



UNIVERSITY OF
WEST LONDON
The *Career* University



Degree Outcomes Statement







Degree Outcomes Statement

The Degree Outcomes Statement describes the University's ongoing commitment to maintaining academic standards and how it meets the expectations for standards set out within the Office for Students' ongoing conditions of registration that relate to protecting the value of qualifications.

This statement has been produced in line with guidance issued by the UK Standing Committee for Quality Assessment (UKSCQA) and has been approved by the University's Academic Board.

The Statement reflects the outcomes of an internal institutional review of the

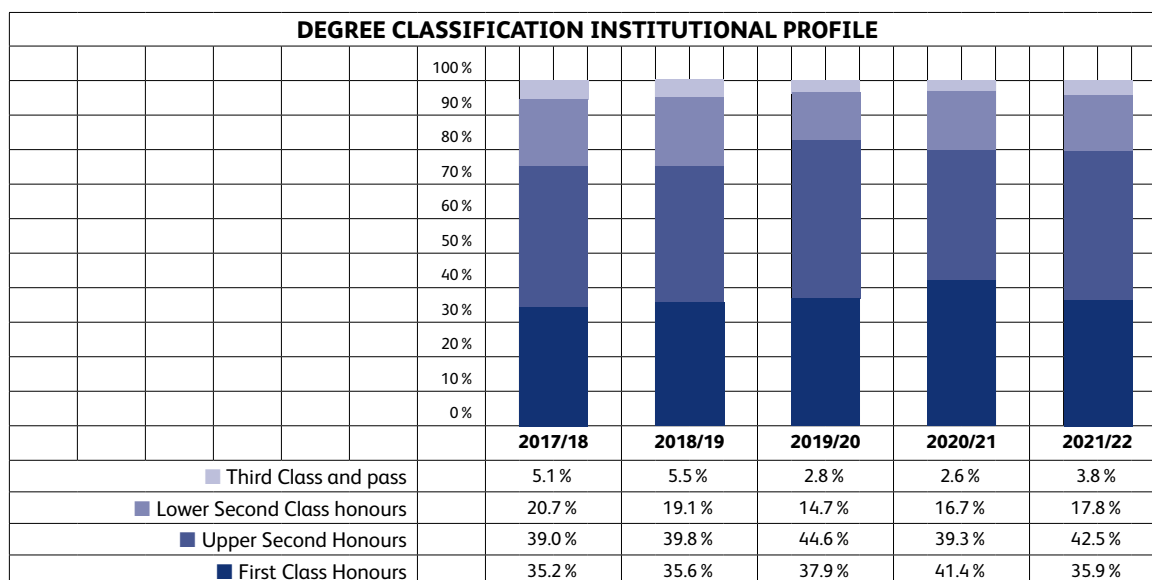
undergraduate degree classifications which resulted in an amendment to the classification algorithm from 2019/20. The global pandemic necessitated the implementation of Emergency Regulations which were in force for all students in 2019/20 and 2020/21. In order that no Level 6 students suffered detriment as a result of the pandemic, the classification algorithm in 2021/22 was amended and the same algorithm was applied.

Further information on the University's assessment regulations, including degree classification algorithms, can be found in the [Academic Regulations](#).

1. Institutional degree classification profile

The University's degree classification profile is provided in the chart below. It sets out the percentage of degree classes awarded at UWL over a period of five years (2017/18 – 2021/22). There are two key trends identifiable in the data; the first is that the proportion of good degrees awarded has been steadily increasing at UWL (+4.1 percentage points overall) as it has across the sector. However, the proportion of first-class degrees awarded at UWL has remained relatively stable over the period (+0.7 percentage

points) which is in significant contrast to the sector where the proportion of first-class degrees has increased by as much as 4 percentage points over the same period. The second key trend is the reversal of increases attributable to emergency regulations and 'no detriment' policies that were introduced to mitigate the impact of the pandemic. The proportion of good degrees awarded fell by -4.1 percentage points between 2019/20 and 2021/22 which is slightly ahead of the sector average (-4 %).



Emergency regulations were repealed for UWL's 'taught and registered' provision in 2021/22 but they remained in place for some academic partners due to the ongoing impact of the pandemic in their region. As more of our partners return to pre-pandemic regulations in 2022/23, we expect the proportion of good degrees awarded to reduce further and be more representative of the steady long-term trend.

Overall, we attribute the steady increase in good degrees over the past six years to:

- Enhancements in teaching and learning - Learning, Teaching and Assessment Strategy, Achievement 2023.

- Improvements in academic support eg extended inductions, summer schools, personal tutors etc.

- Course portfolio development & student recruitment trends eg more qualifiers on STEM programmes than ever before

- Working to better support partners eg academic link tutor network, CPD activity etc

- And finally, our work to eradicate attainment gaps:

The University closely monitors its degree outcomes against several student characteristics and is committed to eliminating attainment gaps where they exist. The tables below provide a summary of those splits and demonstrate the significant progress UWL has made towards that goal.

Further details about the University plan and its commitment to eliminating the attainment gap is in our [2020-2025 Access and Participation Statement](#).

ETHNICITY	2017/18	2018/19	2019/20	2020/21	2021/22
BAME	65.2 %	68.7 %	73.9 %	74.6 %	74.2 %
White	84.8 %	83.9 %	91.8 %	86.6 %	83.1 %
DIFF (gap)	19.6 %	15.2 %	17.8 %	12.0 %	8.9 %

AGE	2017/18	2018/19	2019/20	2020/21	2021/22
Mature	50.1 %	53.4 %	53.3 %	77.6 %	75.1 %
Young	61.2 %	60.1 %	58.6 %	85.2 %	82.6 %
DIFF (gap)	11.0 %	6.7 %	5.3 %	7.6 %	7.5 %

DISABILITY	2017/18	2018/19	2019/20	2020/21	2021/22
Disability	73.7 %	70.8 %	78.4 %	83.1 %	80.0 %
No Known Disability	74.3 %	76.0 %	83.2 %	80.3 %	79.4 %
DIFF (gap)	0.6 %	5.2 %	4.8 %	-2.8 %	-0.6 %

SEX	2017/18	2018/19	2019/20	2020/21	2021/22
Female	63.8 %	61.2 %	64.3 %	80.2 %	79.5 %
Male	66.9 %	61.4 %	63.9 %	81.4 %	76.5 %
DIFF (gap)	3.1 %	0.2 %	-0.3 %	1.2 %	-3.0 %

IMD	2017/18	2018/19	2019/20	2020/21	2021/22
IMD 1 & 2	66.7 %	65.8 %	76.5 %	76.8 %	73.4 %
IMD 3, 4 & 5	77.9 %	81.5 %	86.7 %	83.7 %	81.9 %
DIFF (gap)	11.2 %	15.7 %	10.2 %	6.9 %	8.5 %

2. Assessment and marking practices

The University defines the aim of its assessment process is to ensure that it meets the obligations and expectations of its staff, students and regulators by:

- a. Using processes to ensure that qualifications are awarded only to those students who meet specified learning outcomes that are consistent with the relevant national qualifications descriptors, and that standards remain consistent over time.
- b. Ensuring that assessments measure the extent to which students achieve the learning outcomes both at and beyond the threshold levels specified in national qualifications descriptors.
- c. Using internal and external expertise to ensure that learning outcomes and assessments are consistent with the requirements of national qualification frameworks and that assessment measures the learning outcomes for courses.
- d. Operating processes for assessment and classification that ensure student achievement is measured reliably, fairly and transparently.
- e. Ensuring that course design supports the constructive alignment of curricula, learning outcomes and assessment, that assessment is valid and supports students' learning, and that feedback is timely, constructive and purposeful.
- f. Ensuring that assessment is inclusive and equitable, and appropriately tailored to different environments.
- g. Ensuring that any partner involved in design or delivery of assessment understands and follows the requirements that are approved.



These expectations are set out in detail in the University's Academic Quality and Standards Handbook (Section 5: Assessment and Feedback). Assessment design is reviewed and approved through the University's Course Approval/Re-Approval and Amendment processes, both of which require the input of external subject specialists.

All marked assessments are subject to the process of moderation, the purpose of which is to ensure that there is consistency of marking. Schools/Colleges are required to ensure that all staff involved with assessment are familiar with the grade descriptors in use and participate in regular calibration activities to ensure a shared understanding of standards. The engagement of staff members in Professional, Statutory and Regulatory Bodies further ensures good engagement in sector work on standards, including calibration.

External Examiners are appointed to confirm the assessment procedures are applied consistently and fairly and report on this annually. They are subject specialists and are appointed in line with comprehensive suitability criteria. They provide confirmation of the robustness and suitability of the marking process via Assessment Board and their annual reports are considered at Course/Subject level (with a response provided to the comments they have raised and actions taken if appropriate). In addition, a thematic report drawing out key themes across all the External Examiner reports is considered at the Academic Quality and Standards Committee each year.

External Examiner confirmation of whether the University is appropriately assuring standards is monitored by Academic Board and the Board of Governors. For 2021/22, 100 % of External Examiners confirmed that the standards set are appropriate for the awards and the courses comply with relevant sector recognised standards and 99 % agreed that the student performance if assessed to a standard comparable to other institutions.

The University recognises that there are times when students will encounter difficulties during their course of study and provisions are made under the Extenuating Circumstances Policy to address this. Extenuating circumstances are circumstances that are outside a student's control which may negatively impact a student's ability to undertake or complete any assessment, such that the assessment submitted would not be a true reflection of the student's capabilities in normal circumstances.

Students are able to appeal Assessment Board decisions. Appeals can be made in relation to the following: procedural error, exceptional circumstances that were not made known at the time for good reason including bias, or were not properly taken into account.

The Appeals Regulations operates in line with the guidance provided by the Office of the Independent Adjudicator.

3. Academic governance

The Academic Board has the responsibility and authority to set, maintain and assure academic standards and provides assurance on this to the Board of Governors. Assessment Boards operate under the delegated authority of the Academic Board and are responsible for ratification of all assessment outcomes and for ensuring external approval of outcomes and processes of assessment. Academic Board receives annual reports on degree outcomes.

Assessment Boards ensure that the following functions are carried out to maintain academic standards:

- a. with reference to the University's commitment to equality and diversity to consider all matters relating to the assessment and award of individual students;
- b. to assure the academic standards of all courses leading to a University award;
- c. to determine accurate and fair marks for individual students and apply professional judgement as to the appropriateness of any moderation or mitigation by taking into account the circumstances of students and the judgements made by assessors;
- d. to determine whether students are required to be re-assessed, progress or receive an award;
- e. with the contribution from External Examiners, to analyse the performance of students within and across academic courses, with a view to ensuring academic standards are consistent across the University and comparable to standards in other universities.

Assessment Boards for students studying for University awards at an academic partner follow the same principles as those stated above, and operate under the same conventions and regulations as those stated in the Academic Regulations, unless special regulations exemptions have been approved.

The Course Quality and Approval Sub-Committee (CQASC) is a sub-committee of Academic Quality and Standards Committee (AQSC) and has responsibility for the assurance of high-quality of course design including the assessment strategy and methodology. The Sub-Committee has delegated responsibility for the final approval and re-approval of courses and modules of the University.

School/College Quality Committees are sub-committees of AQSC and have the responsibility for considering proposals for amendments to courses and modules, to help assure high-quality course design including the assessment and feedback strategy and methodology.

The Academic Quality Lead is responsible for providing leadership and operational co-ordination at a School/College level to assure the standards and quality of UWL courses.

The Head of Subject is responsible for ensuring that all courses and modules which contribute to the final award have an External Examiner appointed to them and that assessment briefs and examination papers are reviewed and approved by External Examiners. The Head of Subject is also responsible for ensuring that courses are brought to a scheduled Module Assessment Board and an Award and Progression Board for consideration and ratification of assessment outcomes.

A Course Leader is responsible for ensuring that the module assessments meet the module and course learning outcomes, that the overall balance, load and effectiveness of assessment is maintained, and effective feedback is provided at appropriate times. The Course Leader is responsible for ensuring that any proposed amendments to assessment are carefully considered, including in relation to any University courses delivered with Academic Partners, with appropriate externality prior to consideration for approval via the course amendments process.

4. Classification algorithms

As noted, the Emergency Regulations were revoked for 2021/22 for UWL's 'taught and registered' provision. Being aware of the ongoing impact of the pandemic on student outcomes, one aspect of the Emergency **Regulations was extended for 2021/22 finalists, with the classification considered via two different algorithms and the most positive one applied:**

- a. the weighted marks using best 200 credits at Level 5 and Level 6, (100 credits at Level 5 and 100 credits at Level 6), with Level 5 weighted as 0.35 and Level 6 weighted as 0.65 (Method of Calculation: $\text{Mark (\%)} \times \text{credit value of module} \times \text{module level weighting}$).

OR

- b. the marks using the best 100 credits at Level 6 alone (Method of Calculation: $\text{Mark (\%)} \times \text{credit value of module}$).

The University reverted, for academic year 2022/23 onwards, to a single classification algorithm with attainment at L5 and L6 weighted based on a fixed ratio of 35/65, based on the best 100 credits at Level 5 and 100 credits at Level 6 respectively. Students who enter at Level 6 directly will have the classification based on the best 100 credits at that level.



5. Teaching practices and learning resources

[Teaching at UWL](#) is informed by the University Learning, Teaching and Assessment Strategy, the Assessment and Feedback policy and the UWL Pedagogy. All of these are informed by the University's overall strategy and Graduate Attributes.

The University introduced a new pedagogic model, UWLFlex, in 2019/20. This approach is focussed on three elements: investigate, apply and consolidate. It was introduced during the pandemic and provides a seamless interface between online and face-to-face learning. Shaped by world leading research into pedagogy, the approach places the student at the heart of the learning experience, with every student having a personalised learning experience and being supported every step of the way on their learning journey

The support structure around teaching and learning includes additional academic and pastoral services, online library services, online journals and learning materials, student services, finance, and welfare. All activities involve engagement with a series of confidence raising activities, first class careers support, and student community with the Students' Union.

UWL operates a teaching observation scheme to support the quality of teaching. The teaching observation scheme is a developmental process that is intended to help academics identify areas of strength and weakness in their practice with the ultimate goal to enhance the student's learning experience at the University.

The University uses a structured, developmental approach to Personal Tutoring. The special relationship between Personal Tutor and students is intended to provide inclusive support, and to enable students to maximise their learning potential regardless of their skills level. The system builds on action planning, the

appreciation of achievements, and reflective practice. It is forward-looking and positive.

Each semester the University asks all students to complete the Module Evaluation Survey (MES). All modules are evaluated either online or in class by the module tutor. These opportunities allow students a voice in feeding back and feeding forward what changes they would like. A key part of this cycle is hearing from their module leader how feedback will be acted upon.

UWL helps support students prepare for and success in their academic studies through a range of learning resources. As part of the preparation phase, students are able to use Macmillan Skills for Study, LinkedIn Learning and online workshops, which are optional and accessible to students as and when they want to use them.

Macmillan Skills for Study: This electronic resource has been designed specifically for Higher Education and gives students access to videos and exercises to help them develop your academic skills. It allows students to track their progress so they can use this platform throughout the year to enhance their academic skills profile.

LinkedIn Learning: This platform allows students to engage in self-study on a wide range of professional and academic skills. It also allows students to track their progress, and the platform will recommend other resources students may find useful based on the training they have engaged with.

The Library provides a wide range of books, journals and e-resources to help students with their studies, as well as different types of study spaces, computers, plus multiple ways of requesting help. The Library team also offer information skills training via 1-2-1 appointments, drop-in sessions and workshops.

6. Identifying good practice and actions

The areas of good practice are identified as:

- The University annually reviews its regulations and quality assurance procedures to ensure that high academic standards are maintained and procedures for quality assurance are continually monitored and implemented.
- The University regularly monitors degree outcomes by student characteristics, which helps inform its Access and Participation Plan.

The following actions are in place:

- A review of assessment at the University, with specific regard to inclusivity
- A review of outcomes for bilingual and second language provision to ensure comparability of standards and experience.

7. Risks and challenges

The University has been carefully monitoring the impact of the Emergency Regulations on student outcomes as noted above. This will continue in 2022/23. The majority of students will be based on a single classification algorithm, with only a couple of academic partners remaining on the Emergency Regulations. The University will be reviewing the impact of this on the overall outcomes and on the attainment gaps.



The University of
West London
St Mary's Road
Ealing
London W5 5RF

The University
of West London
Boston Manor Road
Brentford
Middlesex TW8 9GA

The University of
West London
Fountain House
2 Queens Walk
Reading RG1 7QF

Tel: 0800 036 8888
uwl.ac.uk