

Degree Outcomes Statement 2026

This Degree Outcomes Statement has been drafted in line with the UK Standing Committee for Quality Assurance’s (UKSCQA) principles¹ and the Office for Students’ (OfS) ongoing conditions of registration on academic standards (B4 and B5)² and replaces the statement published in 2021 covering awards made between 2015/16 and 2019/20.

1 Imperial College London’s Degree Classification Profile

Imperial College London’s degree classification profile ([Table 1](#)) sets out the percentage of degree classifications awarded at university level over the last five years for all undergraduate students. To allow for more accurate comparison with the previous reporting period, data from 2019/20 is also included in the tables and charts provided. Data for integrated Master’s students have been included to more accurately reflect the portfolio of programmes offered by the university. 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: University degree classification profile for undergraduate degree programmes, 2020/21 - 2024/25

Academic Year	First Class	Upper Second	Lower Second	Third Class	First and Upper Second combined	Total Awards (rounded to 5)
2019/20	59%	36%	5%	1%	95%	2370
2020/21	59%	36%	5%	0%	95%	2595
2021/22	55%	39%	6%	1%	94%	2690
2022/23	53%	42%	6%	0%	95%	2670
2023/24	51%	41%	7%	0%	92%	3035
2024/25	48%	45%	7%	0%	93%	3015

¹ UK Standing Committee for Quality Assessment (UKSCQA), [‘Degree classification: Transparent, consistent and fair academic standards’](#) [PDF]; [‘Principles for effective degree algorithm design’](#) [PDF]

² Office for Students (OfS), [‘Securing student success: Regulatory framework for higher education in England’](#)

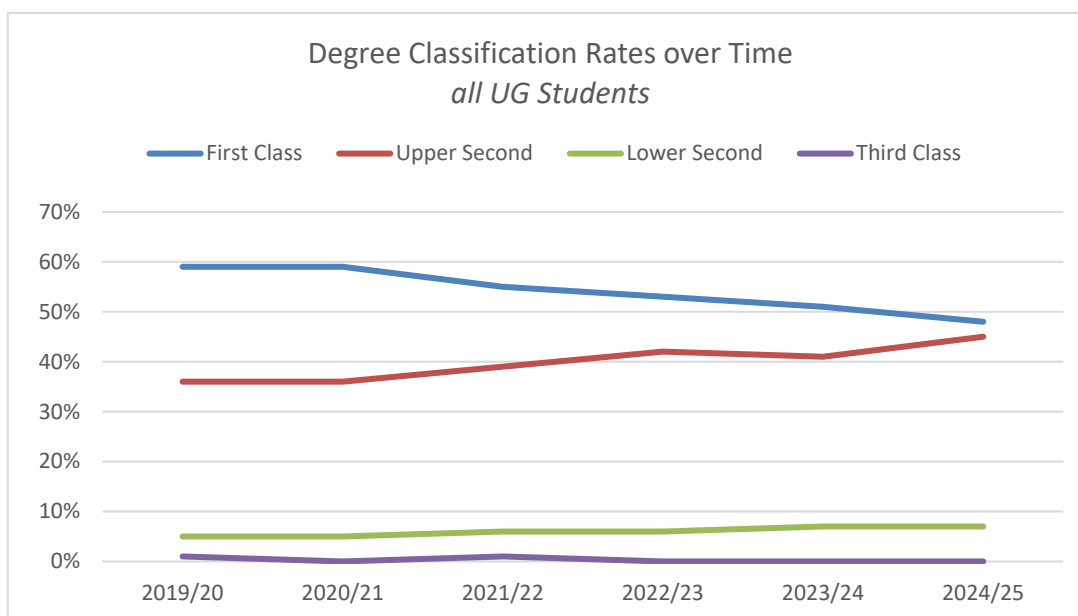


Figure 1: Degree Classification Rates over Time (all UG Students)

For 2020/21 the percentage of Imperial undergraduate students achieving first and upper second-class degrees remained at the previous high of 95% in 2019/20 but subsequently decreased to pre-pandemic levels. The percentage of undergraduate students achieving first class degrees fell in each of the years under review, while the percentage of upper second-class degrees rose. Overall, the number of awards made rose by 16% in the same period.

The OfS dataset for the university's [Access and Participation Plan 2025/26 to 2028/29](#) 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.

In line with Condition F1 of the regulatory framework for higher education in England, Imperial 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 university.

2 Assessment and Marking Practices

Imperial maintains a comprehensive set of [assessment and marking policies and procedures](#) designed to ensure that staff and students work within shared expectations and a clear understanding of their respective responsibilities. These policies cover key areas including assessment design and setting, examination arrangements, marking and moderation processes, academic feedback, mitigating circumstances, and academic integrity. Assessment methods and marking practices are communicated to students through programme documentation and are published on the university's [programme specification webpages](#).

The external examiner system and the Boards of Examiners form a central component of the university's approach to assuring the reliability and validity of assessment processes and academic standards. External examiners are responsible for confirming that the standard of the university's awards is consistent with that of the wider sector, and that assessment processes measure student

achievement reliably, rigorously, fairly and transparently. Information on the roles, powers and responsibilities of external examiners is available on the university's [external examiner webpages](#). Recruitment, internal training and associated support mechanisms ensure that external examiners can discharge their duties effectively.

More than 60% of the university's undergraduate programmes are accredited by Professional, Statutory or Regulatory Bodies (PSRBs). Programme and departmental teams are responsible for meeting the requirements set by accrediting bodies, including the provision of review outcomes and notification of any modifications to programmes. Students are informed of any requirements necessary for individual accreditation, such as the selection of specific modules or the completion of particular assessment components.

The university's [Educational Development Unit \(EDU\)](#) provides a range of flexible workshops, academic development programmes and networking activities. Through both formal and informal learning opportunities, staff are supported to enhance their expertise in teaching, assessment, feedback and programme design.

3 Academic Governance

Governance, oversight and development of the quality and standards of Imperial College London provision rests with Senate, which is charged with promotion of the educational work of the university 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 university 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.

The university's Quality Assurance and Enhancement Committee (QAEC) is responsible for developing and advising Senate on the implementation of university policies and procedures relating to quality assurance, taking into account national and international frameworks and codes of practice including the [OfS's Regulatory framework for higher education in England](#), 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 university'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).

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 university's strategic goals. Thus, while quality assurance is overseen by Senate through the principal committees mentioned above, the responsibility for quality management and enhancement lies with individual academic departments.

4 Degree Algorithms

The university's degree algorithm is published in the [academic regulations](#) including rules on reassessment, compensation and consideration of uplifts. The algorithm aligns with sector practice and the UK Standing Committee for Quality Assessment's (UKSCQA) [Principles for effective degree algorithm design](#).

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 university's academic regulations.

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, including a revised degree algorithm. 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. The first cohort of graduates on curriculum-reviewed three-year programmes was awarded at the end of the 2021/22 academic year, while the first cohort of graduates from four-year programmes was awarded at the end of the 2022/23 academic year. Students who started their programmes pre curriculum review continue to be taught and assessed under the older regulations until their maximum periods of registrations have been reached. Due to the difference in the degree algorithms it is difficult to determine exact cause and effect of changes to the degree outcomes between these different cohorts.

Following the introduction of a Safety Net Policy in response to the Covid-19 pandemic in the 2019/20 academic year, the university's degree algorithm was applied as published for the 2020/21 academic year. Cohort level analysis and comprehensive analytics, where available, were applied by Boards of Examiners, to ensure that students were not negatively impacted in comparison to previous years. It is evident from the classification profiles for 2019/20 and 2020/21 that the use of the Safety Net Policy (2019/20) and Fair assessment policy (2020/21) likely contributed to the rise in first-class degrees. In addition, Boards of Examiners were instructed to consider the impact of industrial action on students in 2019/20, 2021/22 and 2022/23 to ensure students were not negatively impacted by these events. Subsequently, the share of first and upper second awards has fallen again.

5 Teaching Practices and Learning Resources

The initial phase of Imperial's Learning and Teaching Strategy, launched in 2017, led to investment in the university's people and places, its digital and physical infrastructure, and the student experience. Imperial's dedication to exceptional learning and teaching is also reflected in external benchmarking. The university secured its highest ever student satisfaction scores in the National Student Survey in recent years, as well as a Gold Award in the Teaching Excellence Framework, and several University of the Year awards from respected, high-profile rankings.

Imperial's taught degree programmes have progressed through a full curriculum review process, including the implementation of a modular structure. Where appropriate, curriculum content has been rationalised, creating time and space for students to reflect on, and integrate, their knowledge.

Guided by its [Learning and Teaching Strategy](#) the university has embarked 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 [online](#).

An ambitious vision for the future of Imperial education spaces was agreed in 2018, with priorities to: remediate teaching spaces identified as requiring most attention; identify and convert suitable spaces 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.

Contained within the Class of 2030 strategy initiative Imperial is now moving into the next phase of the Learning and Teaching Strategy. Collaboration across academic departments, faculties, the student support teams and the student body resulted in comprehensive community feedback gathered during the 2022–23 academic year. This feedback identified five fresh aims that will build on previous progress:

1. Reviewing the approach to assessment and feedback, with the aim of improving quality and reducing workloads for students and staff.
2. Delivering degree programmes that challenge students to achieve their full potential through authentic discovery-based learning.
3. Developing lifelong learning opportunities for current students, alumni, and a global community of learners yet to discover Imperial.
4. Growing the digital education capabilities both in scale and in scope to enhance the use of novel digital technologies, virtual educational spaces and data.
5. Fostering a supportive environment which offers a sense of community both inside and beyond the learning environment.

Of course, the university also wants to retain and build upon new collaborative approaches that have been successfully embedded across the community in recent years. The Learning and Teaching Strategy will continue to drive institution-wide strategy, while supporting academic departments and teams for innovation in discovery-based learning, digital technologies, inclusivity and community-building. This will ensure Imperial's continued agility to respond to world-changing developments.

Library Services have increased the availability, variety and quality of study spaces with the creation of Go Study in South Kensington and the refurbishment of Charing Cross library, providing flexible, modern learning environments that support both independent and collaborative study. Alongside continued investment in diverse digital and physical collections, the Libby service was introduced, providing access to thousands of recreational e-books and audiobooks to enhance the wider learner experience.

Library staff deliver skills development and curriculum-integrated teaching, supporting students in developing critical information, research and academic skills. In recent years, provision of asynchronous resources has increased, making training and guidance materials available 24/7.

6 Identifying Best Practice, Risks and Challenges

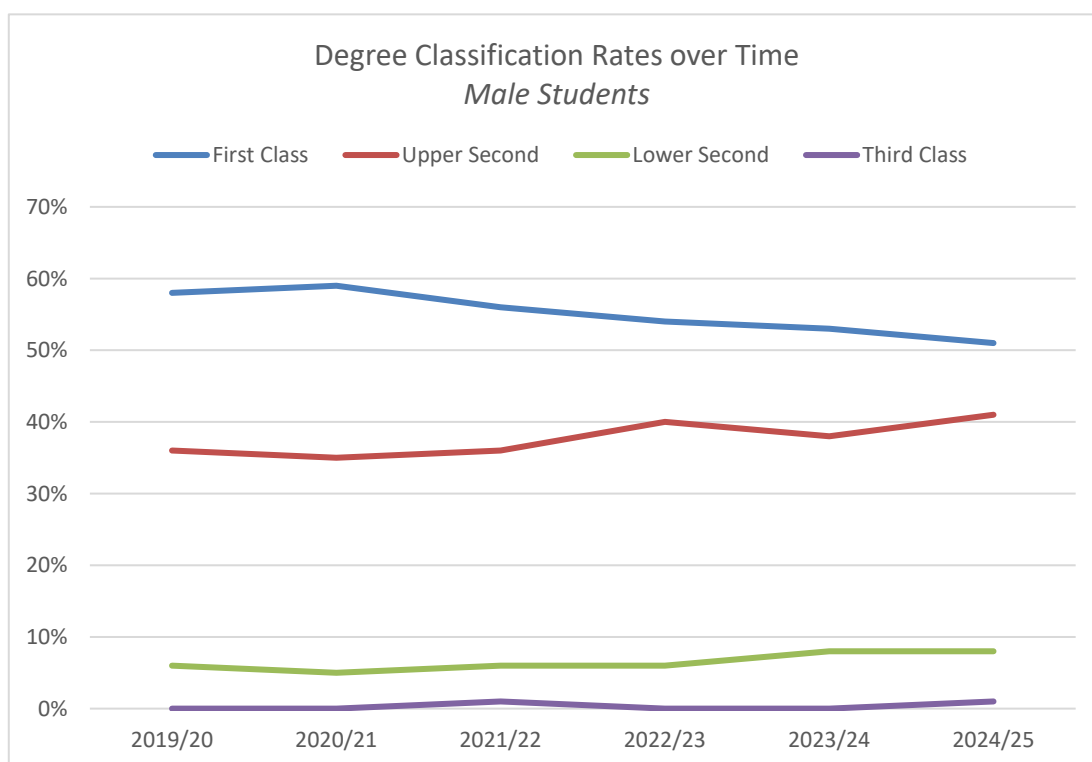
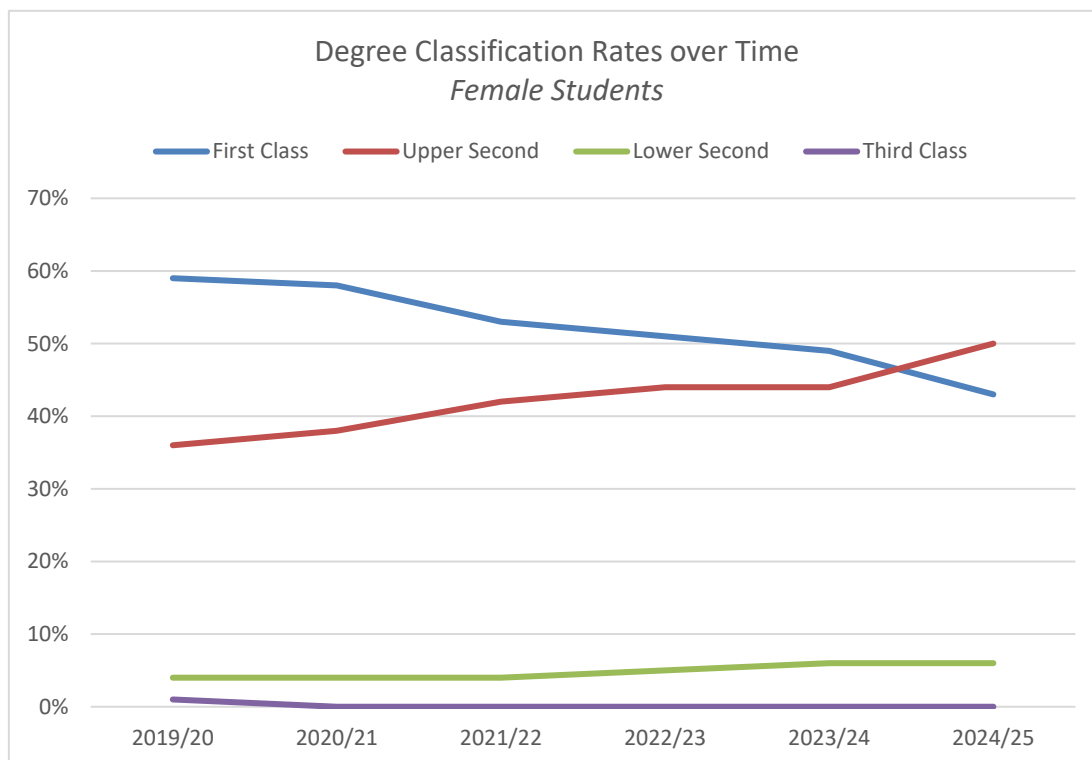
Imperial practises continuous monitoring and evaluation of the quality of learning, teaching and the student experience. Methods and mechanisms employed for enhancement include student feedback, peer observation, programme monitoring, periodic review, and professional development for staff. These processes ensure that the university 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.

Document Control

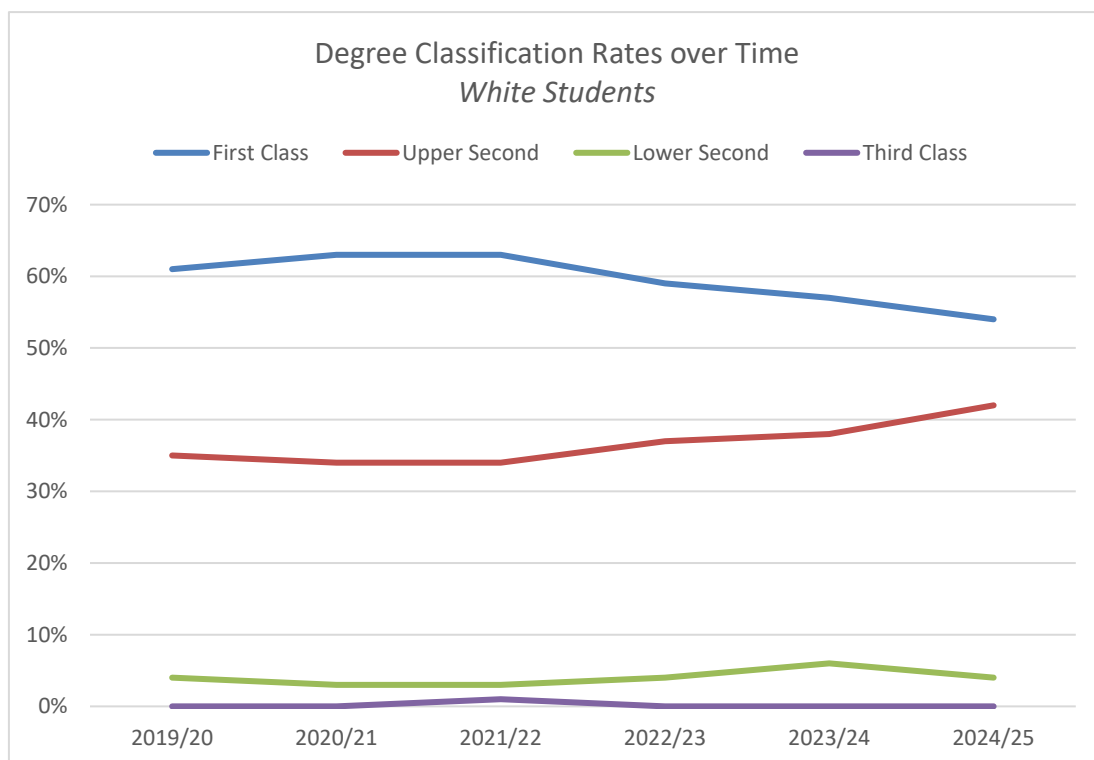
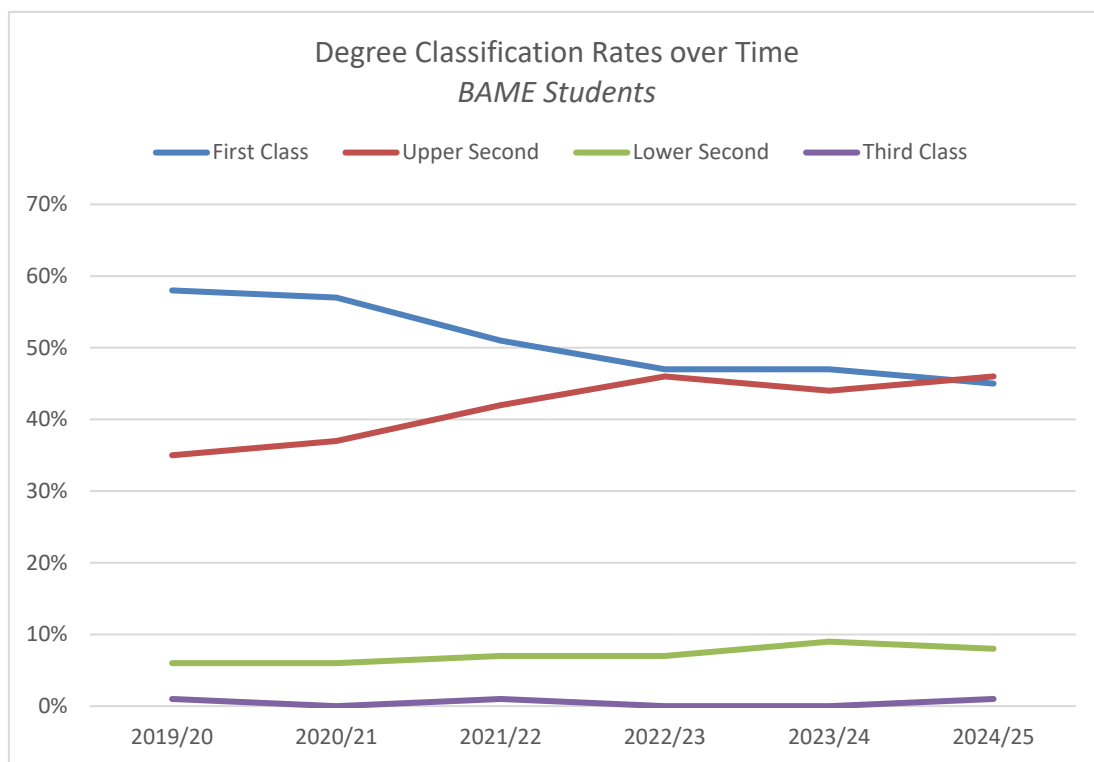
Document title:	Degree Outcomes Statement 2026		
Version:	2.0	Date:	June 2026
Location:	R:\7.Quality Assurance\25. OfS\Degree Outcomes Statement\Degree Outcomes Statement 2025-26		
Initially approved by and date:	Senate 2021		
Version approved by and date:	QAEC June 2026		
Version effective from:	July 2026		
Originator:	Academic Registrar		
Contact for queries:	Assistant Registrar (Academic Policy)		
Cross References:	Access and Participation Plan Regulations for Taught Programmes of Study Transparency Information Set		
Notes and latest changes:	Updated for 2020-21 to 2024-25 reporting period, published in 2025-26		

Annex 1: Degree outcomes statement supplementary statistical information

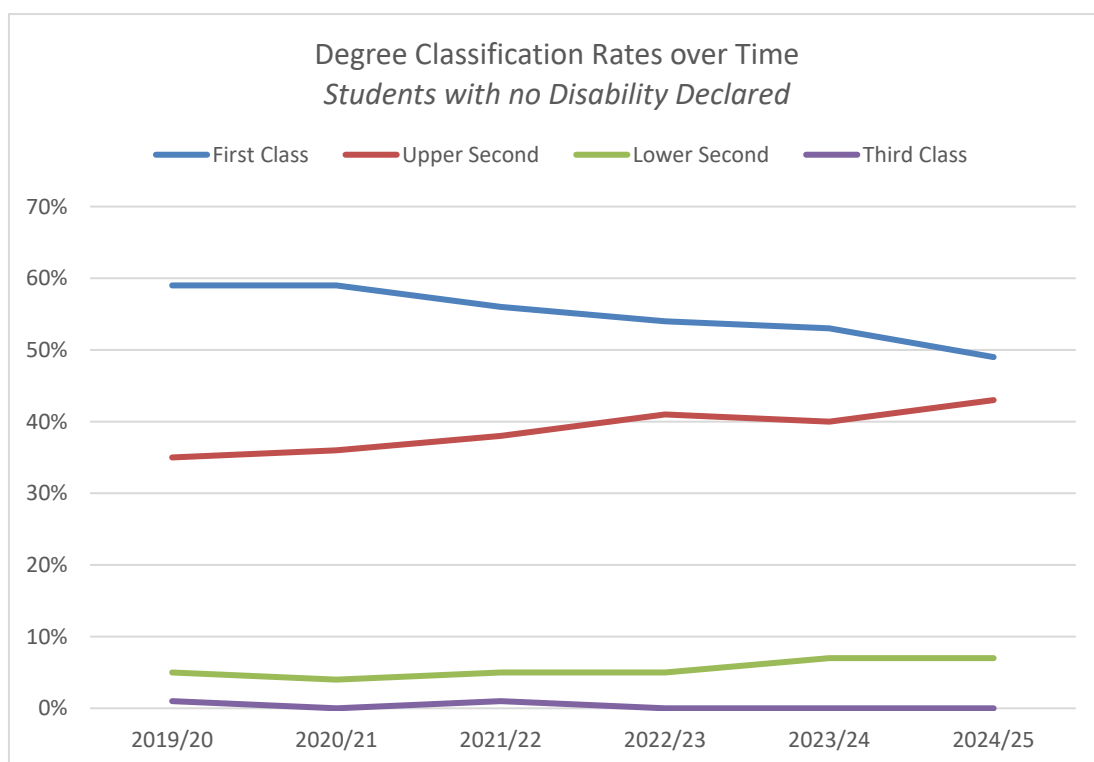
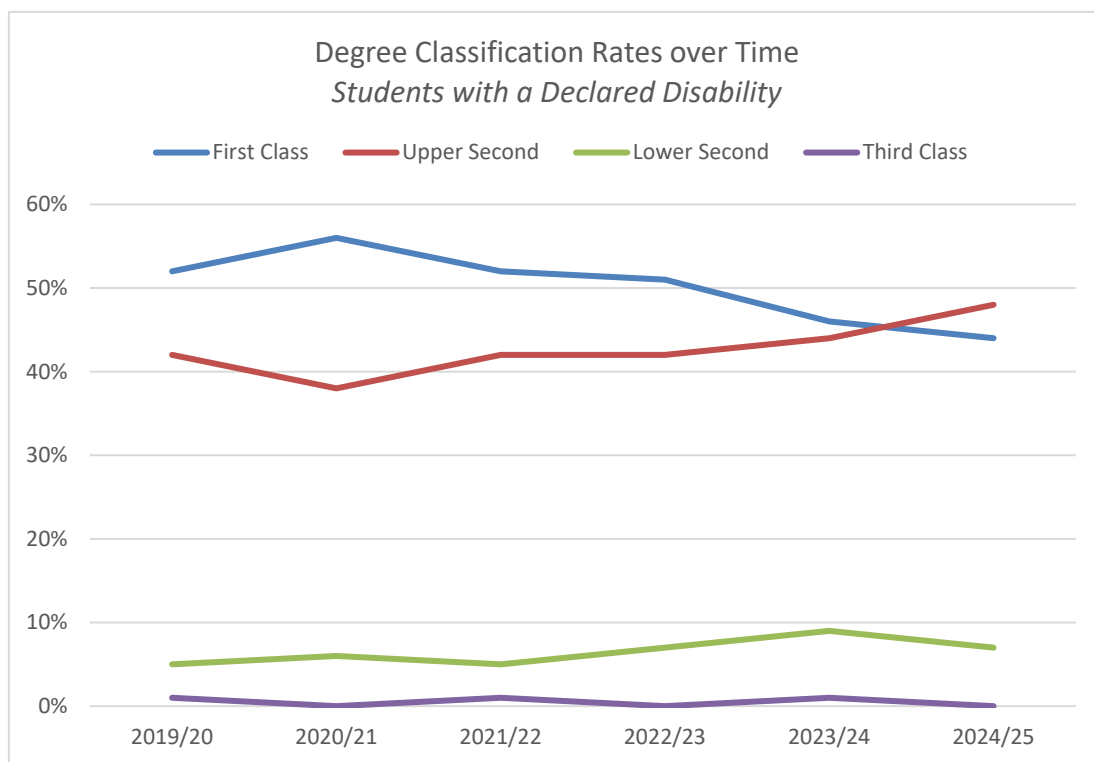
Degree classification trends by gender



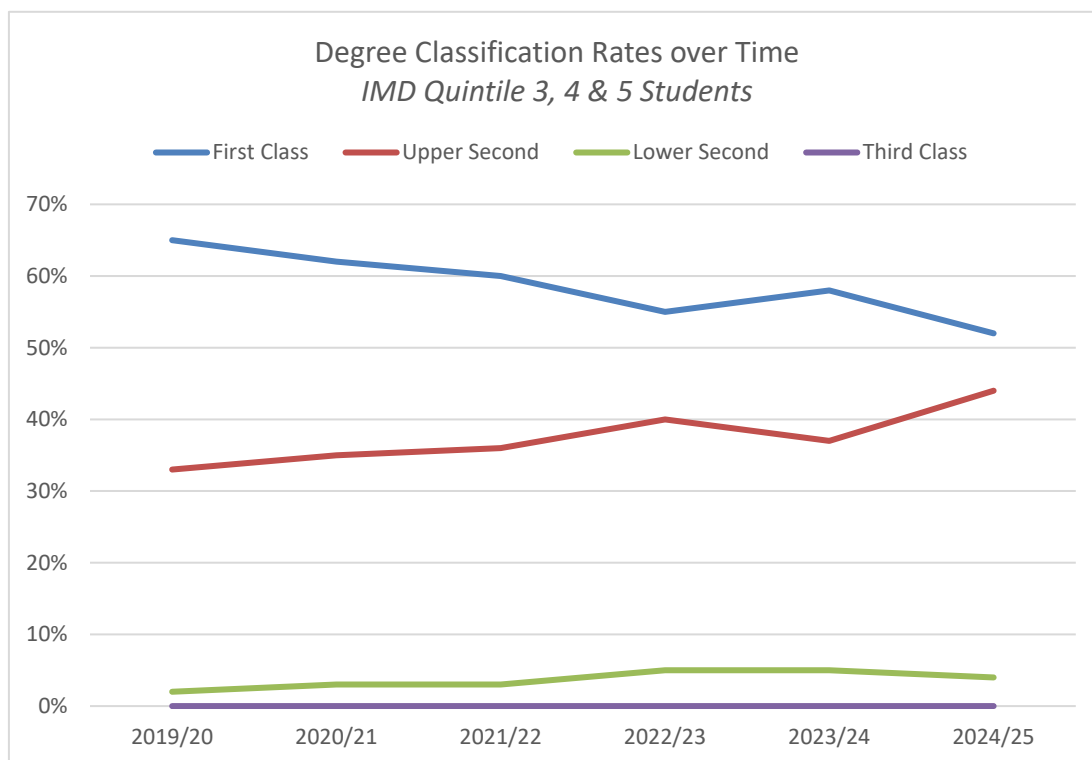
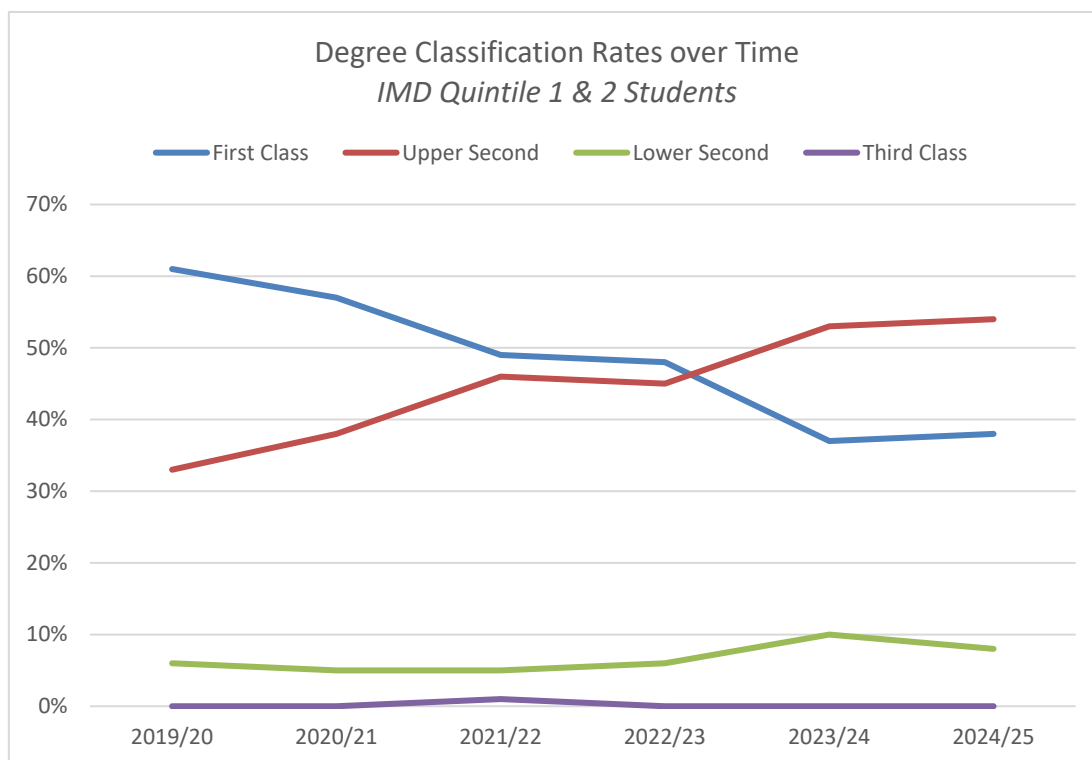
Degree classification trends by ethnicity



Degree classification trends by disability



Degree classification trends by Index of Multiple Deprivation (IMD) Quintile



Sector degree classification trends

