

## **University of Warwick Degree Outcomes Statement 2020/21-2024/25**

The Quality Council for UK Higher Education (formerly the UK Standing Committee on Quality Assessment (UKSCQA)) expects Higher Education providers to periodically publish a Degree Outcomes Statement analysing their institutional undergraduate degree classification profile. For further information on Degree Outcomes Statements, please see the Quality Council publication; Degree Classification Transparency, Reliability and Fairness – A Statement of Intent.

The publication of a Degree Outcomes Statement forms part of a sector-wide commitment to protecting the value and credibility of undergraduate Higher Education Qualifications, and the degree classification system that underpins them.

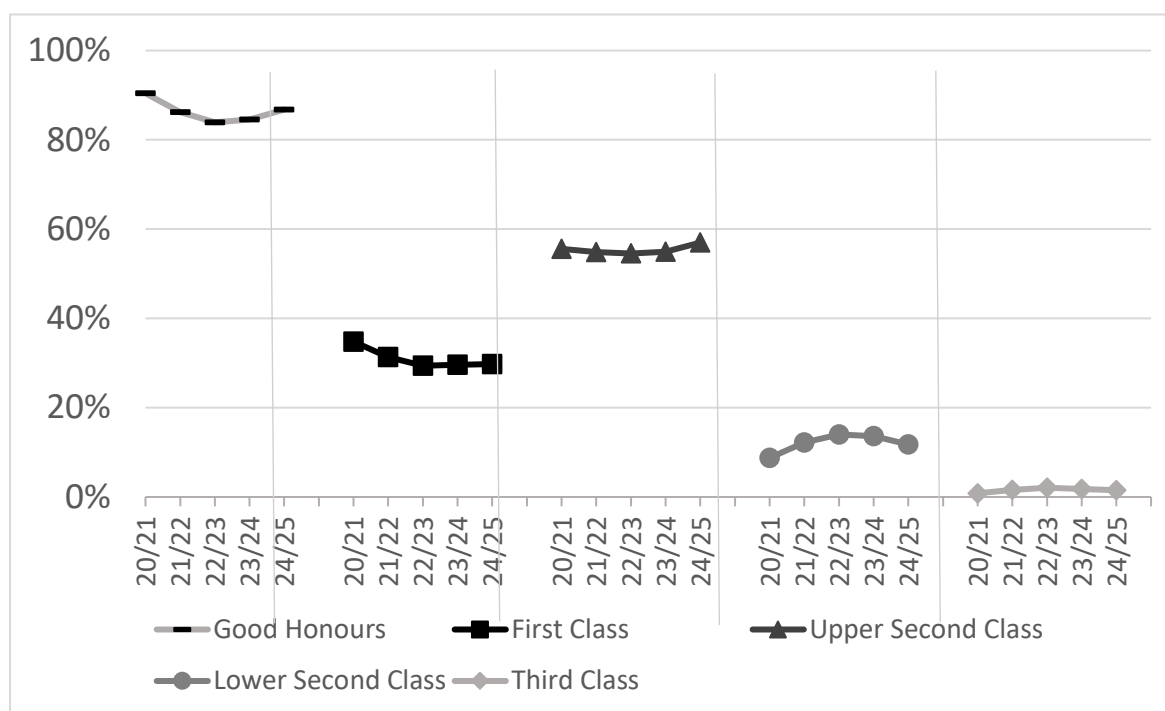
Prior to publication, this Degree Outcomes Statement is considered through the University's formal academic governance bodies and approved by the Council and the Chief External Examiner.

The University of Warwick's Degree Outcomes Statement sets out the University's approach to marking and assessment, in line with the guidance produced by the Quality Council for UK Higher Education. This Statement covers undergraduate degree outcomes for the academic years 2020/21 to 2024/25, drawing on HESA data, institutional data and relevant analysis from the Office for Students (OfS). The data analysis included below focuses on level 6 qualifications (Bachelor's degrees and does not include integrated Master's degrees. In addition, Foundation degrees, pass degrees and the MBChB, which are not classified awards, are also excluded.

### **1. Institutional Degree Classification Profile**

This section presents information about the classification of undergraduate degrees (level 6) awarded by the University between 2020/21 and 2024/25. UK domiciled and international students are included. The data is presented as a percentage of different degree classifications (1<sup>st</sup>, 2:1, 2:2, and 3<sup>rd</sup>). Good Honours degrees are also presented. These are defined as degrees awarded at 2:1 or 1<sup>st</sup> class. Level 7 Integrated Masters degrees are not included.

**Figure 1: University of Warwick Trends in Undergraduate Degree Classification 2020/21– 2024/25**



**Table 1: University of Warwick Bachelors Undergraduate Degree Classification awarded 2020/21– 2024/25- Number (Percentage)**

Classification	20/21	21/22	22/23	23/24	24/25
Good Honours	4058 (90.4%)	3427 (86.2%)	3909 (83.9%)	4291 (84.6%)	3941 (86.7%)
First Class	1562 (34.8%)	1247 (31.4%)	1369 (29.4%)	1503 (29.6%)	1352 (29.8%)
Upper Second Class	2496 (55.6%)	2180 (54.8%)	2540 (54.5%)	2788 (54.9%)	2589 (57.0%)
Lower Second Class	393 (8.8%)	486 (12.2%)	652 (14.0%)	691 (13.6%)	534 (11.8%)
Third Class	37 (0.8%)	63 (1.6%)	96 (2.1%)	92 (1.8%)	68 (1.5%)
<b>Total</b>	<b>4488</b>	<b>3976</b>	<b>4657</b>	<b>5074</b>	<b>4543</b>

### 1.1 Pandemic related effects (2020/21)

The proportion of Good Honours degrees awarded peaked in 2020/21 before returning to pre-pandemic levels in 2022/23. This aligns with the national patterns reported by the OfS, reflecting the impact of pandemic-related assessment arrangements across the sector. The trends observed in the distribution of classifications are influenced by the Covid-19 Mitigation Package of Support which included a no detriment calculation of the degree classification average for 2020/21. It is important to note that to ensure academic standards were maintained in 2020/21 all students were required to demonstrate sufficient evidence of achievement at the level they were finally awarded, including

meeting the minimum credit requirements as specified in the University’s Force Majeure regulations, satisfying any professional body requirements, and meeting the learning outcomes for their programme.

## 1.2 Post-Pandemic Recalibration (2021/22-23/24)

Following the end of the mitigation package of support, the proportion of Good Honours awarded declined in 2021/22, 2022/23 and 2023/24. This mirrors the sector-wide reduction higher classifications reported by the OfS in the [Sector-level analysis of degree classifications over time: Changes in graduate attainment from 2010-11 to 2023-24 - Office for Students \(November 2025\)](#).

From 2021/22 Warwick introduced a right to remedy failure policy, increasing the availability of reassessment opportunities, and a move to diversify assessment types to focus on inclusive education practices. Rules for Award, were introduced for students entering in 2021/22 and apply to the majority of students awarded a Bachelors degree from 2023/24 onwards. Although the Rules for Award did not alter the University’s degree classification algorithm, it introduced a higher credit requirement for award, a required minimum passed credit at the highest level and algorithmic determination of borderline cases.

## 1.3 Stabilisation and Recovery (2024/25)

The most recently published cross sector degree classification data from the [Higher Education Statistics Agency \(HESA\)](#) is presented in Table 2 (below) for comparison.

Institutional data indicates that the percentage of degrees awarded with Good Honours in 2024/25 has risen to 86.7% but remains below the 2020/21 peak. There has been little change in First Class Awards, a 2% increase in Upper Seconds and a small reduction in Lower Second and Third classifications. This suggests a stabilising awarding profile consistent with national patterns.

The OfS publishes annual modelling estimating the proportion of degree outcomes not explained by student characteristics or entry qualifications. Warwick’s level of “unexplained” attainment for 2020/21–2022/23 sits within the range observed across similar high entry tariff institutions. Note that in 2022/23 the University of Warwick had negative sector z-scores against Good Honours and First-Class awards and negative unexplained attainment for First Class. At the time of review for this Degree Outcomes statement provider-level data for 2023/24 academic year has not yet been published by OfS. Internal analysis for 2023/24–2024/25 indicates continued alignment with sector norms. This supports the conclusion that Warwick’s degree outcomes remain consistent with expectations for its student intake and subject mix.

**Table 2: University of Warwick Trends in Undergraduate Degree Classification - Sector Comparison (HESA data sector averages in brackets) \***

Classification	20/21	21/22	22/23	23/24	24/25**
First Class	35% (36%)	31% (32%)	29% (30%)	30% (29%)	30%
Upper Second Class	56% (46%)	55% (46%)	55% (48%)	55% (48%)	57%
Lower Second Class	9% (14%)	12% (17%)	14% (20%)	14% (20%)	12%
Third Class	1% (3%)	2% (4%)	2% (3%)	2% (3%)	2%

[Warwick Degree Outcomes Statement](#), \*note on HESA data for Third Class Honours and non-classified degrees

\*\* Internal data - [What are HE students' progression rates and qualifications? | HESA chart 9](#)

## 2. Assessment and Marking Practices

Maintenance of academic standards is provided through the University's governance structures, external and institutional examiner reports, annual teaching excellence and enhancement meetings with departments and periodic institutional teaching and learning reviews. At the course and module level scrutiny via the course and module approval process is designed to ensure that learning outcomes align to the [Framework for Higher Education Qualifications](#) and Subject Benchmark Statements, as outlined in the University's [Quality and Curriculum Framework](#). A strategic Review of Assessment in 2018 along with opportunities to make greater use of digital tools for assessment, have produced continuous improvement in this area. Core principles of assessment – including assessment that is inclusive, transparent, proportionate, and for learning - were agreed upon through the Review and underpin the design of assessment strategies for programmes and modules. An Assessment Design and Diversification Toolkit and our programme and module approval processes help to embed these principles.

Policies and guidance aim to ensure that approaches to marking are robust, fair, and consistent. A standardised approach to marking is applied. The marking scale was reviewed with an updated approach implemented in 2023, and Moderation Guidance was refreshed in 2020. Where Level 6 courses are delivered in partnership with others the same approach to marking and classification is applied. In these cases, monitoring and review is overseen by the University's Educational Partnerships Oversight Panel and through collaborative course review.

External examiners are appointed to oversee the standards of assessment on all taught programmes, producing annual reports, which feed into the University's quality assurance processes. An annual thematic report is produced and submitted to the Quality and Standards Subcommittee to highlight any recurring issues which may need addressing at the institutional level, and to identify good practice. Outcomes of reviews by Professional, Statutory and Regulatory Bodies (PSRBs) also provide assurance on the standards of assessment. In addition, the University supports opportunities for academic staff to work as External Examiners and Advisors to enhance standardisation within the Higher Education sector. The expertise of our sector-leading academic staff has shaped the accreditation criteria of several PSRBs and the latest iteration of QAA Subject Benchmark Statements, thus ensuring qualifications hold their value in line with sector-recognised standards.

Policy and guidance on mitigating circumstances allows the fair consideration of students' personal circumstances which may negatively impact on completing or submitting assessment on time.

Warwick's Institutional Teaching and Learning Review (ITLR) facilitates a periodic quality review of all academic and student-facing professional service departments. In 2022/23 this review activity provided assurance of academic standards across all areas of the University's taught provision. Teaching Excellence and Enhancement meetings take place annually with staff and student representatives in all departments and interdisciplinary programmes to review quantitative and qualitative programme data and to monitor progress of annual enhancement plans. These agree on areas for enhancement for the forthcoming year in accordance with institutionally agreed priorities.

## 3. Academic Governance

[The Senate](#) is the supreme academic authority of the University reporting to Warwick's governing body [the Council](#). The work of the Senate is supported through committees with specific areas of responsibility. Oversight of approaches to assessment design, policy, regulations and academic quality and standards sits within the academic governance structures reporting to the Senate. The Quality and Standards Subcommittee oversees quality assurance and maintenance of academic

standards and considers the annual report from the Education Policy and Quality team on degree outcome trends and the Degree Outcomes Statement. The Learning and Teaching Subcommittee leads developments in pedagogy, including on assessment design. The Student Success Subcommittee partners with the student representatives in enhancement activities, including implementation and monitoring of measures to address attainment gaps in specific student groups, including in relation to Access and Participation Plan targets. These subcommittees report to the Education and Student Experience Committee which has overarching responsibility for Education and Student Experience Strategy, and which reports to the Senate. The University's Council receives an annual report on the assurance of quality and academic standards across the University in the context of alignment to regulatory requirements.

From 2017/18, Senate delegated authority for the award of degrees to a Subgroup, enabling rigorous scrutiny of outcome trends over five years at the point of award. In 2020, the remit and membership of the Subgroup was extended to include the addition of an Institutional External Examiner to provide externality in the oversight of processes and outcomes at the institutional level.

An Academic Governance review was completed in 2024 in partnership with Advance HE. Advance HE confirmed the effectiveness of the University's current academic governance. Outcomes of this review included a refresh of the academic governance structure. This included updates to the purpose, terms of reference and membership of Senate and its committees and the adoption of Academic Governance Principles which highlight a commitment to diversity of voice and representation and clarity of process in decision making. These changes were introduced for the 2024/25 academic year.

#### **4. Classification Algorithms**

Degree classification algorithms are the rules by which universities consistently determine the degree classification for undergraduate degrees. The University conducted a review of classification algorithms and rules for award in 2019 to simplify and harmonise practice. These Rules for Award apply to students entering from 2021/22. The first cohort were awarded via these rules in July 2024. For students entering before 2021/22 the University operates the following approach to degree classification with only limited variation permitted where required for external accreditation by PSRBs or specific disciplinary reasons. Both classification algorithms (pre and post 2021/22) use an arithmetic mean of all module marks, weighted to take account of the module credit weighting and the stage of study. Where marks from a stage of study contribute to the final classification, all module marks are used in the calculation of the mean including any fail marks. Where a module has been passed on resit, a mark of 40% will be used in calculation of the mean. Course specifications state the relative weightings attached to different stages in calculating the degree classification. Any variation in the weighting of stages of study towards the final classification calculation reflects signature pedagogies developed through the 2017 Institutional Teaching and Learning Review. Variations to weightings of stages of study are scrutinised through course approval, to ensure approaches are consistent with cognate disciplines and appropriate for the course structure. In all cases the contribution of a stage of study to the final classification places emphasis on the higher levels of study.

Regulations set out requirements to remedy failure in assessment and modules within defined limits. The maximum mark that can be achieved following resit or resubmission is 40% for undergraduate courses. Students may apply for the consideration of mitigating circumstances, which if approved may permit the student to be offered a further first attempt without penalty.

Where students have exhausted all resit opportunities, exit qualifications may be awarded to reflect learning outcomes and credit achieved.

## 5. Teaching Practices and Learning Resources

The quality of a Warwick education and the student learning experience has been recognised nationally with the Sunday Times award 'University of the Year for Teaching Quality' in 2022 and the Office for Students awarding Warwick gold in all aspects of the [Teaching Excellence Framework \(TEF\) 2023](#). Ofsted undertook a review of the University's apprenticeship provision in October 2024 which resulted in an outcome of 'Good' for 'overall effectiveness and 'Good' in each of the underlying categories. The university's [Education and Student Experience Strategy 2030](#), ensures Warwick's commitment to leading educational excellence, delivering an inclusive student education and experience, empowering students and graduates and to building communities and connection.

The University continues to develop its facilities and services to deliver its educational priorities, its teaching, learning and student experience. The launch of the [Connect Programme](#) is a significant investment to campus facilities in support of bold, world-leading and collaborative education and research.

The [Warwick International Higher Education Academy \(WIHEA\)](#), together with the [Institute for Advanced Teaching and Learning \(IATL\)](#), support a range of pedagogical enhancement activities to improve the learning experience of students and thereby their outcomes. These are supplemented by support for pedagogical professional development by the [Academic Development Centre](#). Key recent enhancement developments include redevelopment of study and social learning spaces, the University's policies on peer dialogue (peer review and observation of teaching), and module evaluation and personal tutoring through our research-based, co-created approach.

## 6. Identifying Good Practice and Actions

Good practice is identified through the University's annual monitoring and review procedures, including the Teaching Excellence and Enhancement meetings and the Institutional Teaching and Learning Review. A showcase of Education Excellence celebrating good practice identified through the Institutional Teaching and Learning Review 2023 and the Teaching Excellence Framework 2023 highlighted areas of best practices in a number of areas including Student Experience and Student Co-creation, the Warwick Award, industry and employer links.

Enhancement mechanisms, such as the WIHEA Learning Circles develop areas of good practice. Dissemination is undertaken through a range of methods including workshops, online information, and formal governance structures.

Warwick Awards for Teaching Excellence and Warwick Awards for Personal Tutoring Excellence also recognise and disseminate good practice.

## 7. Future Actions

Following the implementation of the Rules for Award in 2021/22 and its potential impact on student outcomes, the University will review outcomes for this cohort against the previous five years. A review of Academic Regulations has commenced in 2025/26 to building upon reviews of Assessment, Mitigating Circumstances and Rules for Award referenced above.

Warwick has developed a new [Education and Student Experience Strategy](#) setting out the University's ambitions to 2030. In the University's Access and Participation Plan, which was agreed with the Office for Students, the University sets out the approaches been taken to improve equality of opportunity for

underrepresented groups to access, succeed in and progress from higher education. Further information can be found in the [APP statement](#).

Approved by University Council – 29 April 2026