

DEGREE OUTCOMES STATEMENT

The Degree Outcomes Statement sets out the profile of results for Bachelor's degrees (Level 6) over the past five years (2014/15-2018/19).

The statement also outlines how our assessment and marking practices and academic governance assure the standard of our awards, explains the rationale for our classification algorithm, and indicates some of the developments in teaching and learning which support our students' attainment.

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1. INSTITUTIONAL DEGREE CLASSIFICATION PROFILE

YEAR OF AWARD	TOTAL AWARDS	FIRST CLASS	UPPER SECOND CLASS	LOWER SECOND CLASS	THIRD CLASS/PASS	COMBINED FIRST AND UPPER SECOND CLASS
2014/15	2375	22.5%	56.9%	17.3%	2.9%	79.4%
2015/16	2455	22.9%	57.9%	16.5%	2.1%	80.8%
2016/17	2715	25.6%	52.8%	18.7%	2.6%	78.4%
2017/18	3280	26.2%	54.6%	16.1%	2.6%	80.8%
2018/19	3515	26.9%	54.4%	16.2%	2.1%	81.3%

Table 1: Degree classification profile for Level 6 (Bachelor’s) degree programmes at the University of Reading, 2014/15-2018/19

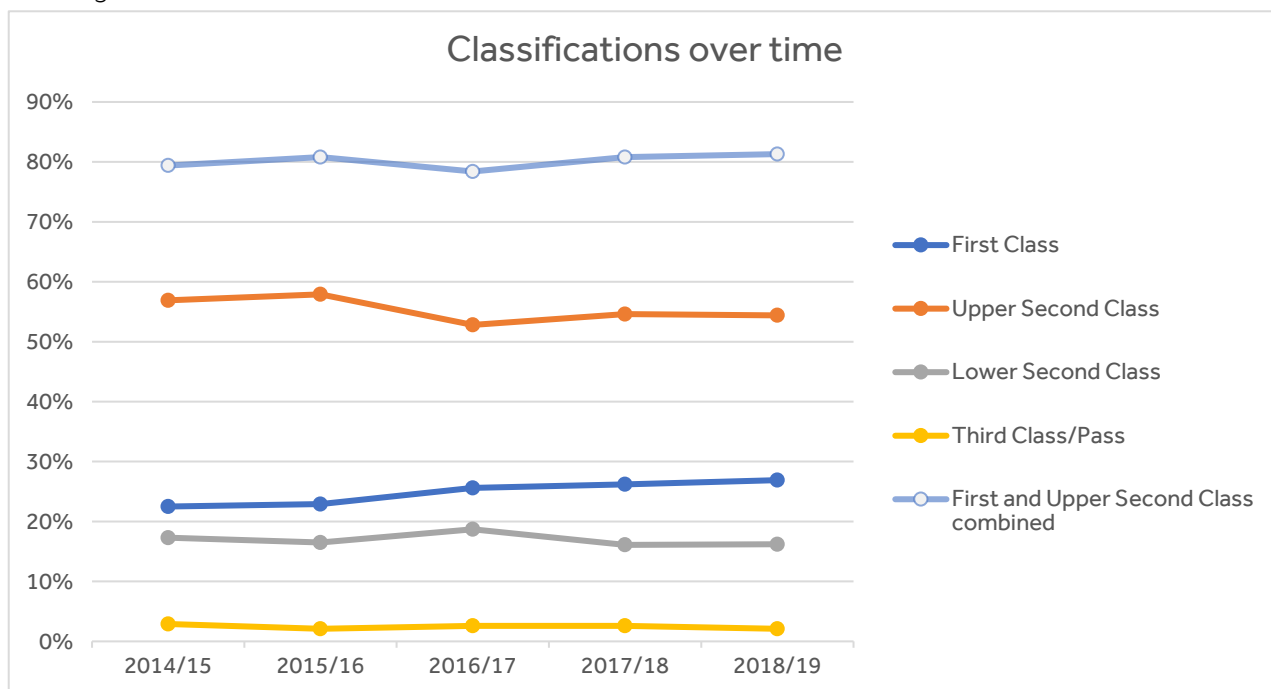


Figure 1. Degree classification profile for Level 6 (Bachelor’s) degree programmes at the University of Reading, 2014/15-2018/1

The University’s degree classification profile (Table 1 and Figure 1) sets out the percentage of degree classes awarded at the institutional level over the last five years for our Bachelor’s degree (Level 6) programmes (2014/5-2018/9). As a series of appendices we also provide degree outcomes by subject area¹, disability status, entry tariff, ethnicity, gender, indices of multiple deprivation (IMD), and POLAR4².

¹ Data provided by subject area is aligned to organisational structures and may not therefore be comparable in a meaningful manner with that provided by other institutions.

² POLAR 4 (Participation of local areas) is a measure of the proportion of young people who enter higher education aged 18 or 19

The percentage of students achieving a First or Upper Second for a Bachelor's award has remained broadly stable over the period 2014/15-2018/19. There has been a slight upward trend in the proportion of Firsts, and a slight downward trend in Upper Seconds.

Analysis of degree outcomes by subject and by student characteristics is provided in Appendix 1. This analysis indicates that:

Subject area: there is some variation in the proportion of students achieving First or Upper Seconds within subject areas across this period, but little evidence of trends. In a few areas there are noticeable upward trends, which generally relate to areas where there have been development initiatives in teaching and learning.

Disability status: there is no significant difference in the proportions of disabled and non-disabled students who achieve a First or Upper Second.

Entry tariff: an increasing proportion of students who enter on lower tariffs are achieving a First or Upper Second.

Ethnicity: there is a clear gap between BAME and White students achieving a First or Upper Second.

Gender: there is a consistent gender gap, with an average of 84% of women and 75% of men achieving a First or Upper Second over this period.

Indices of multiple deprivation (IMD): there is a widening gap between the proportion of students from the most and least deprived neighbourhoods who achieve a First or Upper Second.

Neighbourhoods with lower participation in higher education (POLAR4): there is no clear difference between students from the neighbourhoods with the highest and lowest participation in higher education.

As a priority, the University is working to close attainment gaps in relation to ethnicity, IMD and gender.

2. ASSESSMENT AND MARKING PRACTICES

Awards and marking

The requirements for the University's awards and the learning outcomes of its programmes are aligned to the key sector reference points for UK degree standards: the *Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* (FHEQ) and the Quality Assurance Agency's Subject Benchmark Statements (which set out detailed subject-specific standards). In addition, our accredited professional programmes meet the requirements of the relevant Professional, Statutory and Regulatory Bodies. Our programme approval and review processes, and annual reporting by External Examiners, provide assurance that our awards are aligned to these national standards.

Assessment criteria are used to identify whether a student has achieved the relevant learning outcomes for an assessment (and, by extension, module and programme). The assessment criteria are specific to the piece of assessment, but are based on generic University-wide criteria which assure consistency across the institution. Assessment criteria help students to understand what is expected for each assessment and provide transparency in marking.

The accuracy and consistency of marking is assured through a process of moderation. This involves a second marker reviewing the marking of an assessment across the cohort, either based on a sample from the different mark bands or, in the case of dissertations and other major assessment tasks, double-marking each piece of work. In addition to this internal process, the University requires that the standard of marking is also reviewed by External Examiners, who are academics from other universities

(or, in the case of professional programmes, practitioners) who provide independent, external verification and assurance.

External Examiners have a wide overview over the programme and its assessment, including the curriculum, assessment design, examination papers and assignment briefs, and the marking and award process. In their annual reports, they confirm whether or not programmes and awards align with national standards and comment on all aspects of the assessment process; the reports are considered at School and institutional level, and they inform changes in policy and institutional and local practice.

The University supports academic staff in their marking and assessment practices through a range of professional development and training, including the academic practice programme for new lecturers. It also offers an induction session for its incoming External Examiners.

The University's policies and procedures for awards and assessment are set out in the [Assessment Handbook](#).

Extenuating circumstances

Where a student's performance is affected by illness or other significant adverse circumstance, the University's Extenuating Circumstances Policy mitigates its impact on assessment through various measures, including extensions to deadlines and the opportunity to take an assessment at a later date.

Appeals

Students are able to appeal against their overall result in the Final or a Part Examination, their module mark, or an extenuating circumstances decision. An annual report on appeals is considered by the University Board for Teaching, Learning and Student Experience and is submitted to the Senate.

3. ACADEMIC GOVERNANCE

The Council, as the University's governing body, has responsibility for its governance and all aspects of its business. It receives an Annual Learning and Teaching Report and is responsible for assuring itself that the standards of the University's awards are appropriately set and maintained.

Under the Council, the Senate is responsible for the direction and regulation of all aspects of education and assessment, and it fulfils these responsibilities with the support of the University Board for Teaching, Learning and Student Experience (UBTLSE). UBTLSE, which is chaired by a Pro-Vice-Chancellor (Teaching, Learning and Student Experience), has executive oversight of educational standards, regulation and quality assurance.

UBTLSE monitors classification and progression rates, reviews the major themes of External Examiners' Reports, and receives reports on the periodic review of programmes, which include consideration of assessment practices and the standard of awards.

The University Programmes Board (UPB), which reports to UBTLSE, oversees the approval of new programmes and amendments to programmes, ensuring that they meet national requirements, and that curricula and assessment regimes are appropriate.

The University Awarding Board is responsible for recommending to Senate the award of degrees and other qualifications, and the University Progression Board is responsible for progression decisions.

Programmes delivered at our international branch campuses and those delivered in collaboration with a partner organisation are managed within the same governance framework as the rest of our provision.

The University ensures that there is independent external scrutiny at key points in quality processes, with external panellists appointed for scrutiny of new programmes, for periodic review of programmes, and for the examination process.

Through these processes, the University ensures that it fulfils the QAA Quality Code's expectations and core and common practices in relation to standards.

4. CLASSIFICATION ALGORITHM

The University's standard classification algorithm for Bachelor's degrees, together with variants for four-year Bachelor's degrees, is available in [Appendix 3](#).

The standard classification is based on a weighted average of module marks for Parts 2 and 3 of the degree programme, with double weighting for Part 3 modules. Where a student's overall average falls within a 2% borderline below a classification boundary, the algorithm takes account of final-year performance and the profile of marks across Parts 2 and 3. An explanation of the elements in the classification rules and their rationale is available in [Appendix 4](#).

The University allows students who have failed their Part or Final Examination to have one resit attempt at all modules which they have failed. Part 2 marks are capped at 40 for the purposes of classification, and, if a student resits following failure of their Final Examination, the classification is capped to a Pass degree.

The University-wide classification algorithm was first introduced in 2002/3 and was amended in 2006/7 with the effect of increasing its stringency. The stability of the classification algorithm helps to maintain the standard of the University's awards and to ensure their comparability over time. The University keeps it under review, and remains confident that it is rigorous, fair and consistent with common practice in the higher education sector.

5. TEACHING PRACTICES AND LEARNING RESOURCES

The University has implemented a series of initiatives which it believes has improved students' learning experience and their outcomes in the period covered in this statement.

- We have increased support for staff development in teaching and learning and have strengthened the focus on teaching excellence in our staff recruitment and reward processes. The proportion of staff with a recognised teaching qualification has increased during this period from 46% in 2014/15 to 77.9% in 2018/19.
- We have improved the learning environment enabling students to engage more productively in their studies. We have modernised existing facilities and developed new buildings and spaces, including a major redevelopment of the Library and improvements to informal social and study spaces aligned to students' preferred working environment. Students now have 24-hour access to the Library during term-time.
- We have improved support for students' transition to University through a mentoring scheme, which assigns current students as mentors to new undergraduates for the first term of study.
- We have introduced Peer Assisted Learning, which supports the sharing of knowledge and learning within a subject-based student community.
- We have worked to raise students' aspirations through both central and local initiatives. The Thrive career mentoring scheme has encouraged students to aim high and achieve the results needed for their chosen career. We have also promoted placement years across the institution with a consequent increase in the number of students taking these opportunities; placements are often associated with higher academic performance and better employment outcomes.

- Schools have introduced local initiatives tailored to their student population and their discipline.
- Through our Access and Participation Plans, we have been working to improve outcomes for students experiencing social and educational disadvantage.

More recent initiatives, where the impact is not yet reflected in the data for this report, include a comprehensive review of undergraduate and postgraduate curricula, continuing work on assessment and feedback practices (including the online management of assessment and feedback), new processes for academic tutoring, a strengthening of the partnership between students and staff, and the creation of a supported online study skills course to support students in their transition to higher education. We have continued to invest in new buildings.

6. IDENTIFYING GOOD PRACTICE AND ACTIONS

We believe that our assessment and classification processes are rigorous and fair, and make effective use of External Examiners. Good practice includes: our induction for External Examiners, which seeks to explore the challenges of the role and to develop a critical understanding of the University's practices; and the development of new lecturers' understanding of assessment issues through our academic practice programme.

We have identified the following further actions:

- Review how we communicate the classification algorithm and other aspects of the assessment process to students
- Review aspects of the classification algorithm, with a particular focus on the criteria used to determine the outcome for borderline students and the capping rule for Finals resits

APPENDIX 1: DEPARTMENT LEVEL DATASETS

Contents

- Accounting
- Agriculture, Policy & Development
- Archaeology
- Art
- Biological Sciences
- Business & Management
- Chemistry
- Classics
- Computer Science
- Construction Management & Engineering
- Economics
- Education
- English Language & Applied Linguistics
- English Literature
- Film, Theatre & Television
- Finance
- Food & Nutritional Sciences
- Geography & Environmental Science
- History
- Languages and Cultures
- Law
- Mathematics and Statistics
- Meteorology
- Philosophy
- Politics & International Relations
- Psychology & Clinical Language Sciences
- Real Estate & Planning
- School of Architecture
- Typography & Graphic Communication

Note that the Higher Education Statistics Agency (HESA) rounding conventions have been used, whereby numbers are rounded to the nearest multiple of 5. As such, some figures in the 'Total' columns below may not reflect a true sum of the figures in the given row.

www.hesa.ac.uk/support/definitions/students#:~:text=HESA%20Services%20Standard%20Rounding%20Methodology,2.5%20is%20rounded%20to%205)

1. Accounting

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	25	43.3%	15	28.3%	10	20.0%	5	5.0%	0	3.3%	0	0.0%	60
2015/6	40	32.0%	50	41.8%	30	23.8%	5	2.5%	0	0.0%	0	0.0%	120
2016/7	85	41.5%	75	37.6%	35	16.1%	5	2.9%	5	1.5%	0	0.5%	205
2017/8	105	34.8%	125	42.1%	60	19.7%	10	2.7%	0	0.7%	0	0.0%	300
2018/9	110	33.6%	140	42.5%	70	21.1%	5	0.9%	5	1.8%	0	0.0%	325
Total	365	33.6%	410	42.5%	200	21.1%	25	0.9%	15	1.8%	0	0.0%	1015

First/Upper Second %
71.7%
73.8%
79.0%
76.9%
76.1%
76.4%

Median tariff
420
400
400
390
370
N/A

2. Agriculture, Policy & Development

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	25	25.5%	60	64.9%	10	9.6%	0	0.0%	0	0.0%	0	0.0%	95
2015/6	25	21.8%	70	64.5%	15	13.6%	0	0.0%	0	0.0%	0	0.0%	110
2016/7	30	29.9%	55	49.5%	20	16.8%	5	3.7%	0	0.0%	0	0.0%	105
2017/8	40	26.3%	85	54.4%	25	16.9%	0	1.3%	0	0.6%	0	0.6%	160
2018/9	50	28.2%	110	59.7%	15	9.4%	5	2.2%	0	0.6%	0	0.0%	180
Total	175	26.5%	380	58.3%	85	13.2%	10	1.5%	0	0.3%	0	0.2%	650

First/Upper Second %
90.4%
86.4%
79.4%
80.6%
87.8%
84.8%

Median tariff
360
360
350
350
340
N/A

3. Archaeology

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	15	28.6%	20	44.9%	10	24.5%	0	0.0%	0	0.0%	0	2.0%	50
2015/6	10	20.3%	30	49.2%	15	25.4%	0	1.7%	0	0.0%	0	3.4%	60
2016/7	15	24.6%	30	49.1%	15	22.8%	0	1.8%	0	0.0%	0	1.8%	55
2017/8	20	33.3%	25	45.6%	10	21.1%	0	0.0%	0	0.0%	0	0.0%	55
2018/9	10	29.3%	25	56.1%	5	12.2%	0	0.0%	0	0.0%	0	2.4%	40
Total	70	27.0%	130	48.7%	55	21.7%	0	0.8%	0	0.0%	5	1.9%	265

First/Upper Second %
73.5%
69.5%
73.7%
78.9%
85.4%
75.7%

Median tariff
350
340
325
340
305
N/A

4. Art

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	15	27.5%	30	60.8%	5	9.8%	0	0.0%	0	2.0%	0	0.0%	50
2015/6	15	31.0%	25	57.1%	5	7.1%	0	0.0%	0	0.0%	0	4.8%	40
2016/7	15	26.3%	25	43.9%	15	29.8%	0	0.0%	0	0.0%	0	0.0%	55
2017/8	20	27.8%	35	47.2%	15	23.6%	0	1.4%	0	0.0%	0	0.0%	70
2018/9	15	28.1%	30	49.1%	10	21.1%	0	1.8%	0	0.0%	0	0.0%	55
Total	80	28.0%	140	50.9%	55	19.4%	0	0.7%	0	0.4%	0	0.7%	280

First/Upper Second %
88.2%
88.1%
70.2%
75.0%
77.2%
78.9%

Median tariff
380
370
347.5
330
380
N/A

5. Biological Sciences

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	25	13.2%	110	56.9%	45	22.3%	10	5.1%	5	2.0%	0	0.5%	195
2015/6	40	19.4%	115	54.2%	50	24.1%	0	0.5%	0	0.5%	5	1.4%	215
2016/7	45	17.3%	140	53.1%	65	25.4%	5	2.3%	5	1.5%	0	0.4%	260
2017/8	70	26.8%	130	50.8%	45	18.1%	5	2.8%	0	0.0%	5	1.6%	255
2018/9	55	25.5%	120	56.1%	35	15.6%	0	0.9%	0	0.9%	0	0.9%	210
Total	235	20.6%	615	54.0%	240	21.2%	25	2.3%	10	1.0%	10	1.0%	1140

First/Upper Second %
70.1%
73.6%
70.4%
77.6%
81.6%
74.6%

Median tariff
360
360
340
350
340
N/A

6. Business & Management

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	55	39.7%	65	44.7%	20	14.2%	0	0.7%	0	0.7%	0	0.0%	140
2015/6	70	49.7%	65	44.1%	10	6.3%	0	0.0%	0	0.0%	0	0.0%	145
2016/7	105	54.4%	80	40.9%	5	3.1%	0	1.0%	0	0.5%	0	0.0%	195
2017/8	105	53.8%	85	42.6%	5	3.1%	0	0.0%	0	0.5%	0	0.0%	195
2018/9	90	37.7%	125	52.0%	25	9.8%	0	0.4%	0	0.0%	0	0.0%	245
Total	430	46.8%	415	45.3%	65	7.1%	5	0.4%	5	0.3%	0	0.0%	915

First/Upper Second %
84.4%
93.7%
95.3%
96.4%
89.8%
92.1%

Median tariff
420
400
380
380
360
N/A

7. Chemistry

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	5	14.6%	15	35.4%	20	39.6%	5	6.3%	0	4.2%	0	0.0%	50
2015/6	5	8.8%	10	35.3%	10	35.3%	5	17.6%	0	2.9%	0	0.0%	35
2016/7	20	27.4%	20	30.1%	25	34.2%	5	4.1%	0	2.7%	0	1.4%	75
2017/8	10	15.4%	30	49.2%	20	27.7%	0	3.1%	0	3.1%	0	1.5%	65
2018/9	15	20.0%	35	48.0%	20	29.3%	0	2.7%	0	0.0%	0	0.0%	75
Total	55	18.6%	120	40.3%	95	32.5%	15	5.4%	5	2.4%	0	0.7%	295

First/Upper Second %
50.0%
44.1%
57.5%
64.6%
68.0%
59.0%

Median tariff
350
310
300
310
315
N/A

8. Classics

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	10	16.0%	30	60.0%	10	22.0%	0	2.0%	0	0.0%	0	0.0%	50
2015/6	5	17.9%	25	66.7%	5	15.4%	0	0.0%	0	0.0%	0	0.0%	40
2016/7	5	11.4%	30	70.5%	5	13.6%	0	0.0%	0	2.3%	0	2.3%	45
2017/8	10	14.8%	35	63.0%	10	20.4%	0	1.9%	0	0.0%	0	0.0%	55
2018/9	20	26.0%	40	57.5%	10	16.4%	0	0.0%	0	0.0%	0	0.0%	75
Total	45	18.1%	165	62.7%	45	17.7%	0	0.8%	0	0.4%	0	0.4%	260

First/Upper Second %
76.0%
84.6%
81.8%
77.8%
83.6%
80.8%

Median tariff
365
373
340
340
330
N/A

9. Computer Science

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	10	16.0%	20	38.0%	15	32.0%	5	10.0%	0	2.0%	0	2.0%	50
2015/6	10	14.9%	40	51.4%	20	25.7%	0	2.7%	5	4.1%	0	1.4%	75
2016/7	20	27.0%	30	40.5%	20	27.0%	0	1.4%	5	4.1%	0	0.0%	75
2017/8	45	40.2%	45	38.4%	15	14.3%	5	3.6%	0	1.8%	0	1.8%	110
2018/9	45	49.5%	25	29.7%	15	17.6%	5	3.3%	0	0.0%	0	0.0%	90
Total	130	32.2%	155	39.2%	85	21.7%	15	3.7%	10	2.2%	5	1.0%	400

First/Upper Second %
54.0%
66.2%
67.6%
78.6%
79.1%
71.3%

Median tariff
360
345
360
340
340
N/A

10. Construction Management & Engineering

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	15	23.4%	35	54.7%	10	18.8%	0	1.6%	0	0.0%	0	1.6%	65
2015/6	20	22.2%	45	48.9%	20	20.0%	5	6.7%	0	1.1%	0	1.1%	90
2016/7	25	25.8%	40	47.2%	20	24.7%	0	0.0%	0	2.2%	0	0.0%	90
2017/8	35	27.1%	65	50.4%	25	19.5%	5	2.3%	0	0.0%	0	0.8%	135
2018/9	45	29.5%	80	54.4%	20	13.4%	0	0.7%	0	1.3%	0	0.7%	150
Total	140	26.3%	270	51.2%	100	18.7%	10	2.1%	5	1.0%	5	0.8%	525

First/Upper Second %
78.1%
71.1%
73.0%
77.4%
83.9%
77.5%

Median tariff
360
340
360
340
320
N/A

11. Economics

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	20	23.1%	45	55.1%	15	19.2%	0	2.6%	0	0.0%	0	0.0%	80
2015/6	20	26.3%	40	53.9%	15	18.4%	0	1.3%	0	0.0%	0	0.0%	75
2016/7	15	21.5%	35	53.8%	10	18.5%	5	6.2%	0	0.0%	0	0.0%	65
2017/8	30	25.0%	60	55.4%	15	15.2%	5	4.5%	0	0.0%	0	0.0%	110
2018/9	55	33.7%	75	44.8%	30	17.8%	5	3.7%	0	0.0%	0	0.0%	165
Total	135	27.3%	255	51.4%	85	17.6%	20	3.6%	0	0.0%	0	0.0%	495

First/Upper Second %
78.2%
80.3%
75.4%
80.4%
78.5%
78.7%

Median tariff
355
360
350
350
360
N/A

12. Education

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	55	32.2%	95	54.2%	25	13.0%	0	0.0%	0	0.0%	0	0.6%	175
2015/6	35	27.6%	65	52.0%	25	18.7%	0	0.0%	0	0.8%	0	0.8%	125
2016/7	40	38.7%	50	46.2%	10	11.3%	5	3.8%	0	0.0%	0	0.0%	105
2017/8	45	37.7%	50	43.0%	15	12.3%	5	6.1%	0	0.9%	0	0.0%	115
2018/9	40	39.4%	45	46.5%	10	12.1%	0	2.0%	0	0.0%	0	0.0%	100
Total	215	34.6%	305	49.1%	85	13.6%	15	2.1%	0	0.3%	0	0.3%	620

First/Upper Second %
86.4%
79.7%
84.9%
80.7%
85.9%
83.7%

Median tariff
340
340
320
330
322
N/A

13. English Language & Applied Linguistics

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	10	24.4%	25	57.8%	10	17.8%	0	0.0%	0	0.0%	0	0.0%	45
2015/6	10	36.7%	15	50.0%	5	13.3%	0	0.0%	0	0.0%	0	0.0%	30
2016/7	5	11.5%	20	76.9%	5	11.5%	0	0.0%	0	0.0%	0	0.0%	25
2017/8	10	14.1%	40	64.1%	15	20.3%	0	1.6%	0	0.0%	0	0.0%	65
2018/9	15	25.0%	35	58.3%	10	15.0%	0	0.0%	0	1.7%	0	0.0%	60
Total	50	21.8%	135	60.9%	35	16.4%	0	0.4%	0	0.4%	0	0.0%	225

First/Upper Second %
82.2%
86.7%
88.5%
78.1%
83.3%
82.7%

Median tariff
370
350
350
320
325
N/A

14. English Literature

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	20	17.1%	80	73.9%	10	8.1%	0	0.9%	0	0.0%	0	0.0%	110
2015/6	10	11.3%	60	77.5%	5	8.8%	0	1.3%	0	1.3%	0	0.0%	80
2016/7	20	16.7%	90	74.2%	10	8.3%	0	0.0%	0	0.0%	0	0.8%	120
2017/8	25	17.3%	110	71.8%	15	10.9%	0	0.0%	0	0.0%	0	0.0%	155
2018/9	25	15.3%	115	72.6%	15	8.9%	5	2.5%	0	0.0%	0	0.6%	155
Total	100	15.9%	460	73.6%	55	9.1%	5	1.0%	0	0.2%	0	0.3%	625

First/Upper Second %
91.0%
88.8%
90.8%
89.1%
87.9%
89.4%

Median tariff
370
370
370
350
320
N/A

15. Film, Theatre & Television

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	10	29.0%	20	58.1%	5	12.9%	0	0.0%	0	0.0%	0	0.0%	30
2015/6	10	25.7%	20	62.9%	5	11.4%	0	0.0%	0	0.0%	0	0.0%	35
2016/7	5	18.8%	15	53.1%	10	25.0%	0	3.1%	0	0.0%	0	0.0%	30
2017/8	15	30.8%	30	59.6%	5	7.7%	0	1.9%	0	0.0%	0	0.0%	50
2018/9	20	23.4%	45	58.4%	15	16.9%	0	0.0%	0	1.3%	0	0.0%	75
Total	60	25.6%	135	58.6%	35	14.5%	0	0.9%	0	0.4%	0	0.0%	225

First/Upper Second %
87.1%
88.6%
71.9%
90.4%
81.8%
84.1%

Median tariff
380
370
335
365
340
N/A

16. Finance

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	20	38.0%	20	36.0%	10	16.0%	5	6.0%	0	2.0%	0	2.0%	50
2015/6	20	39.1%	20	39.1%	10	17.4%	0	2.2%	0	2.2%	0	0.0%	45
2016/7	25	39.1%	20	34.4%	15	23.4%	0	3.1%	0	0.0%	0	0.0%	65
2017/8	20	22.8%	40	43.5%	30	30.4%	5	3.3%	0	0.0%	0	0.0%	90
2018/9	30	34.5%	45	54.8%	10	10.7%	0	0.0%	0	0.0%	0	0.0%	85
Total	110	33.3%	145	42.9%	70	20.2%	10	2.7%	0	0.6%	0	0.3%	335

First/Upper Second %
74.0%
78.3%
73.4%
66.3%
89.3%
76.2%

Median tariff
410
390
370
360
360
N/A

17. Food & Nutritional Sciences

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	15	20.8%	40	54.5%	15	19.5%	5	3.9%	0	1.3%	0	0.0%	75
2015/6	20	25.6%	45	57.7%	15	16.7%	0	0.0%	0	0.0%	0	0.0%	80
2016/7	35	44.3%	35	43.0%	10	11.4%	0	0.0%	0	0.0%	0	1.3%	80
2017/8	30	36.6%	35	41.5%	15	19.5%	0	1.2%	0	1.2%	0	0.0%	80
2018/9	30	45.1%	25	36.6%	10	16.9%	0	0.0%	0	0.0%	0	1.4%	70
Total	135	34.4%	180	46.8%	65	16.8%	5	1.0%	0	0.5%	0	0.5%	385

First/Upper Second %
75.3%
83.3%
87.3%
78.0%
81.7%
81.1%

Median tariff
373
340
360
390
370
N/A

18. Geography & Environmental Science

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	35	30.7%	70	59.6%	10	8.8%	0	0.0%	0	0.9%	0	0.0%	115
2015/6	30	29.6%	65	59.3%	10	10.2%	0	0.0%	0	0.0%	0	0.9%	110
2016/7	25	23.0%	75	66.4%	10	10.6%	0	0.0%	0	0.0%	0	0.0%	115
2017/8	40	27.2%	95	62.9%	10	7.9%	0	0.7%	0	0.0%	0	1.3%	150
2018/9	45	28.3%	100	63.5%	10	6.9%	0	0.0%	0	0.6%	0	0.6%	160
Total	180	27.8%	405	62.5%	55	8.7%	0	0.2%	0	0.3%	5	0.6%	645

First/Upper Second %
90.4%
88.9%
89.4%
90.1%
91.8%
90.2%

Median tariff
340
340
330
335
330
N/A

19. History

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	20	15.2%	95	72.0%	15	12.9%	0	0.0%	0	0.0%	0	0.0%	130
2015/6	20	18.0%	70	70.0%	10	10.0%	0	1.0%	0	0.0%	0	1.0%	100
2016/7	15	19.8%	60	72.8%	5	7.4%	0	0.0%	0	0.0%	0	0.0%	80
2017/8	20	17.8%	85	72.0%	10	9.3%	0	0.8%	0	0.0%	0	0.0%	120
2018/9	25	20.0%	90	68.1%	15	11.1%	0	0.7%	0	0.0%	0	0.0%	135
Total	100	18.0%	400	70.8%	60	10.4%	5	0.5%	0	0.0%	0	0.2%	565

First/Upper Second %
87.1%
88.0%
92.6%
89.8%
88.1%
88.9%

Median tariff
380
360
360
340
330
N/A

20. Languages and Cultures

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	15	20.0%	45	66.2%	10	13.8%	0	0.0%	0	0.0%	0	0.0%	65
2015/6	5	11.7%	40	66.7%	10	16.7%	0	1.7%	0	1.7%	0	1.7%	60
2016/7	15	30.6%	30	61.2%	5	6.1%	0	0.0%	0	0.0%	0	2.0%	50
2017/8	10	18.8%	35	70.8%	5	10.4%	0	0.0%	0	0.0%	0	0.0%	50
2018/9	15	23.5%	45	67.6%	5	7.4%	0	0.0%	0	0.0%	0	1.5%	70
Total	60	20.7%	195	66.6%	30	11.0%	0	0.3%	0	0.3%	5	1.0%	290

First/Upper Second %
86.2%
78.3%
91.8%
89.6%
91.2%
87.2%

Median tariff
360.5
340
360
320
320
N/A

21. Law

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	25	11.7%	140	67.5%	40	19.9%	0	1.0%	0	0.0%	0	0.0%	205
2015/6	30	10.2%	215	75.6%	35	12.7%	5	1.1%	0	0.4%	0	0.0%	285
2016/7	20	9.3%	150	64.1%	60	24.5%	5	2.1%	0	0.0%	0	0.0%	235
2017/8	35	13.4%	185	67.0%	50	17.8%	5	1.8%	0	0.0%	0	0.0%	275
2018/9	50	17.0%	180	62.5%	55	18.4%	5	1.4%	0	0.0%	0	0.7%	290
Total	160	12.5%	870	67.4%	235	18.4%	20	1.5%	0	0.1%	0	0.2%	1290

First/Upper Second %
79.1%
85.9%
73.4%
80.4%
79.5%
79.9%

Median tariff
420
405
380
370
370
N/A

22. Mathematics and Statistics

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	30	30.9%	30	28.9%	25	24.7%	10	9.3%	0	2.1%	5	4.1%	95
2015/6	35	29.8%	45	36.4%	30	25.6%	10	8.3%	0	0.0%	0	0.0%	120
2016/7	35	34.7%	35	32.7%	25	25.7%	5	5.0%	0	2.0%	0	0.0%	100
2017/8	45	39.6%	35	29.7%	20	18.0%	5	6.3%	5	4.5%	0	1.8%	110
2018/9	45	38.5%	40	34.4%	20	16.4%	5	4.1%	5	5.7%	0	0.8%	120
Total	190	34.8%	180	32.6%	120	21.9%	35	6.5%	15	2.9%	5	1.3%	550

First/Upper Second %
59.8%
66.1%
67.3%
69.4%
73.0%
67.4%

Median tariff
360
340
350
340
340
N/A

23. Meteorology

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	0	..	5	..	5	..	0	..	0	..	0	..	10
2015/6	0	..	0	..	5	..	0	..	0	..	0	..	5
2016/7	5	..	5	..	0	..	0	..	0	..	0	..	10
2017/8	5	..	5	..	0	..	0	..	0	..	0	..	15
2018/9	5	..	5	..	0	..	0	..	0	..	0	..	5
Total	10	23.9%	20	41.3%	10	23.9%	5	6.5%	0	2.2%	0	2.2%	45

First/Upper Second %
..
..
..
..
..
65.2%

Median tariff
420
395
320
340
340
N/A

24. Philosophy

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	0	5.6%	25	72.2%	5	19.4%	0	0.0%	0	0.0%	0	2.8%	35
2015/6	10	27.5%	25	65.0%	0	2.5%	0	5.0%	0	0.0%	0	0.0%	40
2016/7	5	13.5%	35	69.2%	10	17.3%	0	0.0%	0	0.0%	0	0.0%	50
2017/8	5	14.6%	30	75.6%	5	7.3%	0	0.0%	0	0.0%	0	2.4%	40
2018/9	15	20.9%	40	59.7%	15	19.4%	0	0.0%	0	0.0%	0	0.0%	65
Total	40	16.9%	160	67.4%	35	14.0%	0	0.8%	0	0.0%	0	0.8%	235

First/Upper Second %
77.8%
92.5%
82.7%
90.2%
80.6%
84.3%

Median tariff
380
340.5
320
340
310
N/A

25. Politics & International Relations

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #
	#	%	#	%	#	%	#	%	#	%	#	%	
2014/5	5	7.0%	60	67.4%	20	20.9%	0	2.3%	0	2.3%	0	0.0%	85
2015/6	10	13.3%	40	63.3%	15	21.7%	0	1.7%	0	0.0%	0	0.0%	60
2016/7	10	13.2%	50	64.5%	15	21.1%	0	1.3%	0	0.0%	0	0.0%	75
2017/8	10	13.0%	50	72.5%	10	11.6%	0	0.0%	0	1.4%	0	1.4%	70
2018/9	10	16.0%	40	52.0%	15	22.7%	5	5.3%	0	1.3%	0	2.7%	75
Total	45	12.3%	235	63.9%	70	19.7%	10	2.2%	5	1.1%	5	0.8%	365

First/Upper Second %
74.4%
76.7%
77.6%
85.5%
68.0%
76.2%

Median tariff
330
360
330
360
340
N/A

26. Psychology & Clinical Language Sciences

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #
	#	%	#	%	#	%	#	%	#	%	#	%	
2014/5	35	24.2%	90	61.7%	20	12.8%	0	0.0%	0	0.7%	0	0.7%	150
2015/6	35	21.3%	105	65.0%	20	13.8%	0	0.0%	0	0.0%	0	0.0%	160
2016/7	35	17.0%	115	58.5%	45	22.5%	5	1.5%	0	0.0%	0	0.5%	200
2017/8	30	13.8%	150	65.8%	45	19.1%	0	0.9%	0	0.0%	0	0.4%	225
2018/9	30	12.7%	150	65.9%	45	20.5%	0	0.4%	0	0.0%	0	0.4%	230
Total	165	17.0%	610	63.6%	175	18.3%	5	0.6%	0	0.1%	5	0.4%	965

First/Upper Second %
85.9%
86.3%
75.5%
79.6%
78.6%
80.6%

Median tariff
390
380
400
390
360
N/A

27. Real Estate & Planning

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #
	#	%	#	%	#	%	#	%	#	%	#	%	
2014/5	5	5.5%	55	75.3%	15	17.8%	0	1.4%	0	0.0%	0	0.0%	75
2015/6	10	12.3%	60	76.5%	10	11.1%	0	0.0%	0	0.0%	0	0.0%	80
2016/7	10	8.3%	70	66.7%	25	24.1%	0	0.9%	0	0.0%	0	0.0%	110
2017/8	20	17.2%	75	62.9%	20	18.1%	0	1.7%	0	0.0%	0	0.0%	115
2018/9	15	13.1%	65	52.5%	40	32.8%	0	1.6%	0	0.0%	0	0.0%	120
Total	60	11.8%	325	65.2%	110	21.8%	5	1.2%	0	0.0%	0	0.0%	500

First/Upper Second %
80.8%
88.9%
75.0%
80.2%
65.6%
77.0%

Median tariff
390
380
380
380
370
N/A

28. School of Architecture

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	0	..	0	..	0	..	0	..	0	..	0	..	0
2015/6	0	..	0	..	0	..	0	..	0	..	0	..	0
2016/7	0	..	0	..	0	..	0	..	0	..	0	..	0
2017/8	0	..	0	..	0	..	0	..	0	..	0	..	0
2018/9	10	22.2%	15	47.2%	10	27.8%	0	2.8%	0	0.0%	0	0.0%	35
Total	10	22.2%	15	47.2%	10	27.8%	0	2.8%	0	0.0%	0	0.0%	35

First/Upper Second %
..
..
..
..
69.4%
69.4%

Median tariff
0
0
0
0
320
N/A

29. Typography & Graphic Communication

	First		Upper Second		Lower Second		Third		Pass		Fail		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#
2014/5	15	51.6%	10	35.5%	5	9.7%	0	3.2%	0	0.0%	0	0.0%	30
2015/6	10	32.4%	15	43.2%	10	21.6%	0	2.7%	0	0.0%	0	0.0%	35
2016/7	10	28.9%	15	44.7%	10	23.7%	0	2.6%	0	0.0%	0	0.0%	40
2017/8	5	21.2%	20	60.6%	5	12.1%	0	3.0%	0	3.0%	0	0.0%	35
2018/9	10	20.5%	20	50.0%	10	27.3%	0	2.3%	0	0.0%	0	0.0%	45
Total	55	30.1%	85	47.0%	35	19.7%	5	2.7%	0	0.5%	0	0.0%	185

First/Upper Second %
87.1%
75.7%
73.7%
81.8%
70.5%
77.0%

Median tariff
420
380
400
340
360
N/A

APPENDIX 2: UNIVERSITY LEVEL DATASETS

Contents

1. Tariff quintile
2. Disability status
3. Gender
4. Ethnicity
5. IMD quintile (England domiciled only)
6. POLAR4 quintile (UK domiciled only)

Notes on quintiles

Tariff Quintile

Quintile 1 represents the students who enter the University with the lowest tariff scores and Quintile 5 represents those students entering with the highest tariff scores.

IMD Quintile

Quintile 1 represents the students who come from the most deprived areas in England and Quintile 5 represents those students from the least deprived areas.

POLAR 4 Quintile

Quintile 1 represents the students who come from areas in the UK with the lowest Higher Education participation rates amongst young people and Quintile five represents the students from areas with the highest participation rates.

1. Tariff quintile

a. Quintile 1

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #	First/Upper Second %
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	40	14.0%	155	55.2%	70	24.4%	15	4.7%	5	1.4%	0	0.4%	280	69.2%
2015/6	55	15.1%	215	60.5%	65	19.0%	15	3.7%	0	0.3%	5	1.4%	350	75.6%
2016/7	75	17.1%	245	54.8%	105	24.0%	10	2.7%	5	0.9%	0	0.4%	445	71.9%
2017/8	110	18.1%	350	58.9%	115	18.9%	20	3.0%	5	0.7%	5	0.5%	600	76.9%
2018/9	125	18.3%	420	60.3%	130	18.6%	10	1.4%	5	0.6%	5	0.7%	695	78.6%
Total	405	17.0%	1380	58.3%	485	20.4%	65	2.8%	15	0.7%	15	0.7%	2365	75.4%

b. Quintile 2

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #	First/Upper Second %
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	60	15.2%	275	67.4%	60	15.2%	5	1.7%	0	0.5%	0	0.0%	410	82.6%
2015/6	80	19.0%	255	59.5%	80	19.2%	10	1.9%	0	0.5%	0	0.0%	425	78.5%
2016/7	85	18.1%	290	60.7%	90	18.5%	10	2.1%	0	0.4%	0	0.2%	480	78.8%
2017/8	130	22.9%	330	58.9%	90	15.8%	5	1.1%	5	0.5%	5	0.9%	565	81.7%
2018/9	175	25.2%	400	57.9%	100	14.7%	10	1.2%	5	0.6%	5	0.4%	685	83.1%
Total	530	20.7%	1550	60.4%	425	16.5%	40	1.5%	15	0.5%	10	0.4%	2565	81.1%

c. Quintile 3

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #	First/Upper Second %
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	90	20.8%	265	60.0%	65	15.3%	10	2.3%	5	1.1%	0	0.5%	440	80.8%
2015/6	105	24.0%	245	55.9%	75	17.1%	5	1.4%	0	0.5%	5	1.1%	440	79.9%
2016/7	130	27.9%	260	56.4%	70	15.0%	0	0.0%	0	0.4%	0	0.2%	460	84.3%
2017/8	165	31.3%	275	53.2%	70	13.2%	10	1.7%	0	0.2%	0	0.4%	520	84.5%
2018/9	150	30.0%	290	57.5%	55	11.3%	5	1.0%	0	0.2%	0	0.0%	505	87.5%
Total	640	27.0%	1335	56.5%	335	14.3%	30	1.3%	10	0.5%	10	0.4%	2360	83.6%

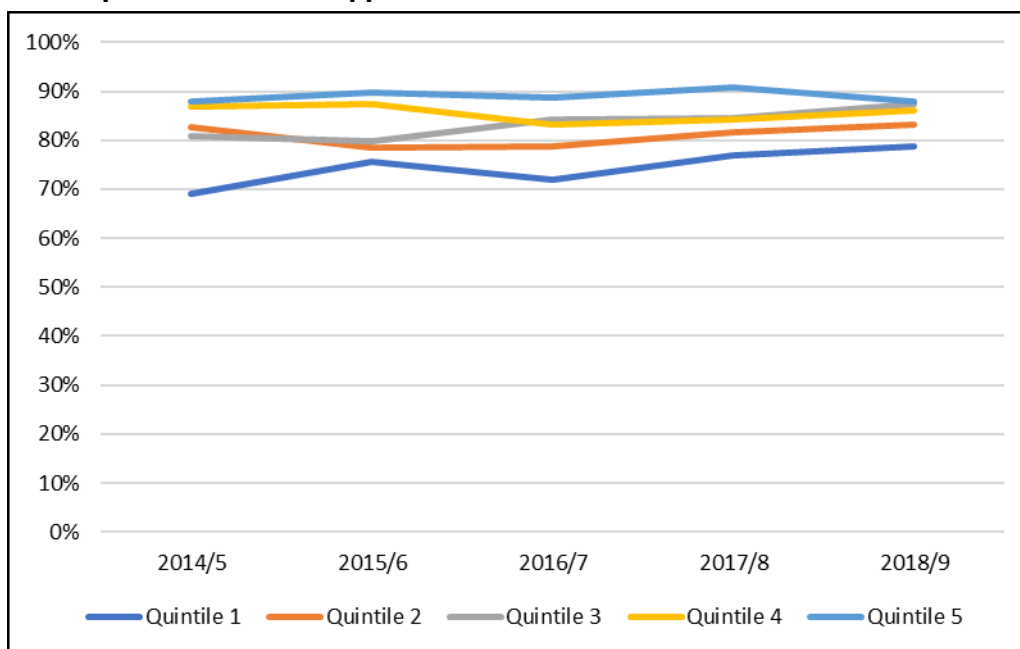
d. Quintile 4

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #	First/Upper Second %
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	90	26.6%	205	60.2%	40	12.0%	0	0.3%	0	0.3%	0	0.6%	340	86.8%
2015/6	100	27.8%	210	59.7%	40	11.4%	5	0.9%	0	0.0%	0	0.3%	350	87.5%
2016/7	130	34.7%	180	48.5%	55	14.9%	5	1.1%	5	0.8%	0	0.0%	375	83.2%
2017/8	120	30.8%	210	53.6%	55	14.4%	5	1.0%	0	0.3%	0	0.0%	390	84.4%
2018/9	120	33.7%	190	52.5%	40	10.5%	10	2.8%	0	0.3%	0	0.3%	360	86.2%
Total	560	30.8%	995	54.8%	230	12.7%	20	1.2%	5	0.3%	5	0.2%	1820	85.6%

e. Quintile 5

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #	First/Upper Second %
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	190	36.9%	260	51.1%	55	11.0%	0	0.2%	0	0.2%	5	0.6%	510	88.0%
2015/6	140	32.0%	255	57.7%	40	9.3%	0	0.5%	0	0.2%	0	0.2%	440	89.8%
2016/7	170	37.5%	235	51.1%	45	10.1%	5	0.7%	0	0.0%	5	0.7%	455	88.6%
2017/8	170	36.8%	245	53.9%	35	8.1%	0	0.4%	0	0.4%	0	0.2%	455	90.8%
2018/9	165	41.1%	190	46.8%	40	10.4%	5	0.7%	0	0.5%	0	0.5%	405	87.9%
Total	835	36.8%	1180	52.2%	220	9.8%	10	0.5%	5	0.3%	10	0.4%	2265	89.0%

f. Proportion of First & Upper Second classifications



g. Attainment gap

	Quintile 5	Quintile 1	Difference
2014/5	88.0%	69.2%	-19%
2015/6	89.8%	75.6%	-14%
2016/7	88.6%	71.9%	-17%
2017/8	90.8%	76.9%	-14%
2018/9	87.9%	78.6%	-9%

The data show a declining gap between quintiles 1 and 5 over the time period 2014/5 – 2018/9. The number of students entering the University with tariff scores above 320 (quintiles 3 – 5) has remained relatively flat, but the number entering with tariff scores below 320 has increased. A more academically diverse cohort brings challenges and we have been mindful of this, introducing various initiatives which help students transition to university, and feel supported. The attainment of students with tariff scores above quintile 2 has remained fairly static, but an increasing trend is seen for those with lower tariff scores.

2. Disability status

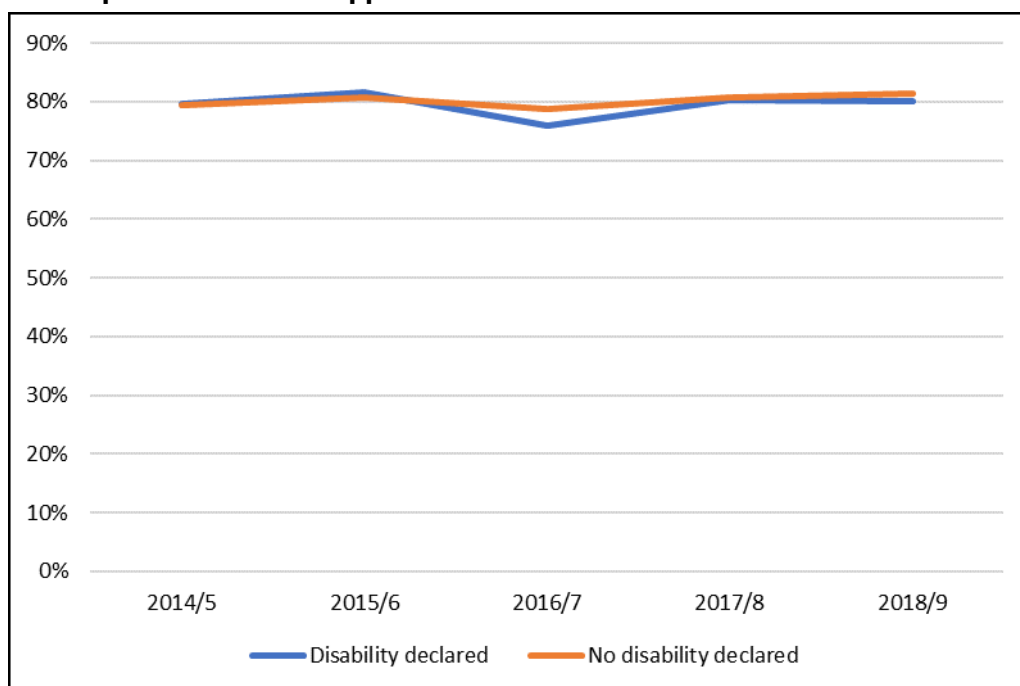
a. Disability declared

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #	First/Upper Second %
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	60	20.4%	170	59.2%	50	18.0%	5	1.4%	0	0.7%	0	0.3%	290	79.6%
2015/6	65	19.7%	200	61.9%	55	16.6%	0	0.6%	0	0.6%	0	0.6%	320	81.6%
2016/7	65	19.0%	195	57.0%	75	21.3%	5	1.8%	0	0.3%	0	0.6%	340	76.0%
2017/8	110	27.4%	210	52.9%	65	16.7%	10	2.5%	0	0.2%	0	0.2%	400	80.3%
2018/9	130	24.9%	295	55.3%	90	17.0%	10	1.5%	5	0.8%	5	0.6%	530	80.2%
Total	430	22.8%	1070	56.8%	335	17.8%	30	1.6%	10	0.5%	10	0.5%	1880	79.6%

b. No disability declared

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #	First/Upper Second %
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	475	22.8%	1180	56.6%	360	17.2%	45	2.2%	15	0.8%	10	0.5%	2085	79.3%
2015/6	500	23.3%	1225	57.4%	350	16.5%	40	1.9%	10	0.4%	10	0.5%	2135	80.7%
2016/7	630	26.6%	1240	52.2%	435	18.3%	45	1.9%	15	0.7%	5	0.3%	2375	78.8%
2017/8	750	26.0%	1580	54.8%	460	16.0%	60	2.0%	15	0.6%	15	0.6%	2880	80.8%
2018/9	815	27.2%	1620	54.2%	480	16.1%	45	1.5%	20	0.6%	10	0.4%	2985	81.4%
Total	3165	25.4%	6845	54.9%	2085	16.7%	230	1.9%	80	0.6%	55	0.4%	12460	80.3%

c. Proportion of First & Upper Second classifications



d. Attainment gap

	No disability declared	Disability declared	Difference
2014/5	79.3%	79.6%	0%
2015/6	80.7%	81.6%	1%
2016/7	78.8%	76.0%	-3%
2017/8	80.8%	80.3%	-1%
2018/9	81.4%	80.2%	-1%

3. Gender

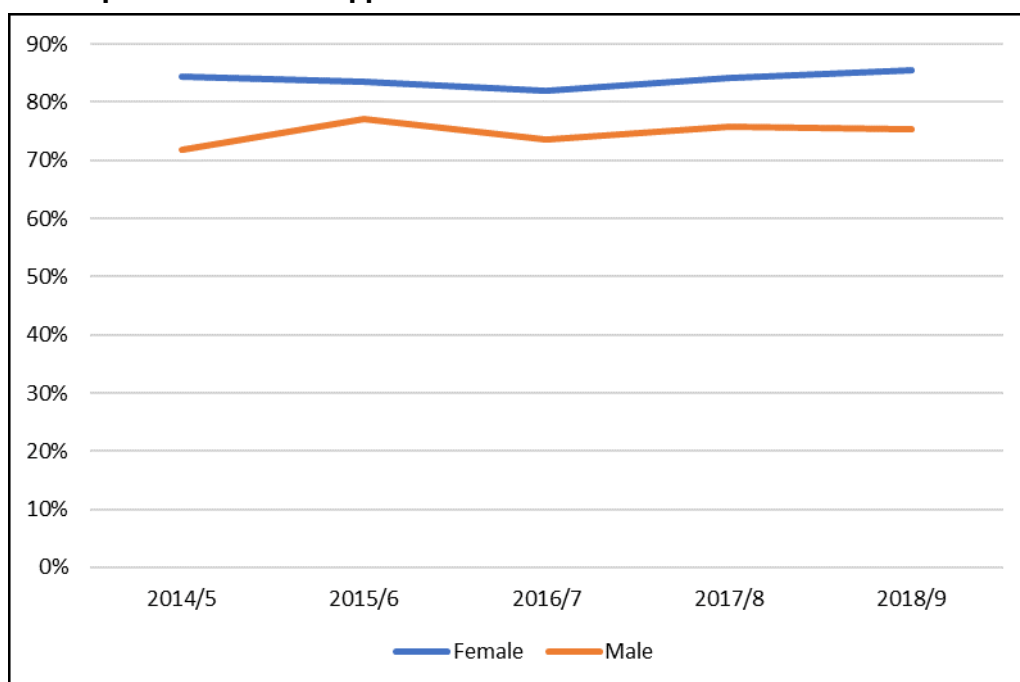
a. Female

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #	First/Upper Second %
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	340	24.1%	850	60.3%	195	13.8%	15	0.9%	10	0.6%	5	0.2%	1415	84.4%
2015/6	330	23.4%	845	60.2%	205	14.7%	15	0.9%	5	0.4%	5	0.4%	1410	83.6%
2016/7	415	26.5%	875	55.5%	255	16.3%	20	1.1%	5	0.3%	5	0.3%	1575	82.0%
2017/8	525	27.3%	1095	56.9%	270	14.0%	25	1.4%	5	0.2%	5	0.2%	1930	84.2%
2018/9	575	28.1%	1170	57.5%	260	12.7%	15	0.8%	10	0.5%	10	0.4%	2040	85.5%
Total	2190	26.2%	4840	57.9%	1190	14.2%	90	1.1%	35	0.4%	25	0.3%	8365	84.1%

b. Male

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #	First/Upper Second %
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	195	20.1%	500	51.9%	215	22.3%	35	3.7%	10	1.0%	10	0.9%	960	71.9%
2015/6	230	22.1%	575	54.9%	200	18.9%	30	2.8%	5	0.5%	10	0.8%	1045	77.0%
2016/7	280	24.5%	560	49.2%	250	21.8%	35	2.9%	15	1.2%	5	0.4%	1140	73.7%
2017/8	330	24.5%	695	51.4%	260	19.1%	40	3.0%	15	1.0%	15	1.0%	1355	75.8%
2018/9	370	25.2%	740	50.1%	310	21.1%	35	2.4%	10	0.8%	5	0.4%	1475	75.3%
Total	1405	23.5%	3070	51.4%	1230	20.6%	175	2.9%	55	0.9%	40	0.7%	5975	74.9%

c. Proportion of First & Upper Second classifications



d. Attainment gap

	Female	Male	Difference
2014/5	84.4%	71.9%	-12%
2015/6	83.6%	77.0%	-7%
2016/7	82.0%	73.7%	-8%
2017/8	84.2%	75.8%	-8%
2018/9	85.5%	75.3%	-10%

4. Ethnicity

a. BAME

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #	First/Upper Second %
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	75	15.1%	250	50.0%	140	28.3%	25	4.8%	5	1.4%	0	0.4%	500	65.1%
2015/6	95	16.5%	325	57.4%	130	22.5%	15	3.0%	0	0.2%	0	0.4%	570	73.9%
2016/7	135	19.2%	335	47.7%	190	27.5%	25	3.7%	10	1.3%	5	0.6%	700	66.9%
2017/8	165	19.4%	460	53.2%	190	22.3%	35	3.9%	10	0.9%	0	0.2%	860	72.6%
2018/9	185	18.8%	515	51.7%	255	25.4%	25	2.7%	10	1.0%	5	0.5%	995	70.4%
Total	660	18.1%	1885	51.9%	905	25.0%	130	3.5%	35	1.0%	15	0.4%	3625	70.1%

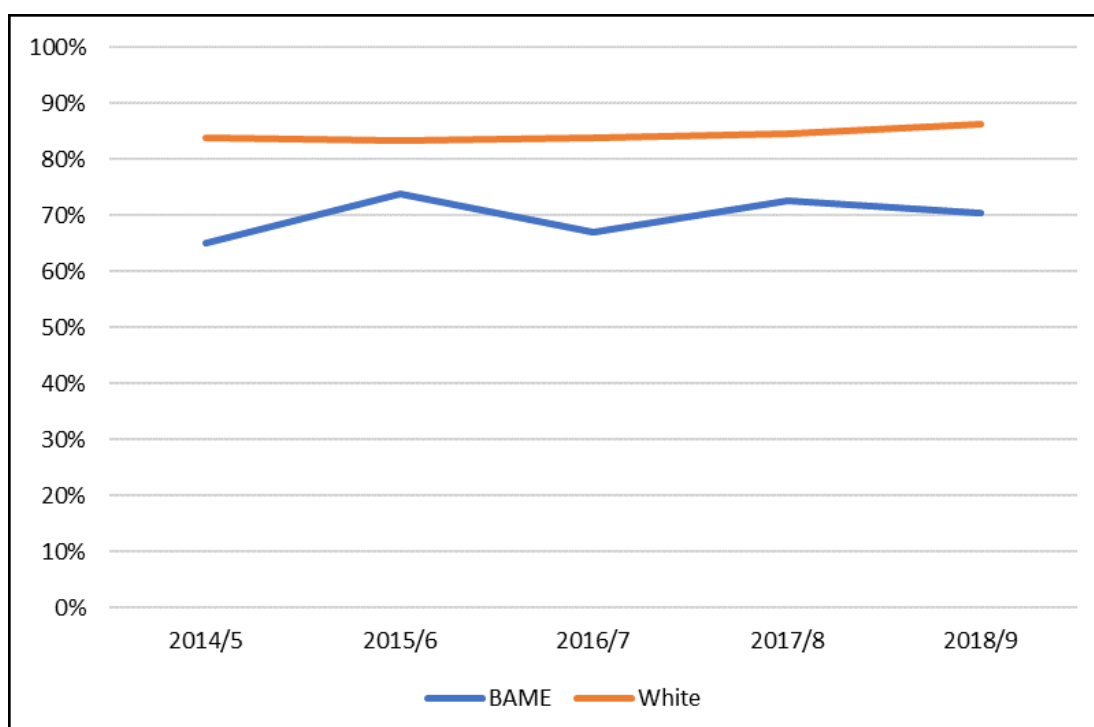
b. White

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #	First/Upper Second %
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	445	25.0%	1055	58.8%	250	13.9%	20	1.2%	10	0.7%	10	0.5%	1790	83.8%
2015/6	450	25.2%	1030	58.1%	255	14.3%	25	1.3%	10	0.5%	10	0.6%	1775	83.3%
2016/7	510	28.0%	1020	55.7%	265	14.5%	20	1.2%	5	0.3%	5	0.2%	1825	83.7%
2017/8	615	28.3%	1225	56.4%	285	13.1%	30	1.3%	5	0.3%	15	0.6%	2170	84.7%
2018/9	685	30.1%	1275	56.1%	275	12.1%	20	1.0%	10	0.4%	5	0.3%	2270	86.2%
Total	2705	27.5%	5600	56.9%	1325	13.5%	115	1.2%	45	0.4%	45	0.4%	9835	84.4%

c. Unknown or prefer not to say

	First		Upper Second		Lower Second		Third		Pass		Fail		Total #	First/Upper Second %
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	10	13.3%	45	56.6%	20	24.1%	5	4.8%	0	0.0%	0	1.2%	85	69.9%
2015/6	20	17.3%	65	59.1%	25	20.9%	0	1.8%	0	0.9%	0	0.0%	110	76.4%
2016/7	50	26.2%	85	44.0%	50	26.2%	5	1.6%	5	1.6%	0	0.5%	190	70.2%
2017/8	80	31.5%	110	43.5%	50	20.6%	5	2.4%	5	1.2%	0	0.8%	250	75.0%
2018/9	75	30.0%	125	49.8%	45	17.4%	5	1.2%	0	0.8%	0	0.8%	245	79.8%
Total	230	26.4%	425	48.6%	185	21.3%	20	2.0%	10	1.0%	5	0.7%	880	75.0%

d. Proportion of First & Upper Second classifications



e. Attainment gap

	White	BAME	Difference
2014/5	83.8%	65.1%	-19%
2015/6	83.3%	73.9%	-9%
2016/7	83.7%	66.9%	-17%
2017/8	84.7%	72.6%	-12%
2018/9	86.2%	70.4%	-16%

5. IMD quintile (England domiciled only)

a. Quintile 1

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	10	16.4%	50	65.8%	10	16.4%	0	1.4%	0	0.0%	0	0.0%	75	82.2%
2015/6	15	17.5%	50	60.0%	10	15.0%	5	5.0%	0	1.3%	0	1.3%	80	77.5%
2016/7	15	19.2%	35	50.7%	20	26.0%	0	2.7%	0	0.0%	0	1.4%	75	69.9%
2017/8	20	22.4%	50	51.0%	20	19.4%	5	6.1%	0	1.0%	0	0.0%	100	73.5%
2018/9	15	17.6%	50	56.0%	15	18.7%	5	4.4%	0	0.0%	5	3.3%	90	73.6%
Total	80	18.8%	235	56.4%	80	19.0%	15	4.1%	0	0.5%	5	1.2%	415	75.2%

b. Quintile 2

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	50	23.1%	120	56.0%	40	19.4%	0	0.9%	0	0.0%	0	0.5%	215	79.2%
2015/6	40	19.6%	110	53.9%	45	21.6%	5	2.5%	0	1.0%	5	1.5%	205	73.5%
2016/7	50	21.1%	125	53.2%	55	22.4%	5	1.3%	0	0.8%	5	1.3%	235	74.3%
2017/8	60	21.3%	150	54.4%	60	21.3%	5	1.5%	0	0.7%	0	0.7%	270	75.7%
2018/9	65	25.0%	150	56.0%	45	16.4%	5	1.5%	0	0.7%	0	0.4%	270	81.0%
Total	265	22.1%	655	54.7%	240	20.1%	20	1.5%	10	0.7%	10	0.8%	1195	76.9%

c. Quintile 3

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	90	24.5%	200	56.3%	50	14.5%	10	2.5%	5	1.1%	5	1.1%	360	80.8%
2015/6	75	19.4%	230	59.9%	65	17.5%	10	2.1%	0	0.3%	5	0.8%	380	79.3%
2016/7	100	25.5%	210	54.9%	65	17.2%	10	2.1%	0	0.3%	0	0.0%	385	80.5%
2017/8	120	28.1%	230	54.8%	60	14.5%	5	1.7%	5	0.7%	0	0.2%	420	82.9%
2018/9	120	26.1%	275	58.7%	60	12.8%	5	1.3%	5	0.6%	0	0.4%	465	84.8%
Total	500	24.9%	1145	57.0%	305	15.2%	40	1.9%	10	0.6%	10	0.5%	2010	81.8%

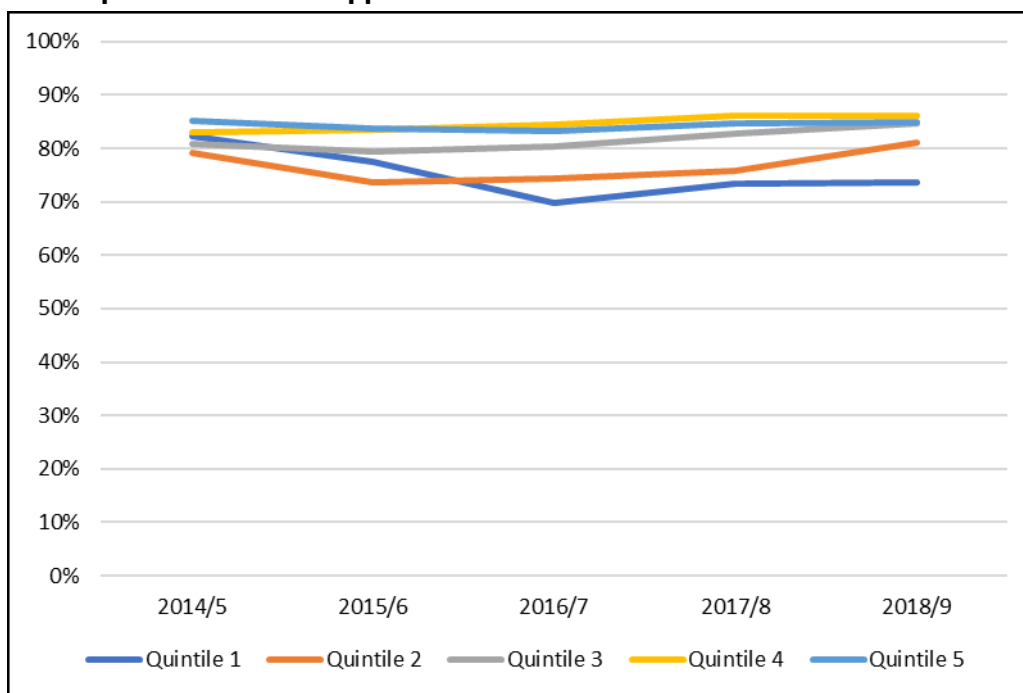
d. Quintile 4

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	110	23.7%	280	59.4%	65	14.1%	5	1.3%	5	0.6%	5	0.9%	470	83.1%
2015/6	135	27.6%	275	55.9%	75	15.7%	0	0.4%	0	0.0%	0	0.4%	490	83.5%
2016/7	135	28.0%	275	56.5%	65	13.6%	5	0.8%	5	0.8%	0	0.2%	485	84.5%
2017/8	160	27.9%	335	58.3%	70	11.9%	10	1.4%	0	0.0%	5	0.5%	580	86.2%
2018/9	200	33.9%	305	52.1%	70	12.3%	5	0.9%	5	0.5%	0	0.3%	585	86.0%
Total	740	28.5%	1470	56.3%	350	13.4%	25	1.0%	10	0.4%	10	0.5%	2610	84.8%

e. Quintile 5

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	195	26.8%	420	58.3%	95	13.0%	10	1.1%	5	0.6%	0	0.3%	725	85.1%
2015/6	180	26.5%	385	57.2%	90	13.6%	10	1.6%	5	0.6%	5	0.4%	675	83.7%
2016/7	215	29.0%	400	54.3%	110	15.2%	10	1.1%	0	0.3%	0	0.1%	735	83.3%
2017/8	250	30.0%	460	54.8%	110	12.9%	15	1.7%	0	0.2%	5	0.5%	840	84.7%
2018/9	275	29.4%	520	55.5%	120	13.0%	10	1.3%	5	0.4%	5	0.3%	935	84.9%
Total	1110	28.5%	2185	55.9%	530	13.5%	55	1.4%	15	0.4%	15	0.3%	3910	84.4%

f. Proportion of First & Upper Second classifications



g. Attainment gap

	Quintile 5	Quintile 1	Difference
2014/5	85.1%	82.2%	-3%
2015/6	83.7%	77.5%	-6%
2016/7	83.3%	69.9%	-13%
2017/8	84.7%	73.5%	-11%
2018/9	84.9%	73.6%	-11%

We note that the proportion of First and Upper Second classifications is relatively stable for Quintiles 3 – 5, with a slight recent upward trajectory for Quintile 2 but a downward trend followed by a levelling off for Quintile 1. We are investigating the reasons for this as part of our work to close attainment gaps.

6. POLAR4 quintile (UK domiciled only)

a. Quintile 1

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	35	27.3%	70	57.0%	15	12.4%	0	1.7%	0	0.8%	0	0.8%	120	84.3%
2015/6	35	27.8%	70	57.1%	15	11.9%	5	2.4%	0	0.0%	0	0.8%	125	84.9%
2016/7	30	25.2%	65	54.5%	20	17.9%	5	2.4%	0	0.0%	0	0.0%	125	79.7%
2017/8	40	23.6%	100	58.0%	25	15.5%	5	1.7%	0	0.6%	0	0.6%	175	81.6%
2018/9	55	32.0%	90	53.8%	20	11.2%	5	2.4%	0	0.0%	0	0.6%	170	85.8%
Total	195	27.2%	400	56.1%	100	13.7%	15	2.1%	0	0.3%	5	0.6%	715	83.3%

b. Quintile 2

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	55	22.4%	150	61.4%	30	11.4%	5	1.2%	5	1.6%	5	2.0%	245	83.7%
2015/6	60	26.3%	135	57.2%	30	13.1%	5	1.3%	5	1.3%	0	0.8%	235	83.5%
2016/7	75	26.7%	140	51.6%	50	18.7%	5	1.8%	0	0.4%	0	0.7%	275	78.4%
2017/8	75	27.0%	145	54.1%	45	16.7%	0	0.7%	5	1.1%	0	0.4%	270	81.1%
2018/9	85	28.4%	165	53.8%	45	15.2%	5	1.7%	0	0.7%	0	0.3%	305	82.2%
Total	350	26.3%	735	55.4%	200	15.1%	20	1.4%	15	1.0%	10	0.8%	1330	81.7%

c. Quintile 3

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	100	26.5%	210	55.8%	55	15.3%	5	1.3%	5	0.8%	0	0.3%	375	82.3%
2015/6	75	23.4%	190	58.5%	50	14.8%	10	2.5%	0	0.0%	5	0.9%	325	81.8%
2016/7	95	27.0%	195	55.3%	55	16.0%	5	0.8%	5	0.8%	0	0.0%	355	82.3%
2017/8	110	25.0%	255	56.9%	70	15.2%	10	2.0%	0	0.2%	5	0.7%	450	81.9%
2018/9	120	26.9%	245	55.5%	65	14.7%	5	1.4%	5	0.9%	5	0.7%	445	82.4%
Total	500	25.8%	1095	56.3%	295	15.2%	30	1.6%	10	0.6%	10	0.5%	1945	82.2%

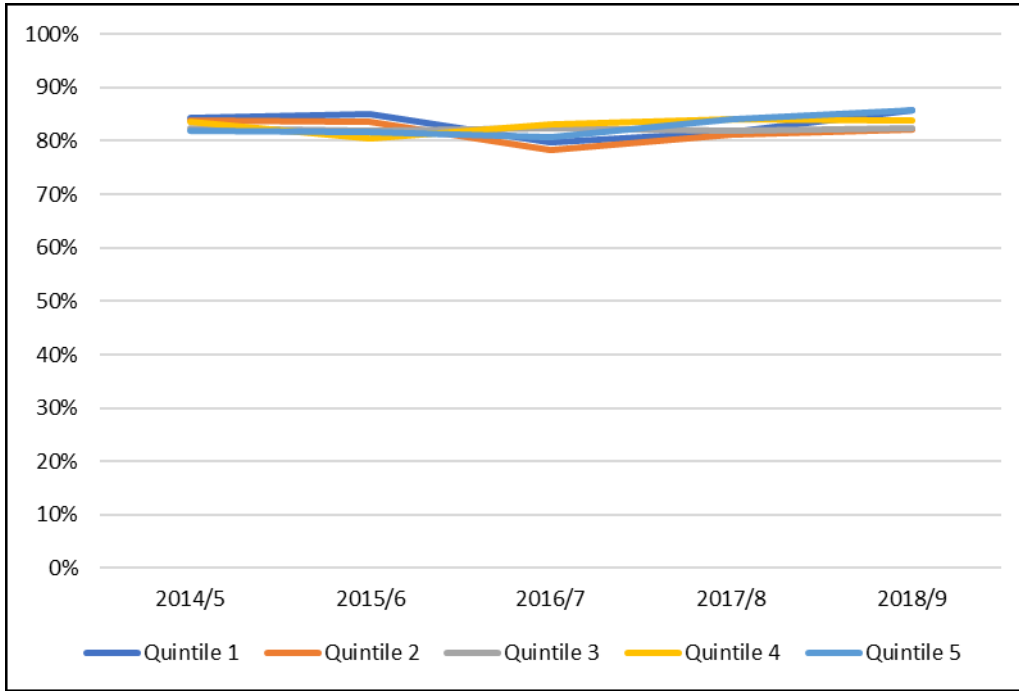
d. Quintile 4

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	115	24.0%	290	59.5%	75	15.1%	5	0.8%	0	0.4%	0	0.2%	485	83.5%
2015/6	105	21.9%	285	58.5%	90	18.2%	5	0.6%	0	0.4%	0	0.4%	490	80.4%
2016/7	145	29.4%	265	53.8%	75	14.8%	5	1.2%	5	0.6%	0	0.2%	495	83.2%
2017/8	165	28.9%	315	55.1%	75	13.2%	10	2.1%	0	0.0%	5	0.7%	570	84.0%
2018/9	160	26.4%	350	57.5%	85	13.8%	10	1.6%	5	0.5%	0	0.2%	610	83.9%
Total	695	26.2%	1505	56.8%	395	14.9%	35	1.3%	10	0.4%	10	0.3%	2645	83.1%

e. Quintile 5

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%		
2014/5	170	23.2%	435	58.7%	115	15.5%	15	1.9%	0	0.3%	5	0.4%	740	81.9%
2015/6	190	24.8%	435	56.9%	120	15.6%	15	1.8%	5	0.4%	5	0.5%	765	81.7%
2016/7	195	24.4%	455	56.3%	140	17.3%	10	1.2%	0	0.2%	5	0.5%	805	80.7%
2017/8	250	27.9%	500	56.2%	125	13.8%	15	1.5%	5	0.3%	5	0.3%	895	84.1%
2018/9	290	30.0%	540	55.7%	120	12.4%	10	0.9%	5	0.4%	5	0.5%	970	85.7%
Total	1100	26.3%	2365	56.7%	620	14.8%	60	1.4%	15	0.3%	20	0.5%	4175	83.0%

f. Proportion of First & Upper Second classifications



g. Attainment gap

	Quintile 5	Quintile 1	Difference
2014/5	81.9%	84.3%	2%
2015/6	81.7%	84.9%	3%
2016/7	80.7%	79.7%	-1%
2017/8	84.1%	81.6%	-2%
2018/9	85.7%	85.8%	0%

APPENDIX 3: AWARDING METHOD FOR BACHELOR'S DEGREE

- a) A three-year Bachelor's degree requires a candidate to have completed 360 credits (with at least 100 credits at level 6 or above).

The classification of a three-year Bachelor's degree is based on the marks for Part 2 and Part 3, weighted in a ratio of 1:2.

- b) A four-year Bachelor's degree requires a candidate to have completed 480 credits (with at least 100 at level 6 or above).

The classification of a four-year Bachelor's degrees (except for programmes incorporating a placement year or a year abroad) will normally be based on the marks for Years 2, 3 and 4, weighted 1:1:4.

In the case of four-year Bachelor's degree programmes with an industrial placement year, the placement year may be pass/fail or may contribute to the degree classification. Where the placement year contributes to the classification, Year 2 will contribute 23% of the overall assessment, the placement year 10% of the overall assessment and Year 4 will contribute 67% of the overall assessment.

There are a small number of variations to this pattern, which can be found in the [University's Bachelor's degree awarding rules](#), Annex 1.

- c) **Bachelor's degree classification algorithm**

Where the conditions for a higher class have been met, the higher class should be awarded.

First Class

80 credits in the Final Part with marks of at least 40

and

[An overall weighted average of at least 70

or

An overall weighted average of at least 68, provided that half or more of the weighted credits have a mark in the range 70-100

or

An overall weighted average of at least 68, provided that the average for modules taken in Part 3 is 70 or more]

Second Class Division 1

80 credits in the Final Part with marks of at least 40

and

[An overall weighted average within the range 60.0-69.9

or

An overall weighted average of at least 58, provided that half or more of the weighted credits have a mark of 60 or more

or

An overall weighted average of at least 58, provided that the average for modules taken in Part 3 is 60 or more]

Second Class Division 2

80 credits in the Final Part with marks of at least 40

and

[An overall weighted average within the range 50.0-59.9

or

An overall weighted average of at least 48, provided that half or more of the weighted credits have a mark of 50 or more

or

An overall weighted average of at least 48, provided that the average for modules taken in Part 3 is 50 or more]

Third Class

80 credits in the Final Part with marks of at least 40

and

[An overall weighted average within the range 40.0-49.9

or

An overall weighted average of at least 38, provided that half or more of the weighted credits have a mark of 40 or more

or

An overall weighted average of at least 38, provided that the average for modules taken in Part 3 is 40 or more]

Pass

80 credits in the Final Part with marks of at least 35

and

[An overall weighted average within the range 35.0-39.9

or

An overall weighted average of at least 33, provided that half or more of the weighted credits have a mark of 35 or more

or

An overall weighted average of at least 33, provided that the average for modules taken in Part 3 is 35 or more]

Fail

Candidates who do not fulfil these criteria have failed. Candidates who have failed may be eligible for a lesser award.

APPENDIX 4: PRINCIPLES INFORMING THE CLASSIFICATION ALGORITHM

The University's standard algorithm for classifying the Bachelor's degree is based on the following principles:

- **We use all marks from Part 2 and Part 3 modules of the programme in deciding a classification, but do not use module marks from Part 1.** In Part 1, students are often adapting to studying at university and, to a greater extent than in later Parts, their academic performance may be influenced by their prior educational experience. We consider that the degree classification should reflect achievement after students have had an opportunity to adapt to higher education.
- **We weight module marks by the credit value of the module and by the Part of the degree in which the module is taken.** The credit value is a measure of the notional hours required to study the module, so the more hours a student is expected to spend on a module (and the greater the content), the larger the credit value will be; larger modules will contribute more to a student's degree than smaller modules. Module marks in Part 2 and Part 3 are weighted in the ratio 1:2 (with a limited number of exceptions indicated below) so that performance at the end of the degree programme has a greater influence on the classification.
- **We use the overall weighted average (weighting module marks by their credit value and the Part in which they are taken) to assign a student's performance to a classification,** applying the following boundaries:

CLASSIFICATION	MARK RANGE
First Class	70% and above
2015/16	60% to 69%
Second Class, Division 1	50% to 59%
Second Class, Division 2	40% to 49%
Third Class	35% to 39%
Pass	

- If a student's overall weighted average sits within a 2% borderline below these boundaries, we also consider whether the performance merits the higher classification. To do this we apply two criteria:
 - Has the student achieved half or more of their weighted credits in the higher classification? (We term this 'dominant quality'.)
 - Has the student achieved a final year average in the higher classification? (We term this 'exit velocity'.)

If the answer to either question is 'yes', the student qualifies for the higher classification.

In common with many universities, we use the borderline to recognise that there are students who come close to the relevant threshold overall weighted average and who have demonstrated achievement at the appropriate level by other measures of academic performance, namely performance in the final year (i.e. their performance at the time of the award) or the profile of a student's marks (i.e. how many weighted credits are in each classification band). We consider that

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it is appropriate to take account of a combination of measures in determining classification rather than rely on a single measure.

- **In order to be eligible for consideration for an Honours degree, a student must have achieved the pass mark of 40% in 80 of the 120 final year credits.** It is important that a student has demonstrated their achievement of the threshold pass standard in a substantial majority of their credits at the level of the award (i.e. their final year) rather than rely on a strong performance in their Part 2 or on high marks in a small number of final year modules to qualify for their award.

Resits

The University allows students who have failed their Part (i.e. Year 1 or Year 2) or Final Examination to have one resit attempt at those modules which they have failed.

Where a candidate has resat Part 2, their Part 2 resit marks are capped at 40% in the calculation for classification at Finals.

If a student fails their degree in the Final Examination, they have the opportunity to resit for a Pass degree only (except in some professional degrees which have more stringent classification rules, where, under limited circumstances, resitting for Honours is permitted).

These policies are designed to ensure that students are not able to gain an unfair advantage in classification by resitting.