

Degree Outcomes Statement

2024/25

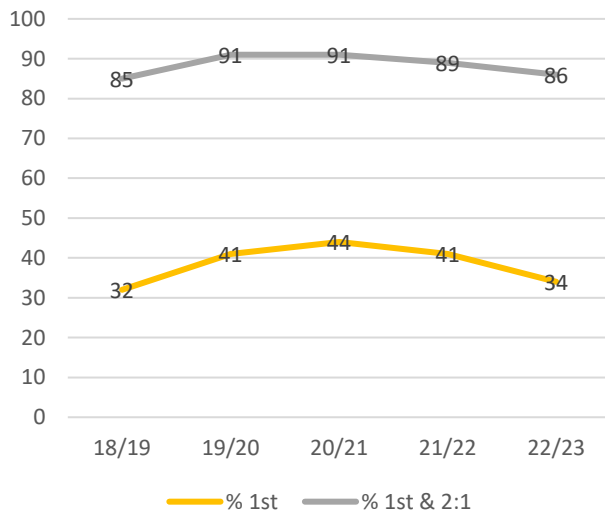
Degree Outcomes Statement 2024/25

Undergraduate Student Numbers

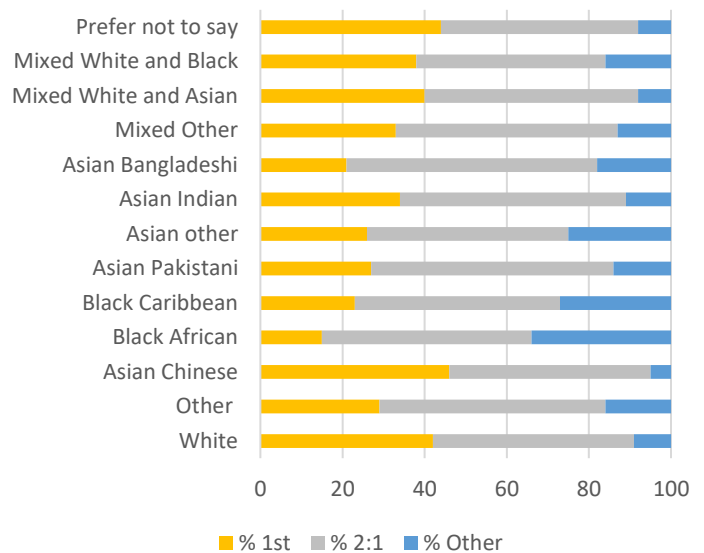
Undergraduate student numbers at King's continues to grow year-on-year, though a conscious decision was made to slow growth for 2022/23 (2019/20 the university enrolled 29,356 students, compared to 2022/23 with 34,496 students enrolled).

Institution Degree Classification Profiles¹

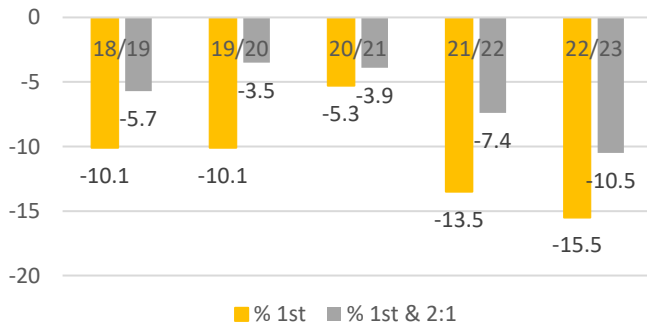
Undergraduate attainment



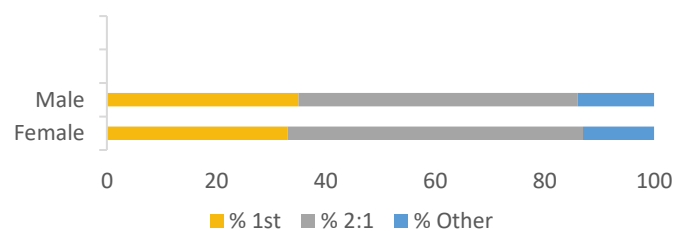
Awards - Ethnicity (22/23)



BME attainment gap by academic year



Awards - male/female (22/23)



¹ Undergraduate attainment table: As part of their work updating to the new HESA Data Futures system, the Analytics Office has updated their data analysis. The largest change is that Intercalated undergraduate courses are no longer included in the calculations; this means historical data shown for previous years' published statements may not match this statement.

BME attainment gap by academic year: In most years there is a <2% discrepancy in the numbers presented in previous years, with the exception of 2021/22 where there is a 2.5% increase in the BME attainment gap for 1sts. These differences are to small changes made in the way the data is organised in the new HESA Data Futures system.

In 2022/23 the number of students achieving good honours decreased by 3% and in 1st honours decreased by 7%. In the previous four years, the percentage of students achieving a good honours degree was consistent and remained within 5% although the number of 1st class honours increased by 9% between 2018/19 and 2019/20². There was an increase in the BME attainment gap for the award of 1st class honours to 15.5% in 2022/23 from 13.5% in 2021/22. The Power BI Dashboard for Ethnicity has been updated for 2022/23, this has seen the removal of the 'Black British' category which has been replaced with 'Black African' and 'Black Caribbean'. The Ethnicity attainment gap for the award of 1st class honours has grown by 5% or more for Asian Bangladeshi, Asian Chinese, Asian Indian, Asian Other, Asian Pakistani, Other, Prefer not to say and White students. The table below shows the rate of 1st class honours awarded by Ethnicity for 2022/23 and 2021/22:

	2022/23 % 1st	2021/22 % 1 st
Asian Bangladeshi	21%	29%
Asian Chinese	46%	41%
Asian Indian	34%	42%
Asian other	26%	43%
Asian Pakistani	27%	32%
Black African	15%	18%
Black Caribbean	23%	23%
Mixed other	33%	N/A
Mixed White and Asian	40%	N/A
Mixed White and Black	38%	N/A
Other	29%	43%
Prefer not to say	44%	54%
White	42%	49%

The University's Attainment Workstream of the Access and Participation Plan 2020-2025 is undertaking further work to close the attainment gap and the University is reviewing and enhancing its inclusive education initiatives.

The rates of 1st and 2:1 degrees awarded will be kept under close review so that the University can continue to ensure the standards of its awards.

The impact of Covid-19

Data suggests that the mitigations put in place for managing the Covid-19 pandemic have contributed to the increase in good honours in 2019/20 and 2020/21. For example:

- In 2019/20, 2% of students were upgraded to the next classification due to the safety net average;
- In 2020/21, 2% of students from across 16 programme cohorts benefited from cohort mitigation measures;
- In 2020/21, 1% of students benefitted from the combination of the safety net and cohort mitigation.

² This is believed to be due to the mitigations put in place for managing the Covid pandemic e.g., change in assessment format, change in borderline rules, changes in how we managed mitigating circumstances etc.

Whilst these measures benefitted a small percentage of students, it is thought that other changes related to assessment had a wider impact on student attainment and degree classification. Further information about the variety of mitigation measures put in place can be found [below](#).

The rates of 1st and 2:1 degrees awarded will be kept under close review so that the University can continue to ensure the standards of its awards. The previous safety net and cohort mitigation measures are no longer applied to new cohorts and programme teams have been revising assessment methods for 2022/23.

Deferrals and Awards during the covid period

Academic year	% of awards conferred <i>after</i> Assessment Period 3	% of these awards 1st and 2:1
2018/19	15.3	62.3
2019/20	14.3	76.5
2020/21	16	72.8

When reviewing the increase in good honours over the last two years (due to the context of Covid-19 and the mitigations put in place), consideration has been given to whether there has been any impact of students deferring assessments to Assessment Period 3, and therefore spreading out their assessment. The number of finalists deferring beyond Assessment Period 2 (the summer assessment period) has remained consistent. Of the awards conferred after Assessment Period 3, there has been an increase in the number of students achieving good honours. This is in line with the overall undergraduate attainment profile above.

Assessment and Marking Practices

The University Marking Framework gives guidance to markers on their marking practices and a choice of models to use. As part of their regular review cycle, an [Academic Standards Sub-Committee \(ASSC\)](#) working group was set up in 2018/19 to review the University marking models. The working group recommended a [new Marking Framework](#) which was approved by the College Education Committee (CEC) in 2021 and has been piloted in 2022/23. The new Marking Framework introduces a step-marking scheme which is recommended for all assessments where markers use their academic judgement. A number of departments have been piloting the scheme and a review will now be undertaken to determine whether a move to banded grades results in a more consistent marking approach.

A number of mitigating measures and changes to the assessment landscape were put in place in 2019/20 and 2020/21 to ensure that no student was disadvantaged academically by the impact of the Covid-19 pandemic. In 2021/22 we then moved back to pre-pandemic regulations and practices. Examples of mitigation measures implemented in 2019/20 and 2020/21 include:

- A move from timed exams taken in a traditional exam hall setting to online exams taken within a 24-hour window. Some faculties reported that this contributed to an increase in marks.
- A redesign of assessment formats, including the consolidation of assessments so as to manage overall volume and alternative assessment formats to ensure suitability for remote assessment.
- An enhanced process for mitigating circumstances and assessment deferrals, including the removal of the requirement for evidence. In 2020/21, 9070 undergraduate students submitted requests for 24,715 elements of assessment, and the acceptance rate of requests was 91%.
- In 2019/20, the application of the 'Safety Net' to students whose average from 15 March 2020 was lower than the average of their summative grades from earlier in the academic year, or from the previous academic year if appropriate.

- In 2020/21, cohort outcomes for each programme were reviewed against the 3 academic years preceding the pandemic and where the 2020/21 average was found to be lower, grades were moderated upwards.
- [Modifications to the 2% upgrade rule.](#)

External Examiners were complimentary about the University's response to the Covid-19 pandemic in their annual reports, which they felt was fair and appropriate. The annual report template was revised to gather opinions from External Examiners, and assurance was given that the measures implemented had not impacted academic standards overall. For example, an External Examiner in Arts and Humanities commented 'even in these circumstances, the assessment process was rigorous and remained appropriate to the programme's overall learning aims and objectives'.

During 2022/23, the following activities were/continue to be undertaken:

- An evaluation of the 2021/22 pilot with TeamCo, which offered a mixed model of online assessment and in-person invigilation, to assess for wider utilisation;
- As of 2021/22, evidence is now required for all mitigating circumstances and deferral requests. A working group under ASSC has been set up to review the existing University policy around mitigating circumstances;
- From 2022/23, [revised academic regulations](#) were introduced that included new rules around undergraduate progression and award. These rules have been modelled and it is not anticipated that they will contribute to grade inflation, but this will be kept under review;
- A working group under ASSC has been set up to review the existing University policy and procedure around academic misconduct;
- Following the [pilot of the new Marking Framework](#), a revised, final policy will be developed, with the anticipation of a recommendation for University-wide implementation in 23/24.

External Examiners

External Examiners attend all Assessment Sub-Board (ASB) meetings where results and award classifications are reviewed, discussed, and ratified. A summary of the annual reports submitted by External Examiners, including their views on how the academic standards of our programmes compare with the wider sector, are submitted annually to the ASSC.

King's has participated in Advance HE's External Examiner professional development programme and, since 2017/18, 66 staff have attended External Examiner training.

For 2022/23, the following new roles have been appointed:

- University Chief External Examiner role
The role will have a broad, strategic remit and will sit on ASSC. The role will review the University's award data and contribute to discussions on any perceived grade inflation, including providing advice on sector comparisons and offering external oversight.
- Faculty Chief External Examiner role
The role will sit on the corresponding Faculty Assessment Board (this will be decided by the faculty and will be undergraduate, postgraduate or both). The role will have oversight of Assessment Sub-Board practices, review External Examiner reports, and contribute to discussions with external oversight.

Programme approval

All programmes are mapped against the [Framework for Higher Education Qualifications](#) at the point of programme approval. Additionally, programme approval procedures ensure that there is consideration of relevant [Quality](#)

[Assurance Agency \(QAA\)](#) subject benchmark statements during the development of the programme. Subject benchmarks are also re-visited during the process of programme review. King's makes use of external expertise during the programme approval and review procedures, asking external specialists to review the programme and module documentation to confirm that sector reference points are/continue to be met.

Externally accredited programmes

King's has 64 undergraduate programmes accredited and/or registered by a range of external organisations and professional, statutory and regulatory bodies (PSRB).

Academic Integrity

King's has signed up to the [QAA's Academic Integrity Charter](#). The charter represents the collective commitment of the UK higher education sector to promote academic integrity and take action against academic misconduct.

From 2018/19 to 2020/21, the number of academic misconduct cases reported across the University increased by 35%. Discussions at Assessment Sub-Boards have noted their belief that the context of the Covid-19 pandemic contributed to this increase.

Academic Governance

The academic governance structure at King's is described [here](#).

Within the structure, ASSC is responsible for overseeing the University's assessment process and advising on;

- the strategic development of assessment policy and regulation;
- the level of University compliance with the assessment framework;
- the extent to which assessment policies are transparent, fair impartial, and consistent.

Assessment Boards (ABs) scrutinise faculty, department and programme level award data and report their analysis to ASSC, with consideration of the attainment of BME or disabled students or other groups facing disparities in attainment. All issues identified in the report are discussed and actions assigned. ASSC also considers sector developments relating to assessment and academic standards and revises or develops assessment policy and practice accordingly. Subject level Assessment Sub-Boards (ASBs) scrutinise results and ratify awards. ASBs do not have discretion when deciding borderline awards, which are calculated according to a set of rules known as the 2% rule.

Where a programme is jointly awarded with a partner institution, the University ensures that there are satisfactory arrangements in place for the assessment of the student's performance whilst attending the partner institution. Regulations and External Examiner oversight are negotiated between the institutions involved, to ensure the academic standards of the programme remain robust.

Degree Algorithm

All undergraduate student awards are calculated using the [degree algorithm \(C-score\)](#). The [new 2022/23 academic regulations](#) stipulate that the undergraduate first year is removed from the degree algorithm. In 2019/20, this was accelerated as part of the Covid-19 mitigation measures and was continued in 2020/21 and 2021/22 before being implemented via the academic regulations in 2022/23. Checks were carried out during summer 2022 to ensure finalists who started their programme in 2019/20 were not disadvantaged by not including the first year marks, and where it was found that the inclusion of the marks would have meant a higher classification, the marks were then included.

Students receive an automatic upgrade to the higher classification if their C-score is within 2% of a higher classification boundary (68/58/48) and where at least 60 credits at level 6 (level 7 for Integrated Masters programmes) or above are in a higher classification, in a minimum of two modules (2% rule).

As part of the Covid-19 mitigation measures, this rule was extended as follows:

- In 2019/20, if a student’s final C-score fell into a borderline zone between classifications and the existing rules did not result in an upgrade, an additional ‘safety net’ provision was put in place to see if the 60 credits required could be found at level 5 or above in a given year. 3.4% of students qualified for an upgrade via this modification;
- In 2020/21, the 2019/20 arrangements were maintained and the upgrade rule was extended to require 45 credits in the higher classification boundary rather than the usual 60 credits. 3.8% of students qualified for an upgrade via this modification.

The following table outlines how these mitigations impacted the 2% rule for award outcomes during the covid-period:

Academic year	% of awards that were upgraded to the higher classification due to the 2% rule
2017/18	10.2
2018/19	10.3
2019/20	12
2020/21	9.8

Teaching Practices and Learning Resources

Supporting teaching practices

In 2017, an education and learning development team ([King’s Academy](#)), was established to support all staff in:

- developing curriculum and assessment;
- developing and reflecting on teaching practice and gaining recognition;
- providing learning development opportunities to students;
- building communities, networks and disseminating innovation; *and*
- supporting inquiry into pedagogic scholarship and research.

At the core of this work is the Learning & Teaching Development programme, the GTA Development Programme and the HEA Recognition Scheme. Led by the goals of the Education Strategy, [King’s Academy](#) is embedding assessment for learning and active learning at the heart of our teaching practices with a current project of supporting staff with designing Curriculum 2029 and our ambitions for an inclusive education providing research enhanced teaching and service-learning opportunities.

The Centre for Technology Enhanced Learning and King’s Online supports staff with digital education and the design of their online programmes.

Learning resources

The [King’s Education Strategy 2017–2022](#) makes a commitment to continue investment in formal and informal, innovative, and digitally-enabled learning spaces. Projects include:

- a £47m investment to develop accommodation for a new department of Engineering, which has now been completed for use in 2022/23;
- a clinical skills laboratory at our Denmark Hill campus;
- a £20m development undertaken with the Clinical Research Facility in Denmark Hill, along with King's Health Partners and the Wellcome Trust.

Over the period of this review, the Libraries & Collections Service has;

- introduced a new reading list system with improved operability, accessibility and list analytics, and continued to support academics in the pedagogical design of reading lists;
- expanded the 1-1 literature searching support service, offering both online and in person appointments to students;
- introduced new packages on the University's virtual learning environment (VLE), such as 'Using Archive material and Special Collections material in your studies' and 'Evaluating and Appraising Information Sources';
- increased e-book packages and film streaming services and developed the University's print book collection, with more focus on diversity of resources to support inclusive education.

Identifying good practice and actions

- The [degree algorithm](#) is applied consistently to all students. Marks cannot be changed because of mitigating circumstances or as the result of an appeal.
- The [academic regulations](#) and [appendices](#) are reviewed annually to ensure they remain fair and fit-for-purpose.
- Every undergraduate student is allocated a personal tutor on enrolment and are encouraged to meet them at least once a term. Each faculty also has a senior tutor, who a student can approach if their personal tutor is not available. A review of the personal tutoring system is being undertaken.
- The [What Works Department](#) was established in 2018, following a successful two-year project that demonstrated the power of the behavioural insights and what works approach in driving social mobility and student success at King's.
- The Race Equity & Inclusive Education Fund has awarded £96,386 to over [16 different projects](#) that aim to address racial inequality or create a more inclusive student experience.
- The Student Success Department launched the [Conversations about Race \(CAR\) project](#) in 2019-20. CAR supports faculties to become more aware of students' experiences with race and informs faculty action plans to close the attainment gap. In 2020-21 12 sessions took place with 270 students and staff members.

The data included in the section 'Institutional Degree Classification Profile' will be revised annually. All other sections will be reviewed every 3 years or if there is a significant change to report.