Academic and Governance Services

University of **Reading**

DEGREE OUTCOMES STATEMENT 2022

The Degree Outcomes Statement sets out the profile of results for Bachelor's degrees (Level 6) over the past eight years (2014/15-2021/22). The period considered has been extended from the normal five years to eight years to allow an understanding of the performance in 2021/22 with the trend before the Covid-19 pandemic, recognising that the years 2019/20 and 2020/21 were anomalous due to the pandemic and the measures put in place for students.

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.

The statement has been published following approval by the University Board for Teaching, Learning and Student Experience and pending approval by the Senate and Council.

Contents

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%	78.5%
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%
2019/20	3855	32.4%	54.4%	11.8%	0.9%	86.8%
2020/21	3685	30.6%	54.9%	11.0%	2.1%	85.5%
2021/22	3510	27.1%	52.4%	15.6%	3%	79.5%

Table 1: Degree classification profile for Level 6 (Bachelor's) degree programmes at the University of Reading, 2014/15-2021/22
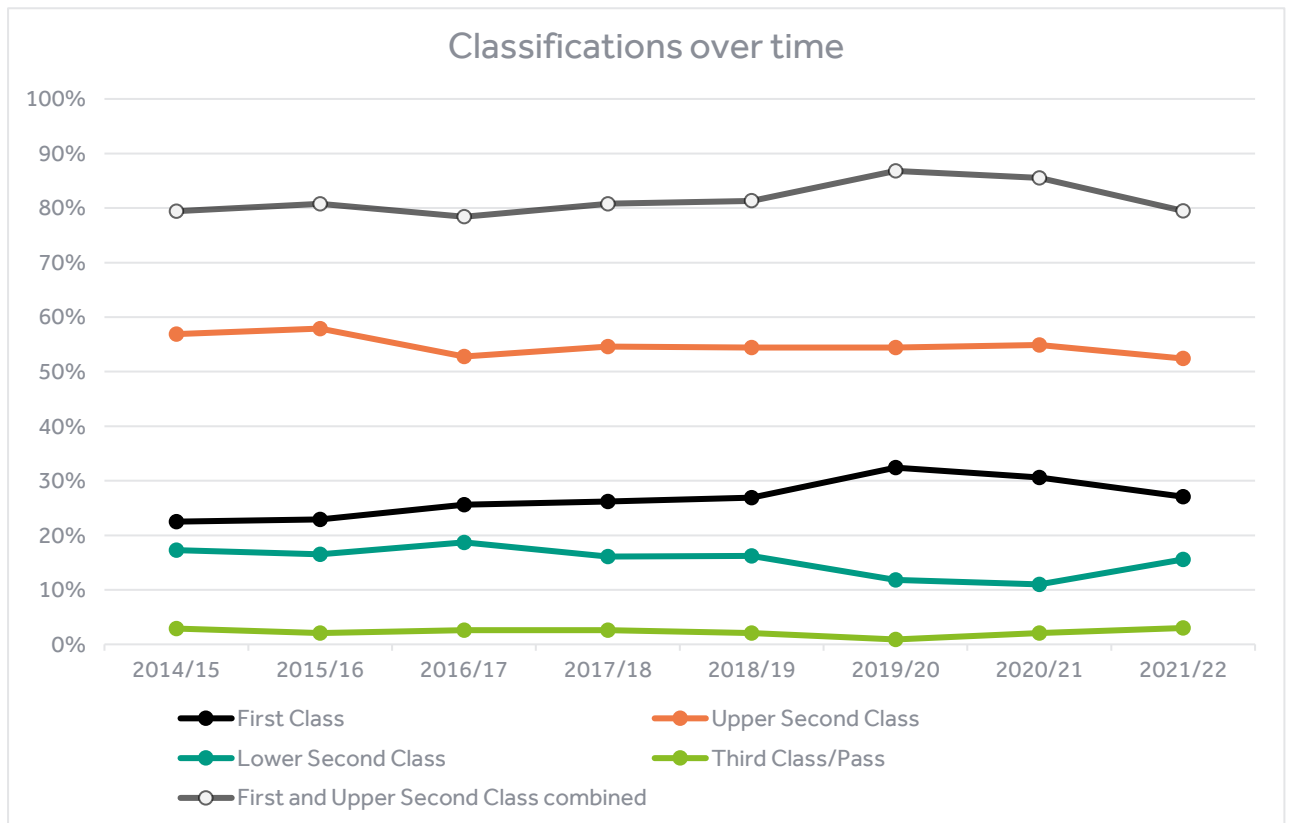

Figure 1. Degree classification profile for Level 6 (Bachelor's) degree programmes at the University of Reading, 2014/15-2021/22

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 (2014/5-2021/22). As a series of appendices we also provide degree outcomes by <u>subject area</u>[1], <u>disability status</u>, <u>entry tariff</u>, <u>ethnicity</u>, <u>gender</u>, <u>indices of multiple deprivation (IMD)</u>, and <u>POLAR4</u>[2].

The percentage of students achieving a First or Upper Second for a Bachelor's award has remained broadly stable over the period 2014/15-2021/22, with the exception of 2019/20-2020/21 which reflect the effect of measures taken to mitigate the impact of the Covid emergency. Over the period 2014/15-2-21/22, there has been a slight upward trend in the proportion of Firsts, and a slight downward trend in Upper Seconds.

Students completing their degrees in 2019/20 and 2020/21 did so under exceptional conditions due to the Covid-19 emergency. In common with other UK universities, the University put in place a package of measures to mitigate the impact of Covid-19, recognising that students might be suffering from Covid-19 or other illness, might be anxious or distressed, and might be caring for relatives, and that they were studying and taking assessments in a physical or social environment unsuited to these purposes. The package of measures which applied to the assessment period in 2019/20 included giving greater weight to assessments prior to the pandemic, more flexible provision for exceptional circumstances, and changes in assessment with a shift towards coursework and online open book examinations. In 2021/22, some changes were retained, but others no longer applied or were revised in the light of the previous year's experience.

The proportion of students achieving Firsts or Upper Seconds in 2022 (79.5%) has reverted to the level in the immediate pre-Covid years. However, the University recognises that, while the headline figure is similar to pre-Covid years, there are a range of Covid-related factors which have affected the 2022 graduating cohort and their performance. Factors include the mitigating measures which applied to their Part 2 marks in 2020/21 and the impacts of Covid on their first and second-year educational experience. The University will be mindful of the continuing legacy of the Covid years and its implications for their prior educational experience when considering degree outcomes data in future.

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

<u>Subject area</u>: 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 had been noticeable upward trends pre-pandemic, which generally related to areas where there had been development initiatives in teaching and learning. Post-pandemic data indicates that these trends have slowed or reversed in most instances.

<u>Disability status</u>: historically there has been no significant difference in the proportions of disabled and non-disabled students who achieve a First or Upper Second. However, over the last two academic sessions, though in 2020/21 and 2021/22, an awarding gap of 5-6% has emerged with disabled students performing better than non-disabled students.

<u>Ethnicity</u>: there is a clear gap between BAME and White students achieving a First or Upper Second. This has continued to be the case during the pandemic, although reduced from pre-pandemic levels[3].

<u>Gender</u>: there is a consistent gender gap, with an average of 85.5% of women and 77% of men achieving a First or Upper Second over this period. The gap has continued at around 8%. There are insufficient data to comment on outcomes for non-binary students.

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[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
[3] Whilst the awarding gap between BAME and White students has remained steady over the past three years (at around 10%), the gap between Black and White students is larger and exhibited significant fluctuations (from 22% in 2019/20 to 9% in 2020/21 and then 29% in 2021/22).

[Indices of multiple deprivation (IMD)](#): the gap between the proportion of students from the most and least deprived neighbourhoods who achieve a First or Upper Second narrowed during the pandemic but reverted to pre-pandemic levels in 2021/22.

[Neighbourhoods with lower participation in higher education (POLAR4)](#): pre-pandemic there was no clear difference between students from the neighbourhoods with the highest and lowest participation in higher education. In the last two academic sessions there has been a slight increase in the gap between those students.

As a priority, the University is working to close awarding gaps in relation to ethnicity, IMD and gender. The University is seeking to better understand the reversal of awarding gap between students with a declared disability and those without.

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 monitoring 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 (and, 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.

Exceptional circumstances

Where a student's performance is affected by illness or other significant adverse circumstance, the University's Exceptional 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 exceptional circumstances decision. An annual report on appeals is considered by the University Board for Teaching, Learning and Student Experience and a summary detailing findings 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 (Education and Student Experience), has executive oversight of educational standards, regulation and quality assurance.

UBTLSE monitors classification and progression rates and reviews the major themes of External Examiners' Reports.

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 Office for Students requirements and 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 above the Pass threshold, 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. Resit marks are capped at 40 for the purposes of classification.

The University-wide classification algorithm was first introduced in 2002/3 and was amended in 2006/7 with the effect of increasing its stringency. In 2020/21, the classification algorithm was again reviewed, in accordance with a recommendation agreed as part of the Degree Outcomes Statement 2020, and limited changes were introduced which have the effect of:

- Allowing finalists not qualifying for an Honours degree at first attempt the opportunity to resit for an Honours degree, subject to the capping of resit module marks (with effect for the final year cohort in 2021/22 and thereafter)
- Amending the criteria for Pass degree to the achievement of an overall weighted average within the range of 35-39.9 and 60 credits in the Final Part with marks of at least 40 (with effect for entrants from the 2022/23 academic session)

The changes detailed above will not have a material effect on the proportion of First and Upper Second class degrees awarded, but serve to align the University's practices in relation to the Pass threshold and Finalist resitters more closely to sector norms.

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 is 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 75.7% in 2021/22.
- We have embedded the online management of assessment and feedback, allowing staff and students to access materials with immediacy and over a longer period.
- We have implemented a new Academic Tutor System to help foster a sense of an academic community and support Tutors in identifying students who might need additional support.
- We have implemented initiatives to strengthen the partnership between students and staff through collaborative awards, and programme design and monitoring.
- 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 created a supported online study skills course to support students in their transition to higher education.
- 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 as part of the Portfolio Review Programme, continuing work on assessment and feedback practices, introduction of learning capture (which allows students to revisit recordings of lectures), and work on approaches to Group Work.

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.

In the Degree Outcomes Statement 2020, we undertook to:

- 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

We have completed both actions. We have provided a more user-friendly explanation of the classification algorithm in the programme handbook for students and will include a link to the detailed version in the programme specification, and Schools are providing more contextualised information about assessment and feedback procedures. The review of the classification algorithm has led to changes which are outlined in section 4 above.

We will undertake the following further actions:

- Monitor the effectiveness of the changes in the communication of the degree algorithm and the changes in the degree algorithm indicated above
- Implement a range of measures to address awarding gaps and support the success of all students.

APPENDIX 1: DEPARTMENT LEVEL DATASETS

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- 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	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	25	43.3%	15	28.3%	10	20.0%	5	5.0%	0	3.3%	0	0.0%	60	71.7%
2015/6	40	32.0%	50	41.8%	30	23.8%	5	2.5%	0	0.0%	0	0.0%	120	73.8%
2016/7	85	41.5%	75	37.6%	35	16.1%	5	2.9%	5	1.5%	0	0.5%	205	79.0%
2017/8	105	34.8%	125	42.1%	60	19.7%	10	2.7%	0	0.7%	0	0.0%	300	76.9%
2018/9	110	33.6%	140	42.5%	70	21.1%	5	0.9%	5	1.8%	0	0.0%	325	76.1%
2019/0	160	44.1%	165	44.7%	35	10.1%	5	0.8%	0	0.3%	0	0.0%	365	88.8%
2020/1	170	45.6%	155	41.2%	40	11.3%	5	0.8%	0	0.5%	0	0.5%	370	86.8%
2021/2	135	37.3%	160	44.8%	55	15.7%	5	1.1%	0	0.3%	5	0.8%	360	82.0%
Total	**830**	**39.3%**	**890**	**42.1%**	**340**	**16.0%**	**35**	**1.6%**	**15**	**0.8%**	**5**	**0.3%**	**2115**	**81.4%**

2. Agriculture, Policy & Development

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	25	25.5%	60	64.9%	10	9.6%	0	0.0%	0	0.0%	0	0.0%	95	90.4%
2015/6	25	21.8%	70	64.5%	15	13.6%	0	0.0%	0	0.0%	0	0.0%	110	86.4%
2016/7	30	29.9%	55	49.5%	20	16.8%	5	3.7%	0	0.0%	0	0.0%	105	79.4%
2017/8	40	26.3%	85	54.4%	25	16.9%	0	1.3%	0	0.6%	0	0.6%	160	80.6%
2018/9	50	28.2%	110	59.7%	15	9.4%	5	2.2%	0	0.6%	0	0.0%	180	87.8%
2019/0	45	30.0%	90	59.3%	15	10.0%	0	0.0%	0	0.0%	0	0.7%	150	89.3%
2020/1	65	39.3%	80	47.9%	15	9.8%	0	0.0%	0	0.6%	5	2.5%	165	87.1%
2021/2	40	31.5%	65	51.2%	10	9.4%	5	3.1%	0	1.6%	5	3.1%	125	82.7%
Total	**320**	**29.5%**	**610**	**56.0%**	**130**	**11.8%**	**15**	**1.3%**	**5**	**0.5%**	**10**	**0.9%**	**1090**	**85.5%**

3. Archaeology

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	15	28.6%	20	44.9%	10	24.5%	0	0.0%	0	0.0%	0	2.0%	50	73.5%
2015/6	10	20.3%	30	49.2%	15	25.4%	0	1.7%	0	0.0%	0	3.4%	60	69.5%
2016/7	15	24.6%	30	49.1%	15	22.8%	0	1.8%	0	0.0%	0	1.8%	55	73.7%
2017/8	20	33.3%	25	45.6%	10	21.1%	0	0.0%	0	0.0%	0	0.0%	55	78.9%
2018/9	10	29.3%	25	56.1%	5	12.2%	0	0.0%	0	0.0%	0	2.4%	40	85.4%
2019/0	10	27.5%	20	52.5%	5	15.0%	0	0.0%	0	0.0%	0	5.0%	40	80.0%
2020/1	10	33.3%	20	55.6%	5	8.3%	0	0.0%	0	0.0%	0	2.8%	35	88.9%
2021/2	5	12.5%	10	34.4%	10	37.5%	0	3.1%	0	3.1%	5	9.4%	30	46.9%
Total	**100**	**26.4%**	**180**	**48.5%**	**80**	**21.0%**	**5**	**0.8%**	**0**	**0.3%**	**10**	**3.0%**	**370**	**74.9%**

4. Art

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	15	27.5%	30	60.8%	5	9.8%	0	0.0%	0	2.0%	0	0.0%	50	88.2%
2015/6	15	31.0%	25	57.1%	5	7.1%	0	0.0%	0	0.0%	0	4.8%	40	88.1%
2016/7	15	26.3%	25	43.9%	15	29.8%	0	0.0%	0	0.0%	0	0.0%	55	70.2%
2017/8	20	27.8%	35	47.2%	15	23.6%	0	1.4%	0	0.0%	0	0.0%	70	75.0%
2018/9	15	28.1%	30	49.1%	10	21.1%	0	1.8%	0	0.0%	0	0.0%	55	77.2%
2019/0	15	29.3%	30	55.2%	10	15.5%	0	0.0%	0	0.0%	0	0.0%	60	84.5%
2020/1	15	27.4%	40	61.3%	5	11.3%	0	0.0%	0	0.0%	0	0.0%	60	88.7%
2021/2	15	29.8%	20	38.6%	10	19.3%	0	3.5%	5	8.8%	0	0.0%	55	68.4%
Total	**130**	**28.3%**	**235**	**51.3%**	**80**	**17.8%**	**5**	**0.9%**	**5**	**1.3%**	**0**	**0.4%**	**455**	**79.6%**

5. Biological Sciences

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	25	13.2%	110	56.9%	45	22.3%	10	5.1%	5	2.0%	0	0.5%	195	70.1%
2015/6	40	19.4%	115	54.2%	50	24.1%	0	0.5%	0	0.5%	5	1.4%	215	73.6%
2016/7	45	17.3%	140	53.1%	65	25.4%	5	2.3%	5	1.5%	0	0.4%	260	70.4%
2017/8	70	26.8%	130	50.8%	45	18.1%	5	2.8%	0	0.0%	5	1.6%	255	77.6%
2018/9	55	25.5%	120	56.1%	35	15.6%	0	0.9%	0	0.9%	0	0.9%	210	81.6%
2019/0	80	27.0%	170	58.8%	35	11.8%	0	0.7%	0	0.3%	5	1.4%	290	85.8%
2020/1	90	31.8%	150	54.3%	30	10.7%	0	0.7%	0	0.7%	5	1.8%	280	86.1%
2021/2	85	27.1%	150	48.4%	50	16.8%	5	1.0%	5	2.3%	15	4.5%	310	75.5%
Total	**485**	**24.1%**	**1085**	**53.9%**	**355**	**17.7%**	**35**	**1.6%**	**20**	**1.0%**	**35**	**1.7%**	**2020**	**77.9%**

6. Business & Management

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	55	39.7%	65	44.7%	20	14.2%	0	0.7%	0	0.7%	0	0.0%	140	84.4%
2015/6	70	49.7%	65	44.1%	10	6.3%	0	0.0%	0	0.0%	0	0.0%	145	93.7%
2016/7	105	54.4%	80	40.9%	5	3.1%	0	1.0%	0	0.5%	0	0.0%	195	95.3%
2017/8	105	53.8%	85	42.6%	5	3.1%	0	0.0%	0	0.5%	0	0.0%	195	96.4%
2018/9	90	37.7%	125	52.0%	25	9.8%	0	0.4%	0	0.0%	0	0.0%	245	89.8%
2019/0	95	32.1%	180	60.9%	20	6.0%	0	0.3%	0	0.0%	0	0.7%	300	93.0%
2020/1	95	30.6%	180	59.0%	20	6.2%	0	0.7%	0	0.7%	10	2.9%	305	89.6%
2021/2	90	25.2%	225	61.4%	40	10.7%	0	0.5%	0	0.0%	10	2.2%	365	86.6%
Total	**710**	**37.7%**	**1000**	**53.1%**	**140**	**7.5%**	**10**	**0.5%**	**5**	**0.3%**	**20**	**1.0%**	**1885**	**90.8%**

7. Chemistry

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	5	14.6%	15	35.4%	20	39.6%	5	6.3%	0	4.2%	0	0.0%	50	50.0%
2015/6	5	8.8%	10	35.3%	10	35.3%	5	17.6%	0	2.9%	0	0.0%	35	44.1%
2016/7	20	27.4%	20	30.1%	25	34.2%	5	4.1%	0	2.7%	0	1.4%	75	57.5%
2017/8	10	15.4%	30	49.2%	20	27.7%	0	3.1%	0	3.1%	0	1.5%	65	64.6%
2018/9	15	20.0%	35	48.0%	20	29.3%	0	2.7%	0	0.0%	0	0.0%	75	68.0%
2019/0	20	32.3%	30	48.4%	10	19.4%	0	0.0%	0	0.0%	0	0.0%	60	80.6%
2020/1	20	35.6%	25	42.4%	10	13.6%	5	6.8%	0	0.0%	0	1.7%	60	78.0%
2021/2	15	38.1%	15	35.7%	10	19.0%	5	7.1%	0	0.0%	0	0.0%	40	73.8%
Total	**110**	**24.5%**	**190**	**41.3%**	**125**	**27.1%**	**25**	**5.0%**	**5**	**1.5%**	**5**	**0.7%**	**460**	**65.7%**

8. Classics

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	10	16.0%	30	60.0%	10	22.0%	0	2.0%	0	0.0%	0	0.0%	50	76.0%
2015/6	5	17.9%	25	66.7%	5	15.4%	0	0.0%	0	0.0%	0	0.0%	40	84.6%
2016/7	5	11.4%	30	70.5%	5	13.6%	0	0.0%	0	2.3%	0	2.3%	45	81.8%
2017/8	10	14.8%	35	63.0%	10	20.4%	0	1.9%	0	0.0%	0	0.0%	55	77.8%
2018/9	20	26.0%	40	57.5%	10	16.4%	0	0.0%	0	0.0%	0	0.0%	75	83.6%
2019/0	15	31.5%	30	55.6%	5	11.1%	0	1.9%	0	0.0%	0	0.0%	55	87.0%
2020/1	10	22.2%	25	60.0%	5	13.3%	0	0.0%	0	2.2%	0	2.2%	45	82.2%
2021/2	5	10.8%	25	62.2%	10	24.3%	0	0.0%	0	0.0%	0	2.7%	35	73.0%
Total	**80**	**19.7%**	**245**	**61.4%**	**65**	**16.9%**	**5**	**0.8%**	**0**	**0.5%**	**5**	**0.8%**	**395**	**81.1%**

9. Computer Science

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	10	16.0%	20	38.0%	15	32.0%	5	10.0%	0	2.0%	0	2.0%	50	54.0%
2015/6	10	14.9%	40	51.4%	20	25.7%	0	2.7%	5	4.1%	0	1.4%	75	66.2%
2016/7	20	27.0%	30	40.5%	20	27.0%	0	1.4%	5	4.1%	0	0.0%	75	67.6%
2017/8	45	40.2%	45	38.4%	15	14.3%	5	3.6%	0	1.8%	0	1.8%	110	78.6%
2018/9	45	49.5%	25	29.7%	15	17.6%	5	3.3%	0	0.0%	0	0.0%	90	79.1%
2019/0	45	44.3%	35	35.1%	15	15.5%	5	3.1%	0	0.0%	0	2.1%	95	79.4%
2020/1	50	43.6%	45	40.9%	5	5.5%	0	0.9%	5	5.5%	5	3.6%	110	84.5%
2021/2	35	40.7%	30	34.9%	10	12.8%	5	3.5%	0	1.2%	5	7.0%	85	75.6%
Total	**255**	**36.7%**	**265**	**38.3%**	**120**	**17.1%**	**20**	**3.2%**	**15**	**2.3%**	**15**	**2.3%**	**695**	**75.1%**

10. Construction Management & Engineering

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	15	23.4%	35	54.7%	10	18.8%	0	1.6%	0	0.0%	0	1.6%	65	78.1%
2015/6	20	22.2%	45	48.9%	20	20.0%	5	6.7%	0	1.1%	0	1.1%	90	71.1%
2016/7	25	25.8%	40	47.2%	20	24.7%	0	0.0%	0	2.2%	0	0.0%	90	73.0%
2017/8	35	27.1%	65	50.4%	25	19.5%	5	2.3%	0	0.0%	0	0.8%	135	77.4%
2018/9	45	29.5%	80	54.4%	20	13.4%	0	0.7%	0	1.3%	0	0.7%	150	83.9%
2019/0	35	23.7%	80	53.3%	30	21.1%	0	0.7%	0	0.0%	0	1.3%	150	77.0%
2020/1	30	22.6%	75	53.3%	25	19.0%	0	0.0%	0	1.5%	5	3.6%	135	75.9%
2021/2	15	10.5%	90	62.9%	30	21.7%	5	2.1%	0	1.4%	0	1.4%	145	73.4%
Total	**220**	**23.0%**	**515**	**53.6%**	**185**	**19.5%**	**15**	**1.6%**	**10**	**0.9%**	**15**	**1.4%**	**955**	**76.6%**

11. Economics

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	20	23.1%	45	55.1%	15	19.2%	0	2.6%	0	0.0%	0	0.0%	80	78.2%
2015/6	20	26.3%	40	53.9%	15	18.4%	0	1.3%	0	0.0%	0	0.0%	75	80.3%
2016/7	15	21.5%	35	53.8%	10	18.5%	5	6.2%	0	0.0%	0	0.0%	65	75.4%
2017/8	30	25.0%	60	55.4%	15	15.2%	5	4.5%	0	0.0%	0	0.0%	110	80.4%
2018/9	55	33.7%	75	44.8%	30	17.8%	5	3.7%	0	0.0%	0	0.0%	165	78.5%
2019/0	100	54.5%	75	39.6%	10	5.3%	0	0.5%	0	0.0%	0	0.0%	185	94.1%
2020/1	80	42.2%	85	44.4%	15	8.6%	0	1.1%	5	2.1%	5	1.6%	185	86.6%
2021/2	70	40.0%	70	38.3%	30	17.8%	5	2.2%	0	0.0%	5	1.7%	180	78.3%
Total	**390**	**37.0%**	**480**	**45.8%**	**145**	**13.8%**	**25**	**2.4%**	**5**	**0.4%**	**5**	**0.6%**	**1050**	**82.8%**

12. Education

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	55	32.2%	95	54.2%	25	13.0%	0	0.0%	0	0.0%	0	0.6%	175	86.4%
2015/6	35	27.6%	65	52.0%	25	18.7%	0	0.0%	0	0.8%	0	0.8%	125	79.7%
2016/7	40	38.7%	50	46.2%	10	11.3%	5	3.8%	0	0.0%	0	0.0%	105	84.9%
2017/8	45	37.7%	50	43.0%	15	12.3%	5	6.1%	0	0.9%	0	0.0%	115	80.7%
2018/9	40	39.4%	45	46.5%	10	12.1%	0	2.0%	0	0.0%	0	0.0%	100	85.9%
2019/0	65	45.1%	65	46.5%	10	7.6%	0	0.7%	0	0.0%	0	0.0%	145	91.7%
2020/1	45	35.5%	55	45.5%	20	14.9%	5	2.5%	0	1.7%	0	0.0%	120	81.0%
2021/2	50	35.3%	60	45.6%	25	16.9%	0	0.7%	0	0.7%	0	0.7%	135	80.9%
Total	**370**	**36.3%**	**490**	**47.8%**	**135**	**13.3%**	**20**	**1.8%**	**5**	**0.5%**	**5**	**0.3%**	**1020**	**84.1%**

13. English Language & Applied Linguistics

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	10	24.4%	25	57.8%	10	17.8%	0	0.0%	0	0.0%	0	0.0%	45	82.2%
2015/6	10	36.7%	15	50.0%	5	13.3%	0	0.0%	0	0.0%	0	0.0%	30	86.7%
2016/7	5	11.5%	20	76.9%	5	11.5%	0	0.0%	0	0.0%	0	0.0%	25	88.5%
2017/8	10	14.1%	40	64.1%	15	20.3%	0	1.6%	0	0.0%	0	0.0%	65	78.1%
2018/9	15	25.0%	35	58.3%	10	15.0%	0	0.0%	0	1.7%	0	0.0%	60	83.3%
2019/0	10	26.5%	20	58.8%	5	14.7%	0	0.0%	0	0.0%	0	0.0%	35	85.3%
2020/1	5	20.0%	15	56.7%	5	20.0%	0	3.3%	0	0.0%	0	0.0%	30	76.7%
2021/2	5	..	10	..	5	..	0	..	0	..	0	..	20	..
Total	**70**	**22.5%**	**185**	**59.9%**	**50**	**16.6%**	**0**	**0.7%**	**0**	**0.3%**	**0**	**0.3%**	**305**	**82.4%**

14. English Literature

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	20	17.1%	80	73.9%	10	8.1%	0	0.9%	0	0.0%	0	0.0%	110	91.0%
2015/6	10	11.3%	60	77.5%	5	8.8%	0	1.3%	0	1.3%	0	0.0%	80	88.8%
2016/7	20	16.7%	90	74.2%	10	8.3%	0	0.0%	0	0.0%	0	0.8%	120	90.8%
2017/8	25	17.3%	110	71.8%	15	10.9%	0	0.0%	0	0.0%	0	0.0%	155	89.1%
2018/9	25	15.3%	115	72.6%	15	8.9%	5	2.5%	0	0.0%	0	0.6%	155	87.9%
2019/0	35	24.7%	100	68.5%	10	6.8%	0	0.0%	0	0.0%	0	0.0%	145	93.2%
2020/1	25	20.5%	90	70.9%	5	5.5%	0	0.8%	0	0.0%	5	2.4%	125	91.3%
2021/2	20	21.3%	65	68.1%	5	7.4%	0	1.1%	0	0.0%	0	2.1%	95	89.4%
Total	**180**	**18.3%**	**715**	**71.9%**	**80**	**8.2%**	**10**	**0.8%**	**0**	**0.1%**	**5**	**0.7%**	**990**	**90.2%**

15. Film, Theatre & Television

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	10	29.0%	20	58.1%	5	12.9%	0	0.0%	0	0.0%	0	0.0%	30	87.1%
2015/6	10	25.7%	20	62.9%	5	11.4%	0	0.0%	0	0.0%	0	0.0%	35	88.6%
2016/7	5	18.8%	15	53.1%	10	25.0%	0	3.1%	0	0.0%	0	0.0%	30	71.9%
2017/8	15	30.8%	30	59.6%	5	7.7%	0	1.9%	0	0.0%	0	0.0%	50	90.4%
2018/9	20	23.4%	45	58.4%	15	16.9%	0	0.0%	0	1.3%	0	0.0%	75	81.8%
2019/0	25	36.2%	35	53.6%	5	8.7%	0	0.0%	0	1.4%	0	0.0%	70	89.9%
2020/1	15	26.0%	35	66.0%	0	4.0%	0	2.0%	0	0.0%	0	2.0%	50	92.0%
2021/2	10	19.0%	35	62.1%	5	12.1%	0	0.0%	0	1.7%	5	5.2%	60	81.0%
Total	**105**	**26.5%**	**240**	**59.2%**	**50**	**11.9%**	**5**	**0.7%**	**5**	**0.7%**	**5**	**1.0%**	**405**	**85.6%**

16. Finance

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	20	38.0%	20	36.0%	10	16.0%	5	6.0%	0	2.0%	0	2.0%	50	74.0%
2015/6	20	39.1%	20	39.1%	10	17.4%	0	2.2%	0	2.2%	0	0.0%	45	78.3%
2016/7	25	39.1%	20	34.4%	15	23.4%	0	3.1%	0	0.0%	0	0.0%	65	73.4%
2017/8	20	22.8%	40	43.5%	30	30.4%	5	3.3%	0	0.0%	0	0.0%	90	66.3%
2018/9	30	34.5%	45	54.8%	10	10.7%	0	0.0%	0	0.0%	0	0.0%	85	89.3%
2019/0	45	50.0%	40	44.2%	5	5.8%	0	0.0%	0	0.0%	0	0.0%	85	94.2%
2020/1	15	36.4%	20	50.0%	5	11.4%	0	0.0%	0	2.3%	0	0.0%	45	86.4%
2021/2	25	35.7%	40	54.3%	5	8.6%	0	1.4%	0	0.0%	0	0.0%	70	90.0%
Total	**195**	**36.6%**	**240**	**45.1%**	**85**	**15.7%**	**10**	**1.9%**	**5**	**0.6%**	**0**	**0.2%**	**535**	**81.7%**

17. Food & Nutritional Sciences

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	15	20.8%	40	54.5%	15	19.5%	5	3.9%	0	1.3%	0	0.0%	75	75.3%
2015/6	20	25.6%	45	57.7%	15	16.7%	0	0.0%	0	0.0%	0	0.0%	80	83.3%
2016/7	35	44.3%	35	43.0%	10	11.4%	0	0.0%	0	0.0%	0	1.3%	80	87.3%
2017/8	30	36.6%	35	41.5%	15	19.5%	0	1.2%	0	1.2%	0	0.0%	80	78.0%
2018/9	30	45.1%	25	36.6%	10	16.9%	0	0.0%	0	0.0%	0	1.4%	70	81.7%
2019/0	40	53.8%	25	32.1%	10	14.1%	0	0.0%	0	0.0%	0	0.0%	80	85.9%
2020/1	50	52.2%	25	28.3%	10	13.0%	5	4.3%	0	2.2%	0	0.0%	90	80.4%
2021/2	25	42.6%	25	42.6%	5	13.0%	0	0.0%	0	0.0%	0	1.9%	55	85.2%
Total	**245**	**40.3%**	**255**	**41.7%**	**95**	**15.5%**	**10**	**1.3%**	**5**	**0.7%**	**5**	**0.5%**	**610**	**82.0%**

18. Geography & Environmental Science

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	35	30.7%	70	59.6%	10	8.8%	0	0.0%	0	0.9%	0	0.0%	115	90.4%
2015/6	30	29.6%	65	59.3%	10	10.2%	0	0.0%	0	0.0%	0	0.9%	110	88.9%
2016/7	25	23.0%	75	66.4%	10	10.6%	0	0.0%	0	0.0%	0	0.0%	115	89.4%
2017/8	40	27.2%	95	62.9%	10	7.9%	0	0.7%	0	0.0%	0	1.3%	150	90.1%
2018/9	45	28.3%	100	63.5%	10	6.9%	0	0.0%	0	0.6%	0	0.6%	160	91.8%
2019/0	70	28.1%	160	66.1%	10	5.0%	0	0.8%	0	0.0%	0	0.0%	240	94.2%
2020/1	50	24.5%	145	69.3%	10	5.2%	0	0.0%	0	0.9%	0	0.0%	210	93.9%
2021/2	50	26.3%	120	64.2%	15	7.9%	0	0.5%	0	0.5%	0	0.5%	190	90.5%
Total	**350**	**27.1%**	**830**	**64.5%**	**95**	**7.3%**	**5**	**0.3%**	**5**	**0.4%**	**5**	**0.4%**	**1290**	**91.6%**

19. History

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	20	15.2%	95	72.0%	15	12.9%	0	0.0%	0	0.0%	0	0.0%	130	87.1%
2015/6	20	18.0%	70	70.0%	10	10.0%	0	1.0%	0	0.0%	0	1.0%	100	88.0%
2016/7	15	19.8%	60	72.8%	5	7.4%	0	0.0%	0	0.0%	0	0.0%	80	92.6%
2017/8	20	17.8%	85	72.0%	10	9.3%	0	0.8%	0	0.0%	0	0.0%	120	89.8%
2018/9	25	20.0%	90	68.1%	15	11.1%	0	0.7%	0	0.0%	0	0.0%	135	88.1%
2019/0	30	23.1%	85	66.2%	10	7.7%	0	1.5%	0	0.0%	0	1.5%	130	89.2%
2020/1	25	21.8%	80	66.4%	10	9.2%	0	0.0%	0	0.0%	5	2.5%	120	88.2%
2021/2	10	15.4%	45	59.0%	20	23.1%	0	1.3%	0	1.3%	0	1.3%	80	74.4%
Total	**170**	**19.0%**	**610**	**68.5%**	**100**	**11.0%**	**5**	**0.7%**	**0**	**0.0%**	**5**	**0.8%**	**895**	**87.6%**

20. Languages and Cultures

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	15	20.0%	45	66.2%	10	13.8%	0	0.0%	0	0.0%	0	0.0%	65	86.2%
2015/6	5	11.7%	40	66.7%	10	16.7%	0	1.7%	0	1.7%	0	1.7%	60	78.3%
2016/7	15	30.6%	30	61.2%	5	6.1%	0	0.0%	0	0.0%	0	2.0%	50	91.8%
2017/8	10	18.8%	35	70.8%	5	10.4%	0	0.0%	0	0.0%	0	0.0%	50	89.6%
2018/9	15	23.5%	45	67.6%	5	7.4%	0	0.0%	0	0.0%	0	1.5%	70	91.2%
2019/0	35	37.8%	50	54.4%	5	6.7%	0	1.1%	0	0.0%	0	0.0%	90	92.2%
2020/1	35	30.1%	70	58.5%	10	8.9%	0	1.6%	0	0.0%	0	0.8%	125	88.6%
2021/2	25	39.7%	35	48.5%	5	8.8%	0	0.0%	0	1.5%	0	1.5%	70	88.2%
Total	**160**	**27.7%**	**345**	**60.8%**	**55**	**9.6%**	**5**	**0.7%**	**0**	**0.4%**	**5**	**0.9%**	**570**	**88.4%**

21. Law

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	25	11.7%	140	67.5%	40	19.9%	0	1.0%	0	0.0%	0	0.0%	205	79.1%
2015/6	30	10.2%	215	75.6%	35	12.7%	5	1.1%	0	0.4%	0	0.0%	285	85.9%
2016/7	20	9.3%	150	64.1%	60	24.5%	5	2.1%	0	0.0%	0	0.0%	235	73.4%
2017/8	35	13.4%	185	67.0%	50	17.8%	5	1.8%	0	0.0%	0	0.0%	275	80.4%
2018/9	50	17.0%	180	62.5%	55	18.4%	5	1.4%	0	0.0%	0	0.7%	290	79.5%
2019/0	35	13.7%	195	71.9%	35	13.7%	0	0.4%	0	0.0%	0	0.4%	270	85.6%
2020/1	40	16.6%	185	72.7%	25	10.3%	0	0.4%	0	0.0%	0	0.0%	255	89.3%
2021/2	55	16.7%	220	66.3%	50	14.9%	5	1.5%	0	0.3%	0	0.3%	335	83.0%
Total	**295**	**13.8%**	**1470**	**68.4%**	**350**	**16.3%**	**25**	**1.2%**	**0**	**0.1%**	**5**	**0.2%**	**2150**	**82.2%**

22. Mathematics and Statistics

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	30	30.9%	30	28.9%	25	24.7%	10	9.3%	0	2.1%	5	4.1%	95	59.8%
2015/6	35	29.8%	45	36.4%	30	25.6%	10	8.3%	0	0.0%	0	0.0%	120	66.1%
2016/7	35	34.7%	35	32.7%	25	25.7%	5	5.0%	0	2.0%	0	0.0%	100	67.3%
2017/8	45	39.6%	35	29.7%	20	18.0%	5	6.3%	5	4.5%	0	1.8%	110	69.4%
2018/9	45	38.5%	40	34.4%	20	16.4%	5	4.1%	5	5.7%	0	0.8%	120	73.0%
2019/0	130	67.7%	40	21.7%	15	9.0%	0	0.5%	0	0.0%	0	1.1%	190	89.4%
2020/1	80	46.3%	65	35.6%	25	13.0%	5	2.3%	5	1.7%	0	1.1%	175	81.9%
2021/2	50	39.2%	45	33.1%	25	20.0%	5	3.1%	0	1.5%	5	3.1%	130	72.3%
Total	**455**	**43.2%**	**325**	**31.2%**	**185**	**17.8%**	**45**	**4.3%**	**20**	**2.0%**	**15**	**1.4%**	**1050**	**74.4%**

23. Meteorology

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	..
2019/0	5	..	0	..	5	..	0	..	0	..	0	..	10	..
2020/1	20	38.3%	20	40.4%	5	14.9%	0	2.1%	0	0.0%	0	4.3%	45	78.7%
2021/2	20	52.5%	15	40.0%	5	7.5%	0	0.0%	0	0.0%	0	0.0%	40	92.5%
Total	**55**	**37.8%**	**55**	**39.2%**	**25**	**16.8%**	**5**	**2.8%**	**0**	**0.7%**	**5**	**2.8%**	**145**	**76.9%**

24. Philosophy

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	0	5.6%	25	72.2%	5	19.4%	0	0.0%	0	0.0%	0	2.8%	35	77.8%
2015/6	10	27.5%	25	65.0%	0	2.5%	0	5.0%	0	0.0%	0	0.0%	40	92.5%
2016/7	5	13.5%	35	69.2%	10	17.3%	0	0.0%	0	0.0%	0	0.0%	50	82.7%
2017/8	5	14.6%	30	75.6%	5	7.3%	0	0.0%	0	0.0%	0	2.4%	40	90.2%
2018/9	15	20.9%	40	59.7%	15	19.4%	0	0.0%	0	0.0%	0	0.0%	65	80.6%
2019/0	15	17.8%	55	63.3%	15	17.8%	0	1.1%	0	0.0%	0	0.0%	90	81.1%
2020/1	15	17.1%	45	59.2%	10	14.5%	0	0.0%	0	1.3%	5	7.9%	75	76.3%
2021/2	10	18.6%	30	52.5%	10	20.3%	0	3.4%	0	1.7%	0	3.4%	60	71.2%
Total	**80**	**17.4%**	**290**	**63.3%**	**70**	**15.6%**	**5**	**1.1%**	**0**	**0.4%**	**10**	**2.2%**	**460**	**80.7%**

25. Politics & International Relations

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	5	7.0%	60	67.4%	20	20.9%	0	2.3%	0	2.3%	0	0.0%	85	74.4%
2015/6	10	13.3%	40	63.3%	15	21.7%	0	1.7%	0	0.0%	0	0.0%	60	76.7%
2016/7	10	13.2%	50	64.5%	15	21.1%	0	1.3%	0	0.0%	0	0.0%	75	77.6%
2017/8	10	13.0%	50	72.5%	10	11.6%	0	0.0%	0	1.4%	0	1.4%	70	85.5%
2018/9	10	16.0%	40	52.0%	15	22.7%	5	5.3%	0	1.3%	0	2.7%	75	68.0%
2019/0	15	13.7%	65	66.3%	15	15.8%	0	2.1%	0	0.0%	0	2.1%	95	80.0%
2020/1	15	14.0%	65	67.0%	15	16.0%	0	1.0%	0	1.0%	0	1.0%	100	81.0%
2021/2	15	16.8%	55	55.8%	15	17.9%	0	2.1%	0	2.1%	5	5.3%	95	72.6%
Total	**90**	**13.4%**	**415**	**63.6%**	**120**	**18.3%**	**15**	**2.0%**	**5**	**1.1%**	**10**	**1.7%**	**655**	**77.0%**

26. Psychology & Clinical Language Sciences

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	35	24.2%	90	61.7%	20	12.8%	0	0.0%	0	0.7%	0	0.7%	150	85.9%
2015/6	35	21.3%	105	65.0%	20	13.8%	0	0.0%	0	0.0%	0	0.0%	160	86.3%
2016/7	35	17.0%	115	58.5%	45	22.5%	5	1.5%	0	0.0%	0	0.5%	200	75.5%
2017/8	30	13.8%	150	65.8%	45	19.1%	0	0.9%	0	0.0%	0	0.4%	225	79.6%
2018/9	30	12.7%	150	65.9%	45	20.5%	0	0.4%	0	0.0%	0	0.4%	230	78.6%
2019/0	50	20.6%	150	62.2%	40	16.8%	0	0.4%	0	0.0%	0	0.0%	240	82.8%
2020/1	30	14.1%	130	66.7%	35	17.7%	0	1.0%	0	0.0%	0	0.5%	200	80.8%
2021/2	40	19.7%	105	54.4%	40	21.2%	5	3.6%	0	0.0%	0	1.0%	195	74.1%
Total	**280**	**17.5%**	**995**	**62.6%**	**290**	**18.3%**	**15**	**1.0%**	**0**	**0.1%**	**5**	**0.4%**	**1590**	**80.2%**

27. Real Estate & Planning

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	5	5.5%	55	75.3%	15	17.8%	0	1.4%	0	0.0%	0	0.0%	75	80.8%
2015/6	10	12.3%	60	76.5%	10	11.1%	0	0.0%	0	0.0%	0	0.0%	80	88.9%
2016/7	10	8.3%	70	66.7%	25	24.1%	0	0.9%	0	0.0%	0	0.0%	110	75.0%
2017/8	20	17.2%	75	62.9%	20	18.1%	0	1.7%	0	0.0%	0	0.0%	115	80.2%
2018/9	15	13.1%	65	52.5%	40	32.8%	0	1.6%	0	0.0%	0	0.0%	120	65.6%
2019/0	15	9.2%	80	56.3%	45	31.0%	0	1.4%	5	2.1%	0	0.0%	140	65.5%
2020/1	15	12.6%	75	66.7%	15	15.3%	5	3.6%	0	0.9%	0	0.9%	110	79.3%
2021/2	10	7.5%	60	57.9%	30	27.1%	5	5.6%	0	1.9%	0	0.0%	105	65.4%
Total	**95**	**10.9%**	**540**	**63.0%**	**200**	**23.1%**	**20**	**2.1%**	**5**	**0.7%**	**0**	**0.1%**	**860**	**74.0%**

28. School of Architecture

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	69.4%
2019/0	0	..	0	..	0	..	0	..	0	..	0	..	0	..
2020/1	0	..	0	..	0	..	0	..	0	..	0	..	0	..
2021/2	0	..	0	..	0	..	0	..	5	..	0	..	5	..
Total	**10**	**22.2%**	**15**	**47.2%**	**10**	**27.8%**	**0**	**2.8%**	**0**	**0.0%**	**0**	**0.0%**	**35**	**69.4%**

29. Typography & Graphic Communication

	First		Upper Second		Lower Second		Third		Pass		Fail		Total	First/Upper Second
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2014/5	15	51.6%	10	35.5%	5	9.7%	0	3.2%	0	0.0%	0	0.0%	30	87.1%
2015/6	10	32.4%	15	43.2%	10	21.6%	0	2.7%	0	0.0%	0	0.0%	35	75.7%
2016/7	10	28.9%	15	44.7%	10	23.7%	0	2.6%	0	0.0%	0	0.0%	40	73.7%
2017/8	5	21.2%	20	60.6%	5	12.1%	0	3.0%	0	3.0%	0	0.0%	35	81.8%
2018/9	10	20.5%	20	50.0%	10	27.3%	0	2.3%	0	0.0%	0	0.0%	45	70.5%
2019/0	10	22.7%	20	47.7%	10	27.3%	0	2.3%	0	0.0%	0	0.0%	45	70.5%
2020/1	15	31.1%	25	51.1%	5	11.1%	0	0.0%	0	4.4%	0	2.2%	45	82.2%
2021/2	10	40.0%	10	40.0%	5	13.3%	0	6.7%	0	0.0%	0	0.0%	30	80.0%
Total	**90**	**30.1%**	**140**	**47.0%**	**55**	**18.9%**	**10**	**2.6%**	**5**	**1.0%**	**0**	**0.3%**	**300**	**77.2%**

APPENDIX 2: UNIVERSITY LEVEL DATASETS

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

Notes on quintiles

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. 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%
2019/0	205	32.0%	350	54.9%	75	12.0%	5	0.5%	0	0.0%	5	0.6%	635	86.9%
2020/1	165	26.5%	385	61.7%	60	9.6%	5	0.8%	0	0.3%	5	1.0%	620	88.3%
2021/2	155	28.6%	300	54.9%	75	14.1%	10	1.6%	5	0.7%	0	0.0%	550	83.6%
Total	**955**	**25.9%**	**2100**	**57.0%**	**550**	**14.9%**	**45**	**1.3%**	**15**	**0.4%**	**20**	**0.5%**	**3685**	**82.9%**

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%
2019/0	1045	32.5%	1745	54.3%	380	11.8%	25	0.8%	5	0.2%	15	0.5%	3220	86.7%
2020/1	960	31.4%	1640	53.5%	345	11.2%	35	1.1%	35	1.1%	50	1.7%	3060	84.9%
2021/2	790	26.8%	1540	52.0%	470	15.9%	60	2.0%	30	1.0%	70	2.3%	2960	78.7%
Total	**5965**	**27.5%**	**11765**	**54.2%**	**3280**	**15.1%**	**350**	**1.6%**	**145**	**0.7%**	**190**	**0.9%**	**21705**	**81.7%**

c. Proportion of First & Upper Second classifications
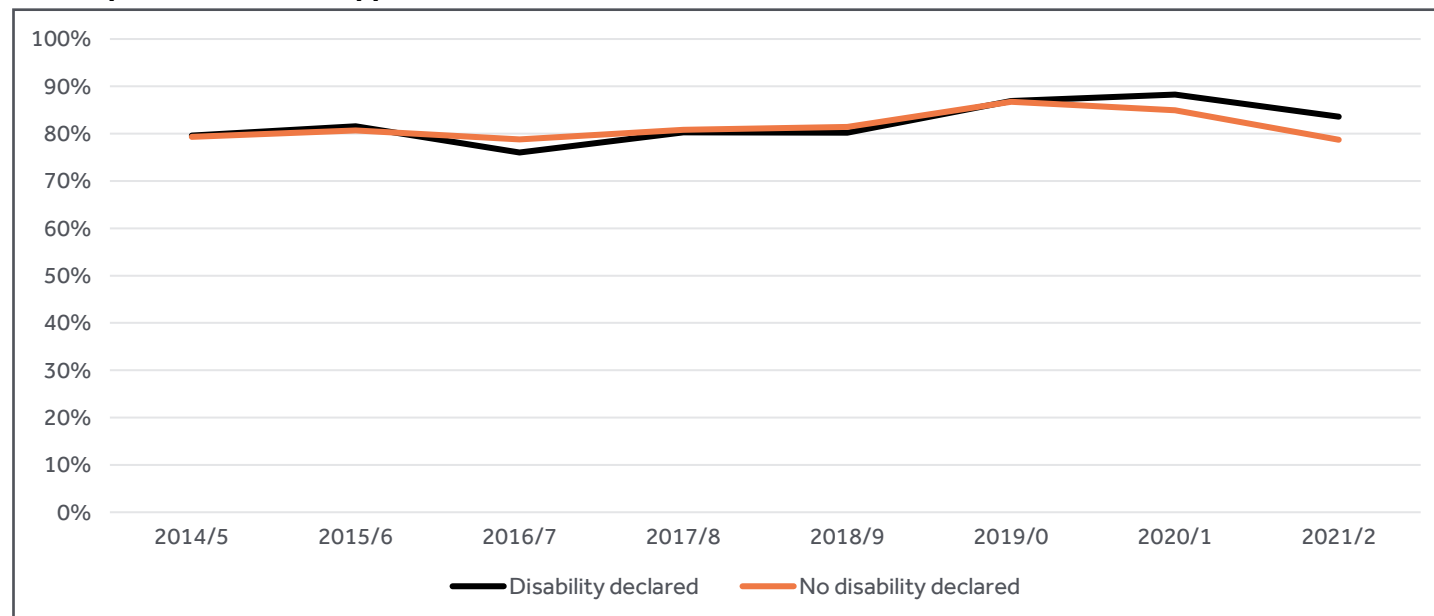
d. Awarding gap

	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%
2019/0	86.7%	86.9%	0%
2020/1	84.9%	88.3%	3%
2021/2	78.7%	83.6%	5%

2. 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%
2019/0	775	35.6%	1195	54.9%	190	8.7%	10	0.4%	0	0.1%	5	0.3%	2180	90.5%
2020/1	685	33.6%	1115	54.9%	195	9.5%	10	0.4%	10	0.6%	20	0.9%	2035	88.5%
2021/2	600	31.2%	1000	52.1%	260	13.5%	25	1.2%	15	0.8%	25	1.2%	1920	83.2%
Total	**4245**	**29.3%**	**8155**	**56.3%**	**1830**	**12.6%**	**130**	**0.9%**	**60**	**0.4%**	**75**	**0.5%**	**14500**	**85.5%**

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%
2019/0	475	28.3%	895	53.6%	265	15.9%	20	1.1%	5	0.2%	15	0.8%	1670	81.9%
2020/1	440	26.8%	905	54.9%	210	12.7%	30	1.8%	25	1.4%	40	2.3%	1650	81.7%
2021/2	350	22.1%	835	52.8%	290	18.2%	45	2.8%	20	1.2%	45	2.8%	1585	74.9%
Total	**2670**	**24.5%**	**5705**	**52.5%**	**1995**	**18.3%**	**270**	**2.5%**	**100**	**0.9%**	**140**	**1.3%**	**10880**	**77.0%**

c. Proportion of First & Upper Second classifications
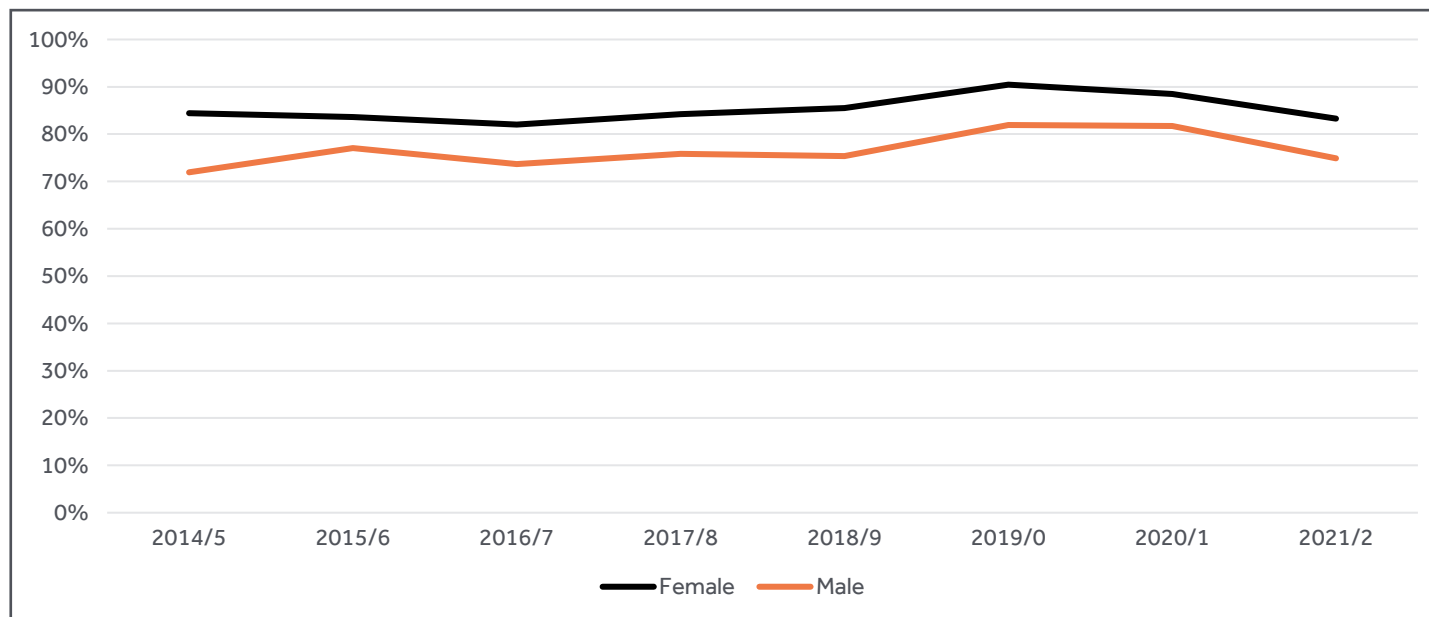
d. Awarding gap

	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%
2019/0	90.5%	81.9%	-9%
2020/1	88.5%	81.7%	-7%
2021/2	83.2%	74.9%	-8%

3. 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%
2019/0	360	28.9%	640	51.5%	220	17.6%	15	1.1%	5	0.2%	10	0.6%	1240	80.4%
2020/1	330	25.7%	700	54.0%	200	15.5%	20	1.7%	20	1.4%	20	1.7%	1295	79.7%
2021/2	290	21.3%	715	52.6%	275	20.3%	35	2.7%	15	1.1%	25	2.0%	1365	73.9%
Total	**1640**	**21.8%**	**3940**	**52.3%**	**1605**	**21.3%**	**200**	**2.7%**	**70**	**0.9%**	**70**	**1.0%**	**7525**	**74.1%**

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%
2019/0	785	34.1%	1290	56.1%	200	8.7%	10	0.5%	0	0.0%	10	0.5%	2300	90.2%
2020/1	695	33.4%	1170	56.2%	160	7.7%	10	0.6%	10	0.5%	35	1.6%	2080	89.6%
2021/2	560	30.9%	975	53.7%	200	11.0%	25	1.3%	20	1.0%	40	2.1%	1815	84.5%
Total	**4745**	**29.6%**	**9035**	**56.3%**	**1890**	**11.8%**	**165**	**1.0%**	**75**	**0.5%**	**130**	**0.8%**	**16035**	**85.9%**

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%
2019/0	105	33.7%	165	53.0%	35	11.4%	5	1.0%	0	0.6%	0	0.3%	315		86.7%
2020/1	100	31.8%	155	50.2%	40	13.5%	5	1.6%	5	2.3%	0	0.6%	310		82.0%
2021/2	100	29.9%	145	44.8%	70	22.0%	10	2.4%	0	0.3%	0	0.6%	330		74.7%
Total	**535**	**29.2%**	**895**	**48.9%**	**335**	**18.4%**	**35**	**1.9%**	**20**	**1.0%**	**10**	**0.6%**	**1835**		**78.1%**

d. Proportion of First & Upper Second classifications
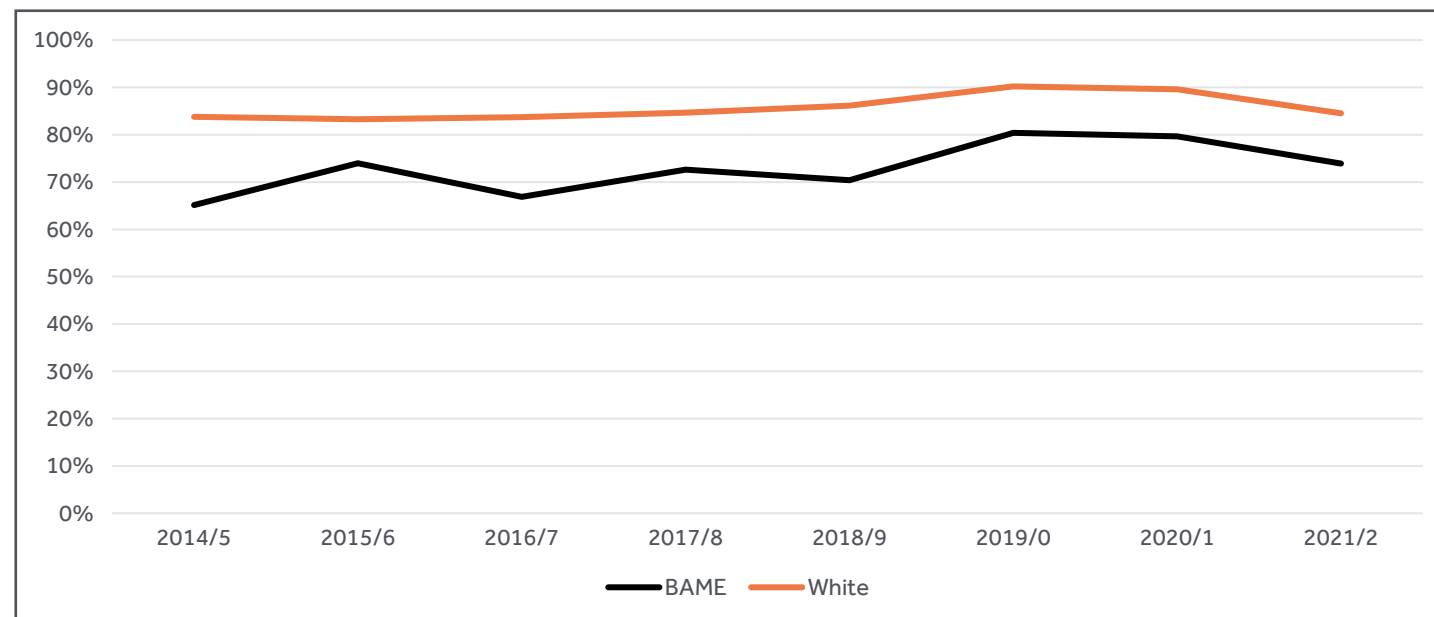
e. Awarding gap

	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%
2019/0	90.2%	80.4%	-10%
2020/1	89.6%	79.7%	-10%
2021/2	84.5%	73.9%	-11%

4. 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%
2019/0	20	21.4%	60	59.2%	20	17.5%	0	1.9%	0	0.0%	0	0.0%	105	80.6%
2020/1	30	23.3%	80	60.2%	15	12.8%	0	0.8%	0	0.8%	5	2.3%	135	83.5%
2021/2	20	16.9%	65	53.2%	30	22.6%	5	2.4%	0	1.6%	5	3.2%	125	70.2%
Total	**150**	**19.6%**	**440**	**56.9%**	**140**	**18.3%**	**25**	**3.0%**	**5**	**0.6%**	**10**	**1.5%**	**775**	**76.5%**

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%
2019/0	90	27.0%	190	56.3%	50	14.7%	5	0.9%	0	0.0%	5	1.2%	340	83.3%
2020/1	90	28.0%	175	53.7%	45	14.3%	5	1.5%	0	0.6%	5	1.8%	330	81.7%
2021/2	70	19.1%	180	50.8%	75	21.3%	10	3.4%	5	1.1%	15	4.2%	355	69.9%
Total	**515**	**23.3%**	**1205**	**54.2%**	**415**	**18.6%**	**40**	**1.7%**	**15**	**0.6%**	**35**	**1.6%**	**2220**	**77.5%**

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%
2019/0	170	31.1%	315	57.5%	55	10.2%	5	0.5%	0	0.0%	5	0.7%	550	88.5%
2020/1	165	31.4%	290	55.2%	50	9.9%	5	1.1%	5	1.0%	5	1.3%	525	86.7%
2021/2	125	25.7%	260	52.5%	75	15.5%	15	2.6%	5	1.2%	10	2.4%	490	78.2%
Total	**960**	**26.9%**	**2010**	**56.2%**	**490**	**13.7%**	**60**	**1.7%**	**25**	**0.6%**	**35**	**0.9%**	**3580**	**83.1%**

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%
2019/0	215	31.8%	385	56.3%	75	10.9%	5	0.4%	0	0.0%	5	0.6%	680	88.1%
2020/1	190	30.8%	355	57.7%	50	8.5%	5	0.7%	5	0.7%	10	1.6%	615	88.6%
2021/2	190	30.8%	330	54.2%	70	11.5%	5	0.8%	5	1.0%	10	1.8%	610	84.9%
Total	**1335**	**29.6%**	**2535**	**56.2%**	**545**	**12.1%**	**35**	**0.8%**	**20**	**0.4%**	**35**	**0.8%**	**4510**	**85.8%**

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%
2019/0	350	36.6%	515	53.4%	85	8.9%	5	0.4%	5	0.3%	5	0.4%	965		89.9%
2020/1	300	31.8%	545	57.7%	65	6.8%	5	0.7%	10	0.8%	20	2.1%	945		89.5%
2021/2	210	28.1%	400	53.3%	105	14.2%	10	1.2%	10	1.1%	15	2.1%	750		81.4%
Total	**1975**	**30.1%**	**3645**	**55.5%**	**785**	**12.0%**	**75**	**1.1%**	**35**	**0.5%**	**55**	**0.8%**	**6565**		**85.6%**

f.   Proportion of First & Upper Second classifications
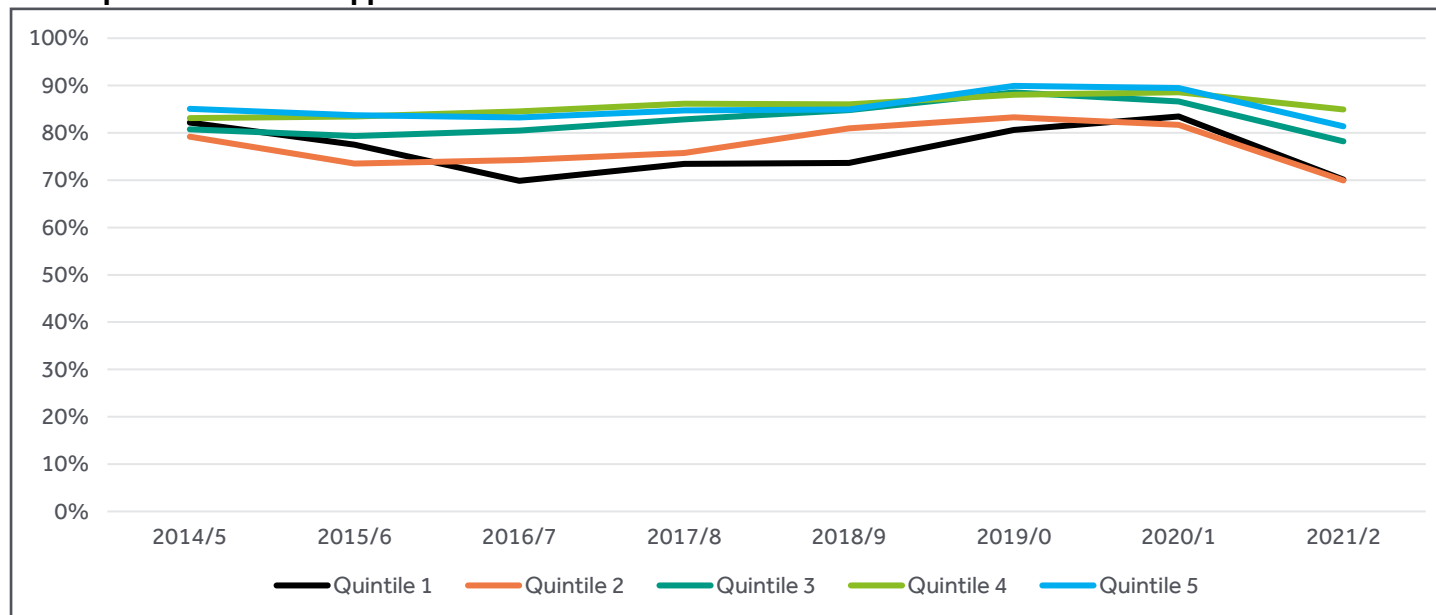
g.   Awarding gap

	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%
2019/0	89.9%	80.6%	-9%
2020/1	89.5%	83.5%	-6%
2021/2	81.4%	70.2%	-11%

5. 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%
2019/0	50	32.7%	85	55.8%	15	9.6%	0	0.6%	0	0.0%	0	1.3%	155	88.5%
2020/1	60	34.4%	85	47.2%	25	13.9%	0	1.1%	0	0.6%	5	2.8%	180	81.7%
2021/2	35	21.6%	90	54.3%	25	16.7%	0	1.2%	5	1.9%	5	4.3%	160	75.9%
Total	**340**	**28.2%**	**660**	**54.5%**	**165**	**13.6%**	**20**	**1.7%**	**5**	**0.5%**	**20**	**1.5%**	**1210**	**82.7%**

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%
2019/0	115	31.8%	195	54.4%	45	12.2%	5	0.8%	0	0.0%	5	0.8%	360	86.2%
2020/1	90	27.1%	190	56.6%	45	13.3%	0	0.3%	0	0.6%	5	2.1%	330	83.7%
2021/2	100	26.4%	205	53.2%	60	15.8%	5	1.8%	5	0.8%	10	2.1%	385	79.6%
Total	**655**	**27.2%**	**1325**	**55.1%**	**350**	**14.5%**	**30**	**1.2%**	**20**	**0.7%**	**30**	**1.2%**	**2410**	**82.3%**

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%
2019/0	155	33.3%	255	55.6%	50	10.5%	0	0.4%	0	0.0%	0	0.2%	460	88.9%
2020/1	125	30.0%	240	57.5%	40	9.4%	5	1.4%	5	1.0%	5	0.7%	415	87.5%
2021/2	120	28.4%	220	52.5%	50	11.9%	10	2.1%	5	1.4%	15	3.6%	420	80.9%
Total	**900**	**27.8%**	**1810**	**55.9%**	**430**	**13.3%**	**50**	**1.5%**	**20**	**0.6%**	**30**	**0.9%**	**3240**	**83.6%**

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%
2019/0	230	33.7%	365	53.8%	80	11.5%	5	0.6%	0	0.0%	5	0.4%	680	87.5%
2020/1	195	31.3%	365	58.8%	45	7.1%	5	1.1%	5	0.5%	5	1.1%	615	90.1%
2021/2	160	28.3%	285	50.0%	100	17.5%	10	1.6%	5	1.2%	10	1.4%	565	78.3%
Total	**1275**	**28.3%**	**2515**	**55.8%**	**615**	**13.6%**	**55**	**1.2%**	**20**	**0.4%**	**25**	**0.6%**	**4510**	**84.1%**

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%
2019/0	350	31.1%	645	57.2%	115	10.0%	10	0.7%	5	0.3%	10	0.8%	1130	88.2%
2020/1	350	30.9%	645	56.7%	95	8.4%	10	0.7%	10	1.1%	25	2.2%	1135	87.7%
2021/2	227	24.8%	511	55.8%	132	14.4%	15	1.6%	8	0.9%	22	2.4%	915	80.7%
Total	**2028**	**27.6%**	**4167**	**56.6%**	**958**	**13.0%**	**91**	**1.2%**	**37**	**0.5%**	**75**	**1.0%**	**7356**	**84.2%**

f.   Proportion of First & Upper Second classifications
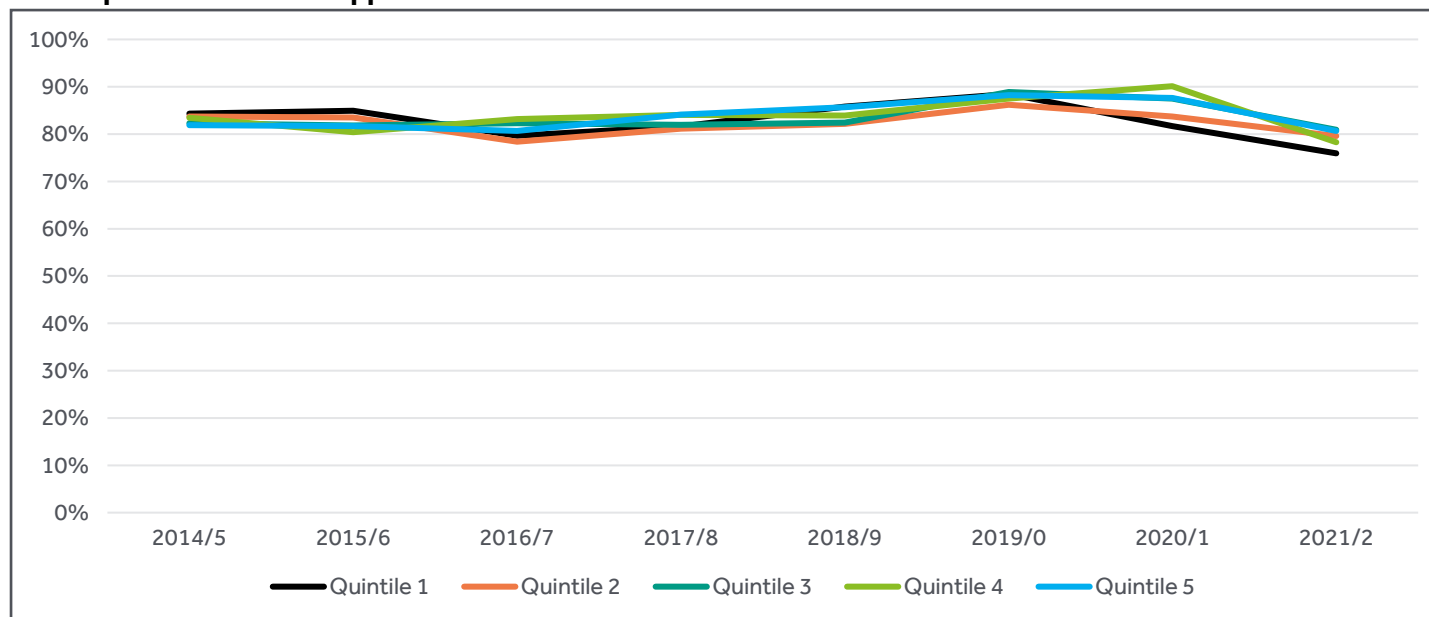
g.   Awarding gap

	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%
2019/0	88.2%	88.5%	0%
2020/1	87.7%	81.7%	-6%
2021/2	80.7%	75.9%	-5%

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.

Amendments to the criteria for Pass have been approved and will be implemented with effect from the 2022/23 entry cohort.

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
Second Class, Division 1	60% to 69%
Second Class, Division 2	50% to 59%
Third Class	40% to 49%
Pass	35% to 39%

- 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:
  o Has the student achieved half or more of their weighted credits in the higher classification? (We term this 'dominant quality'.)
  o 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 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.

Amendments to the criteria for Pass have been approved and will be implemented with effect from the 2022/23 entry cohort.

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.

Resit marks are capped at 40% in the calculation for classification at Finals.