Degree Outcomes Statement

1. Institutional degree classification profile[1]

Table 1: Award of upper degrees 2019/20 to 2023/24 (including undergraduate master's degrees)
Full time UK-domiciled undergraduate students

	2019/20	2020/21	2021/22	2022/23	2023/24
All	93	93	92	89	89
Ethnic Minority Groups*	91	90	89	88	84
White	94	94	92	89	90
Disability declared	92	91	90	88	88
No disability declared	94	94	92	90	89
Female	95	95	94	91	93
Male	92	92	90	88	86
Other**	/	/	/	/	/
Faculty of Engineering & Design	95	95	95	94	93
Faculty of Humanities & Social Sciences	96	94	93	90	91
Faculty of Science	89	90	88	83	82
School of Management	97	98	94	95	89

Table 2: Award of first-class degrees 2019/20 to 2023/24 (including undergraduate master's degrees)
Full time UK-domiciled undergraduate students

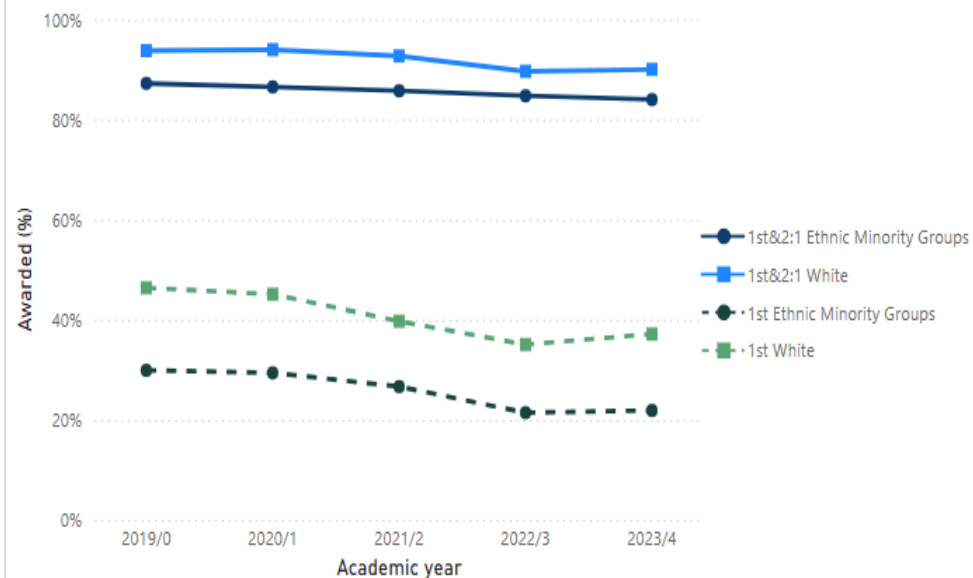|	2019/20	2020/21	2021/22	2022/23	2023/24
All	46	43	39	34	35
Ethnic Minority Groups*	34	32	30	23	24
White	49	45	41	36	38
Disability declared	43	36	36	27	33
No disability declared	47	45	40	36	36
Female	48	47	42	37	38
Male	45	41	37	32	33
Other**	/	/	/	/	/
Faculty of Engineering & Design	50	53	50	44	40
Faculty of Humanities & Social Sciences	39	35	28	26	27
Faculty of Science	49	45	41	34	37
School of Management	60	49	46	44	53

Following a rise in outcomes in 2020, average degree outcomes have now returned to pre-pandemic levels. In 2023/24 the percentage of 1sts and 2.1s combined (upper degrees) made to full-time UK-domiciled undergraduate students was 89% compared to 93% in 2019/20, and the percentage of 1sts awarded was 35% compared to 46% in 2019/20. The University continues to monitor degree outcomes with particular focus on subject areas which have yet to return to pre-pandemic levels of awarding.

*The term Ethnic Minority Groups includes Asian, Black, Mixed and Other ethnic groups including white minorities. We recognise the diversity of individual identities and lived experiences and also acknowledge that this term refers to minority status within the UK context and that many such groups are, in fact, part of the global majority. Ethnicity is self-declared at enrolment.
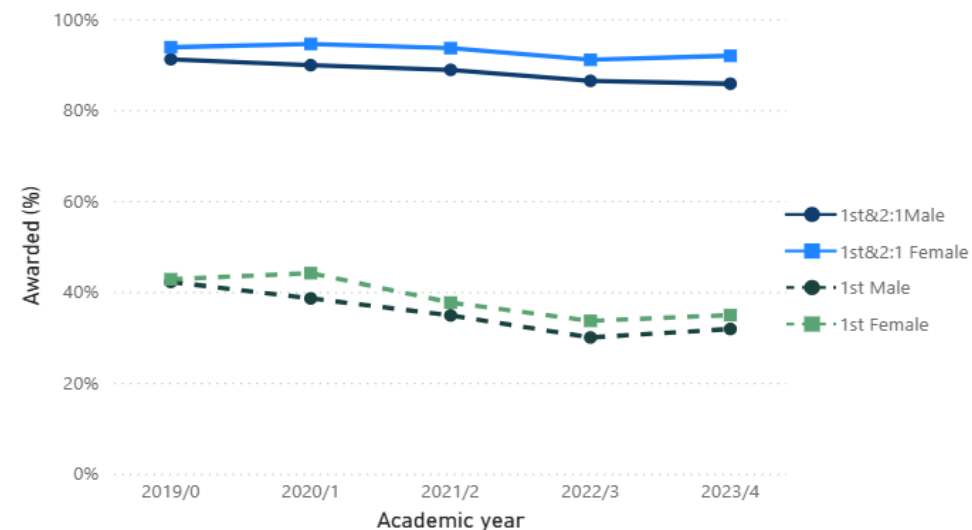** The number of students who self- identified as belonging to the gender category: other did not allow for statistically significant analysis.

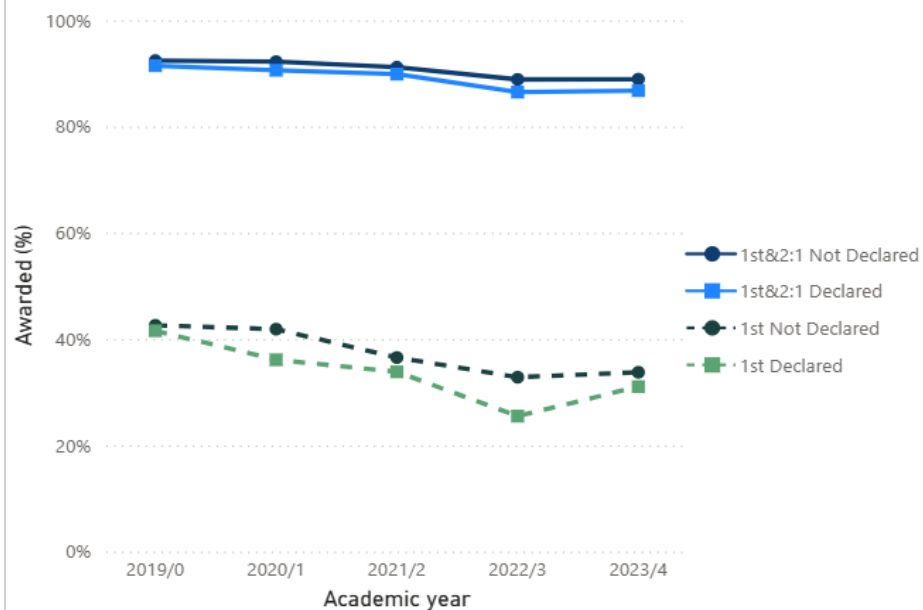[1] Numbers are displayed rounded to nearest whole number.

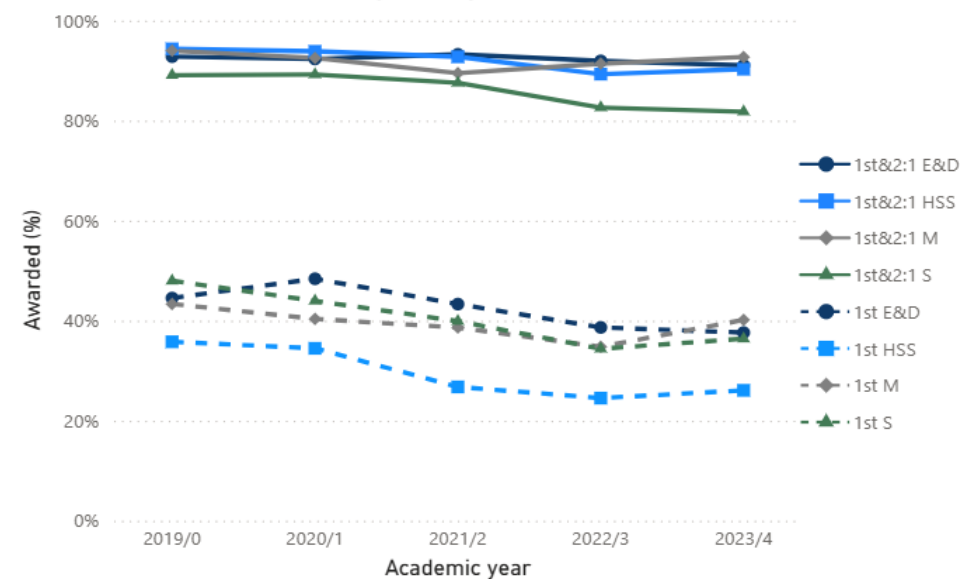## Attainment rates of Ethnic Minority Groups & White students

Legend:
- 1st&2:1 Ethnic Minority Groups
- 1st&2:1 White
- 1st Ethnic Minority Groups
- 1st White

Y-axis: Awarded (%) — 0%, 20%, 40%, 60%, 80%, 100%
X-axis: Academic year — 2019/0, 2020/1, 2021/2, 2022/3, 2023/4

Attainment rates of Male & Female students

Legend:
- 1st&2:1Male
- 1st&2:1 Female
- 1st Male
- 1st Female

Y-axis: Awarded (%) — 0%, 20%, 40%, 60%, 80%, 100%
X-axis: Academic year — 2019/0, 2020/1, 2021/2, 2022/3, 2023/4

Attainment rates of students with and without a declared disability

Legend:
- 1st&2:1 Not Declared
- 1st&2:1 Declared
- 1st Not Declared
- 1st Declared

Y-axis: Awarded (%) — 0%, 20%, 40%, 60%, 80%, 100%
X-axis: Academic year — 2019/0, 2020/1, 2021/2, 2022/3, 2023/4

Attainment rates of students by Faculty & School

Legend:
- 1st&2:1 E&D
- 1st&2:1 HSS
- 1st&2:1 M
- 1st&2:1 S
- 1st E&D
- 1st HSS
- 1st M
- 1st S

Y-axis: Awarded (%) — 0%, 20%, 40%, 60%, 80%, 100%
X-axis: Academic year — 2019/0, 2020/1, 2021/2, 2022/3, 2023/4

2. Assessment and marking practices

The University ensures through its course design policies and procedures that assessment criteria meet relevant sector benchmarks:

- Courses and units are mapped to the relevant Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ) level, including Intended Learning Outcomes, content and summative assessment
- Courses are designed with reference to QAA Subject Benchmark Statements where relevant

Full details of the University's policies and procedures for course design are outlined in QA Code of Practice Statement 3: Approval of New Programmes of Study.

The University ensures that relevant courses meet the requirements of Professional, Statutory and Regulatory Bodies (PSRBs) through the policies and procedures detailed in QA Code of Practice Statement 8: Professional Accreditation.

The University involves external examiners at all stages of marking and assessment processes in order to assure the quality of these processes and the academic standards of awards. External Examiners are involved in:

- assessment design, including assuring the quality of assessment criteria and assessment questions
- marking and grading, including assuring the quality of marking, moderation and scaling
- application of assessment regulations
- fairness of examining, including assuring the quality of examination board processes
- standards, including verifying that standards achieved are appropriate to the level of study and comparable with other universities in the sector

Full details of the University's policies and procedures for external examining are outlined in QA Code of Practice Statement 12: External Examining (Taught Provision).

In response to significant disruption to learning, teaching and assessment caused by the Covid-19 pandemic, the University redesigned assessments in Semester 2 of the academic year 2019-20 and in the academic year 2020-21 to ensure they remained a fair and appropriate test of learning in an online environment, and to give students the opportunity to fully demonstrate achievement of the relevant learning outcomes.

3. Academic governance

The University's Education, Quality and Standards Committee is responsible for providing assurance to Senate of the quality and standards of the University's educational provision. As part of this function, the Committee monitors degree outcomes at institutional level. The Committee receives annual reports on undergraduate degree outcomes and makes recommendations for improvements to policy and processes as appropriate.

Faculties and Departments are responsible for monitoring degree outcomes at the local level and for identifying actions to address unexplained increases in upper awards or gaps in attainment between groups of students with different characteristics. The Education Quality and Standards Committee monitors this activity via annual quality assurance processes, including Education Annual Review and Enhancement.

To improve central oversight of degree outcomes, the University's strategic Data Insights Project, focusses on improving access to and central analysis of relevant institutional data.

Boards of Studies for each Faculty/School are responsible for confirming marks and making awards on the recommendation of Boards of Examiners for Units and Boards of Examiners for Courses.

The responsibilities of Boards of Examiners for Units include:

- ensuring the conduct of all examinations and assessments is in line with University procedures
- confirming that marking and moderation have been undertaken in line with University policies and procedures

Full details of the University's policies and procedures for assessment including the roles and responsibilities of Boards of Examiners are detailed in [QA Code of Practice Statement 35: Assessment Procedures for Taught Programmes of Study](#).

In response to the significant disruption to learning, teaching and assessment caused by the Covid-19 pandemic, Board of Examiners calibrated assessment and unit outcomes with reference to outcomes in prior years in order to mitigate the impact of the pandemic in academic years 2019-20 and 2020-21. Further details on the University's no detriment measures can be found [here](#) and [here](#).

4. Classification algorithms

The University classifies degrees based on the weighted average of eligible units.

Level 4 units do not contribute to the Overall Course Average (OCA). Level 6 (and for undergraduate master's degrees Level 7) units are given higher weighting to allow students to demonstrate their achievements predominantly at the level of the final award.

The University allows limited condonement and compensation. However, original marks for any condoned units are still used where relevant to calculate the Overall Course Average for the purposes of degree classification.

The University provides special consideration for students whose OPA falls within the borderline of degree classes and awards the higher class to students whose Overall Course Average is within 2% of the requirement providing half the relevant credit has been achieved in the higher class.

The University allows students to resit failed units up to a specified credit limit for the purposes of progression and award, however the original fail mark is used where relevant to calculate the Overall Course Average for the purposes of degree classification. Resit limits are in line with sector practice.

In response to the significant disruption to learning, teaching and assessment caused by the Covid-19 pandemic, the University adopted alternative degree classification algorithms which placed less weighting on the results of those assessments taken in the second semester of the academic year 2019-20. The University also adopted other 'no detriment' measures, including permitting students who failed units in Semester 2 of the academic year 2019-20 and in academic year 2020-21 to retake the units as for the first time. Further details on the University's no detriment measures can be found [here](#) and [here](#).

In the academic year 2022/23, the University was affected by a marking and assessment boycott which delayed the marking of assessed work and the processing of results for students at the end of the academic year. The University's approach to the marking and assessment boycott ensured that all assessed work contributing to the award was marked and included in final outcomes. Changes were not made to the assessment of units as a result of the marking and assessment boycott and therefore standards were not compromised.

5. Teaching practices and learning resources

As embedded in the University of Bath Strategy 2021-2026, the University is committed to [driving excellence in education](#) and to ensure students receive a high quality education and student experience. In addition to education practices which focus on problem-solving, research-led teaching, and projects addressing real-world issues, particular emphasis is placed on [placements](#) and other work-experience opportunities, with dedicated support teams in each Faculty/School to support students on placements.

The [Centre for Learning and Teaching](#) supports teaching and learning by sharing good practice (e.g. through the [Learning and Teaching Hub](#)), organising training and professional development, and providing support and advice to academic staff.

The University ensures that its staff are appropriately qualified to teach and assess through a programme of training and peer support, including mentor-schemes, mandatory development programmes for staff new to teaching. Peer review of teaching in each department, and continuing professional development courses, workshops and for a offered by the Centre for Learning and Teaching.

Full details of the University's policies and procedures for professional development of teaching staff are outlined in [QA Code of Practice Statement 9: Professional Development and Recognition for All Staff and Students who Teach and Support Learning](#).

The University also operates a [Teaching Development Fund](#) providing funding to support innovative ideas to enhance learning and teaching

A variety of resources for [technology enhanced learning](#) support online and blended delivery of our courses. In response to significant disruption to learning, teaching and assessment caused by the Covid-19 pandemic, most learning and teaching was delivered online in Semester 2 of academic year 2019-20 and in the academic year 2020-21. Since then, the University has moved back to majority in-person delivery of learning, teaching, and assessment, but has kept and built upon the most successful elements of online learning developed throughout the pandemic years.

6. Identifying good practice and actions

Responding to differences in approach to group marking of group work across disciplines and courses, particularly in final projects, the Education, Standards and Quality Committee made amendments to [QA Code of Practice Statement 16: Assessment, Marking and Feedback](#) and guidance to promote best practice across the University has been shared with academic departments and continues to be developed by the Centre for Learning and Teaching. These changes further ensure that students are individually demonstrating achievement of all intended learning outcomes.

The University's [Access and Participation Plan](#) gives other actions the University is undertaking to address risks to equality of opportunity based on sector evidence. The plan also highlights how and where the University will share its findings of 'what works'.

Approved by Council (11 July 2025)