

UNIVERSITY OF OXFORD

DEGREE OUTCOMES STATEMENT

1 Institutional degree classification profile

The University publishes information annually on the outcomes of all undergraduate degrees in the [University Gazette](#). This information is presented at broad subject grouping, by course, by sex, by course and sex, by ethnicity, and by disability.

The table below provides information on the degree outcomes for all students at Bachelors level since 2015. It does not include information on the degree outcomes for students on integrated Masters programmes.

	2015	2016	2017	2018	2019	5-year Average
First Class	27.7%	30.0%	31.0%	33.7%	33.7%	31.2%
Second Class - Upper	66.1%	63.6%	64.0%	61.4%	62.2%	63.5%
Second Class - Lower	5.5%	5.8%	4.1%	4.2%	3.4%	4.6%
Third & Other Pass	0.8%	0.6%	0.8%	0.7%	0.7%	0.7%

Information on degree outcome trends for all students at Bachelors level since 2015 by division, by sex, by ethnicity, and by disability is provided separately.¹

2 Assessment and marking practices

The [University Awards Framework](#), the [Examination Regulations](#), the [Examinations and Assessments Framework](#) and the [Procedures for the annual monitoring of courses](#) collectively provide the regulatory framework for the University's assessment and marking practices. Externality is provided through the appointment of external examiners² in accordance with sector standards. Where relevant, departments work with [PSRBs](#) to ensure external regulatory requirements are reflected within assessment criteria and to enable accreditation.

3 Academic governance

As set out in the University's [quality assurance governance framework](#), the University's Education Committee of Council oversees the quality assurance of all programmes through its Taught Degrees Panel, which reviews outcomes, trends and policies, and its Quality Assurance Sub-committee, which reviews quality assurance mechanisms. These mechanisms are set out in the [Procedures for the annual monitoring of courses](#). The Proctors ensure that examinations are properly conducted and in accordance with the statutes and regulations governing them. They also ensure that regulations are applied justly and equally in all cases.

¹ <https://academic.web.ox.ac.uk/degree-outcomes-statement>

² See the [Examinations and Assessments Framework](#), section 3, and the Examination Regulations, [Regulations for the Conduct of University Examinations: Part 6 External Examiners and Assessors](#)

4 Classification algorithms

As a non-modular, non-credit based university, Oxford's programmes have flexible structures and tailored curricula that allow students to pursue their interests within a field of study. The precise algorithm for determining a student's final degree outcome and the approach taken for defining and resolving borderline cases are agreed by the board of examiners and signed off by the supervisory body for the programme. They form part of the examination conventions for each programme and are published in course information which is available to all students.

The First Public Examination (FPE, broadly the first year of the programme) is an important formative stage in a student's academic development. No assessment completed for the FPE is included in the calculations for the final degree outcome. Students who fail the FPE have a right to resit assessments within the same academic year. Students who fail their degree overall also have a right to resit assessments, the following academic year.

The University periodically reviews its approach to degree classification algorithms. A review is currently underway and is expected to report in 2020-21.

5 Teaching practices and learning resources

There are a number of initiatives underway that aim to enhance learning resources, to improve continually student support, to support curriculum and assessment design, and to create a more inclusive teaching environment. These include, but are not limited to, significant investment in the University's virtual learning environment (VLE), the development of integrated electronic reading lists, and the recording of lectures. It is not possible to evaluate the impact of any one change on degree outcomes.

6 Identifying good practice and actions

A review of degree classification algorithms is underway and good practice it identifies in any aspect of classification will be considered through the University's committee structure. Appropriate policy and guidance documentation will be updated to reflect this committee consideration and departments will be encouraged to adopt identified good practice while taking into consideration subject-specific needs.

7 Risks and challenges

The University recognises the challenge of differentiation within a group of such highly achieving students. It values its non-modular approach to academic programmes and the intellectually-stimulating, high-quality, individualised learning experience that students receive. However, this creates challenges in comparing outcomes across the institution. The University will continue to monitor degree outcomes at institutional, divisional, and subject level by appropriate student characteristics and will take steps as it considers necessary.

As a result of the current COVID-19 pandemic, the University has amended its assessments for 2019-20 and may change them for future years. It will keep the situation under review. This will have an impact on the University's outcome profile for at least 2019-20 and cause difficulties for year-on-year comparisons for a number of years.

Approved by Education Committee 29 May 2020