

# CHECKLIST FOR CONSIDERING AND VALIDATING DEGREE OUTCOMES STATEMENTS



These reflective questions are intended to help you satisfy your role in considering and approving your provider's degree outcomes statement.

## **1 Institutional degree classification profile**

- Has your overall degree classification been set out clearly and understandably?
- Does it analyse quantitative trends in degree outcomes over five years?
- Does it include consideration of student characteristics (including analysis of entry qualifications and the distribution of outcomes across different student groups) and subject mix?

## **2 Assessment and marking practices**

- Does the statement summarise how assurance is provided that assessment criteria meet sector reference points (in particular, the threshold standards for Level 6 FHEQ/Level 10 FQHEIS degrees in [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#))?
- Does it describe the steps undertaken to support consistency of marking, appeals, treatment of special circumstances, and good recruitment of suitably qualified external experts?
- Does the statement describe how you get assurance that these activities are effective?
- Does it explain any changes to marking practices or assessment criteria in the recent past? Does it explain any impact on the grade profile?

## **3 Academic governance**

- Does this section adequately explain how your institutional governance structures and processes provide assurance that the value of qualifications awarded over time is protected, including for awards where learning and assessment is delivered through partnership arrangements?
- Does it adequately explain how the academic governance structures and processes ensure your marking practices are followed?
- Does it describe how your institution's academic governance has made use of external assistance in assuring the degree outcomes statement, as recommended by the Statement of Intent?

## **4 Classification algorithms**

- Does this section clearly describe the classification algorithm(s) and the rationale for it/them? Does it set out how you ensure that your algorithm(s) and the rationale for using them are clearly understood by students and other stakeholders?
- Does the statement explain whether you use zones of consideration or automatic uplifts for 'borderline' cases, what your resit limits are, and whether these are in line with sector norms?
- Does the statement explain any changes you have made or plan to make to your algorithm(s), together with any impacts on your classification profile?

## **5 Teaching practices and learning resources**

- Does this section explain whether there have been any discernible effects of enhancements to teaching practices, learning resources, student support, curriculum and assessment design on degree classifications?
- How have these effects been measured and accounted for?

## **6 Identifying good practice, and actions**

- Does this section state whether the institution has identified any good practice in any aspect of classification, for example, in particular subjects or departments?
- Are you content to share them in this statement? (It is not mandatory to do so.)
- Does your statement identify any actions arising from the review?
- Does it set out when, if at all, the governing body intend to revisit the degree outcomes statement and review progress?

## **7 Risks and challenges**

- Does the statement identify any risks and/or challenges, or areas for further review? Are any actions to address or mitigate these proposed? (It is not mandatory to publish risks, challenges and proposed actions in statements if the intention is to consider them internally.)

*This guidance has been developed in response to consultation and with support of advisory groups, through work undertaken by QAA, UUK and GuildHE on behalf of UKSCQA.*

*The UK Standing Committee for Quality Assessment (UKSCQA) provides sector-led oversight of higher education quality assessment arrangements that continue to be shared across the UK. The committee has members drawn from regulated providers in England and Wales, publicly-funded universities and colleges in Scotland and Northern Ireland, and providers currently designated for student support by the Secretary of State in England. Student interests are represented by both the National Union of Students and individual student members. Membership is also drawn from the four UK higher education funding/regulatory bodies, sector bodies and regulatory partners.*