

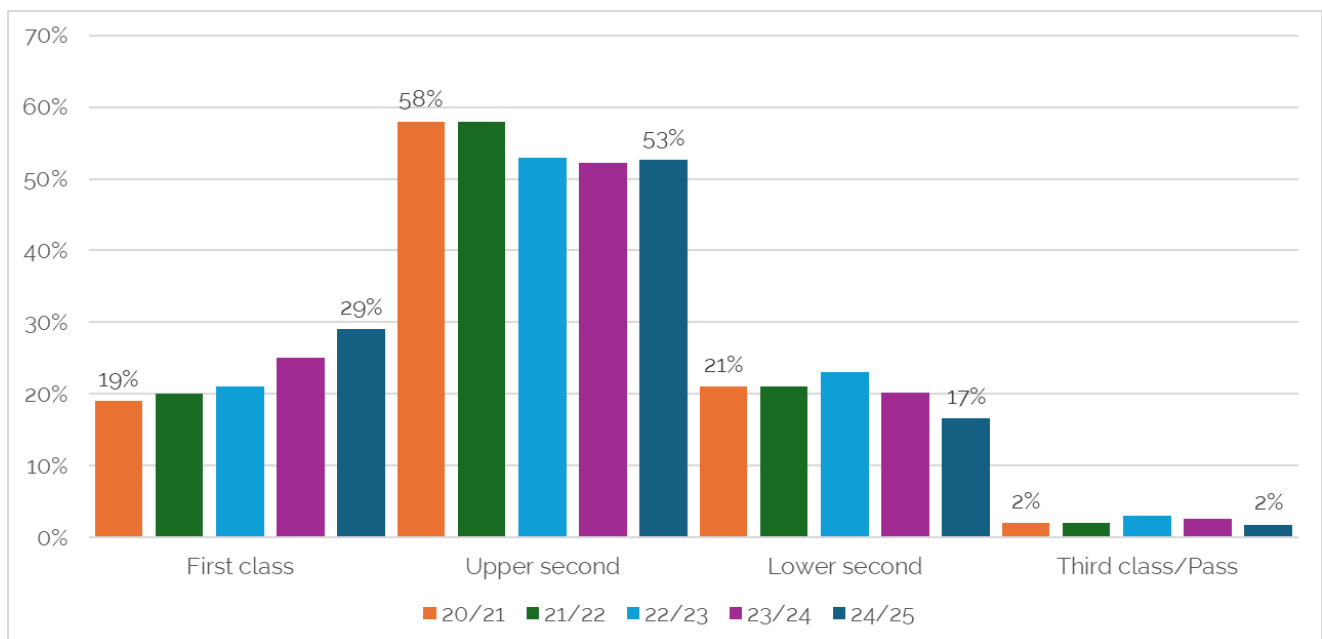
Degree Outcomes Statement for 2024/25 Academic Year

The University of Winchester published its original Degree Outcomes Statement in July 2020. This Degree Outcomes Statement relates to the 2024/25 Academic Year, for UK domiciled full-time first-degree awards.

Institutional Degree Classification Profile

The table below illustrates the proportion of awards in each classification across the University over a five-year period from 20/21 to 24/25:

Chart 1: Five-year trend in classifications



The number of Firsts remained steady between 2020/21 and 2022/23 but increased by 4% in both 2023/24 and 2024/25, with a reduction in both Upper and Lower Seconds. The proportion of Thirds remained relatively unchanged during this period.

Table 1: Five-year trend in classifications

Academic Year	First class honours	Upper second class honours	Lower second class honours	Third class honours/Pass
24/25	29%	53%	17%	2%
23/24	25%	52%	20%	3%
22/23	21%	53%	23%	3%
21/22	20%	58%	21%	2%
20/21	19%	58%	21%	2%

* Covid Yr 1

The table below shows the University of Winchester's 'Good Honours' (First and Upper Second) compared to the sector average over a five-year period.

Table 2: Five-year trend in 'Good Honours', Winchester vs the sector average

Academic Year	University of Winchester	Sector average	Difference
24/25	82%	80%	2%
23/24	77%	79%	-2%
22/23	74%	79%	-5%
21/22	78%	80%	-2%
20/21	77%	84%	-7%

The number of 'Good Honours' has been below the sector average between 2020/21 and 2023/24. For 2024/25 the University was 2% above the sector average, 80% compared to 82%.

Part 2 – regulatory and teaching practice

Assessment and marking practices

The university's Assessment Regulations include assessment criteria which reference FHEQ standards at all levels up to and including Level 7. Marking and moderation processes are described in the [Assessment Regulations](#).

Level and Module learning outcomes are considered as part of the (re)validation process and are reviewed annually by External Examiners.

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.'

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.

Regulations and Policies for [Academic Appeals](#) and [Exceptional Circumstances & Self Certification Policy](#) 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.

The academic policies and regulations were reviewed in 2023/24 to deliver rationalised and integrated policies, ensuring they are aligned with the University Strategy and Values whilst removing barriers for progression and facilitating students' attainment by encouraging attitudes that collectively focus on Office for Students regulatory compliance.

Academic Governance

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.

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](#).

The Education Committee receives an analysis of external examiner reports each year and any actions arising out of feedback from external examiner reports including reports from external examiners at collaborative partners, are part of the continuous monitoring process.

Classification Algorithms

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

The algorithm emphasizes exit velocity by weighting the final level of the degree more highly, whilst the exclusion of level 4 from the degree classification algorithm enables students to transition effectively into university study.

Teaching Practices and Learning Resources

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 has been developed and is one of the enabling strategies which underpin the University's Strategic Plan.

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 Executive Leadership Team, to promote institution wide initiatives relating to the University's priorities for learning and teaching.

In 2024-25 the University piloted the Racially Inclusive Practice in Assessment Guidance (RIPIAG) framework. The Framework provides a consistent framework for providing assessment guidance to students. It is being rolled out across all

undergraduate provision in 2025-26.

For implementation next year, a University wide consultation is being led on a new Assessment Framework that seeks to establish consistent, student centred approaches around assessment design, student support and marking practices. This will be implemented alongside a community of practice in AI and together these will allow the university to support innovation in assessment while maintaining robust standards in terms of Academic Integrity.

This year sees the introduction of ambitious new targets for the University's Celebration and Accreditation Scheme for Teaching and Learning Excellence (CASTLE). LTDU is currently supporting 54 applications for Fellowship of the Higher Education Academy through that scheme, as part of a three-year target to achieve parity - in terms of the proportion of academic staff with HEA recognition for teaching excellence - with other Cathedral Group Institutions. Promoting this, links between CASTLE and the annual IRDS process have been introduced, ensuring that CASTLE is aligned to staff development priorities within each faculty.

Good practice in learning and teaching is shared across the institution through development events such as learning lunches ad hoc training events 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.

The University has committed to provide students in all faculties with Personal Academic Tutors to support their academic success. Personal Academic Tutors are in turn supported in this role with guidance and a regular programme of development in areas such as using coaching techniques with students.

This year we are further developing our commitment to the accessibility of our Learning Management System, improving our online training materials that promote inbuilt accessibility tools such as immersive reader, keyboard navigation and an accessibility checker. We continue to provide and promote a 24/7 helpdesk service to support all users and have introduced live in person training sessions on digital accessibility.

Good practice, risks and challenges

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

- An Annual Quality Report is produced and provides the University assurance of its alignment with the Office for Students B conditions on Quality and Standards.
- 100% of External Examiners confirmed that academic standards and achievements are comparable to other Higher Education Institutions in 2024-25.
- A continued focus on and increasing numbers of academic staff obtaining HEA fellowship
- Mapping of the QAA Quality Code across all Quality processes.
- Implementation of the Inclusive Assessment Practice (drawing on the RIPIAG pilot)
- Reworking of the degree algorithm in line with regulatory guidance.

The following risk has been identified:

- University of Winchester good honours now sit above sector average for the first time.

The following mitigation measures have been put in place to address the risk identified above.

- A review of the marking and moderation processes to be undertaken in 2025-26
- A full review and data modelling of the degree calculation to reconsider discounting of modules.
- Consultation to inform development of the Winchester Authentic Assessment Framework