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 (level 6 degree programmes) and our integrated Masters programmes (combined level 6 and 7 undergraduate degree programmes). It does not include information on the degree outcomes for students on integrated Masters programmes where the postgraduate classification system is used[1].

	2018	**2019**	**2020**	**2021**	**2022**	**5-year Average**
First Class	36.3%	36.6%	47.5%	40.4%	37.0%	39.6%
Second Class - Upper	57.5%	57.6%	47.9%	54.8%	56.9%	54.9%
Second Class - Lower	5.3%	4.8%	3.3%	4.1%	5.3%	4.5%
Third & Other Pass	0.9%	1.0%	1.3%	0.7%	0.9%	1.0%

Information on degree outcome trends for all students at Bachelors level since 2018 by division, by sex, by ethnicity and by disability is provided separately.[2]

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. External perspectives and external quality assurance are provided through the appointment of external examiners[3] in accordance with sector standards. Where relevant, departments work with PSRBs to ensure external regulatory requirements are reflected within assessment criteria and that courses are accredited.

3 Academic governance

As set out in the University's quality assurance governance framework[4], 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

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[1] In our previous statement all outcomes for integrated Masters programmes were excluded.
[2] Link to additional statistical information document.
[3] 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] https://academic.web.ox.ac.uk/quality-assurance-governance

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.

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 is 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 on the course.

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. Due to the Covid-19 pandemic the last review was delayed but is due to restart mid-2023 and will be expected to report its final recommendations in 2023-24.

5 Teaching practices and learning resources

The Centre for Teaching and Learning was created in 2019 to provide a focus for academic development in teaching and learning at Oxford. The Centre promotes flexible and inclusive educational approaches and initiatives, supports and evaluates educational enhancement initiatives that address inequalities in academic participation and performance. Recent projects have led to the publication of guidance on racially inclusive teaching, the Oxford Transitions Support webpages for new students, and the University's first Educational Recordings Policy. New projects will improve students' access to academic skills development and support departments to redesign summative assessments.

There are currently a number of initiatives underway that aim that support curriculum and assessment design and create a more inclusive teaching environment. These include significant investment in an integrated digital education ecosystem including Canvas, the University's virtual learning environment (VLE), Microsoft Teams, Oxford Reading Lists Online (ORLO), the Replay lecture recordings service and the Inspera digital assessment platform. Recent enhancements include the addition of tools to provide digital content in a range of accessible and alternative formats and the infrastructure to allow departments to offer online exams. The effectiveness of this work will continue to be monitored but it may not be possible to evaluate the impact of any one initiative on degree outcomes.

6 Identifying good practice and actions

The review of degree classification algorithms is due to restart in 2023 and good practice it identifies in any aspect of classification will be considered through the University's committee structure. Reflective work will also be undertaken on the changes in assessments that were required during the COVID-19 pandemic. Appropriate policy and guidance documentation will then be updated to reflect these considerations 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 COVID-19 pandemic, the University amended its assessments for 2019-20 and many courses were also affected during 2020-21. This is reflected in the University's outcome profile for the 2019-20 and 2020-21 academic years, and should be born in mind when making year-on-year comparisons that include this data.