# Degree Outcomes Statement for 2022-23 Academic Year

The University of Winchester published its original Degree Outcomes Statement in July 2020. This Degree Outcomes Statement relates to the 2022-23 Academic Year, for undergraduate awards made in the summer 2023 Exam Boards.

Institutional Degree Classification Profile

The table below illustrates the number of awards in each classification across the University over a 5yr period from 18/19:

Uni - Class Grp 1 (2)
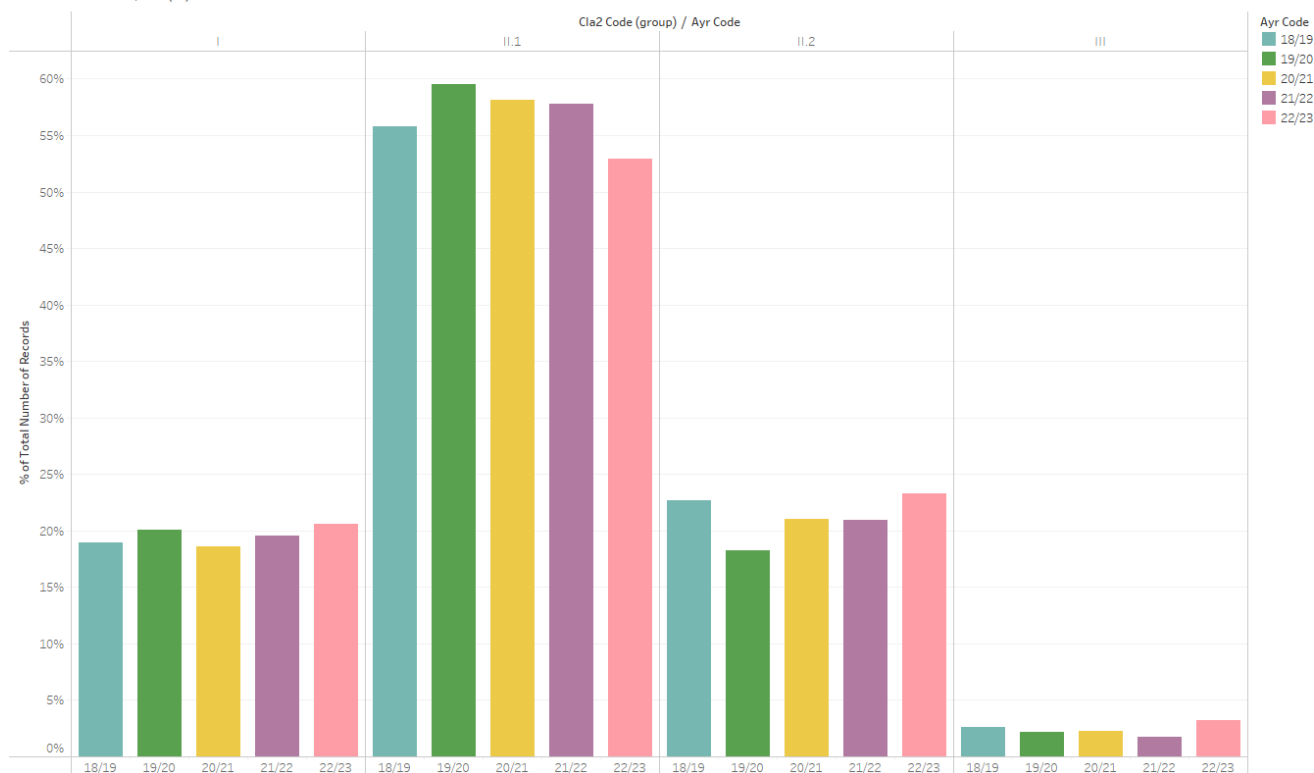
Comparing the award data with 18/19 (the last year that was not affected by Covid-19), the number of Firsts has increased slightly, with Upper Second Class slightly lower. The table below shows the overall data numerically:

Academic Year Code	Classification			
	I	II.1	II.2	III
22/23	21%	53%	23%	3%
21/22	20%	58%	21%	2%
20/21	19%	58%	21%	2%	*Covid Yr1
19/20	20%	59%	18%	2%
18/19	19%	56%	23%	3%

The table below shows The University of Winchester good honours (I and II.1) compared to sector average over a five-year period.

Academic Year	University of Winchester	Sector average
22/23	74%	TBC*
21/22	78%	80%
20/21	77%	84%
19/20	79%	77%
18/19	75%	73%

*The HESA Upcoming data releases webpage states that this data will be released in April 2024

The number of 'good honours' has remained consistent at an institutional level and for the last three years has been below the sector average. The table below shows the classifications being awarded for each Faculty over the same period:

Faculty	Year	Classification			
		I	II.1	II.2	III
ART	21/22	19%	65%	15%	1%
	20/21	20%	68%	12%	0%
	19/20	23%	65%	11%	1%	*Covid Yr1
	18/19	22%	61%	16%	1%
BDT	22/23	31%	42%	21%	3%
	21/22	26%	50%	21%	3%
	20/21	28%	46%	23%	4%
	19/20	26%	49%	22%	3%	*Covid Yr1
	18/19	26%	42%	27%	6%
EDA	22/23	24%	57%	17%	1%

	Year					
	21/22	22%	64%	14%	0%	
	20/21	13%	61%	25%	1%	
	19/20	19%	64%	17%	1%	*Covid Yr1
	18/19	16%	66%	18%	1%	
HSS	22/23	12%	58%	25%	4%	
	21/22	13%	61%	25%	1%	
	20/21	14%	62%	23%	1%	
	19/20	12%	63%	23%	3%	*Covid Yr1
	18/19	12%	57%	29%	2%	
HWB	22/23	21%	47%	30%	3%	
	21/22	22%	48%	27%	3%	
	20/21	20%	50%	23%	7%	
	19/20	27%	51%	19%	5%	*Covid Yr1
LCJ	22/23	14%	56%	23%	7%	

There was a reorganisation of Faculties in 21/22, and the creation of the new Faculty of Law, Criminology and Justice (LCJ).

Subject differences

a. Table 3, in 2023 the following subject areas awarded 80%+ firsts or upper seconds ('good honours'): 'computing' (80.0% of 35 awards), 'design, creative and performing arts' (83.8% of 173 awards), 'education and teaching' (85.3% of 217 awards), 'law' (100% of 9 awards) and 'geography, earth and environmental studies' (100% of 15 awards).
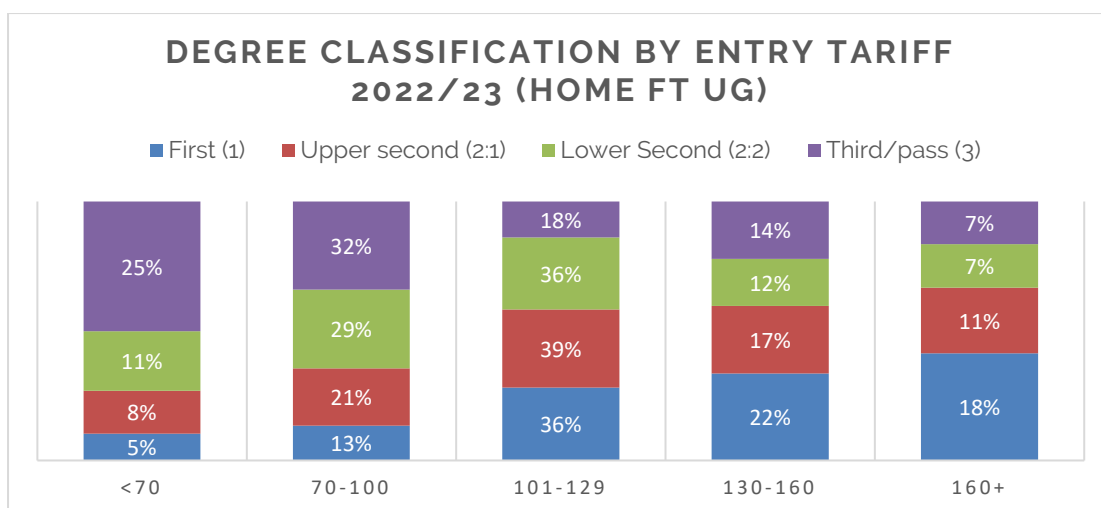
Table 1: Degree classification by subject area (2023 ALL home full-time)

Degree Classification by Subject Area
(ALL full-time undergraduates)
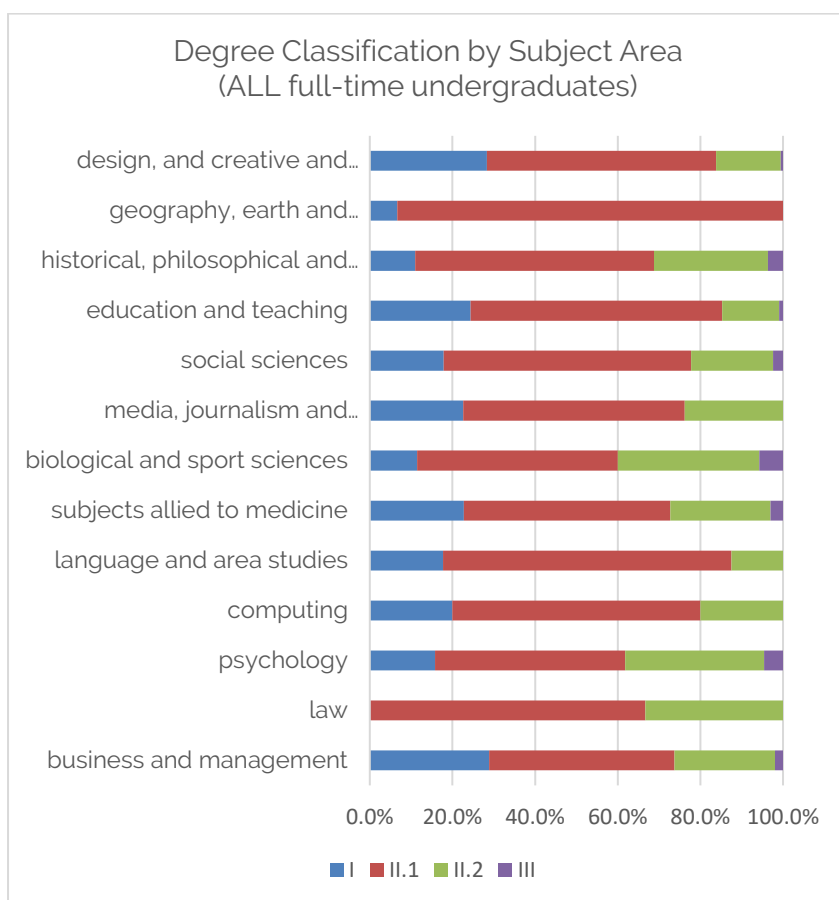
Degree classification by entry tariff

a. There is a strong positive correlation between average tariff of entrants and the final classification at an institutional level. i.e., students with higher prior attainment tend to gain a higher award. At an individual level it is not possible to disentangle all factors due to the complexity of the entry qualification and personal characteristics of each student.

b. Table 4, in 2023 the percentage of first or upper second ('good honours') awards increased by entry tariff banding – at least 75% of students entering with 101+ tariff points were awarded a 'good honours' compared to 34% of those entering with 70-100 tariff points or 13% of those entering with less than 70 tariff points.

Table 2: Degree classification by entry tariff band (2023 home full-time undergraduates)

DEGREE CLASSIFICATION BY ENTRY TARIFF 2022/23 (HOME FT UG)

■ First (1)   ■ Upper second (2:1)   ■ Lower Second (2:2)   ■ Third/pass (3)

Entry tariff	First (1)	Upper second (2:1)	Lower Second (2:2)	Third/pass (3)
<70	5%	8%	11%	25%
70-100	13%	21%	29%	32%
101-129	36%	39%	36%	18%
130-160	22%	17%	12%	14%
160+	18%	11%	7%	7%

Assessment and marking practices

a. The university's Assessment Regulations include assessment criteria which reference FHEQ standards at all levels up to and including Level 7.

b. Marking and moderation processes are described in the [Assessment Regulations](#).

c. Level and Module learning outcomes are considered as part of the (re)validation process.

d. External moderation is achieved via scrutiny of assessments by external examiners, marking criteria and associated processes and Progression and Award Board processes. External examiners are asked to confirm, *inter alia*, that academic standards and achievements are comparable to other higher education institutions and that internal marking 'is (in accordance with the University's policies and regulations) impartial, fair and consistent.'

e. External examiner appointments must meet a range of criteria including subject expertise and assurances regarding conflicts of interest. In the rare cases where provision at a partner is not delivered in English, a UK based external examiner is appointed who is able to speak the language required and who is thus able to assure academic standards.

f. Regulations and Policies for [Academic Appeals](#) and [Extenuating Circumstances](#) both have set procedures for students to follow to request consideration of an appeal against the outcome of the Progression and Award Board or to request consideration of circumstances that have impacted on their studies.

g. The University is undertaking a full review of its academic policies and regulations in 2023/24.

Academic Governance

a. Senate is responsible for 'exercising the power to award degrees and other awards to persons who complete an appropriate programme of study and satisfy an appropriate assessment as determined by Senate'. Authority is delegated to Progression and Award Boards which operate according to published regulations, procedures and guidelines.

b. Collaborative partnerships operate within standard University governance. Marks from collaborative partners are scrutinised at a University of Winchester Progression and Award Board. The University's Assessment Regulations and Academic Regulations for Taught Programmes also apply to collaborative provision as do the University's External Examiners of Taught Programmes - Policy and Procedures.

c. The Education Committee receives an analysis of external examiner reports each year and an action plan arising out of feedback from external examiner reports including reports from external examiners at collaborative partners.

Classification Algorithms

a. The University's undergraduate algorithm is published in the University's [Academic Regulations for Taught Programmes](#).

b. The algorithm emphasizes exit velocity by weighting the final level of the degree more highly and promotes the importance of the Extended Independent Study Module where this exists. It also permits students to mitigate for poor performance in some modules, whilst the exclusion of level 4 from the degree classification algorithm enables students to transition effectively into university study.

Teaching Practices and Learning Resources

a. The University seeks to maintain high quality learning and teaching across all its courses and provides a range of bespoke support, funding opportunities and prizes to encourage initiatives. A new Education and Student Experience Strategy is under development and will be one of the enabling strategies which underpin the University's new Strategic Plan.

b. The Assessment Regulations were updated in 2022/23 to incorporate changes to university-wide Assessment Criteria and Grade Descriptors. The revised criteria and descriptors

    i. include Assessment Criteria and Grade Descriptors for Level 7 following a number of pilots;

    ii. take account of work around creativity and critical thinking in the international OECD project that Winchester has been involved in for several years;

    iii. are intended to be clearer for students;

    iv. incorporate an Academic English standard, to clarify how Winchester assesses English language proficiency.

c. The university has a Learning and Teaching Development Unit (LTDU) which works in close liaison with Associate Deans to identify and support development priorities within the Faculties. It also works with the senior management team, to promote institution wide initiatives relating to the University's priorities for learning and teaching . Activities this year so far include support for faculty wide processes of portfolio review and revalidation and the implementation of standardised approaches to module and assessment information and feedback practice. In each case, these faculty level initiatives reflect a wider institutional drive to promote enhancement and consistency in the student experience.

d. The LTDU has coordinated with the Human Resources Team to review induction processes and propose a new schedule for the orientation and training of new academic

and academic support staff. This includes the development of a "preboarding" platform where newly appointed staff can engage with university processes and services before their contract starts.

e. The "digital hub", designed in consultation with academic staff provides a single point of contact for training, development and support in Technology enhanced Learning. Similarly, online resources relating to other aspects of learning and teaching were reviewed and developed.

f. Our MA in Learning and Teaching in Higher Education for staff across the university enabled staff to take modules as part of the qualification, or attend for CPD, on areas such as Sustainability and Compassionate Academic Support and Tutoring.. Our PGCert in Learning and Teaching in Higher Education enables staff to explore key areas such as student engagement, inclusive learning and teaching, assessment and online learning, with participants gaining Fellowship of the HEA as well as the academic qualification.

g. Good practice in learning and teaching is shared across the institution through development events such as workshops and an annual Education Conference. Staff are also supported through funding and awards programmes such as Innovation and Development Funding and the **Senate Awards for Transformational Education to enhance student learning.**We have a sustained commitment to increasing the number of staff with HEA Fellowship and based on current staffing, we have increased the percentage of full-time staff with fellowship from 56% in 2015-16 to 81.4% in 2020/21 to 85.7% in 2022/23.

h. We have committed to provide students in all faculties with Personal Academic Tutors to support their academic success. Staff are supported in this role with a regular programme of development in areas such as using coaching techniques with students.

i. Our Learning Management System, Canvas, fulfils the W3C principles of digital accessibility and incorporates an immersive reader, keyboard navigation and an accessibility checker. We have purchased a 24/7 helpdesk service to support all users. We have also introduced evidence based and "patron-driven" models allowing students direct impact on the development of the library collection.

j. We continue to review and enhance our mental wellbeing support, with a focus on both maintaining good mental wellbeing and supporting those who are experiencing mental health challenges. It is acknowledged that good mental wellbeing and a strong sense of belong intertwine to support the attainment of good academic outcomes. Thus, developing skills and confidence in mental wellbeing should result in positive degree outcomes for students.

Identifying Good Practice and Actions

a. The university continues to invest in activities that benefit its diverse student and staff population. We list below examples of good practice

   i. Annual Programme Improvement Plans in 2022/23 sought to draw out good practice and are shared across the institution.

ii.   An annual assurance report is produced and provides the university assurance of its alignment with the Office for Students B conditions on Quality and Standards.

iii.   100% of External Examiners confirmed that academic standards and achievements are comparable to other Higher Education Institutions in 2022-23.

iv.   A continued focus on and increasing numbers of academic staff obtaining HEA fellowship

v.   Participation in the AdvanceHE Degree Standards Project

vi.   Review of and updates to the university assessment criteria and grade descriptors and support to establish consistent practice in these within Faculties.

vii.   The roll out of marking calibration workshops across the institution.

viii.   Mapping of the B5 Sector Recognised Standards across all Quality processes.

Risks and Challenges

a.   The University has launched a new [strategic plan](#), Transformational Education, which sets out our priorities and ambitions for the next five years.

b.   The development of a new Education and Student Experience Strategy which will have a genuine impact on practice, enhance the student experience and promote positive outcomes for students.

c.   The University continues to strive to reduce attainment gaps where these exist.

d.   The University is assessing the impact of its teaching and learning enhancement initiatives on student attainment through a new approach to continuous monitoring and annual programme improvement plans.

e.   The University is reviewing its academic policies and regulations to ensure they meet sector standards and provide a fair and equitable experience for its students.