**Degree Outcomes Statement 2022**

The University of Kent is committed to maintaining robust academic standards and ensuring that student attainment is assessed fairly and consistently in line with relevant sector external reference points, so that our awards hold their value at the point of qualification and over time.

Against the backdrop of rapidly changing public health advice over the summer of 2020 and into the 2020/21 academic session, the University’s approach to learning, teaching and assessment during the course of the pandemic has necessarily been one of strict compliance with public health advice in order to protect the health and safety of students, staff and the public. At the same time, Kent was aware of its obligation to adhere to revised regulatory guidance (OfS, QAA, CMA and PSRB) to ensure that all its students receive an educational experience equivalent to that of the pre-Covid era in which the quality and academic standards of the provision are maintained.

**Degree Classification Profile**

Undergraduate degree outcomes have largely remained stable at the University of Kent since 2015/16. An increase in the percentage of First class degrees awarded becoming evident in 2019/20 and subsequently in 2020/21. In 2019/20 the University of Kent introduced several ‘no detriment’ measures intended to offset the disruption to student learning experience caused by the Covid-19 pandemic, in particular the implementation of the alternative Safety Net calculation,

This may indicate the source of the increase, and further analysis has been undertaken to see if this particular measure had an effect, but the evidence concluded that this was not the case. Further analysis on other measurers still to be undertaken in 2020/21.

The detail of the ‘no detriment’ measures is set out at relevant points in this document.

This increase has occurred at the same time as great reductions have been achieved in many of the targets set by the OfS for reducing the BAME awarding gap. It is important that if we reduce the higher provision of 1st and 2(1)’s, we do so while not losing this beneficial equality work.

Table 1 presents the distribution of degree classifications across the six-year period, showing evidence of some grade inflation, with the percentage of 1st / 2(1) awards increasing to 87% from 79-80% in the previous years (up until 2019/20), and the percentage of 1st class awards increasing to 36% from 26-27% in earlier years (up until 2019/20).

In 2020/21, Kent had a slightly higher rate of awarding 1st/2(1) degrees than the national sector average (87% vs 83%).



Degree outcomes at the University of Kent and our partner institutions over the last six years are summarised in Appendix A.

**Covid – 19**

In 2020/21, the University transitioned to asynchronous teaching with lectures continued to be delivered online and a limited number of learning activities, such as those requiring special equipment or teaching space, were delivered face-to-face. The University also expanded its provision accommodating remote study for students who were significantly impacted by the pandemic and could not return to campus.

Kent’s **‘No-detriment’ policy**,which was authorised by Senate andbecame effective asof 14/03/2020, continued to apply in 2020/21. However, a few changes were introduced in terms of intervention to mitigate the impact of the on-going pandemic to ensure quality and standards of Kent degrees.

**Assessment and Marking Practices**

The University’s academic provision aligns with the [UK Quality Code for Higher Education](https://www.qaa.ac.uk/quality-code), with processes in place to ensure that assessment and marking practices operate in accordance with the expectations, core practices and other reference points (e.g. [Subject Benchmark Statements](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) and [Degree Classification Descriptors](https://ukscqa.org.uk/what-we-do/degree-standards/)) set out in the Code (See: Credit Framework [Annex 6: Marking](https://www.kent.ac.uk/teaching/qa/credit-framework/documents/cf2020-annex6-marking.pdf)). In addition, where relevant to the provision we take into account the requirements of Professional, Statutory and Regulatory Bodies (PSRBs) and Apprenticeship Standards.

In 2012/13 Kent adopted a University-wide [categorical marking scale](https://www.kent.ac.uk/teaching/qa/credit-framework/documents/cf2020-annex6-marking.pdf) for use with respect to single pieces of work that require a qualitative judgement to be made, such as essays, dissertations, reports, individual examination questions, with a view to providing benchmarked grading points within each class band and thereby encouraging markers to make definitive judgements on the standards achieved. Marking consistency is ensured through standardised moderation or double marking processes, which are managed by the [Chief Examiner](https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexj-boards-of-examiners-v2.pdf) in each Division. Assessments are designed to demonstrate that the intended learning outcomes are attained at the appropriate level for the module. Methods of assessment are published in a module specification and held on central university websites. Overall assessment strategies for courses are set out in the approved course specifications.

Assessment and marking practices are reviewed by the [Board of Examiners](https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexj-boards-of-examiners-v2.pdf) for each course in consultation with one or more external examiners, who provide informed and impartial assurance of the academic standards achieved, both in comparison to the [FHEQ](https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks) and those at other universities in the UK. [External examiners](https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexk-external-examiners-v2.pdf) are required to comment explicitly on the soundness of assessment and marking practices and on the standards achieved by students in their annual reports. These reports are reviewed by the relevant Divisional Committees, and by the University’s Education and Student Experience Board, which ensures that good practice is highlighted and any areas for improvement are addressed.

To ensure all students can demonstrate their true level of academic performance, Kent operates a policy to [mitigate extenuating circumstances](https://www.kent.ac.uk/teaching/qa/credit-framework/documents/cf2020-annex9-mitigation.pdf) that may have negatively affected the student’s achievement on particular assessments. In addition, students may [appeal](https://www.kent.ac.uk/teaching/qa/credit-framework/documents/cf2020-annex13-appeals.pdf) against the recommendations of the Board of Examiners on the grounds of administrative, clerical or procedural error, or with regard to extenuating circumstances there were not made known previously or evidence of prejudice or bias.

All collaborative courses leading to awards of the University are subject to the University’s standard [academic regulations](https://www.kent.ac.uk/teaching/qa/regulations/index.html), [Codes of Practice for Quality Assurance](https://www.kent.ac.uk/teaching/qa/codes/index.html) and [Credit Framework](https://www.kent.ac.uk/teaching/qa/credit-framework/index.html) conventions, including those for marking and assessment. Boards of Examiners for courses offered by partner providers operate with a Kent academic member of staff as Chair and with one or more University appointed external examiner as a member of the Board. In the way, the University ensures comparability of standards for all courses leading to its awards, regardless of the point of delivery.

**Covid-19 notes:** All students were assumed to have a case for mitigation due to the impact of Covid-19 on their studies and supporting evidence was not required in such cases. In addition, the University remained sensitive to the fact that some evidence might have been more difficult to obtain even for non-Covid-19 circumstances and so flexibility was retained in regard to providing evidence to support any mitigation claims.

In addition, the ‘no detriment’ principles allowed for failure or other underperformance in assessment to be recoverable through the provision of non-penalised reattempts at the assessments. The Boards of Examiners, when considering a failed element of assessment in a module for which the student had recorded a pass overall, were authorised to either disregard the failed assessment or offer the student the opportunity to retake the assessment at the next available opportunity. Where there was no material difference resulting in variation of the classification outcome for the stage or final award, neither measures could have been applied.

The University continued to deliver online examinations for the academic year 2020/21 to ensure that students were not disadvantaged in the completion of their examinations. The University’s normal practice, policies and regulations in the conduct of examinations have, of course, continued to apply, although in these exceptional circumstances the University’s approach was flexible and responsive to the ongoing and changing conditions. The improved accessibility and change in assessment formats (e.g. open book). increased student engagement and supported better outcomes, including those with protected characteristics (e.g. BME and disabled). Also, as 2020/21 constituted the second year of online examinations, University staff setting examinations had the opportunity to design out opportunities for any student to gain an unfair advantage from the absence of invigilation, with some subjects moving away from examination format assessments altogether. There are, therefore, several complex factors to be taken into account when considering the 4% rise in good degrees awarded in 2020/21 in comparison to 2019/20, and it would be simplistic to infer an association between this rise and the online format of the examinations. A more nuanced investigation is necessary.

Given the continued Tier 4 level lockdown in Kent from November 2021 – April 2022, the University also authorised Divisions to allow a flexible submission period equating to a week’s extension for coursework throughout the Spring Term.

**Method of Calculating Degree Classifications**

The University uses [two methods of classification](https://www.kent.ac.uk/teaching/qa/credit-framework/documents/cf2020-credit-framework-sept2020.pdf) for its taught degree courses—the ‘average’ method and the ‘preponderance’ method—with students awarded the better result achieved under either methodology. Classification under the ‘average’ method is based on the calculation of a final weighted course average mark, which is used to place student performance in the relevant honours degree classification band. The ‘preponderance’ method of classification requires the achievement of a final weighted course average mark that falls within 3% of the boundary for a higher class band and for at least 50% of the contributing credits to be achieved in that higher band.

While the ‘average’ method favours those courses which allow for high numerical achievement in comparatively few modules, the ‘preponderance’ method rewards more consistent achievement at a higher level across the contributing stages.

Condonement and compensation may be applied to relevant modules up to a maximum cumulative total of 25% of the credit required for the stage, an allowance which reflects the norms of national credit systems.

Students are normally allowed a maximum of two reassessment opportunities where a module has been failed and compensation or condonement are not applied. Component(s) that are reassessed are not capped at the pass mark but the overall module mark is capped.

The University does not operate any zone of consideration for raising a ‘borderline’ performance to a higher classification band on a discretionary basis. Classification is based on the marks achieved.

Details of these methods are published on the University websites and are available to students. Student’s progression/award results are communicated via Kent’s Student Data System.

**Covid-19 note:** in 2019/20,Kent’s‘no detriment’ policy allowed for the calculation of an alternative average for the Stage based on the marks achieved for assessments completed up to and including 14/03/2020 (‘Safety Net Calculation’). Any Safety Net Calculation undertaken in 2019/20 for non-final stage students was considered at the point of classification in 2020/21, where it was relevant to the student and course. This means that where 2019/20 Safety Net Calculation average mark was higher than the actual average mark achieved for the stage, the Safety Net Calculation average was used instead when calculating the final overall average mark for degree classifications. In 2020/21, with national lockdowns taking place in November and January 2021, there were not enough marks already obtained with which to benchmark performance and the Safety Net Calculation was not used for 2020/21.

2019/20 analysis showed that the overall classification uplift resulting from use of the Safety Net Calculation in isolation of the other ‘no detriment’ measures was lower than 1%. Given a small proportion of impacted students, Kent has decided not to perform a similar analysis for 2020/21 as it is confident that the Safety Net Calculation alone is not a cause for the degree inflation, based on the analysis already undertaken (see above).

**Academic Governance**

The University’s academic governance arrangements operate to ensure that qualifications awarded to students hold their value at the point of qualification and over time, in line with sector recognised standards.

The University’s Education and Student Experience Board (ESEB), which includes Divisional representation, analyses five yearly trends in the proportions of ‘good degrees’ awarded by Divisions, partner providers and campus of delivery at its first meeting in the academic year.

Similarly, the recommendations to the University made by external examiners in their annual reports are considered in detail by ESEB and are again summarised for the benefit of Senate and Council. The awards made by partner providers are subject to these same procedures for quality assurance. In this way the University’s governance arrangements function to ensure that the level of student attainment is reviewed appropriately year-on-year and that academic standards are maintained over time.

**Learning and Teaching Practices**

The University has continued to make a range of enhancements to teaching practices and the student learning environment in 2020-21, many specifically in response to the pandemic.

* The University transitioned to a blend of synchronous and asynchronous teaching. Lectures continued to be delivered online and a limited number of activities, such as ones requiring specialist equipment or practical space, were delivered face-to-face to ensure PSRB requirements were met and students could achieve learning outcomes.
* The University has also expanded its provision of remote study for students who were significantly impacted by the pandemic and could not return to campus.
* Enhanced our registration, transition and Welcome Week (2020) by offering online activities, as well as on campus sessions for academic and student services
* Optimised the use of our teaching and social spaces in line with Government guidance, plus enhanced our Digital Library provision to support remote access to staff and students. All the main University study hubs remained open with reduced capacity to support the wider learning experience on campus, and spaces not being used for timetabled teaching sessions were made available as additional study spaces for students. Student Services continued to work closely with IT services to enable staff and student access to hardship funds and/or equipment required for remote access to work and study.
* Kept the library open, including late night and 24/7 for exams, with remote access to IT labs with specialist software. Increased study hubs across campus and provided enhanced our digital library provision.
* Continued to enhance our digital pedagogical practices using technology enhanced learning (TEL) developments, specifically to support online teaching and assessment (including exams) from March 2020. Two new Moodle courses (*Digitally Enhanced Education* for staff; *Online Learning at Kent* for students) which were supplemented by regular staff and student webinars.
* Staff have continued to gain fellowships of the Higher Education Academy (Advance HE) through our accredited programmes and CPD provision (delivered online), that acknowledges their professionalism in learning and teaching. The proportion of the University academic staff with Advance HE (AHE) recognition has increased 7% to 85.3% in 2020-21, with a further 12 experienced academic and professional service staff gaining Senior Fellowships for their leadership and support of student learning. This is significantly above the sector average of 53.7%.
* The University's revised promotion guidelines came into effect in 2019-2020, which are intended to recognise a wide range of academic contributions. Senior Fellowship of the HEA is explicitly mentioned as an example of evidence of leadership in teaching or learning support in the Academic Career Map, with the embedding of UKPSF in our institutional practice and promotion policies being highlighted as good practice (Advance HE). Academic staff are successfully achieving promotion to Senior Lecturer/Reader based on teaching excellence and the CPD route has also recognised staff that support learning and teaching (e.g. e-learning technologists, librarians, tutors).
* Academic and professional services for students have been enhanced during the pandemic, with more services and resources being delivered online, as well as on campus and demand has remained high. The Student Success team have now become part of the Education Directorate, in order to embed good inclusive practices in curriculum development (Diversity Mark) and assessment towards further reducing attainment gaps.

**Conclusions and Recommendations**

The Education and Student Experience Board notes that UG degree outcomes have remained largely stable until 2019/20 and 2020/21 under review and that the proportion of first class and upper second class honours degrees awarded is broadly in line with the sector average.

Three lines of continued investigation and action are recommended, however:

1. The sizeable attainment gap between White and BAME students;
2. The sizeable difference between 1st/2(1) rates between students from the most deprived localities and those from the least deprived areas.
3. Comparative performance analysis will be required in the future and once the data from BAU years is available, to ascertain whether the influx of good degrees could be attributed to measures to mitigate the effects of the pandemic put in place for that time.

**Action 1 & :** ESEB, Student Success Project.

**Action 3:** ESEB via EASC.

DN/MD

**Appendix A**

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In 2020/21, Kent had a slightly higher rate of awarding 1st/2(1) degrees than the national sector average (87% vs 83%).



Overall levels of achievement are highest amongst validated institutions (see tables 2 and 3), based on smaller populations studying towards highly specialised awards.









Across demographic splits in the data, female students outperform their male counterparts (see table 5), with a 8% percentage difference 2020/21 and 9% percentage difference in 2019/20. There is a sizeable attainment gap between White and BAME students (see table 7), this is a major focus of activity for the Student Success Project. Students declaring a disability do not appear to be disadvantaged in terms of degree award outcomes, maintaining comparable rates of 1st/2(1) achievement with those with no known disability.

**However, the BAME awarding gap has come down dramatically in 2019/20 to 12% from the 19% it has been at for the previous 3 years. The awarding gap has further reduced to 10% in 2020/21. This reduction is also seen amongst the gap between First class degrees awarded. Within this, the Black/White awarding gap remains similar at 15% (16% in 2019/20). However, it is the lowest since 2015/16. The Asian/White gap also remain similar at 9% (7% in 2019/20). Mixed & Other/White awarding gap has also reduced by 3% point.**

**In short, while there has been an overall increase in awarding of First and 2(I)’s, this has occurred at the same time as great reductions have been achieved in many of the targets set by the OfS. It is important that if we reduce the higher provision of First and 2(I)’s, we do so while not losing this beneficial equality work.**

1st/2(1) rates for student coming of areas of low higher education participation have seen a larger increase than the rates for students from areas of high participation (see table 9).

There remains a sizeable difference between 1st/2(1) rates between students from the most deprived localities and those from the least deprived areas (see table 10). However, this difference reduced by 9% points in 2020/21.











Nb. [s] = suppressed – HESA rounding strategy applied – percentages need at least 22.5 people in the denominator.