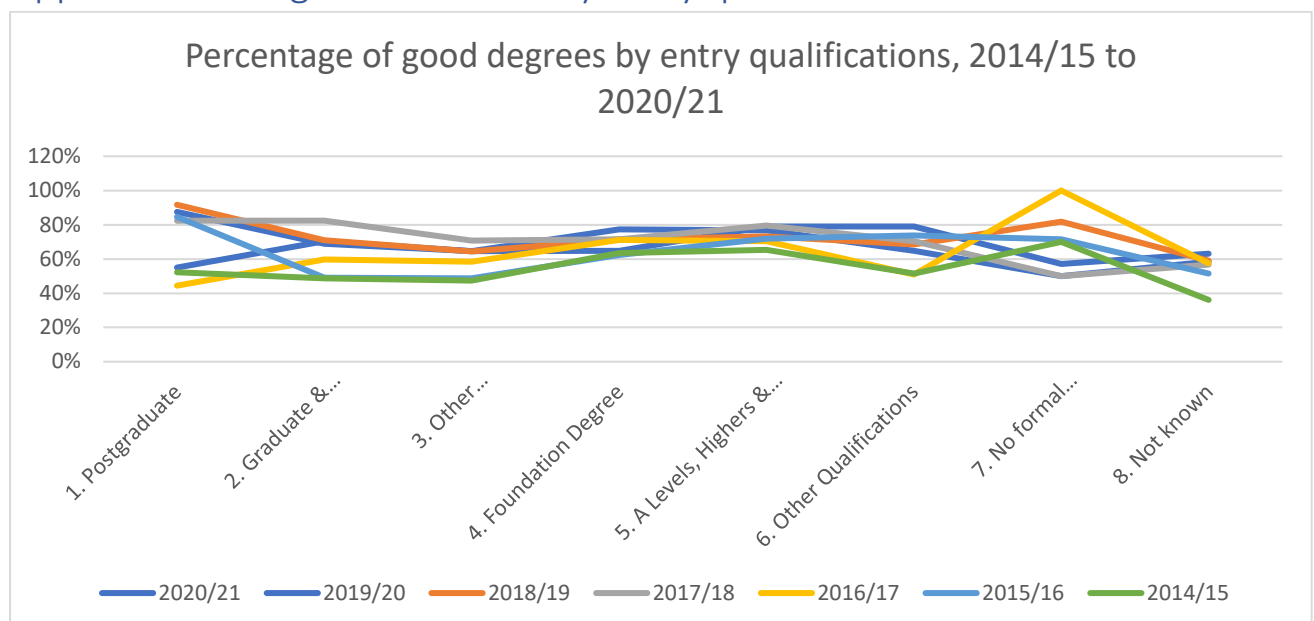
Appendix 5 – Degree outcomes by ethnicity



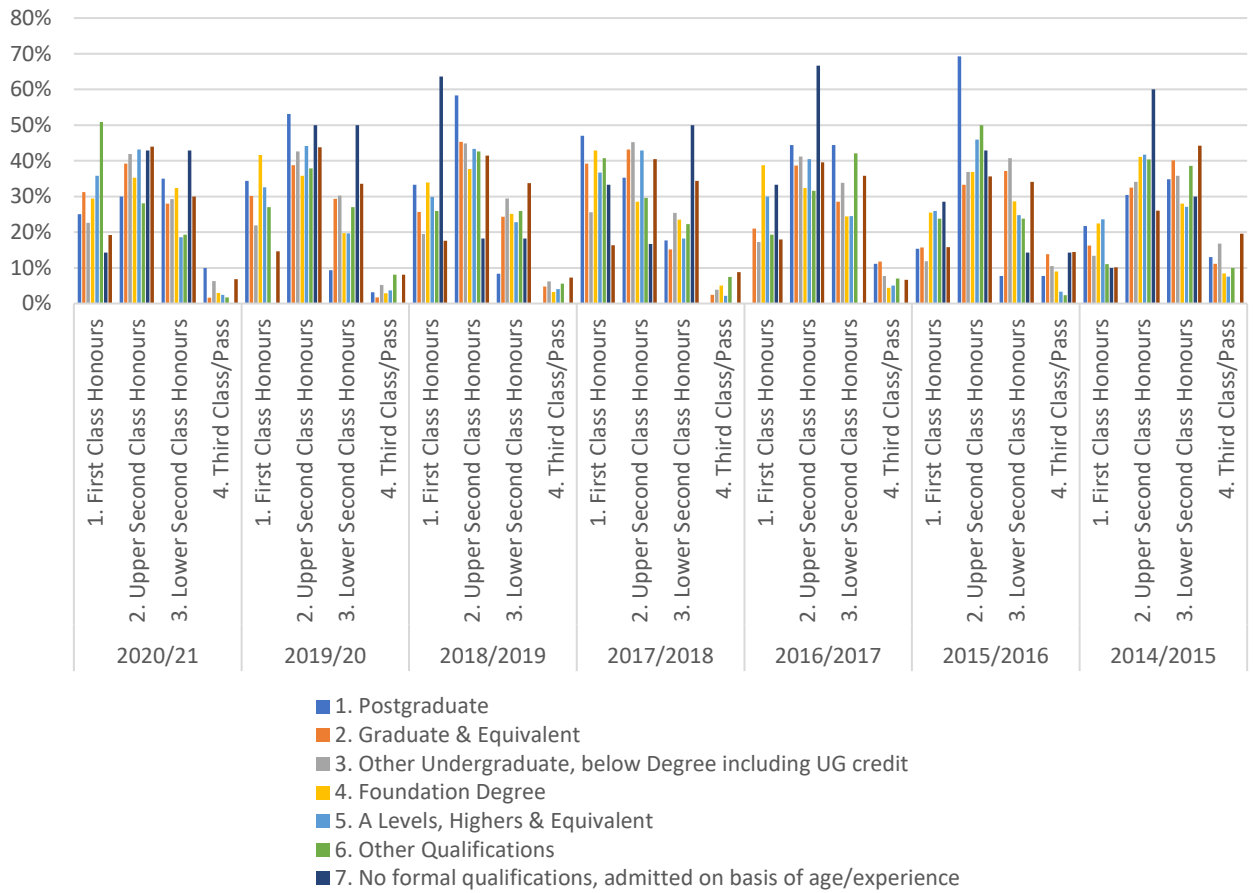
Appendix 6 – Degree outcomes by disability



Appendix 7 – Degree outcomes by entry qualifications



Percentage of degree classifications by entry qualifications, 2014/15 to 2020/21



Appendix 8 – Degree outcomes by CAH 1 Subject

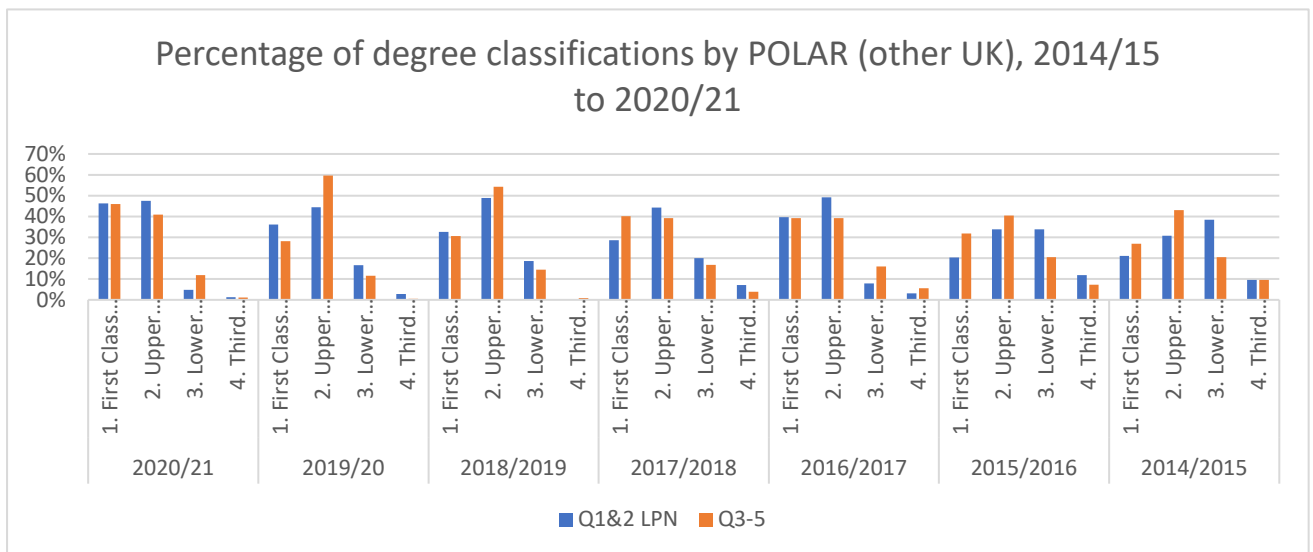
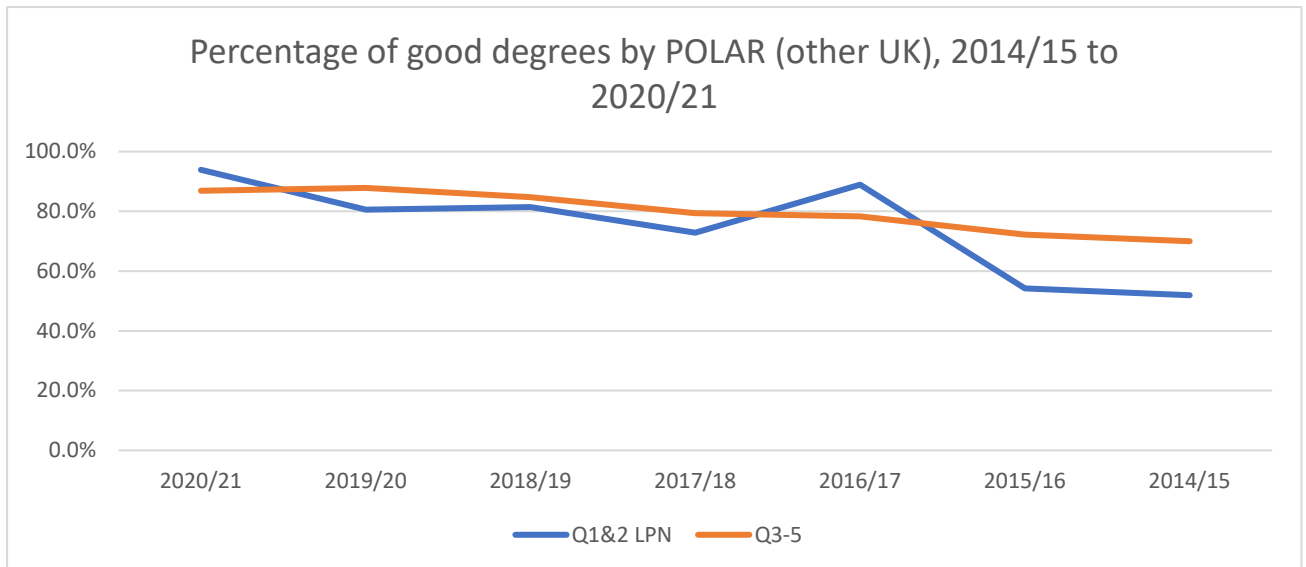
The 2020/21 Data

Primary CAH2 Subject	1. First Class Honours	Second Class Honours	Second Class Honours	4. Third Class/Pass	Total	1. First Class Honours	Second Class Honours	Second Class Honours	4. Third Class/Pass	Total
Agriculture, Food and Related Studies	14	27	16	2	59	24%	46%	27%	3%	100%
Allied Health	71	65	33	2	171	42%	38%	19%	1%	100%
Architecture, Building and Planning	51	65	34	5	155	33%	42%	22%	3%	100%
Biosciences	127	111	55	0	293	43%	38%	19%	0%	100%
Business and Management	658	1089	673	126	2546	26%	43%	26%	5%	100%
Chemistry	10	9	3	0	22	45%	41%	14%	0%	100%
Computing	294	436	330	109	1169	25%	37%	28%	9%	100%
Creative Arts and Design	48	89	50	11	198	24%	45%	25%	6%	100%
Economics	49	42	16	2	109	45%	39%	15%	2%	100%
Education and Teaching	113	154	92	13	372	30%	41%	25%	3%	100%
Engineering	140	255	95	34	524	27%	49%	18%	6%	100%
English Studies	28	28	4	0	60	47%	47%	7%	0%	100%
General, Applied and Forensic Sciences	27	19	6	0	52	52%	37%	12%	0%	100%
Geography, Earth and Environmental Studies	4	2	1		7	57%	29%	14%	0%	100%
Health and Social Care	13	13	18	4	48	27%	27%	38%	8%	100%
History and Archaeology	8	14	8	1	31	26%	45%	26%	3%	100%
Languages and Area Studies	8	3	3	0	14	57%	21%	21%	0%	100%
Law	29	68	17	1	115	25%	59%	15%	1%	100%
Mathematical Sciences	49	19	9	2	79	62%	24%	11%	3%	100%
Media, Journalism and Communications	17	11	7	2	37	46%	30%	19%	5%	100%
Nursing and Midwifery	80	171	139	19	409	20%	42%	34%	5%	100%
Performing Arts	71	82	6	0	159	45%	52%	4%	0%	100%
Pharmacology, Toxicology and Pharmacy	71	246	172	4	493	14%	50%	35%	1%	100%
Politics	8	15	3	0	26	31%	58%	12%	0%	100%
Psychology	42	45	23	4	114	37%	39%	20%	4%	100%
Sociology, Social Policy and Anthropology	40	87	24	1	152	26%	57%	16%	1%	100%
Sport and Exercise Sciences	16	11	9	0	36	44%	31%	25%	0%	100%
Grand Total	2086	3176	1846	342	7450					

The 2019/2020 Data

TEF Subject Area	1. First Class Honours	Second Class Honours	Second Class Honours	4. Third Class/Pass	Total	1. First Class Honours	Second Class Honours	Second Class Honours	4. Third Class/Pass	Total
Agriculture, food and related studies	19	24	9	3	55	35%	44%	16%	5%	100%
Allied health	79	121	42	5	247	32%	49%	17%	2%	100%
Architecture, building and planning	55	63	25	0	143	38%	44%	17%	0%	100%
Biosciences	102	127	64	0	293	35%	43%	22%	0%	100%
Business and management	628	1185	851	168	2832	22%	42%	30%	6%	100%
Chemistry	3	9	2	1	15	20%	60%	13%	7%	100%
Computing	307	445	335	85	1172	26%	38%	29%	7%	100%
Creative Arts and Design	46	94	47	7	194	24%	48%	24%	4%	100%
Economics	34	36	12	4	86	40%	42%	14%	5%	100%
Education and teaching	114	123	88	22	347	33%	35%	25%	6%	100%
Engineering	137	236	114	66	553	25%	43%	21%	12%	100%
English studies	19	32	5	0	56	34%	57%	9%	0%	100%
General, Applied and Forensic Sciences	10	10	3	0	23	43%	43%	13%	0%	100%
Geography, Earth and Environmental Studies	2	9	2	0	13	15%	69%	15%	0%	100%
Health and social care	17	31	18	2	68	25%	46%	26%	3%	100%
History and archaeology	4	13	0	0	17	24%	76%	0%	0%	100%
Languages and Area Studies	10	4	2	0	16	63%	25%	13%	0%	100%
Law	25	63	13	1	102	25%	62%	13%	1%	100%
Mathematical sciences	40	21	7	2	70	57%	30%	10%	3%	100%
Media, Journalism and Communications	11	13	7	2	33	33%	39%	21%	6%	100%
Nursing and Midwifery	121	235	136	17	509	24%	46%	27%	3%	100%
Performing Arts	37	94	17	0	148	25%	64%	11%	0%	100%
Pharmacology, toxicology and pharmacy	53	214	182	12	461	11%	46%	39%	3%	100%
Politics	4	15	6	0	25	16%	60%	24%	0%	100%
Psychology	27	54	27	1	109	25%	50%	25%	1%	100%
Sociology, social policy and anthropology	28	57	13	1	99	28%	58%	13%	1%	100%
Sport and exercise sciences	10	25	8	1	44	23%	57%	18%	2%	100%
Grand Total	1942	3353	2035	400	7730	25%	43%	26%	5%	100%

Appendix 9 – Degree outcomes by POLAR



Appendix 10 – No Detriment Policy

No Detriment policy for 2020-2021

The No Detriment policy provides two safety nets to mitigate the impact that the pandemic has had on student learning to ensure that students are awarded the best possible mark they can achieve. The first safety net focuses on the marks of the cohort, while the second focuses on protecting the marks of individuals, who may be struggling or have specific issues arising from the pandemic.

These safety nets are different from the 2019/2020 academic year as it is no longer feasible to compare an individual's marks before and during pandemic, due to the lack of data for some students and a change in level of study for others. A comparison of cohort marks will therefore be done instead. The safety nets are as follows:

Safety Net 1 – Protecting Cohort Marks

The mean mark for each assessment will be compared to previous cohorts, where possible. Comparisons will be made for all assessments from the beginning of this academic year (September 2020). The following principles will be applied:

- a. Where this year's mean is higher or the same as the mean in previous years – no automatic adjustment will be made to the marks. For example:

Mean mark from previous years	This year's mean mark	Difference	Student's individual original mark	Students new mark
65%	70%	5% higher (so no change)	55%	55% +0 = 55%

- b. Where this year's mean is 1-10 percentage points (inclusive) below the mean of previous years– an increase representing the difference will be applied to the individual students mark. For example:

Mean mark from previous years	This year's mean mark	Difference	Student's individual original mark	Students new mark
65%	58%	7% lower (so we will add 7% points)	55%	55% +7%= 62%

- c. Where this year's mean is over 10 percentage points below the mean of previous years – an automatic increase of 10 percentage points will be applied, and a further discussion will be had at the exam board to check if a further increase is needed. For example:

Mean mark from previous years	This year's mean mark	Difference	Student's individual original mark	Students new mark
65%	52%	13% lower (so we will add 10% points immediately with a further discussion at the exam board)	55%	55% +10%= 65%

- d. Where a student's marks are raised for an assessment under this policy, the mark will not go above the maximum mark available to them for that assessment. For example:

Mean mark from previous years	This year's mean mark	Difference	Student's individual original mark	Students new mark
65%	58%	7% lower	95%	100% as this is the max. available

Please note that there may be PSRBs that do not permit us to apply this, those programmes will be notified and listed on the University web site.

Safety Net 2 – Protecting Individuals

We would encourage all students to make every effort to engage with and submit assessments within the published timeframes. We understand that some students may find this difficult or have their performance negatively impacted. In response to this we have maintained the relaxed grounds upon which a claim for Extenuating Circumstances can be made as well as the evidence requirements to have a claim accepted. You can find the full details regarding how the University has adjusted its Extenuating Circumstance Regulations and Procedure at the following link - [extenuating circumstances \(EC\) regulations](#).