**Academic and Governance Services**

University of **Reading**

# 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.

## 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% | 78.4% |
| **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
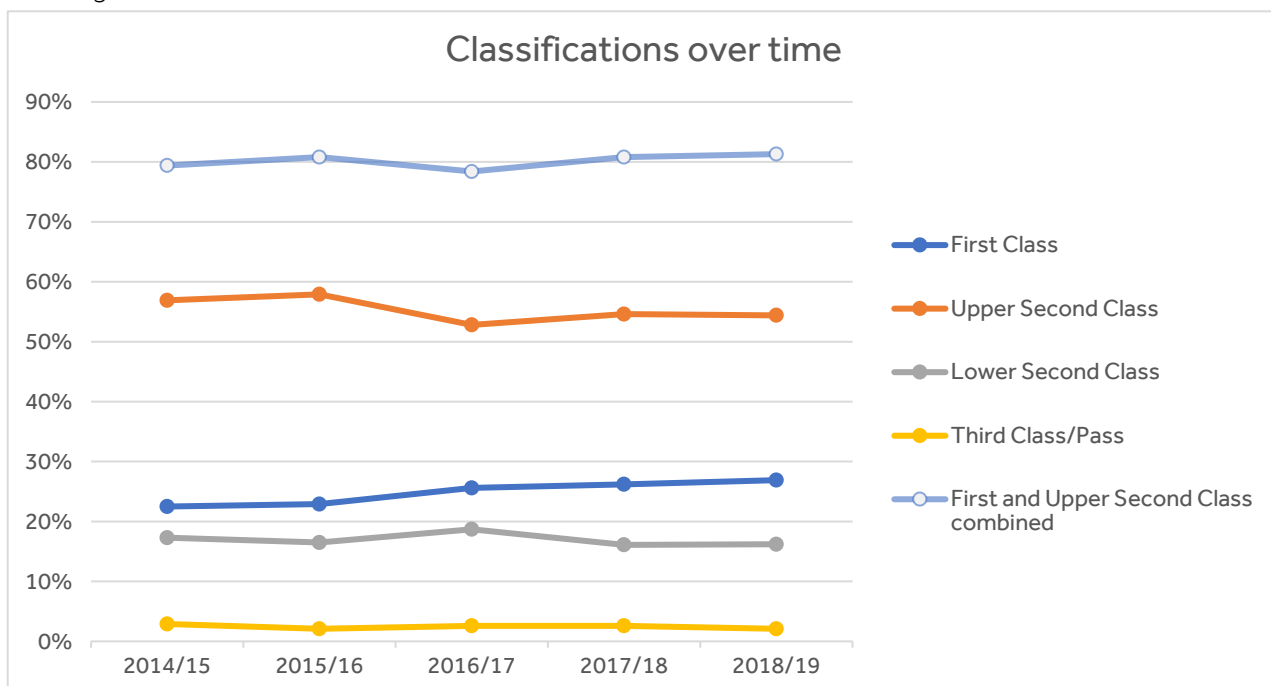


Figure 1. Degree classification profile for Level 6 (Bachelor's) degree programmes at the University of Reading, 2014/15-2018/1

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 area[1], disability status, entry tariff, ethnicity, gender, indices of multiple deprivation (IMD), and POLAR4[2].

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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

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:

<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 are noticeable upward trends, which generally relate to areas where there have been development initiatives in teaching and learning.

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

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

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

<u>Gender</u>: 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.

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

<u>Neighbourhoods with lower participation in higher education (POLAR4)</u>: 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 | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % |  |
| 2014/5 | 25 | 43.3% | 15 | 28.3% | 10 | 20.0% | 5 | 5.0% | 0 | 3.3% | 0 | 0.0% | 60 | 71.7% | 420 |
| 2015/6 | 40 | 32.0% | 50 | 41.8% | 30 | 23.8% | 5 | 2.5% | 0 | 0.0% | 0 | 0.0% | 120 | 73.8% | 400 |
| 2016/7 | 85 | 41.5% | 75 | 37.6% | 35 | 16.1% | 5 | 2.9% | 5 | 1.5% | 0 | 0.5% | 205 | 79.0% | 400 |
| 2017/8 | 105 | 34.8% | 125 | 42.1% | 60 | 19.7% | 10 | 2.7% | 0 | 0.7% | 0 | 0.0% | 300 | 76.9% | 390 |
| 2018/9 | 110 | 33.6% | 140 | 42.5% | 70 | 21.1% | 5 | 0.9% | 5 | 1.8% | 0 | 0.0% | 325 | 76.1% | 370 |
| **Total** | **365** | **33.6%** | **410** | **42.5%** | **200** | **21.1%** | **25** | **0.9%** | **15** | **1.8%** | **0** | **0.0%** | **1015** | **76.4%** | **N/A** |

## 2.  Agriculture, Policy & Development

|  | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % |  |
| 2014/5 | 25 | 25.5% | 60 | 64.9% | 10 | 9.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 95 | 90.4% | 360 |
| 2015/6 | 25 | 21.8% | 70 | 64.5% | 15 | 13.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 110 | 86.4% | 360 |
| 2016/7 | 30 | 29.9% | 55 | 49.5% | 20 | 16.8% | 5 | 3.7% | 0 | 0.0% | 0 | 0.0% | 105 | 79.4% | 350 |
| 2017/8 | 40 | 26.3% | 85 | 54.4% | 25 | 16.9% | 0 | 1.3% | 0 | 0.6% | 0 | 0.6% | 160 | 80.6% | 350 |
| 2018/9 | 50 | 28.2% | 110 | 59.7% | 15 | 9.4% | 5 | 2.2% | 0 | 0.6% | 0 | 0.0% | 180 | 87.8% | 340 |
| **Total** | **175** | **26.5%** | **380** | **58.3%** | **85** | **13.2%** | **10** | **1.5%** | **0** | **0.3%** | **0** | **0.2%** | **650** | **84.8%** | **N/A** |

## 3.  Archaeology

|  | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % |  |
| 2014/5 | 15 | 28.6% | 20 | 44.9% | 10 | 24.5% | 0 | 0.0% | 0 | 0.0% | 0 | 2.0% | 50 | 73.5% | 350 |
| 2015/6 | 10 | 20.3% | 30 | 49.2% | 15 | 25.4% | 0 | 1.7% | 0 | 0.0% | 0 | 3.4% | 60 | 69.5% | 340 |
| 2016/7 | 15 | 24.6% | 30 | 49.1% | 15 | 22.8% | 0 | 1.8% | 0 | 0.0% | 0 | 1.8% | 55 | 73.7% | 325 |
| 2017/8 | 20 | 33.3% | 25 | 45.6% | 10 | 21.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 55 | 78.9% | 340 |
| 2018/9 | 10 | 29.3% | 25 | 56.1% | 5 | 12.2% | 0 | 0.0% | 0 | 0.0% | 0 | 2.4% | 40 | 85.4% | 305 |
| **Total** | **70** | **27.0%** | **130** | **48.7%** | **55** | **21.7%** | **0** | **0.8%** | **0** | **0.0%** | **5** | **1.9%** | **265** | **75.7%** | **N/A** |

## 4. Art

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 15 | 27.5% | 30 | 60.8% | 5 | 9.8% | 0 | 0.0% | 0 | 2.0% | 0 | 0.0% | 50 | 88.2% | 380 |
| 2015/6 | 15 | 31.0% | 25 | 57.1% | 5 | 7.1% | 0 | 0.0% | 0 | 0.0% | 0 | 4.8% | 40 | 88.1% | 370 |
| 2016/7 | 15 | 26.3% | 25 | 43.9% | 15 | 29.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 55 | 70.2% | 347.5 |
| 2017/8 | 20 | 27.8% | 35 | 47.2% | 15 | 23.6% | 0 | 1.4% | 0 | 0.0% | 0 | 0.0% | 70 | 75.0% | 330 |
| 2018/9 | 15 | 28.1% | 30 | 49.1% | 10 | 21.1% | 0 | 1.8% | 0 | 0.0% | 0 | 0.0% | 55 | 77.2% | 380 |
| **Total** | **80** | **28.0%** | **140** | **50.9%** | **55** | **19.4%** | **0** | **0.7%** | **0** | **0.4%** | **0** | **0.7%** | **280** | **78.9%** | **N/A** |

## 5. Biological Sciences

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 25 | 13.2% | 110 | 56.9% | 45 | 22.3% | 10 | 5.1% | 5 | 2.0% | 0 | 0.5% | 195 | 70.1% | 360 |
| 2015/6 | 40 | 19.4% | 115 | 54.2% | 50 | 24.1% | 0 | 0.5% | 0 | 0.5% | 5 | 1.4% | 215 | 73.6% | 360 |
| 2016/7 | 45 | 17.3% | 140 | 53.1% | 65 | 25.4% | 5 | 2.3% | 5 | 1.5% | 0 | 0.4% | 260 | 70.4% | 340 |
| 2017/8 | 70 | 26.8% | 130 | 50.8% | 45 | 18.1% | 5 | 2.8% | 0 | 0.0% | 5 | 1.6% | 255 | 77.6% | 350 |
| 2018/9 | 55 | 25.5% | 120 | 56.1% | 35 | 15.6% | 0 | 0.9% | 0 | 0.9% | 0 | 0.9% | 210 | 81.6% | 340 |
| **Total** | **235** | **20.6%** | **615** | **54.0%** | **240** | **21.2%** | **25** | **2.3%** | **10** | **1.0%** | **10** | **1.0%** | **1140** | **74.6%** | **N/A** |

## 6. Business & Management

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 55 | 39.7% | 65 | 44.7% | 20 | 14.2% | 0 | 0.7% | 0 | 0.7% | 0 | 0.0% | 140 | 84.4% | 420 |
| 2015/6 | 70 | 49.7% | 65 | 44.1% | 10 | 6.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 145 | 93.7% | 400 |
| 2016/7 | 105 | 54.4% | 80 | 40.9% | 5 | 3.1% | 0 | 1.0% | 0 | 0.5% | 0 | 0.0% | 195 | 95.3% | 380 |
| 2017/8 | 105 | 53.8% | 85 | 42.6% | 5 | 3.1% | 0 | 0.0% | 0 | 0.5% | 0 | 0.0% | 195 | 96.4% | 380 |
| 2018/9 | 90 | 37.7% | 125 | 52.0% | 25 | 9.8% | 0 | 0.4% | 0 | 0.0% | 0 | 0.0% | 245 | 89.8% | 360 |
| **Total** | **430** | **46.8%** | **415** | **45.3%** | **65** | **7.1%** | **5** | **0.4%** | **5** | **0.3%** | **0** | **0.0%** | **915** | **92.1%** | **N/A** |

### 7. Chemistry

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 5 | 14.6% | 15 | 35.4% | 20 | 39.6% | 5 | 6.3% | 0 | 4.2% | 0 | 0.0% | 50 | 50.0% | 350 |
| 2015/6 | 5 | 8.8% | 10 | 35.3% | 10 | 35.3% | 5 | 17.6% | 0 | 2.9% | 0 | 0.0% | 35 | 44.1% | 310 |
| 2016/7 | 20 | 27.4% | 20 | 30.1% | 25 | 34.2% | 5 | 4.1% | 0 | 2.7% | 0 | 1.4% | 75 | 57.5% | 300 |
| 2017/8 | 10 | 15.4% | 30 | 49.2% | 20 | 27.7% | 0 | 3.1% | 0 | 3.1% | 0 | 1.5% | 65 | 64.6% | 310 |
| 2018/9 | 15 | 20.0% | 35 | 48.0% | 20 | 29.3% | 0 | 2.7% | 0 | 0.0% | 0 | 0.0% | 75 | 68.0% | 315 |
| Total | 55 | 18.6% | 120 | 40.3% | 95 | 32.5% | 15 | 5.4% | 5 | 2.4% | 0 | 0.7% | 295 | 59.0% | N/A |

### 8. Classics

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 10 | 16.0% | 30 | 60.0% | 10 | 22.0% | 0 | 2.0% | 0 | 0.0% | 0 | 0.0% | 50 | 76.0% | 365 |
| 2015/6 | 5 | 17.9% | 25 | 66.7% | 5 | 15.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 40 | 84.6% | 373 |
| 2016/7 | 5 | 11.4% | 30 | 70.5% | 5 | 13.6% | 0 | 0.0% | 0 | 2.3% | 0 | 2.3% | 45 | 81.8% | 340 |
| 2017/8 | 10 | 14.8% | 35 | 63.0% | 10 | 20.4% | 0 | 1.9% | 0 | 0.0% | 0 | 0.0% | 55 | 77.8% | 340 |
| 2018/9 | 20 | 26.0% | 40 | 57.5% | 10 | 16.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 75 | 83.6% | 330 |
| Total | 45 | 18.1% | 165 | 62.7% | 45 | 17.7% | 0 | 0.8% | 0 | 0.4% | 0 | 0.4% | 260 | 80.8% | N/A |

### 9. Computer Science

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 10 | 16.0% | 20 | 38.0% | 15 | 32.0% | 5 | 10.0% | 0 | 2.0% | 0 | 2.0% | 50 | 54.0% | 360 |
| 2015/6 | 10 | 14.9% | 40 | 51.4% | 20 | 25.7% | 0 | 2.7% | 5 | 4.1% | 0 | 1.4% | 75 | 66.2% | 345 |
| 2016/7 | 20 | 27.0% | 30 | 40.5% | 20 | 27.0% | 0 | 1.4% | 5 | 4.1% | 0 | 0.0% | 75 | 67.6% | 360 |
| 2017/8 | 45 | 40.2% | 45 | 38.4% | 15 | 14.3% | 5 | 3.6% | 0 | 1.8% | 0 | 1.8% | 110 | 78.6% | 340 |
| 2018/9 | 45 | 49.5% | 25 | 29.7% | 15 | 17.6% | 5 | 3.3% | 0 | 0.0% | 0 | 0.0% | 90 | 79.1% | 340 |
| Total | 130 | 32.2% | 155 | 39.2% | 85 | 21.7% | 15 | 3.7% | 10 | 2.2% | 5 | 1.0% | 400 | 71.3% | N/A |

## 10. Construction Management & Engineering

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 15 | 23.4% | 35 | 54.7% | 10 | 18.8% | 0 | 1.6% | 0 | 0.0% | 0 | 1.6% | 65 | 78.1% | 360 |
| 2015/6 | 20 | 22.2% | 45 | 48.9% | 20 | 20.0% | 5 | 6.7% | 0 | 1.1% | 0 | 1.1% | 90 | 71.1% | 340 |
| 2016/7 | 25 | 25.8% | 40 | 47.2% | 20 | 24.7% | 0 | 0.0% | 0 | 2.2% | 0 | 0.0% | 90 | 73.0% | 360 |
| 2017/8 | 35 | 27.1% | 65 | 50.4% | 25 | 19.5% | 5 | 2.3% | 0 | 0.0% | 0 | 0.8% | 135 | 77.4% | 340 |
| 2018/9 | 45 | 29.5% | 80 | 54.4% | 20 | 13.4% | 0 | 0.7% | 0 | 1.3% | 0 | 0.7% | 150 | 83.9% | 320 |
| Total | 140 | 26.3% | 270 | 51.2% | 100 | 18.7% | 10 | 2.1% | 5 | 1.0% | 5 | 0.8% | 525 | 77.5% | N/A |

## 11. Economics

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 20 | 23.1% | 45 | 55.1% | 15 | 19.2% | 0 | 2.6% | 0 | 0.0% | 0 | 0.0% | 80 | 78.2% | 355 |
| 2015/6 | 20 | 26.3% | 40 | 53.9% | 15 | 18.4% | 0 | 1.3% | 0 | 0.0% | 0 | 0.0% | 75 | 80.3% | 360 |
| 2016/7 | 15 | 21.5% | 35 | 53.8% | 10 | 18.5% | 5 | 6.2% | 0 | 0.0% | 0 | 0.0% | 65 | 75.4% | 350 |
| 2017/8 | 30 | 25.0% | 60 | 55.4% | 15 | 15.2% | 5 | 4.5% | 0 | 0.0% | 0 | 0.0% | 110 | 80.4% | 350 |
| 2018/9 | 55 | 33.7% | 75 | 44.8% | 30 | 17.8% | 5 | 3.7% | 0 | 0.0% | 0 | 0.0% | 165 | 78.5% | 360 |
| Total | 135 | 27.3% | 255 | 51.4% | 85 | 17.6% | 20 | 3.6% | 0 | 0.0% | 0 | 0.0% | 495 | 78.7% | N/A |

## 12. Education

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 55 | 32.2% | 95 | 54.2% | 25 | 13.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.6% | 175 | 86.4% | 340 |
| 2015/6 | 35 | 27.6% | 65 | 52.0% | 25 | 18.7% | 0 | 0.0% | 0 | 0.8% | 0 | 0.8% | 125 | 79.7% | 340 |
| 2016/7 | 40 | 38.7% | 50 | 46.2% | 10 | 11.3% | 5 | 3.8% | 0 | 0.0% | 0 | 0.0% | 105 | 84.9% | 320 |
| 2017/8 | 45 | 37.7% | 50 | 43.0% | 15 | 12.3% | 5 | 6.1% | 0 | 0.9% | 0 | 0.0% | 115 | 80.7% | 330 |
| 2018/9 | 40 | 39.4% | 45 | 46.5% | 10 | 12.1% | 0 | 2.0% | 0 | 0.0% | 0 | 0.0% | 100 | 85.9% | 322 |
| Total | 215 | 34.6% | 305 | 49.1% | 85 | 13.6% | 15 | 2.1% | 0 | 0.3% | 0 | 0.3% | 620 | 83.7% | N/A |

## 13. English Language & Applied Linguistics

|  | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % |  |
| 2014/5 | 10 | 24.4% | 25 | 57.8% | 10 | 17.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 45 | 82.2% | 370 |
| 2015/6 | 10 | 36.7% | 15 | 50.0% | 5 | 13.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 30 | 86.7% | 350 |
| 2016/7 | 5 | 11.5% | 20 | 76.9% | 5 | 11.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 25 | 88.5% | 350 |
| 2017/8 | 10 | 14.1% | 40 | 64.1% | 15 | 20.3% | 0 | 1.6% | 0 | 0.0% | 0 | 0.0% | 65 | 78.1% | 320 |
| 2018/9 | 15 | 25.0% | 35 | 58.3% | 10 | 15.0% | 0 | 0.0% | 0 | 1.7% | 0 | 0.0% | 60 | 83.3% | 325 |
| **Total** | **50** | **21.8%** | **135** | **60.9%** | **35** | **16.4%** | **0** | **0.4%** | **0** | **0.4%** | **0** | **0.0%** | **225** | **82.7%** | **N/A** |

## 14. English Literature

|  | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % |  |
| 2014/5 | 20 | 17.1% | 80 | 73.9% | 10 | 8.1% | 0 | 0.9% | 0 | 0.0% | 0 | 0.0% | 110 | 91.0% | 370 |
| 2015/6 | 10 | 11.3% | 60 | 77.5% | 5 | 8.8% | 0 | 1.3% | 0 | 1.3% | 0 | 0.0% | 80 | 88.8% | 370 |
| 2016/7 | 20 | 16.7% | 90 | 74.2% | 10 | 8.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.8% | 120 | 90.8% | 370 |
| 2017/8 | 25 | 17.3% | 110 | 71.8% | 15 | 10.9% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 155 | 89.1% | 350 |
| 2018/9 | 25 | 15.3% | 115 | 72.6% | 15 | 8.9% | 5 | 2.5% | 0 | 0.0% | 0 | 0.6% | 155 | 87.9% | 320 |
| **Total** | **100** | **15.9%** | **460** | **73.6%** | **55** | **9.1%** | **5** | **1.0%** | **0** | **0.2%** | **0** | **0.3%** | **625** | **89.4%** | **N/A** |

## 15. Film, Theatre & Television

|  | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % |  |
| 2014/5 | 10 | 29.0% | 20 | 58.1% | 5 | 12.9% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 30 | 87.1% | 380 |
| 2015/6 | 10 | 25.7% | 20 | 62.9% | 5 | 11.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 35 | 88.6% | 370 |
| 2016/7 | 5 | 18.8% | 15 | 53.1% | 10 | 25.0% | 0 | 3.1% | 0 | 0.0% | 0 | 0.0% | 30 | 71.9% | 335 |
| 2017/8 | 15 | 30.8% | 30 | 59.6% | 5 | 7.7% | 0 | 1.9% | 0 | 0.0% | 0 | 0.0% | 50 | 90.4% | 365 |
| 2018/9 | 20 | 23.4% | 45 | 58.4% | 15 | 16.9% | 0 | 0.0% | 0 | 1.3% | 0 | 0.0% | 75 | 81.8% | 340 |
| **Total** | **60** | **25.6%** | **135** | **58.6%** | **35** | **14.5%** | **0** | **0.9%** | **0** | **0.4%** | **0** | **0.0%** | **225** | **84.1%** | **N/A** |

## 16. Finance

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 20 | 38.0% | 20 | 36.0% | 10 | 16.0% | 5 | 6.0% | 0 | 2.0% | 0 | 2.0% | 50 | 74.0% | 410 |
| 2015/6 | 20 | 39.1% | 20 | 39.1% | 10 | 17.4% | 0 | 2.2% | 0 | 2.2% | 0 | 0.0% | 45 | 78.3% | 390 |
| 2016/7 | 25 | 39.1% | 20 | 34.4% | 15 | 23.4% | 0 | 3.1% | 0 | 0.0% | 0 | 0.0% | 65 | 73.4% | 370 |
| 2017/8 | 20 | 22.8% | 40 | 43.5% | 30 | 30.4% | 5 | 3.3% | 0 | 0.0% | 0 | 0.0% | 90 | 66.3% | 360 |
| 2018/9 | 30 | 34.5% | 45 | 54.8% | 10 | 10.7% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 85 | 89.3% | 360 |
| **Total** | **110** | **33.3%** | **145** | **42.9%** | **70** | **20.2%** | **10** | **2.7%** | **0** | **0.6%** | **0** | **0.3%** | **335** | **76.2%** | **N/A** |

## 17. Food & Nutritional Sciences

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 15 | 20.8% | 40 | 54.5% | 15 | 19.5% | 5 | 3.9% | 0 | 1.3% | 0 | 0.0% | 75 | 75.3% | 373 |
| 2015/6 | 20 | 25.6% | 45 | 57.7% | 15 | 16.7% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 80 | 83.3% | 340 |
| 2016/7 | 35 | 44.3% | 35 | 43.0% | 10 | 11.4% | 0 | 0.0% | 0 | 0.0% | 0 | 1.3% | 80 | 87.3% | 360 |
| 2017/8 | 30 | 36.6% | 35 | 41.5% | 15 | 19.5% | 0 | 1.2% | 0 | 1.2% | 0 | 0.0% | 80 | 78.0% | 390 |
| 2018/9 | 30 | 45.1% | 25 | 36.6% | 10 | 16.9% | 0 | 0.0% | 0 | 0.0% | 0 | 1.4% | 70 | 81.7% | 370 |
| **Total** | **135** | **34.4%** | **180** | **46.8%** | **65** | **16.8%** | **5** | **1.0%** | **0** | **0.5%** | **0** | **0.5%** | **385** | **81.1%** | **N/A** |

## 18. Geography & Environmental Science

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 35 | 30.7% | 70 | 59.6% | 10 | 8.8% | 0 | 0.0% | 0 | 0.9% | 0 | 0.0% | 115 | 90.4% | 340 |
| 2015/6 | 30 | 29.6% | 65 | 59.3% | 10 | 10.2% | 0 | 0.0% | 0 | 0.0% | 0 | 0.9% | 110 | 88.9% | 340 |
| 2016/7 | 25 | 23.0% | 75 | 66.4% | 10 | 10.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 115 | 89.4% | 330 |
| 2017/8 | 40 | 27.2% | 95 | 62.9% | 10 | 7.9% | 0 | 0.7% | 0 | 0.0% | 0 | 1.3% | 150 | 90.1% | 335 |
| 2018/9 | 45 | 28.3% | 100 | 63.5% | 10 | 6.9% | 0 | 0.0% | 0 | 0.6% | 0 | 0.6% | 160 | 91.8% | 330 |
| **Total** | **180** | **27.8%** | **405** | **62.5%** | **55** | **8.7%** | **0** | **0.2%** | **0** | **0.3%** | **5** | **0.6%** | **645** | **90.2%** | **N/A** |

## 19. History

|  | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % |  |
| 2014/5 | 20 | 15.2% | 95 | 72.0% | 15 | 12.9% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 130 | 87.1% | 380 |
| 2015/6 | 20 | 18.0% | 70 | 70.0% | 10 | 10.0% | 0 | 1.0% | 0 | 0.0% | 0 | 1.0% | 100 | 88.0% | 360 |
| 2016/7 | 15 | 19.8% | 60 | 72.8% | 5 | 7.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 80 | 92.6% | 360 |
| 2017/8 | 20 | 17.8% | 85 | 72.0% | 10 | 9.3% | 0 | 0.8% | 0 | 0.0% | 0 | 0.0% | 120 | 89.8% | 340 |
| 2018/9 | 25 | 20.0% | 90 | 68.1% | 15 | 11.1% | 0 | 0.7% | 0 | 0.0% | 0 | 0.0% | 135 | 88.1% | 330 |
| **Total** | **100** | **18.0%** | **400** | **70.8%** | **60** | **10.4%** | **5** | **0.5%** | **0** | **0.0%** | **0** | **0.2%** | **565** | **88.9%** | **N/A** |

## 20. Languages and Cultures

|  | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % |  |
| 2014/5 | 15 | 20.0% | 45 | 66.2% | 10 | 13.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 65 | 86.2% | 360.5 |
| 2015/6 | 5 | 11.7% | 40 | 66.7% | 10 | 16.7% | 0 | 1.7% | 0 | 1.7% | 0 | 1.7% | 60 | 78.3% | 340 |
| 2016/7 | 15 | 30.6% | 30 | 61.2% | 5 | 6.1% | 0 | 0.0% | 0 | 0.0% | 0 | 2.0% | 50 | 91.8% | 360 |
| 2017/8 | 10 | 18.8% | 35 | 70.8% | 5 | 10.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 50 | 89.6% | 320 |
| 2018/9 | 15 | 23.5% | 45 | 67.6% | 5 | 7.4% | 0 | 0.0% | 0 | 0.0% | 0 | 1.5% | 70 | 91.2% | 320 |
| **Total** | **60** | **20.7%** | **195** | **66.6%** | **30** | **11.0%** | **0** | **0.3%** | **0** | **0.3%** | **5** | **1.0%** | **290** | **87.2%** | **N/A** |

## 21. Law

|  | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % |  |
| 2014/5 | 25 | 11.7% | 140 | 67.5% | 40 | 19.9% | 0 | 1.0% | 0 | 0.0% | 0 | 0.0% | 205 | 79.1% | 420 |
| 2015/6 | 30 | 10.2% | 215 | 75.6% | 35 | 12.7% | 5 | 1.1% | 0 | 0.4% | 0 | 0.0% | 285 | 85.9% | 405 |
| 2016/7 | 20 | 9.3% | 150 | 64.1% | 60 | 24.5% | 5 | 2.1% | 0 | 0.0% | 0 | 0.0% | 235 | 73.4% | 380 |
| 2017/8 | 35 | 13.4% | 185 | 67.0% | 50 | 17.8% | 5 | 1.8% | 0 | 0.0% | 0 | 0.0% | 275 | 80.4% | 370 |
| 2018/9 | 50 | 17.0% | 180 | 62.5% | 55 | 18.4% | 5 | 1.4% | 0 | 0.0% | 0 | 0.7% | 290 | 79.5% | 370 |
| **Total** | **160** | **12.5%** | **870** | **67.4%** | **235** | **18.4%** | **20** | **1.5%** | **0** | **0.1%** | **0** | **0.2%** | **1290** | **79.9%** | **N/A** |

## 22. Mathematics and Statistics

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 30 | 30.9% | 30 | 28.9% | 25 | 24.7% | 10 | 9.3% | 0 | 2.1% | 5 | 4.1% | 95 | 59.8% | 360 |
| 2015/6 | 35 | 29.8% | 45 | 36.4% | 30 | 25.6% | 10 | 8.3% | 0 | 0.0% | 0 | 0.0% | 120 | 66.1% | 340 |
| 2016/7 | 35 | 34.7% | 35 | 32.7% | 25 | 25.7% | 5 | 5.0% | 0 | 2.0% | 0 | 0.0% | 100 | 67.3% | 350 |
| 2017/8 | 45 | 39.6% | 35 | 29.7% | 20 | 18.0% | 5 | 6.3% | 5 | 4.5% | 0 | 1.8% | 110 | 69.4% | 340 |
| 2018/9 | 45 | 38.5% | 40 | 34.4% | 20 | 16.4% | 5 | 4.1% | 5 | 5.7% | 0 | 0.8% | 120 | 73.0% | 340 |
| Total | 190 | 34.8% | 180 | 32.6% | 120 | 21.9% | 35 | 6.5% | 15 | 2.9% | 5 | 1.3% | 550 | 67.4% | N/A |

## 23. Meteorology

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 0 | .. | 5 | .. | 5 | .. | 0 | .. | 0 | .. | 0 | .. | 10 | .. | 420 |
| 2015/6 | 0 | .. | 0 | .. | 5 | .. | 0 | .. | 0 | .. | 0 | .. | 5 | .. | 395 |
| 2016/7 | 5 | .. | 5 | .. | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 10 | .. | 320 |
| 2017/8 | 5 | .. | 5 | .. | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 15 | .. | 340 |
| 2018/9 | 5 | .. | 5 | .. | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 5 | .. | 340 |
| Total | 10 | 23.9% | 20 | 41.3% | 10 | 23.9% | 5 | 6.5% | 0 | 2.2% | 0 | 2.2% | 45 | 65.2% | N/A |

## 24. Philosophy

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 0 | 5.6% | 25 | 72.2% | 5 | 19.4% | 0 | 0.0% | 0 | 0.0% | 0 | 2.8% | 35 | 77.8% | 380 |
| 2015/6 | 10 | 27.5% | 25 | 65.0% | 0 | 2.5% | 0 | 5.0% | 0 | 0.0% | 0 | 0.0% | 40 | 92.5% | 340.5 |
| 2016/7 | 5 | 13.5% | 35 | 69.2% | 10 | 17.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 50 | 82.7% | 320 |
| 2017/8 | 5 | 14.6% | 30 | 75.6% | 5 | 7.3% | 0 | 0.0% | 0 | 0.0% | 0 | 2.4% | 40 | 90.2% | 340 |
| 2018/9 | 15 | 20.9% | 40 | 59.7% | 15 | 19.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 65 | 80.6% | 310 |
| Total | 40 | 16.9% | 160 | 67.4% | 35 | 14.0% | 0 | 0.8% | 0 | 0.0% | 0 | 0.8% | 235 | 84.3% | N/A |

## 25. Politics & International Relations

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 5 | 7.0% | 60 | 67.4% | 20 | 20.9% | 0 | 2.3% | 0 | 2.3% | 0 | 0.0% | 85 | 74.4% | 330 |
| 2015/6 | 10 | 13.3% | 40 | 63.3% | 15 | 21.7% | 0 | 1.7% | 0 | 0.0% | 0 | 0.0% | 60 | 76.7% | 360 |
| 2016/7 | 10 | 13.2% | 50 | 64.5% | 15 | 21.1% | 0 | 1.3% | 0 | 0.0% | 0 | 0.0% | 75 | 77.6% | 330 |
| 2017/8 | 10 | 13.0% | 50 | 72.5% | 10 | 11.6% | 0 | 0.0% | 0 | 1.4% | 0 | 1.4% | 70 | 85.5% | 360 |
| 2018/9 | 10 | 16.0% | 40 | 52.0% | 15 | 22.7% | 5 | 5.3% | 0 | 1.3% | 0 | 2.7% | 75 | 68.0% | 340 |
| **Total** | **45** | **12.3%** | **235** | **63.9%** | **70** | **19.7%** | **10** | **2.2%** | **5** | **1.1%** | **5** | **0.8%** | **365** | **76.2%** | **N/A** |

## 26. Psychology & Clinical Language Sciences

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 35 | 24.2% | 90 | 61.7% | 20 | 12.8% | 0 | 0.0% | 0 | 0.7% | 0 | 0.7% | 150 | 85.9% | 390 |
| 2015/6 | 35 | 21.3% | 105 | 65.0% | 20 | 13.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 160 | 86.3% | 380 |
| 2016/7 | 35 | 17.0% | 115 | 58.5% | 45 | 22.5% | 5 | 1.5% | 0 | 0.0% | 0 | 0.5% | 200 | 75.5% | 400 |
| 2017/8 | 30 | 13.8% | 150 | 65.8% | 45 | 19.1% | 0 | 0.9% | 0 | 0.0% | 0 | 0.4% | 225 | 79.6% | 390 |
| 2018/9 | 30 | 12.7% | 150 | 65.9% | 45 | 20.5% | 0 | 0.4% | 0 | 0.0% | 0 | 0.4% | 230 | 78.6% | 360 |
| **Total** | **165** | **17.0%** | **610** | **63.6%** | **175** | **18.3%** | **5** | **0.6%** | **0** | **0.1%** | **5** | **0.4%** | **965** | **80.6%** | **N/A** |

## 27. Real Estate & Planning

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 5 | 5.5% | 55 | 75.3% | 15 | 17.8% | 0 | 1.4% | 0 | 0.0% | 0 | 0.0% | 75 | 80.8% | 390 |
| 2015/6 | 10 | 12.3% | 60 | 76.5% | 10 | 11.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 80 | 88.9% | 380 |
| 2016/7 | 10 | 8.3% | 70 | 66.7% | 25 | 24.1% | 0 | 0.9% | 0 | 0.0% | 0 | 0.0% | 110 | 75.0% | 380 |
| 2017/8 | 20 | 17.2% | 75 | 62.9% | 20 | 18.1% | 0 | 1.7% | 0 | 0.0% | 0 | 0.0% | 115 | 80.2% | 380 |
| 2018/9 | 15 | 13.1% | 65 | 52.5% | 40 | 32.8% | 0 | 1.6% | 0 | 0.0% | 0 | 0.0% | 120 | 65.6% | 370 |
| **Total** | **60** | **11.8%** | **325** | **65.2%** | **110** | **21.8%** | **5** | **1.2%** | **0** | **0.0%** | **0** | **0.0%** | **500** | **77.0%** | **N/A** |

## 28. School of Architecture

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 0 |
| 2015/6 | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 0 |
| 2016/7 | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 0 |
| 2017/8 | 0 | .. | 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% | 320 |
| **Total** | **10** | **22.2%** | **15** | **47.2%** | **10** | **27.8%** | **0** | **2.8%** | **0** | **0.0%** | **0** | **0.0%** | **35** | **69.4%** | **N/A** |

## 29. Typography & Graphic Communication

| | First | | Upper Second | | Lower Second | | Third | | Pass | | Fail | | Total | First/Upper Second | Median tariff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2014/5 | 15 | 51.6% | 10 | 35.5% | 5 | 9.7% | 0 | 3.2% | 0 | 0.0% | 0 | 0.0% | 30 | 87.1% | 420 |
| 2015/6 | 10 | 32.4% | 15 | 43.2% | 10 | 21.6% | 0 | 2.7% | 0 | 0.0% | 0 | 0.0% | 35 | 75.7% | 380 |
| 2016/7 | 10 | 28.9% | 15 | 44.7% | 10 | 23.7% | 0 | 2.6% | 0 | 0.0% | 0 | 0.0% | 40 | 73.7% | 400 |
| 2017/8 | 5 | 21.2% | 20 | 60.6% | 5 | 12.1% | 0 | 3.0% | 0 | 3.0% | 0 | 0.0% | 35 | 81.8% | 340 |
| 2018/9 | 10 | 20.5% | 20 | 50.0% | 10 | 27.3% | 0 | 2.3% | 0 | 0.0% | 0 | 0.0% | 45 | 70.5% | 360 |
| **Total** | **55** | **30.1%** | **85** | **47.0%** | **35** | **19.7%** | **5** | **2.7%** | **0** | **0.5%** | **0** | **0.0%** | **185** | **77.0%** | **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
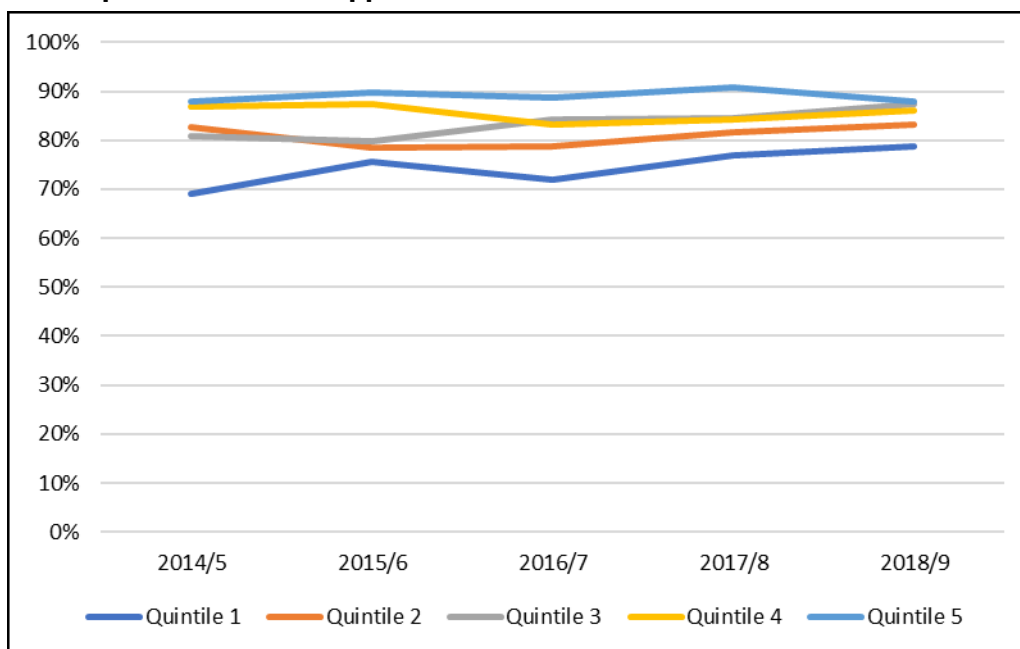


## g.   Attainment gap

|        | 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.
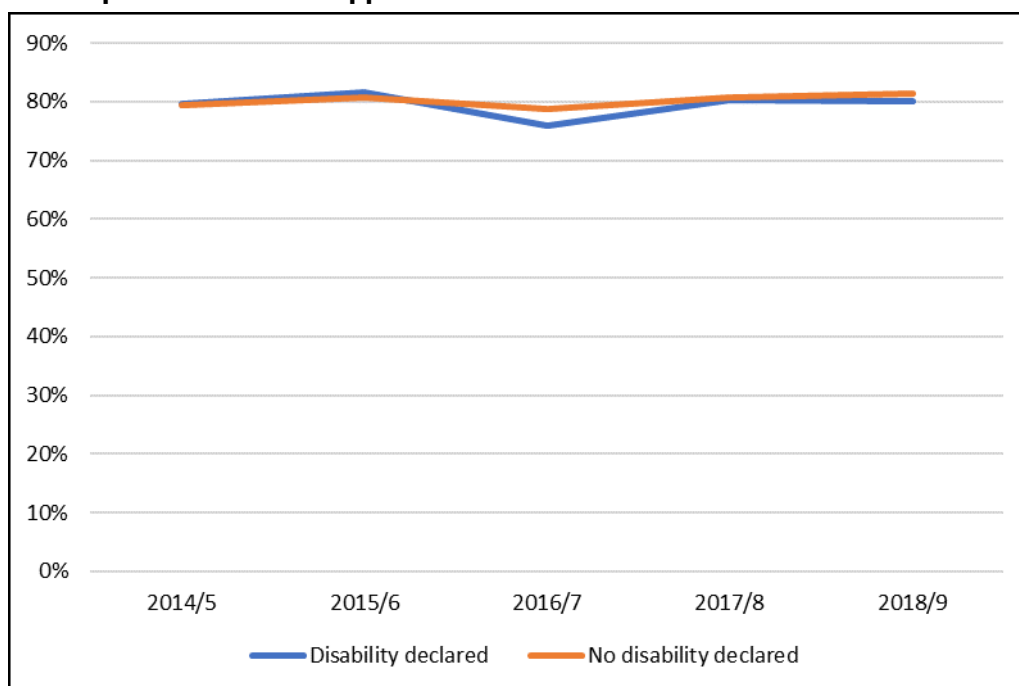
# 2. Disability status

### 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
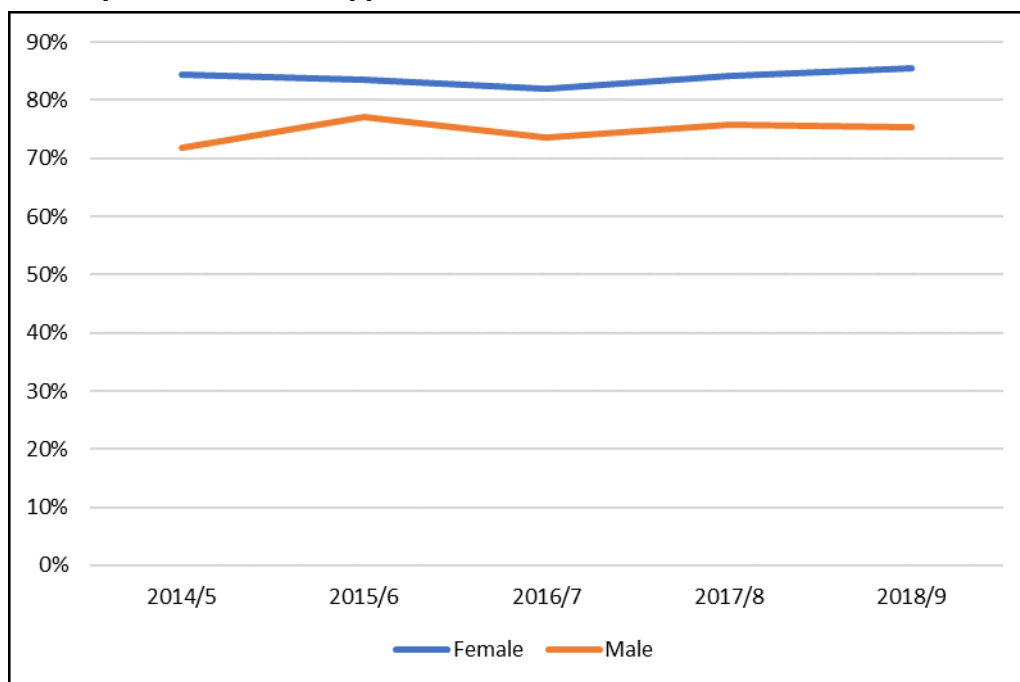


### d. Attainment gap

| | 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
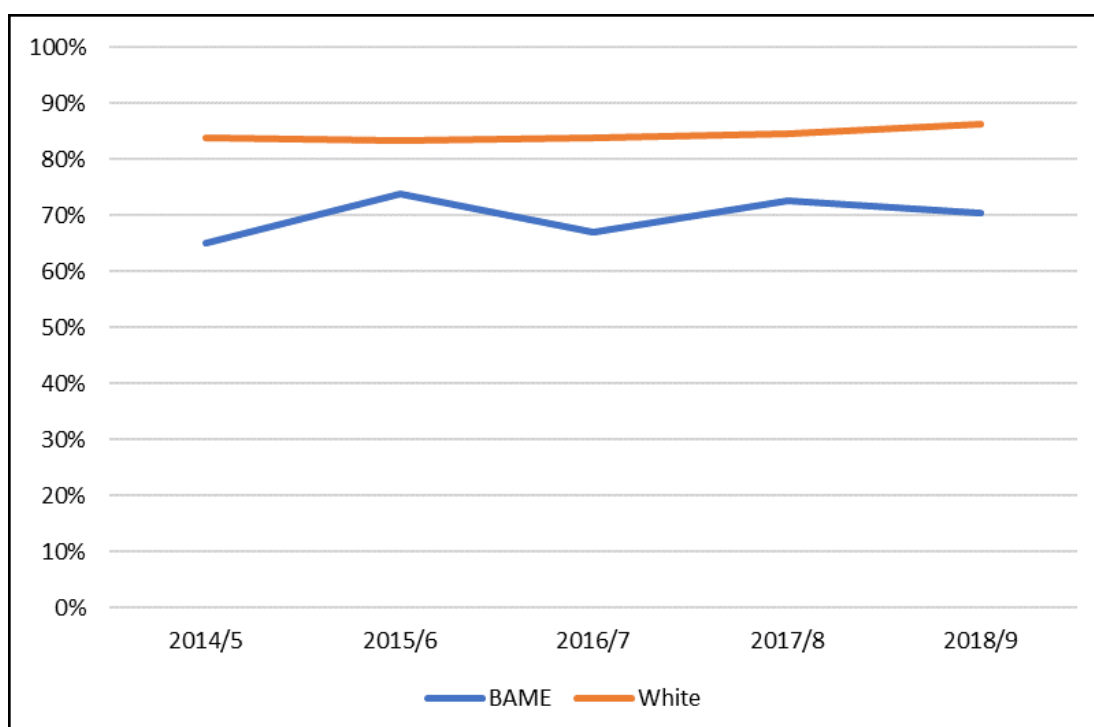
## e. Attainment gap

|  | 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
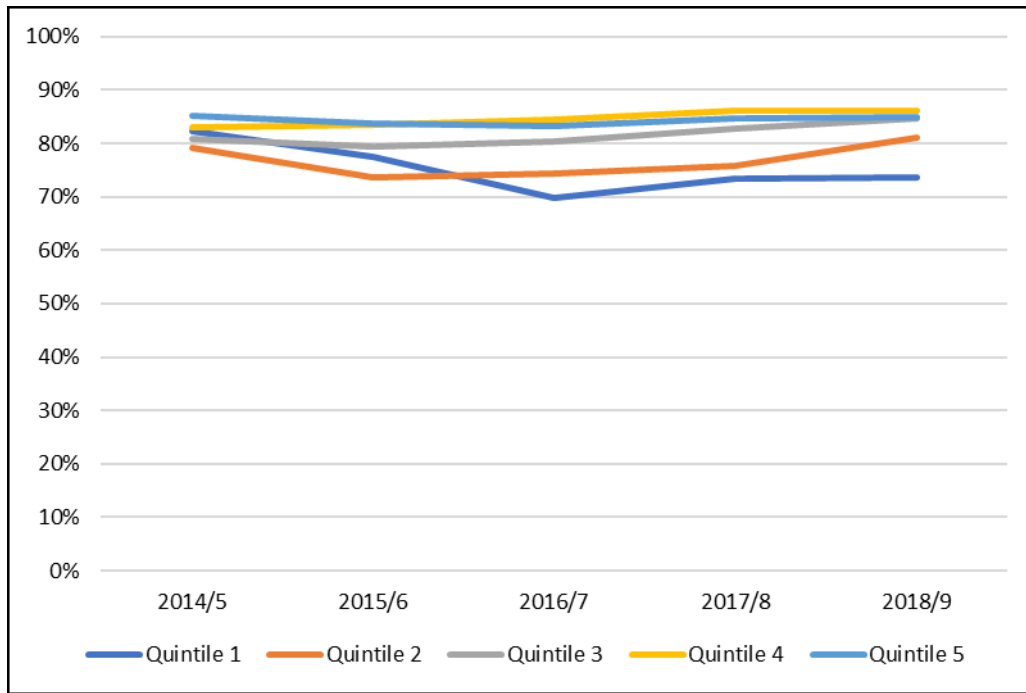


## g.  Attainment gap

|  | 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
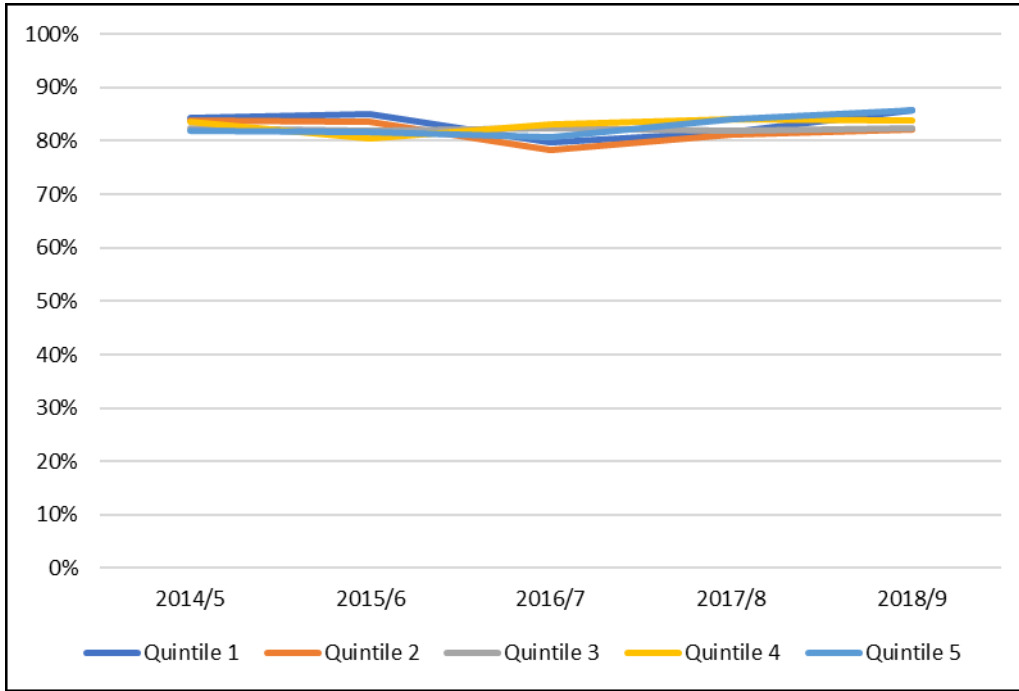


## g.  Attainment gap

|        | 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:

  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.

## 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.