

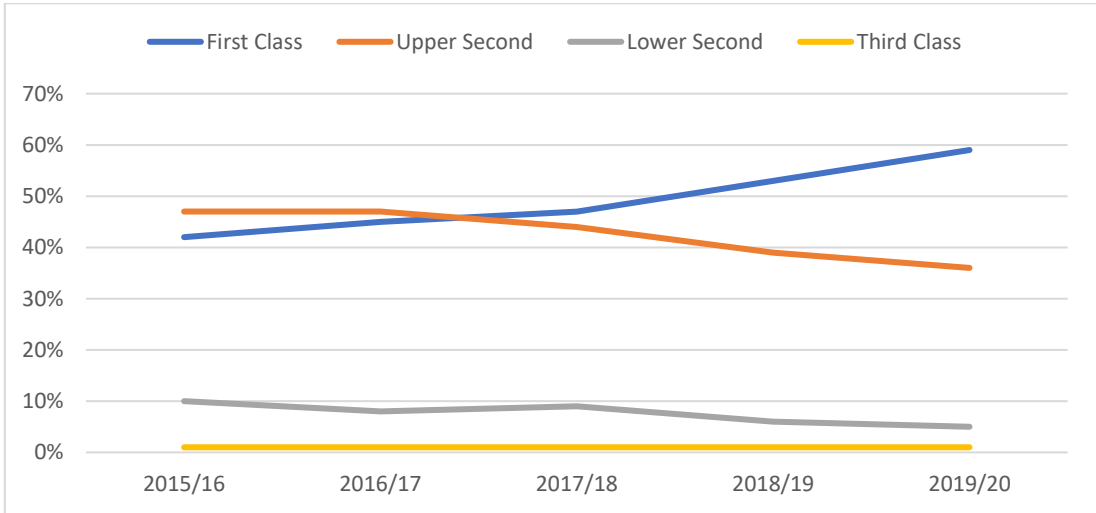
College Degree Outcomes Statement

1. College Degree Classification Profile

1.1 The College’s degree classification profile (Table 1) sets out the percentage of degree classifications awarded at College level over the last five years for all undergraduate students. Data for integrated Masters students have been included to more accurately reflect the portfolio of programmes offered by the College. Rates are calculated as a proportion of all classified degrees awarded only. Differentials in degree classification by student characteristic are provided in [Annex 1: Degree outcomes statement supplementary statistical information](#).

Table 1: College degree classification profile for undergraduate degree programmes, 2015/16 – 2019/20

Academic Year	First Class	Upper Second	Lower Second	Third Class	Total Awards (rounded to 5)
2015/16	42%	47%	10%	1%	1865
2016/17	45%	47%	8%	1%	2235
2017/18	47%	44%	9%	1%	2275
2018/19	53%	39%	6%	1%	2370
2019/20	59%	36%	5%	1%	2370



1.2 The percentage of College undergraduate students achieving first and upper second class degrees has increased over the last five years. This trend can also be observed in the Russell Group and sector averages. In 2019-20, 94% of the College's undergraduate degrees awarded were first or upper second class. This is higher than the Russell Group average, and the sector average (for further information, see the Office for Students (OfS) [Analysis of degree classifications over time](#)).

1.3 The OfS dataset for the College’s [Access and Participation Plan 2020/21-2024/25](#) shows there are no statistically significant gaps in attainment that hold across all five years of the

dataset across all key measures: age, disability, ethnicity, sex, Index of Multiple Deprivation (IMD) quintile and Participation of Local Areas (POLAR4) quintile.

- 1.4 In line with Condition F1 of the regulatory framework for higher education in England, the College publishes a [Transparency Information Set](#), which includes the number of UK-domiciled students who attained a particular degree on completion of their programme with the College.

2. Assessment and Marking Practices

- 2.1 The College has in place a set of [assessment and marking policies and procedures](#) such that both staff and students share common expectations and are aware of their responsibilities across key areas including: assessment setting; examination arrangements; marking and moderation; academic feedback; mitigating circumstances; and academic integrity. Assessment methods and marking practices are also made clear to students through programme documentation and published on the College's [programme specifications webpages](#).
- 2.2 The external examiner system and Boards of Examiners are central to the process by which the College monitors the reliability and validity of its assessment procedures and academic standards. External examiners' primary duties are to ensure that the standard of the College's degrees is consistent with that of the national sector; to ensure that assessment processes measure student achievement reliably, rigorously, fairly and transparently, and that the College is maintaining the academic standards set for its awards in accordance with the [QAA Framework for Higher Education Qualifications](#) and applicable subject benchmark statements. Information about the roles, powers and responsibilities assigned to external examiners is available on the College's [external examiner webpages](#). Recruitment, internal training and supporting practices ensure that external examiners are able to discharge their responsibilities in line with QAA's guidance on External Expertise
- 2.3 A number of College programmes are accredited by Professional, Statutory or Regulatory Bodies (PSRBs). Programme and Departmental staff are responsible for delivering on any requirements set out by the accrediting bodies, including providing them with outcomes of reviews and informing them of modifications to provision. Students are made aware of any requirements for achieving individual accreditation, including choosing specific modules and meeting particular assessment requirements.
- 2.4 The College's [Educational Development Unit \(EDU\)](#) delivers a spectrum of flexible stand-alone workshops, academic programmes and networking activities. Through informal and formal learning opportunities, College staff can further develop their expertise in teaching, assessment, feedback and programme design.

3. Academic Governance

- 3.1 Governance, oversight and development of the quality and standards of College provision rests with the College Senate, which is charged with promotion of the educational work of the College and the regulation, quality assurance and superintendence of the education and discipline of students. The Senate and its sub-committees regularly receive and consider [quantitative data on student degree outcomes](#). Consideration of these data assists the College in ensuring that all students are supported to achieve successful academic outcomes

while assuring the academic standards of programmes are in line with sector-recognised standards and consistent with the relevant national qualifications frameworks.

- 3.2 The College's Quality Assurance and Enhancement Committee (QAEC) is responsible for developing and advising the Senate on the implementation of College policies and procedures relating to quality assurance, taking into account national and international frameworks and codes of practice including the [Quality Assurance Agency's \(QAA\) UK Quality Code for Higher Education](#) and the [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\) - 2015](#). QAEC oversees the annual review of the College's statement on quality assurance and academic standards and ensures the processes in place assure quality, maintain standards and drive improvement and enhancement. A number of Committees report directly to QAEC including the [Programmes Committee](#), [Faculty Education Committees](#) (FECs) and the [Postgraduate Research Quality Committee](#) (PRQC).
- 3.3 At programme level, responsibility for academic quality and standards, including marking practices, rests with the Head of Department (HoD), who develops Departmental educational strategy in line with the Faculty's and College's strategic goals. Thus, while quality assurance is overseen by the College Senate through the principal committees mentioned above, the responsibility for quality management and enhancement lies with individual academic departments.
- 3.4 In response to the developing impact of the Covid-19 pandemic, the College initiated its emergency procedures and established a temporary additional governance structure. Below Gold and Silver command groups, sub-groups, relevant to the work of QAEC, were established to take forward various aspects of the College's functions. Some of the College's emergency procedures have remained and the Education Strategy and Operations Group (ESOG) has continued with education and student experience focussed activity, supported by the Ed Tech Guild.

4. Degree Algorithms

- 4.1 The College's degree algorithm is published in the College's [academic regulations](#) including rules on reassessment, compensation and consideration of uplifts. The algorithm is in line with sector practice, as set out in the UUK/ GuildHE report on [understanding degree algorithms](#).
- 4.2 A different classification method is in place for the MBBS programme in the Faculty of Medicine, as required by the General Medical Council (GMC). This is documented in the College's academic regulations.
- 4.3 The regulations for taught programmes of study underwent a major review and a revised version was implemented in 2019-20. The review ensured that the regulations remained fair, transparent, and accessible to all students. In addition, the review resulted in commonality across Faculties' undergraduate and postgraduate taught programmes. Guidance for Boards of Examiners has been produced to ensure effective decision making during the run out of the previous iteration of academic regulations alongside the implementation of the revised regulations.
- 4.4 In response to the Covid-19 pandemic, a [Safety Net Policy](#) was developed through ESOG in direct response to a survey coordinated by the Students' Union, and implemented for the

2019-20 academic year. The move to safety nets was largely adopted across the UK higher education sector. The Policy was designed to augment the College's current academic regulations and degree algorithm, and required that the processes and methods for marking were conducted in the normal way; students were required to satisfy College norms for progression and award in order for the safety net to be applied. From the 2020-21 academic year, the College's degree algorithm will be applied as published, but whilst Covid-19 continues to cause challenges to delivery, cohort level analysis and comprehensive analytics, where available, will continue to be applied by Boards of Examiners, to ensure that students are not negatively impacted in comparison to previous years.

5. Teaching Practices and Learning Resources

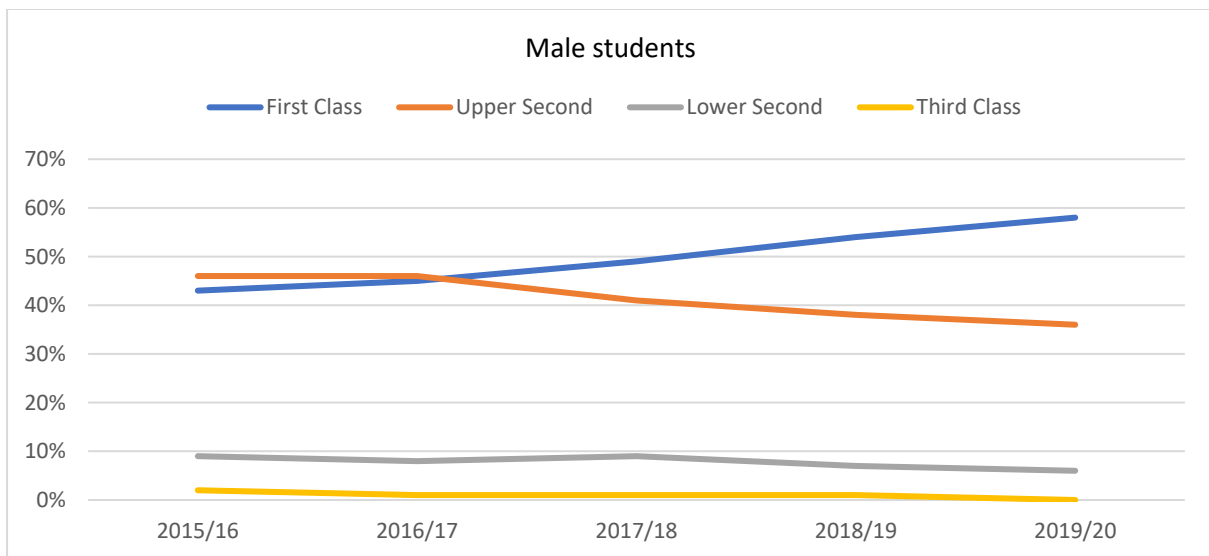
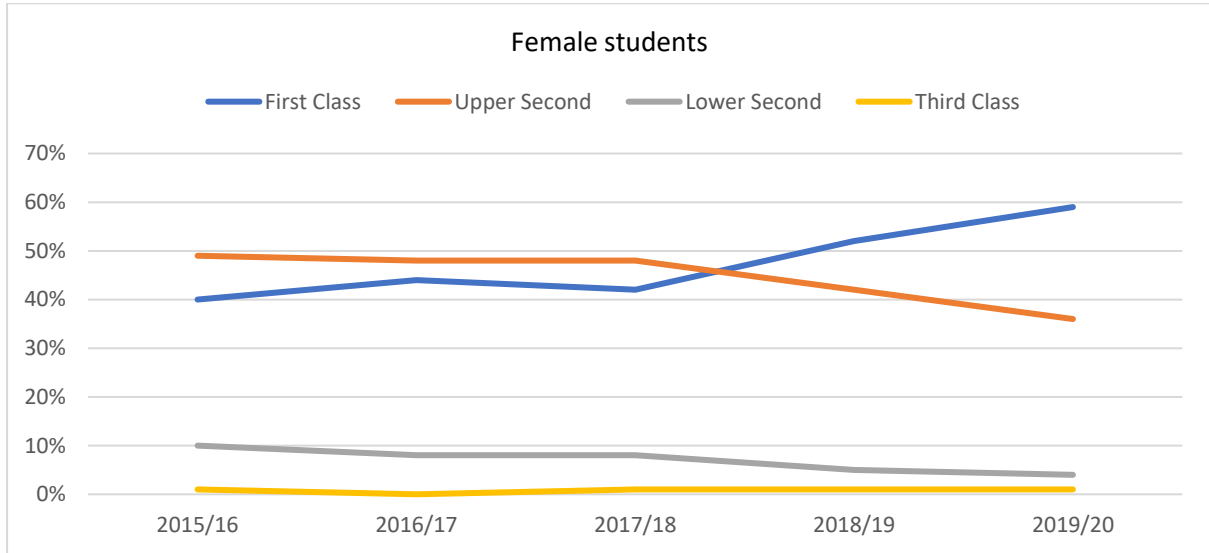
- 5.1 The [Learning and Teaching Strategy](#) was launched in 2017, which presented the College's principles of education – namely a world-leading, rigorous, evidence-based, inclusive educational experience embedded in a vibrant research environment. Building on the College's existing strengths, the Strategy focussed on four main areas: a review of curricula and assessment; an evidence-based transformation of pedagogy, to make teaching more interactive; the fostering of an inclusive and diverse culture; the development of online and digital tools to enhance curricula, pedagogy and community. Whilst it is difficult to establish causality between resultant enhancements and degree classification, it is felt that the plethora of College initiatives set out below are likely to have had a positive effect in improving student performance and outcomes.
- 5.2 The College's programmes are progressing through a full [curriculum review](#) process, including the implementation of a modular structure that enables students to have greater choice and flexibility within their discipline. Where appropriate, curriculum content has been rationalised as well as volume of assessment, creating time and space for students to reflect on, and integrate, their knowledge.
- 5.3 The College is embarking on an institution-wide transformation of teaching, based on evidence that innovative teaching techniques enable more effective learning, increase students' sense of personal and professional identity, and create a stronger sense of community. Case studies are published on the College's [Innovations in Learning](#) webpage.
- 5.4 An ambitious vision for the future of College education spaces was agreed in 2018, with priorities to: remediate teaching spaces identified as requiring most attention; identify and convert suitable large lecture theatres for small group active learning; increase flexible flat floor space available for active learning classes; and improve and increase project, breakout, study spaces and social spaces. Since 2018, an investment of £4.2m has delivered new flexible and modern education spaces, with a number of educational infrastructure projects planned.

6. Identifying Best Practice, Risks and Challenges

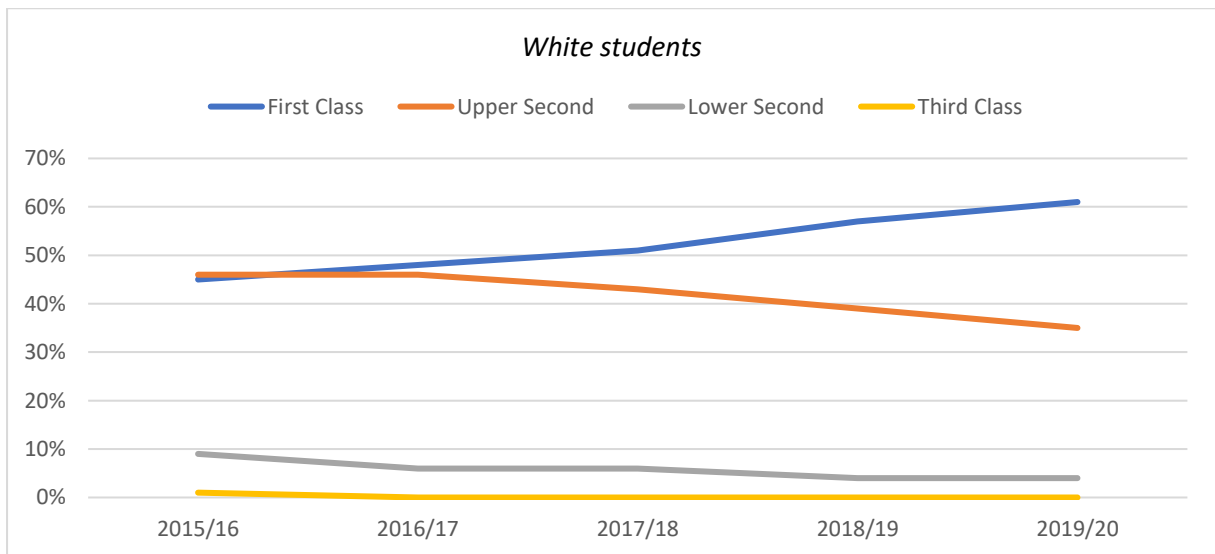
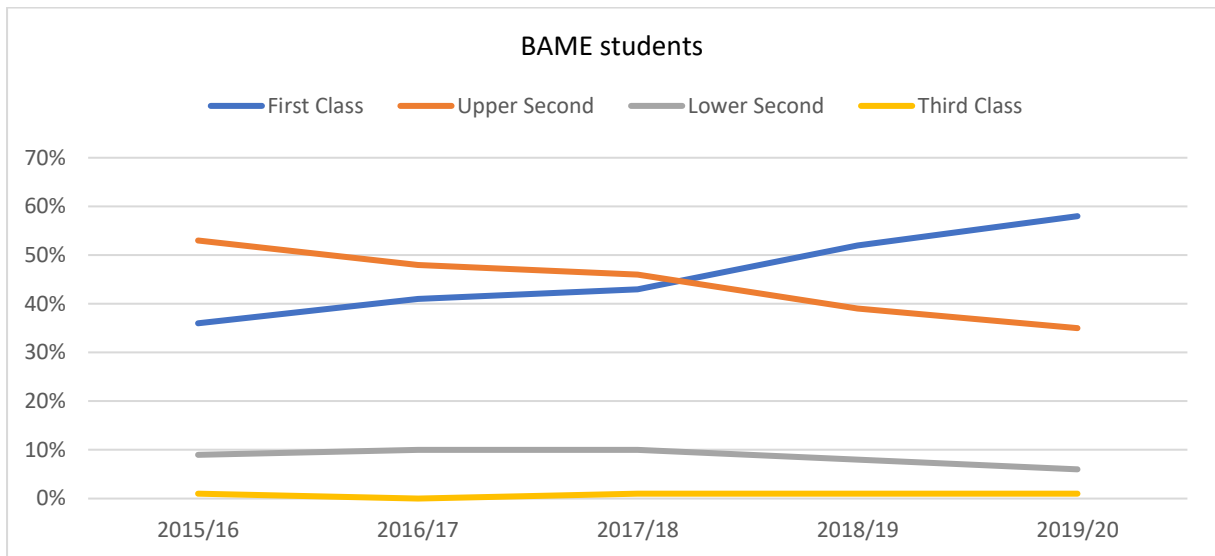
- 6.1 The College practises continuous monitoring and evaluation of the quality of learning, teaching and the student experience. Methods and mechanisms employed for enhancement include student feedback, peer observation, programme monitoring, periodic review, and professional development for staff. These processes ensure that the College systematically identifies risks and challenges, as well as best practice, to continually improve the quality of provision and the ways in which students' learning is supported.

Annex 1: Degree outcomes statement supplementary statistical information

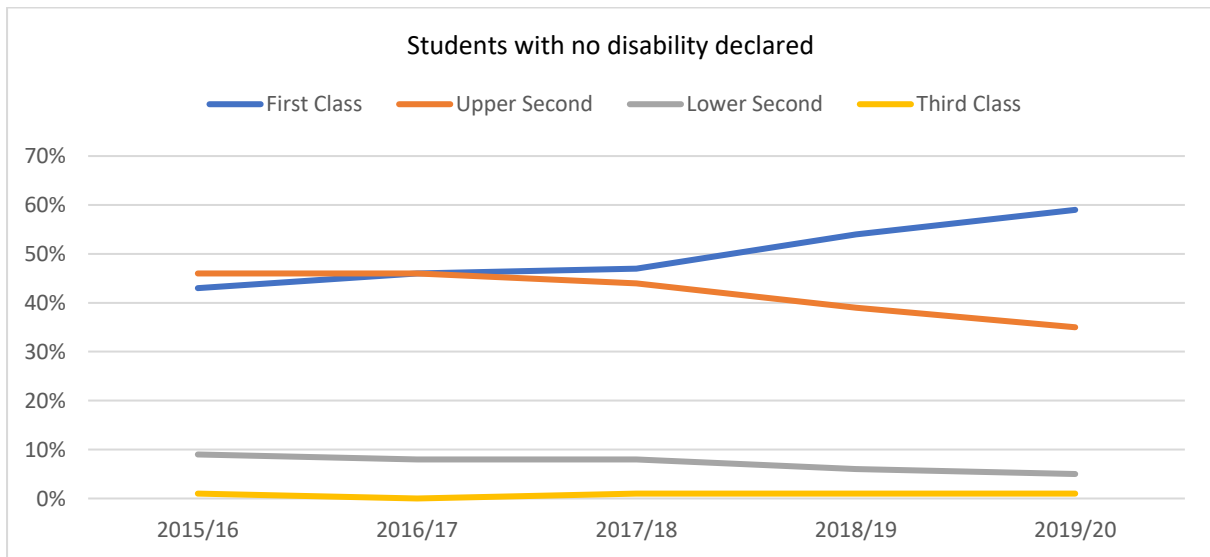
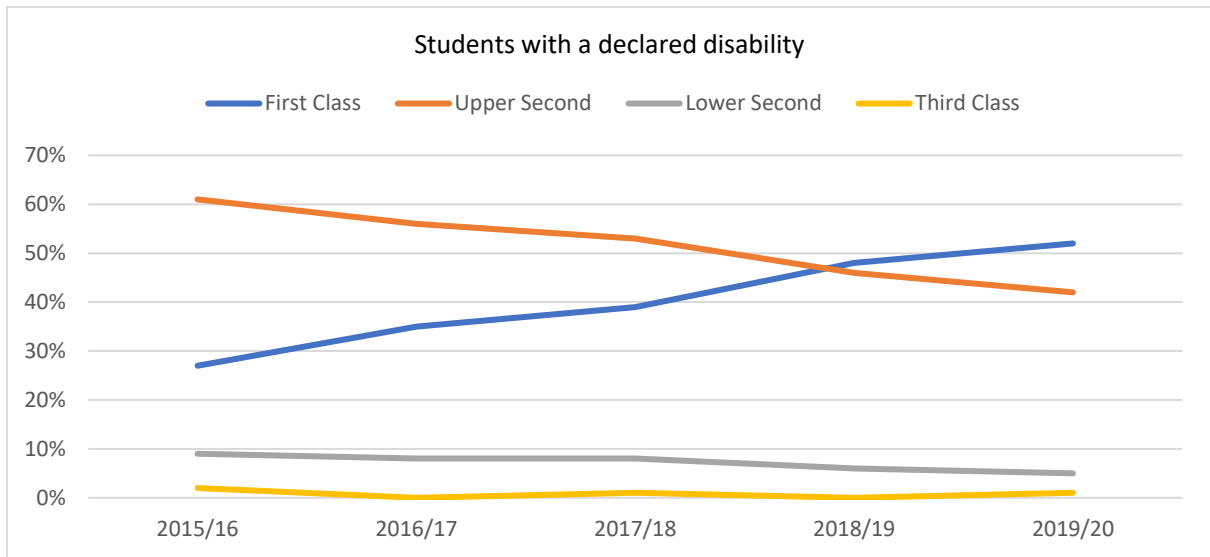
College degree classification trends by gender



College degree classification trends by ethnicity



College degree classification trends by disability



Sector degree classification trends

