

Degree Outcomes Statement for 2021-22 Academic Year

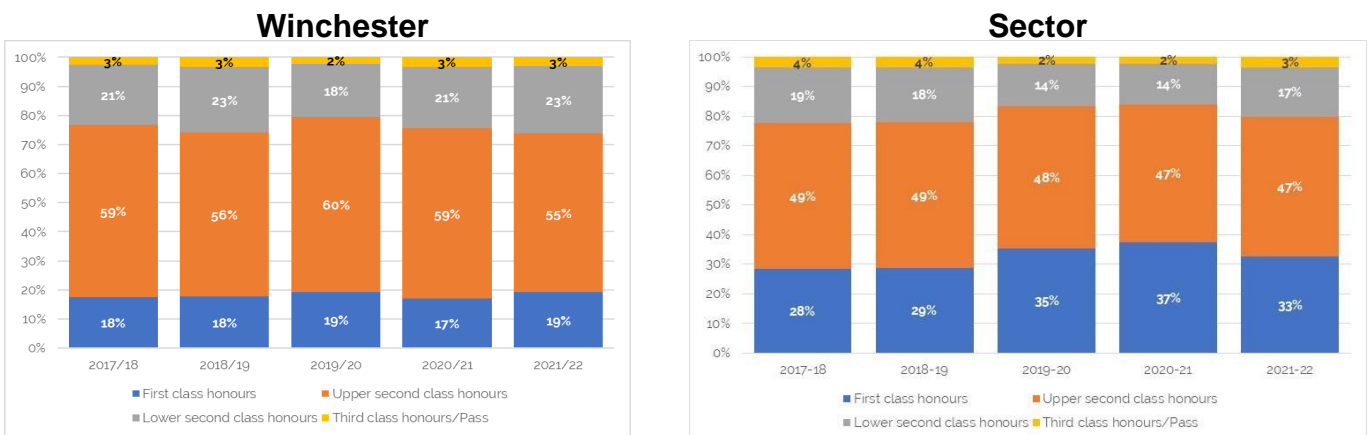
The University of Winchester published its original Degree Outcomes Statement in July 2020. This Degree Outcomes Statement relates to the 2021-22 Academic Year, for undergraduate awards made in the summer 2022 Exam Boards.

1. Institutional Degree Classification Profile

- a. The percentage of first and upper second awards ('good honours') in 2022 decreased 2% at the University from 76% to 74%. In comparison, the sector percentage of first and upper second awards in 2022 decreased 4%, from 84% to 80%. This sector decrease was due to the proportion of firsts awarded decreasing by 4%, from 37% to 33%.

- b. The overall University percentage of first and upper second awards is now 6% lower than the sector average, which is a slight reduction on the 8% gap last year. Table 1 below illustrates Winchester's profile in relation to the sector profile.

Table 1

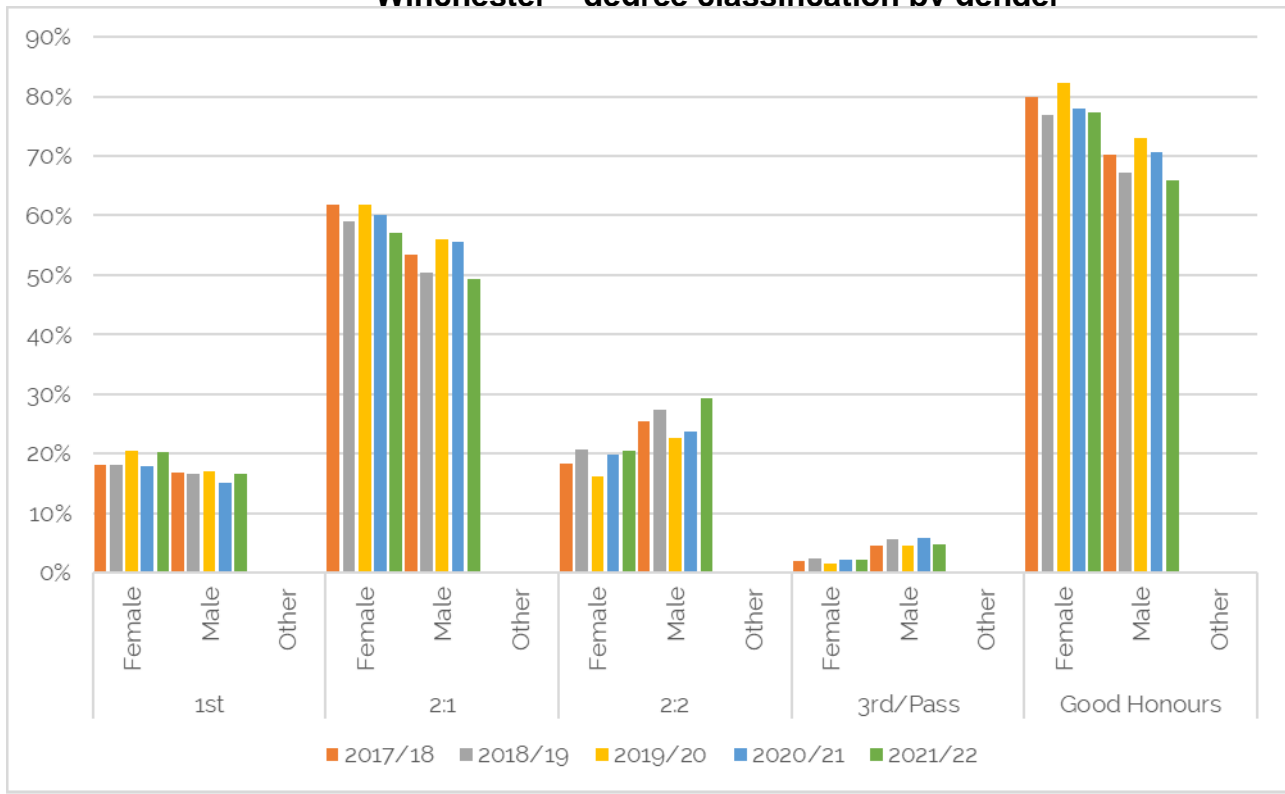


1.1 Gender

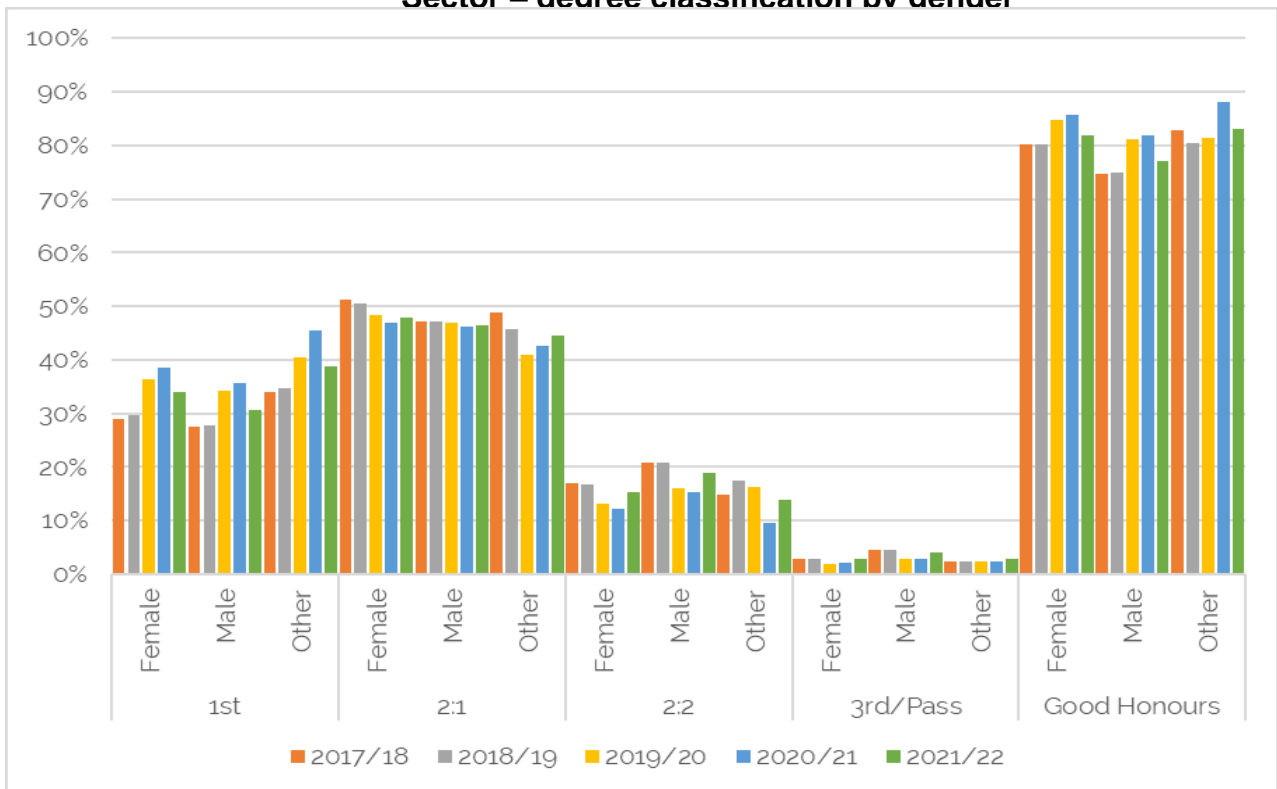
- a. Historically, female students at the University of Winchester attain a higher proportion of good honours degrees than male students. Table 2 illustrates that this is common to the sector. Numbers of 'other sex' students at Winchester do not meet accepted sector publication thresholds and therefore results are suppressed.

Table 2

Winchester – degree classification by gender



Sector – degree classification by gender



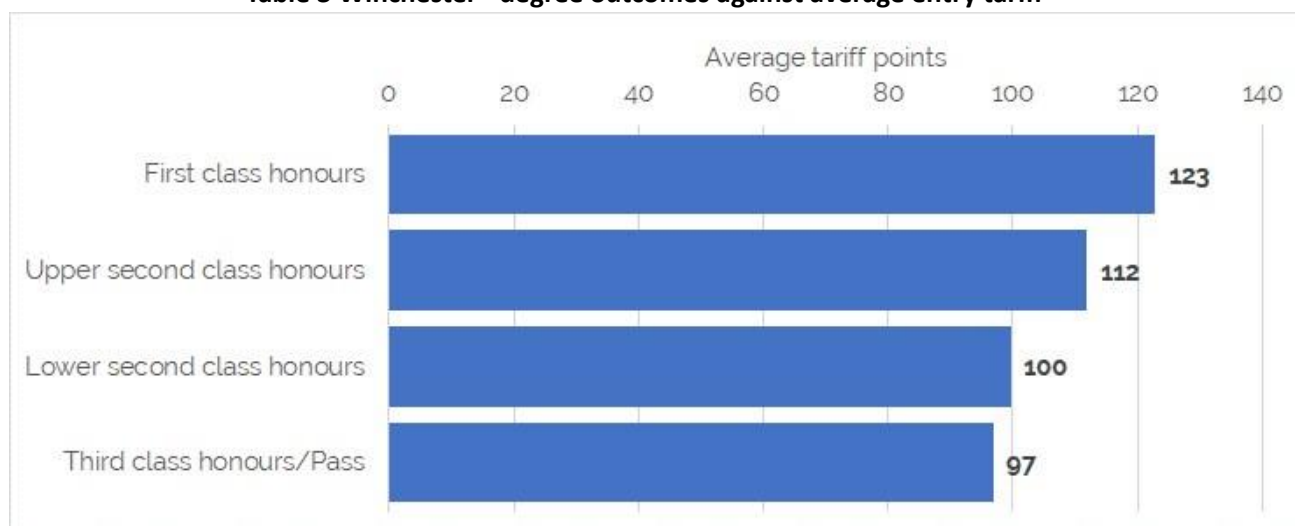
1.2 Subject differences

- a. There are fundamental differences at subject level across the sector with wide variations in the proportion of good honours degrees. Elements of this variation are also reflected in the Winchester data.
- b. However, there are other variations in good honours that do not compare closely to sector averages for the same subject e.g., -30% difference Biological and sport sciences; -24% Historical, philosophical and religious studies; and -18% Psychology.

1.3 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 possible factors due to the complexity of the entry qualification and personal characteristics of each student.

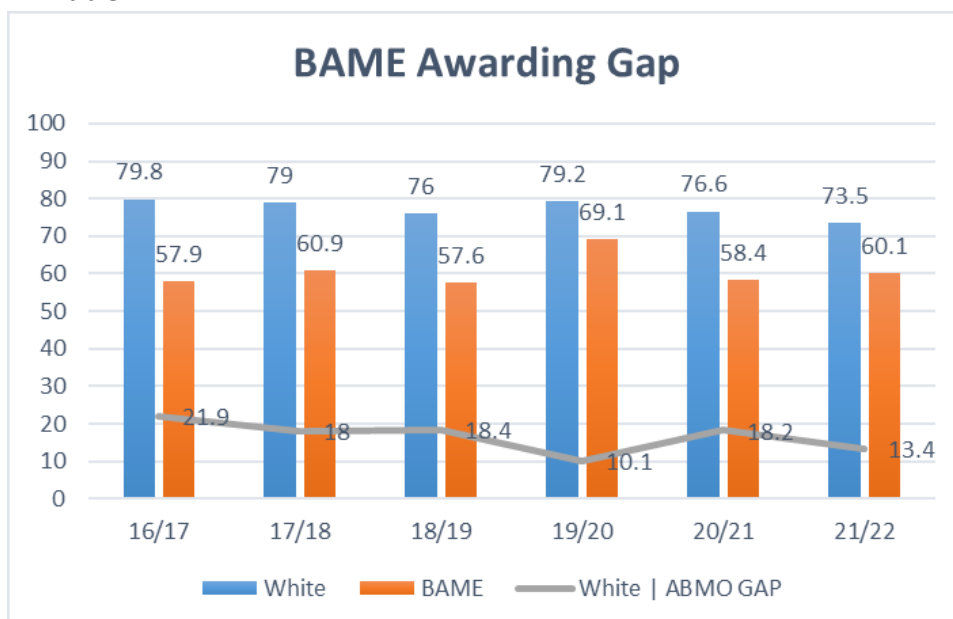
Table 3 Winchester - degree outcomes against average entry tariff



1.4 Students from Black, Asian and Minority Ethnic (BAME) Backgrounds

- a. The University continues to prioritise addressing the ethnicity gaps in degree outcomes through its Access and Participation Plans. This includes taking a targeted approach to disaggregate the data, qualitative research into student experiences amongst different cohorts, embedding inclusive curriculum design, mentoring schemes and launching the BECOME Scholarship and academic coaching programme for a cohort of BAME students on Teaching, Social Work, Nursing and Allied Health pathways.
- b. The awarding gap between White UK-domicile full-time first-degree students and Black Asian and Minority Ethnic (BAME) UK-domicile full-time first-degree students has reduced by -4.9 percentage points in the last year to 13.4 percentage points (60.1% of BAME students achieving a 1st or 2:1 compared to 73.5% White students).

Table 4

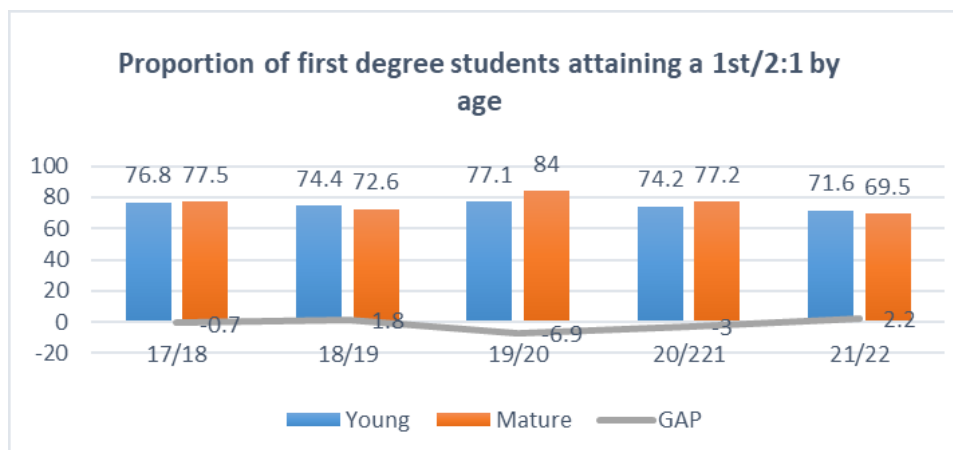


- c. Further disaggregated data has demonstrated that the gap is largest for Black students, where 51.1% of Black students obtained a good honours degree (compared with the sector average 63.4%), a percentage point gap of 22.4 percentage points with white students (compared with 20.0 percentage points nationally).
- d. However, we must be mindful that the data relates to small cohort sizes of 190 BAME students of which 50 identified as Black and 60 as Asian, when compared to 1410 White students. None of the awarding gap data for BAME students in 2021/22 has been found to be statistically significant. As such, we continue to explore trends and intersectional differences.
- e. Acknowledging, as per point 1.3., that there is a correlation between average entry tariff and degree classification, this can also be seen amongst the BAME student cohort. As such, the awarding gap is largest amongst those entering with the under 70 (below DDD).

1.5 Mature Students

Mature students (aged 21 or over on entry) have degree outcomes typically in line with young students (aged under 21 on entry), in 2022 69.5% of mature students (71.3% nationally) achieved a good honours degree compared to 71.6% of young students (79.0% nationally). This performance has been broadly stable over the last 5 years, as the table below illustrates.

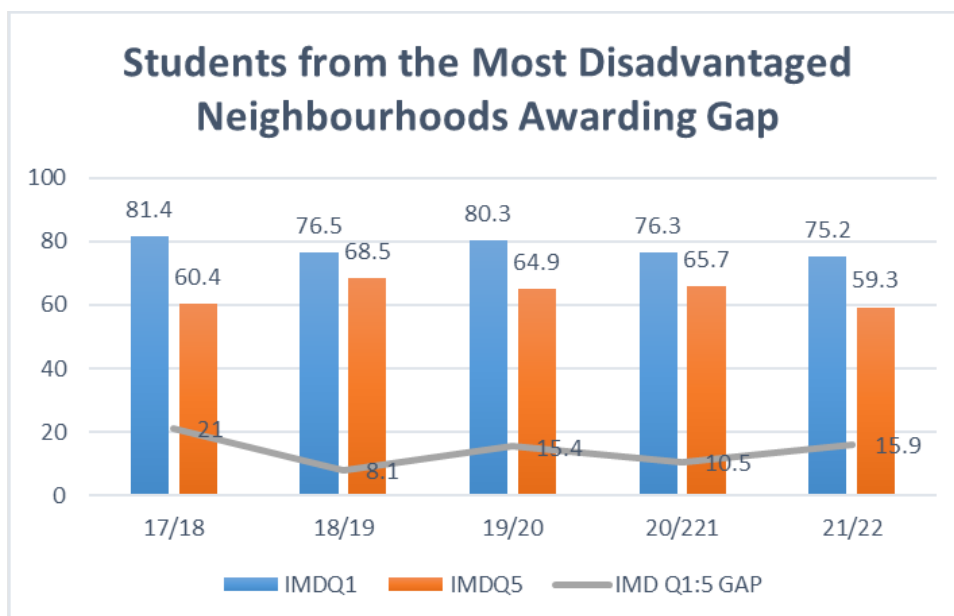
Table 5



1.6 Students from the most deprived backgrounds (IMD 2019)

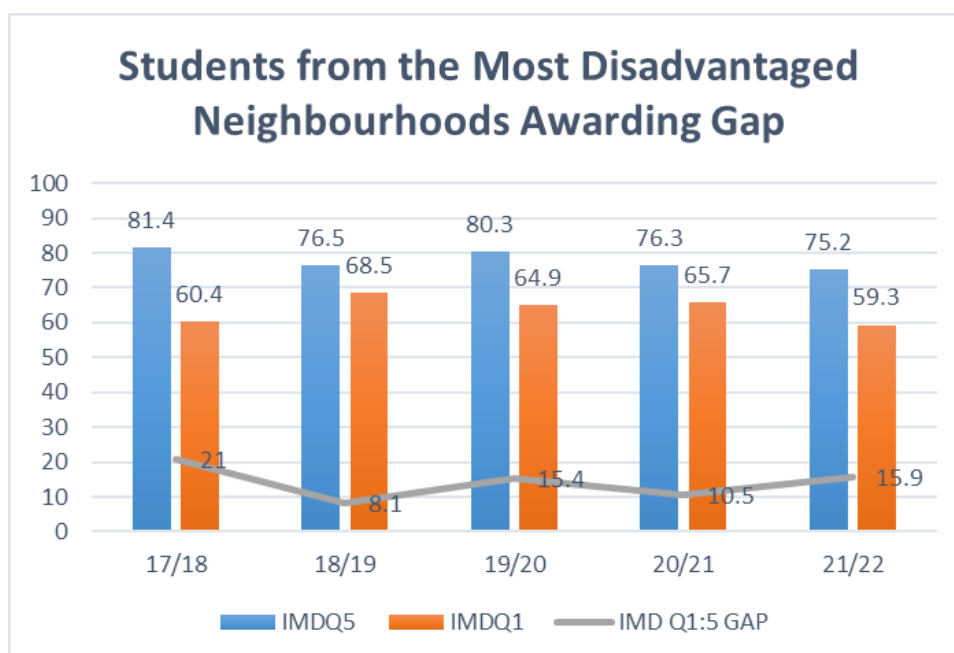
- a. The proportion of our full-time first-degree students achieving a good honours degree from the most deprived neighbourhoods in England (IMD Q1) is 59.3%, resulting in an awarding gap between the most and least deprived of 15.9 percentage points, compared to 18.0 percentage points nationally. Table 6 sets out the five-year performance of the University.
- b. The gap in degree outcomes is more pronounced for males from the most disadvantaged backgrounds (IMD Q1 or 2), in 2022 only 49.4% achieved a 1st or 2:1 compared to 62.7% of females from the most disadvantaged backgrounds, a gap of 13.3 percentage points (3.5 percentage points nationally).
- c. Several measures are being taken to continue narrowing the awarding gap for students from the most deprived neighbourhoods. These include developing a transition programme to enhance academic confidence and engagement with academic study skills support; integrating Universal Design for Learning (UDL) measures within curriculum validation, continuing to promote inclusive assessment design, and promoting a range of teaching practices. As one of the 40 universities working with the Office for Students to develop new plans to address access and participation, we have identified closing gaps in outcomes for the most disadvantaged students as one of our priorities and will be piloting targeted interventions for small cohorts to engage in academic coaching.

Table 6



1.7 Students from low-participation neighbourhoods

a. The proportion of full-time first-degree students achieving a good honours degree from low participation neighbourhoods (POLAR 4 Q1) is 64.3% in 2022, resulting in an awarding gap between students from the lowest participation neighbourhoods and highest participating neighbourhoods of 7.9% (POLAR4 Q1:Q5). This compares to 10.3% nationally. **Table 7**



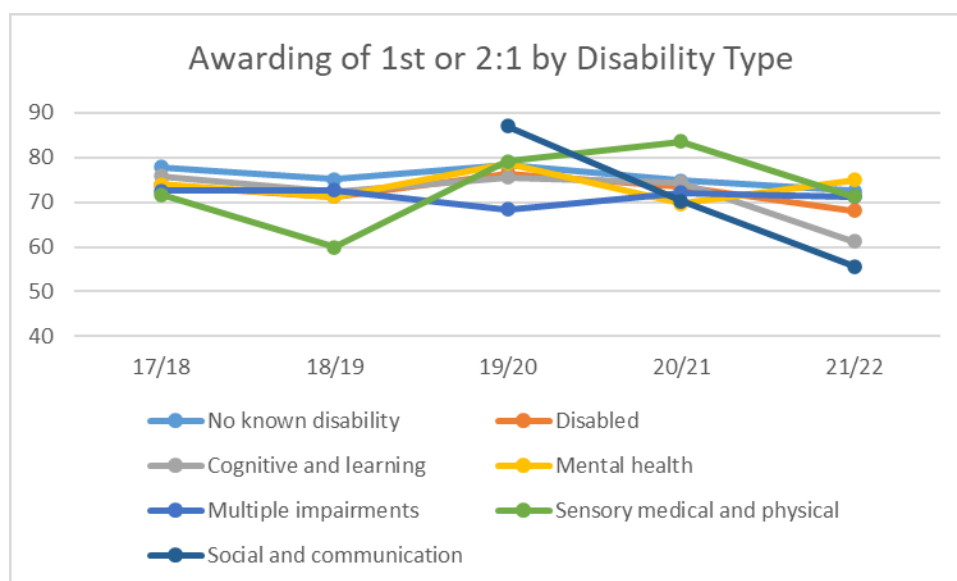
1.8 Disabled students

a. The University has a greater proportion of students declaring a disability than the sector average, 26.7% of full-time first-degree students declare a disability upon entry compared to 17.5% nationally.

The awarding gap between disabled and non-disabled first-degree full-time students for good honours degrees is 4.3%, compared to 0.7% nationally. Further analysis of disability type has shown that awarding gaps are most prominent for students with students with cognitive and learning disabilities (11.3%, n= 130) or social and communication disabilities (16.9%, n= 30). This is illustrated below, in Table 8.

- b. The University continues to work closely with students and Faculties to ensure support is available for students with a declared disability, this includes supporting diagnosis of cognitive and learning differences, providing transitional support and familiarisation activities, and establishing learning agreements. In 2022-23 the academic skills team have enhanced their provision with a new prominent space within the King Alfred building and online workshops. The University supports programmes who need to consider alternatives to examinations.

Table 8



2. Assessment and Marking Practices

- a. The university's Assessment Regulations include Grading Descriptors and Assessment Criteria which reference FHEQ standards at all levels up to and including Level 7.
- b. Level and Module learning outcomes are considered as part of the (re)validation process.
- c. Marking and moderation processes are described in the [Assessment Regulations](#). The University operates an anonymous marking model.
- d. The Assessment Regulations were updated in 2022 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.
- e. Assessment planning and reflection on inclusive practice is incorporated in the new programme approval process which launched in autumn 2022, through the completion of a mandatory toolkit on

assessment and feedback. This enables reflection on a programmatic approach to effective assessment and feedback and includes examples of good practice.

- f. 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.'
- g. 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.
- h. The University complies with all its PSRB reporting requirements. Where required there is PSRB representation on validation panels. Each validation and re-validation panel includes both an Academic and a 'Professional' external panel member.
- i. 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.
- j. Appeals are managed by the Department of Equalities, Conduct and Complaints, ensuring consistency of approach and decision making. An annual report of the number and types of appeal is considered by Senate.
- k. The University constantly reviews its academic policies to ensure they meet sector standard and provide a fair and equitable experience for its students.

3. 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. 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.
- d. The Board of Governors receives a report on degree outcomes each year.

4. Classification Algorithms

- a. The University's undergraduate algorithm is published in the University's [Academic Regulations for Taught Programmes](#). Programme teams signpost students to the regulations.
- 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 higher education study.

- c. Students are normally permitted automatic second attempts for all failed first attempts which are normally capped at the minimum pass mark. In exceptional circumstances a third attempt may be permitted.
- d. In exceptional circumstances, e.g. industrial action, Senate approves discrete regulations to ensure that academic standards can be maintained alongside a commitment to students' academic progression.

5. Support for staff and programmes

- a. A new Education and Student Experience Strategy is under development. This will be one of the enabling strategies which underpin the University's new Strategic Plan.
- b. The University's Learning and Teaching Development Unit (LTDU) consists of TEL and L&T teams who work in partnership with colleagues across the University to support and train staff, run internal and external events, administer recognition and reward schemes, and develop bespoke programmes of support targeting strategic aims and Faculty needs.
- c. The LTDU works in close liaison with Associate Deans to identify and support development priorities within the Faculties. 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. This year has also seen the creation of a "digital hub", designed in consultation with academic staff. this Virtual Learning Environment based platform provides a single point of contact for training, development and support needs and enhanced, "just in time" online support.
- e. 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, and are on track for 97% at the end of 2023.
- f. 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.
- g. 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 belonging 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.

6. Identifying Good Practice and Actions in 2022-23

- a. Revised annual Programme Improvement Plans with a stronger focus on data.
- b. An externally reviewed Annual Quality Report produced for the Board of Governors.
- c. 100% of External Examiners confirmed that academic standards and achievements are comparable to other Higher Education Institutions in 2021-22.
- d. A continued focus on and increasing numbers of academic staff obtaining HEA Fellowship, with 97% full-time academic staff on track to get at least D2 Fellowship by the end of this year.
- e. Participation in the AdvanceHE Degree Standards Project, which focuses on the different approaches to the professional development of external examiners.
- f. Review of and updates to the university assessment criteria and grade descriptors and support to Faculties to establish consistent practice in use of these in marking and feedback.
- g. Further marking calibration workshops across the institution.
- h. Ongoing roll out of the PEER (Peer observation of teaching) initiative as part of a programme of increasing consistency in teaching practice.

7. Our work in 2023-24 to address awarding gaps and maintain the credibility of our awards

- a. The development of a new Education and Student Experience Strategy to enable the delivery of transformational education for all our students.
- b. Continued attention to degree awarding gaps for black students and disadvantaged students, under our Access and Participation Plan, with a new strategic intervention outlined under our proposed plan for 2024-25-2027-28.
- c. We will be commissioning an organisation to deliver academic coaching interventions to targeted cohorts of second year students identified as 'at risk' of not obtaining a good honours degree.
- d. In September 2023 we will be introducing a new series of transition activities and interventions to improve student preparedness and engagement of incoming students, this includes academic buddies and familiarisation events to students joining us on a Compact route.
- e. In 2022-23, we began a new intervention with repeating students which identified students repeating modules and provided targeted communications and workshops. This is being expanded further in 2023-24 following feedback from the pilot.
- f. A full review of all academic regulations led by the Academic Registrar.
- g. Focus group work where there are subject differentials.

