

Degree Outcomes Statement

Kingston University's Degree Outcomes Statement for 2024 is published in line with the Statement of Intent document published by [the Quality Council for UK Higher Education](#) and to ensure that awards and qualifications awarded to students are credible, meet sector recognised standards and hold their value over time (Conditions B4 and B5 of registration with the Office for Students).

The Degree Outcomes Statement for 2024, as below, has been approved by Academic Council and Academic Assurance Committee for publication.

1. Kingston University Institutional Profile

Year	1 st class	Upper Second	Good Degrees	Lower Second	Third	Pass
2018/19	32.2%	39.3%	71.5%	22.0%	4.8%	0.9%
2019/20	36.7%	39.4%	76.1%	18.0%	3.6%	1.6%
2020/21	35.2%	40.4%	75.6%	18.2%	3.8%	1.6%
2021/22	32.7%	37.3%	70.0%	21.0%	5.6%	2.8%
2022/23	31.7%	38.6%	70.3%	22.0%	6.3%	1.4%
2023/24	35.2%	35.3%	70.8%	21.2%	6.2%	1.7%

Table 1: Kingston University Degree Classifications profile

Year	1 st class	Upper Second	Good Degrees	Lower second	Third
2018/19	28%	48%	76%	19%	4%
2019/20	35%	47%	82%	15%	3%
2020/21	36%	46%	72%	14%	3%
2021/22	32%	47%	79%	17%	4%
2022/23	30%	48%	78%	20%	3%
2023/24	29%	48%	77%	20%	3%

Table 2: Sector Degree Classification Profile

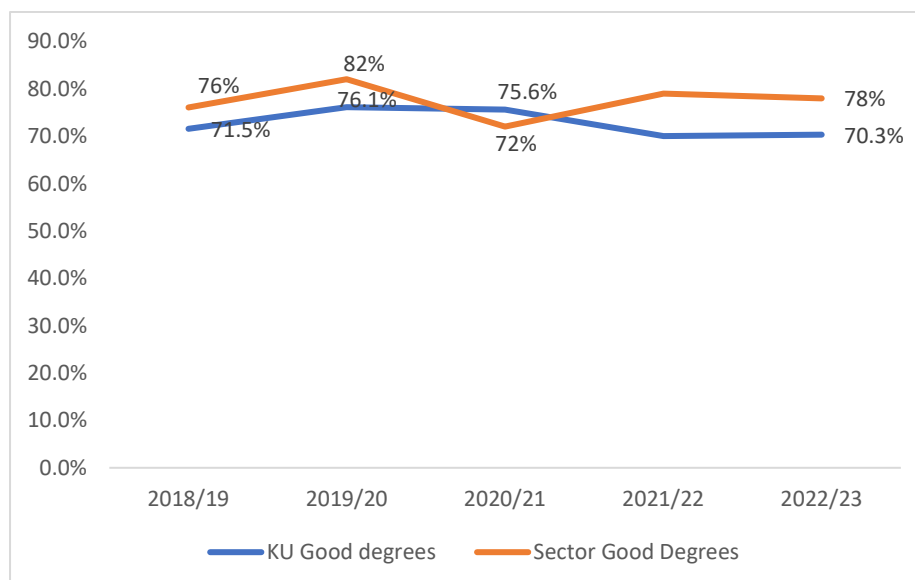


Table 3: Kingston and Sector Good Degree Rates

Conclusions from the data

Table 1 demonstrates that Kingston University's measures to ensure that students were not unfairly disadvantaged during the pandemic did contribute to an increase in the proportion of good degrees (+4.6% between 2018/19 and 2019/20). Table 2 shows that this pattern was reflected across the sector (+6% in the same time period).

In 2021/22 Kingston University returned to levels of classification similar to those prior to the pandemic, with the proportion of good degrees being slightly lower (70.0%) than in 2018/19 (71.5%). Table 2 shows that Kingston's return to pre-pandemic level of classification has maintained whereas the sector has seen a one-off decrease in 2020/1 before an increase in 2021/2 and 2022/3.

Unexplained Good Degrees

Under condition B4 of registration with the Office for Students all registered providers must ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.

The OfS has undertaken an analysis of Good Degree rates to account for the following variables – provider, year of graduation, subject of study, qualifications on entry and age on entry. From this the 'Unexplained' rate of Good Degrees for Kingston is shown below:

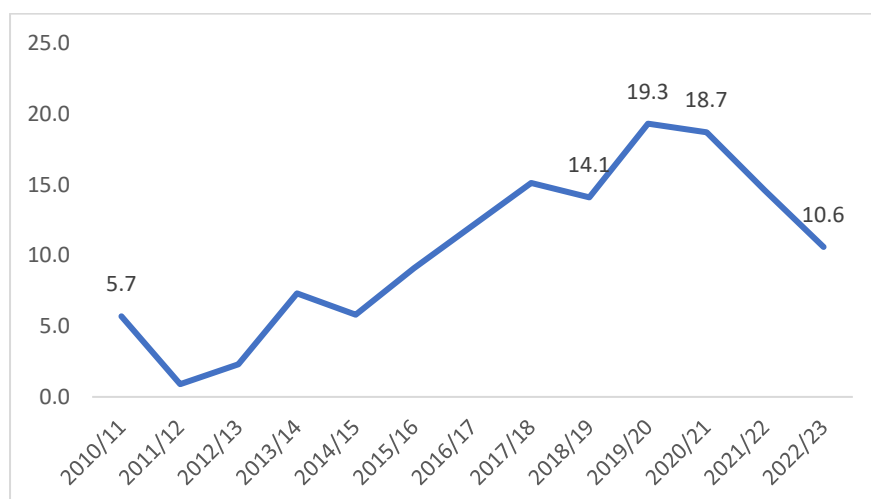


Table 4: Kingston's rate of Unexplained Good Degrees

The rate observed in 2022/3 was 10.6%, down from 14.6% in 2021/2 and from 18.7% in 2020/21. Kingston's unexplained rate is below the sector position of 13.4% in 2022/3. Looking over a longer time period Kingston's Unexplained rate has increased 4.9% since 2010/1.

Access and Participation

Kingston University has a long-standing commitment to widen access to higher education with the potential to succeed. Our [Access and Participation Plan 2024-28](#) commits the institution to closing Awarding Gaps between the following groups of students:

- Student of Black and White ethnicity – to 4.0% by 2029/30, currently 22.4%
- Students of Asian and White ethnicity – to 3.2% by 2029/30, currently 10.3%
- Students previously in receipt of Free School Meals and those who were not – to 3.3% by 2029/30, currently 12.2%

2. Teaching Practices and Learning resources

The Academic Framework has the strategic aims to:

- To transform Kingston's academic provision so that it supports the core values of the University and significantly enhances the experience of our students, staff and other key stakeholders.
- To define a university-wide vision of the Kingston Offer to students which supports our commitment to releasing potential and producing confident, creative and resilient graduates.
- To provide the best platform to allow Kingston to build a reputation for excellence and innovation in all our disciplines.
- Support the delivery of Future Skills.

Identifying the specific, tangible impacts of this Framework on the institution's overall degree award profile is challenging, however, the university is assured that, when taken as a whole, university-led improvements to teaching, assessment and student support have had a cumulative, positive impact on student engagement, success and, in turn, degree outcomes.

The following sections highlight a few of the key features of initiatives which may have had the most significant impact on student success and outcomes. It has not been possible to provide details of all our recent initiatives within the constraints of this document.

An Inclusive Curriculum

Addressing unexplained awarding gaps between different student groups is a high priority for the University. The Inclusive Curriculum Framework (ICF) provides a framework for staff to refresh their curricular to address equality of opportunity for their students.

The aim is to address differential experiences and outcomes including those relating to ethnicity, disabilities and learning differences, gender, sexual orientation, age and socioeconomic background in recognition that students have multiple identities and therefore may often face multiple barriers.

The ICF has three principles which require and support staff to create a curriculum that:

- is accessible,
- allows students to see themselves reflected in it,
- prepares them to positively contribute to a global and diverse world.

The ICF is applied from concept to review – to curriculum content, teaching practice, assessment and feedback and review - at module, programme and institutional level ensuring staff can make practical adaptations to support student attainment.

▪ Kingston Continuous Enhancement Process (KCEP)

Introduced in 2017/2018, the Kingston Continuous Enhancement Process (KCEP) is one of the University's key mechanisms for aligning its core values and performance indicators in order to prioritise a programme of tailored and supportive intervention in each academic year. Courses that do not meet key thresholds indicated by course metrics will be considered for a relevant level of support as an institutional priority.

KCEP aims to develop the skills of staff so that positive changes to metrics and student experience are sustained, benefitting future as well as current student groups.

The Education Committee oversees the work of KCEP and receives regular reports on progress which in turn are reported to Academic Council and the Academic Assurance Committee. Indicators of success include noting improvements in Continuation, Completion, Progression to Graduate Outcomes and Awarding Gaps as well as internal indicators, such as academic progression.

- **Learning and Teaching Enhancement Centre – Support for Academic Staff**

All academic staff are expected to continuously develop their academic practice in learning and teaching. To support innovation and development in pedagogy, the University's dedicated Learning and Teaching Enhancement Centre (LTEC) provides training, guidance and support for all members of staff involved in teaching and supporting learning. This includes the Kingston Academic Practice Standards Framework (KAPS), an AdvanceHE - accredited CPD framework which reflects the requirements of the Professional Standards Framework (PSF).

KAPS includes provision for those new to teaching in higher education, as well as opportunities for more experienced staff, offering the opportunity for staff to gain professional recognition mapped to the PSF at the appropriate category of HEA fellowship:

- Associate fellow (AFHEA)
- Fellow (FHEA)
- Senior fellow (SFHEA)

Staff are also supported to gain Principal Fellowship (PFHEA) through the AdvanceHE direct route. Specific support is provided for academic partner organisations by nominated liaison officers at both Kingston and the partner institution.

- **Higher Education Pedagogy Domain**

At Kingston University, excellent degree outcomes are supported by a commitment to innovative, evidence-based teaching, learning, assessment, and academic support practices. These approaches are designed to meet the evolving needs of our diverse student body and subject disciplines, and are shaped through active engagement with students, collaboration across Faculties and Directorates, and learning from sector-wide scholarship and networks. The University's Academic Career Framework, refreshed in 2023 provides a flexible and supportive structure for Academic Staff who have elected participation in the HE Pedagogy Domain, either wholly or shared with one of the other 3 domains (Research, Knowledge Exchange and Leadership). The HE Pedagogy domain helps academics grow and develop throughout their careers; as colleagues progress, their contributions evolve from implementing effective local practices to leading nationally and internationally recognised pedagogical innovation. Our institutional values (inclusive, innovative, ambitious, and enterprising) guide activity in this domain, ensuring that our educational practices consistently support outstanding student experiences and outcomes.

3. Assessment and Marking Practices

The University's Academic Quality and Standards Handbook, Academic Framework and Regulatory Framework work together to underpin course curriculum and assessment design, and quality monitoring and evaluation.

Intended learning outcomes, teaching and assessment are aligned with national reference points.

Courses with Professional, Statutory or Regulatory Body (PSRB) requirements also ensure alignment with the relevant PSRB standards.

A Fairness in Assessment Policy clearly sets out the expectations for the quality and consistency of marking and feedback within courses and students are able to make use of the appeals process if they have evidence of any irregularities in the assessment process.

The University has well-established processes for engaging external expertise and oversight via its external examiner procedure which is benchmarked to the QAA External Expertise guidance. All courses have nominated external examiners who have the opportunity to comment on draft assessments briefs before they are published to students and review a sample of assessed student work as part of their audit of assessments. This process includes scrutiny of all external examiner appointments against strict criteria to ensure that externality continues to be independent and appropriate.

4. Academic Governance

Reporting to the Board of Governors, or its nominated sub-committee Academic Assurance Committee (AAC), Academic Council is the University's senior committee for all academic matters such as the setting and maintenance of degree standards and issues relating to teaching and learning, and the policies and procedures for assessment.

Sub-committees, with approved terms of reference and annual schedules of business, are charged with overseeing detailed scrutiny and assurance on behalf of Academic Council. Academic Council and AAC receive annual reports on a range of academic areas including degree outcomes, assessment processes, academic appeals, academic misconduct, quality assurance processes, learning, teaching and enhancement and research, business and innovation.

▪ Academic Governance for Collaborative Partnership arrangements

Kingston University works closely with its partners both in the UK and internationally to ensure comparability of delivery and awards across its collaborative network. The University set out its procedures for managing its partnership arrangements, and ensuring we meet the Office for Students' Conditions of Registration, in detail within Section B of the Academic Quality and Standards Handbook. Further details of the precise arrangements for each collaborative partnership are contained within specific Liaison Documents.

All collaborative partner provision is subject to external examiner review and an annual internal collaborative monitoring process, a key element of which is a consideration of the comparability and achievement academic standards and the quality of associated learning opportunities.

External examiners audit assessment across collaborative provision and provide confirmation that the standards set for the awards are appropriate and comparable.

Both processes are overseen by the University's Education Committee who provide summary reports to Academic Council who in turn report to the University's Academic Assurance Committee.

The most recent annual reports presented to the Academic Assurance Committee (then called the Academic Governance Committee) concluded that the University's processes for overseeing standards across its collaborative network were operating effectively.

5. Classification Algorithms

The University has a well-considered and transparent set of underlying regulatory design principles which reflect our mission and values. These are consistently used to inform decision-making and provide the foundation for the review of degree algorithms and associated regulations.

The University regularly reviews its regulations to assure Academic Council and, in turn the Board of Governors, that its regulations continue to align with its underpinning principles and values and with wider sector practice.

6. Identifying Good Practice and Actions

The University continues to invest in activities that benefit its diverse student population at each stage of the student life cycle. Regular Festivals of Learning are held to enable sharing of good practice and strategic priorities.

We track these activities in detail and have been able to see where engagement with specific activities has led our students to have more positive outcomes and report increased levels of confidence.

This will continue to be monitored within our Access and Participation Plan, which commits the University to building on its commitment to research, analysis and evaluation.

7. Risks and Challenges

The University has confidence that current assessment processes and practices safeguard the integrity and value of its awards.

We also recognise that it is important to continue to monitor and reflect on practices and outcomes in order to provide internal and external assurance that any increases in the number of good degrees awarded can be attributed to strategic enhancements that enable a greater proportion of undergraduate students to achieve higher grades without compromising rigour and stretch.

Townhouse strategy

In October 2022 the University launched its current strategic plan, the Townhouse Strategy, which will transform our students' education by embedding skills for innovation sought by business and the professions across our curriculum. It will also give greater visibility and support to research and knowledge exchange. Equally importantly, it will help create a culture of high performance that is inclusive, innovative, ambitious and enterprising.