

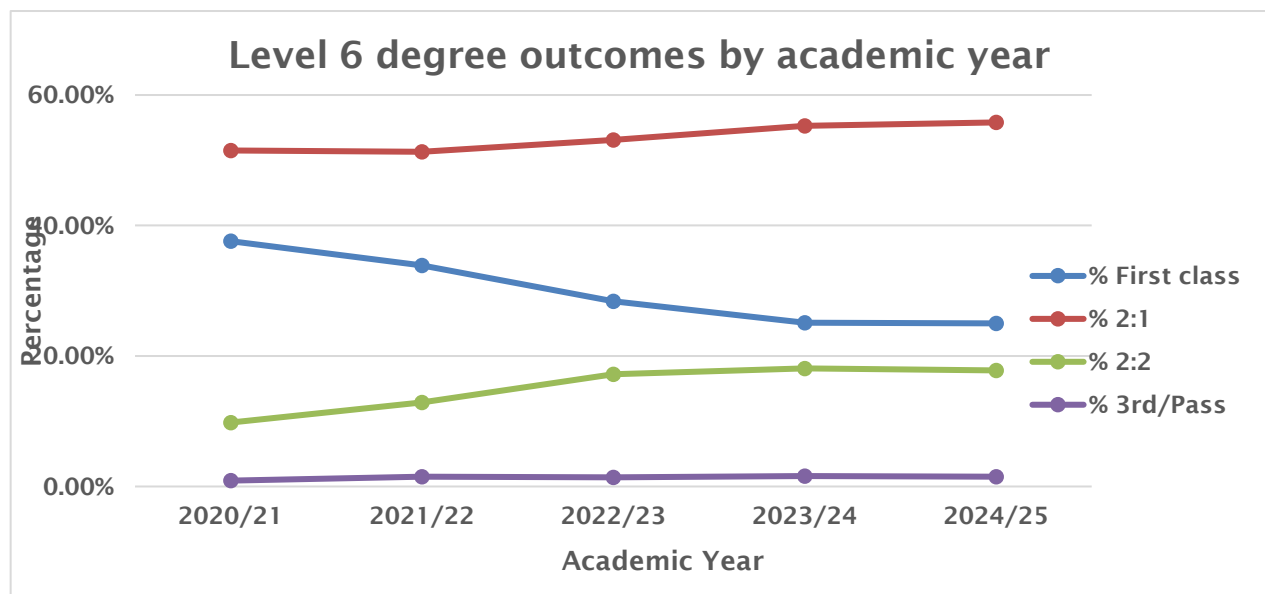
Degree Outcomes Statement 2025

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1. Institutional Degree Classification Profile (Level 6 only)

- 1.1 The proportion of each year's qualifiers at Level 6 in a degree classification group is set out below. A further breakdown of performance at Level 6 by demographic is contained in the Appendix.



Academic year	2020/21	2021/22	2022/23	2023/24	2024/25	2 year change	5 year Average
% First class	37.60%	33.90%	28.40%	25.10%	25.00%	-0.1	30.0%
% 2:1	51.50%	51.30%	53.10%	55.30%	55.80%	+0.5	53.4%
% 2:2	9.80%	12.90%	17.20%	18.10%	17.80%	-0.3	15.16%
% 3rd/Pass	0.90%	1.50%	1.40%	1.60%	1.50%	-0.1	1.38%

Year 1 Denominator	Year 2 Denominator	Year 3 Denominator	Year 4 Denominator	Year 5 Denominator
2,880	2,500	2,610	2,885	3,230

- 1.2 The percentage of first class degrees has fallen, returning to pre-Covid 19 levels. Although there is a very slight increase since 2023-24 in the percentage of degrees in the higher two classes (1st and 2:1), this has fallen over the past five years.
- 1.3 The University has reflected on the relative achievement of students in other reports, including in our [Access and Participation Plan](#).
- 1.4 The Office for Students (OfS) report on [Bachelors' degree classification algorithms](#) (published 6 November 2025) has been considered, and the University's regulations and practices reviewed accordingly. In the light of this review the University confirms that it remains fully compliant with OfS regulation on assessments and award. A report of the outcomes of this review was noted by the University Executive Board (UEB) in December 2025 and will be submitted to academic governance committees and to Council in January/February 2026.

2. Assessment and Marking Practices

- 2.1 The University uses sector reference points such as the Framework for Higher Education Qualifications (FHEQ) and QAA subject benchmark statements in developing and reviewing its programmes, assessment and relevant regulations, policies and guidance. The requirements of Professional, Statutory and Regulatory Bodies (PSRBs) are taken into account when programmes are subject to professional regulation. Schools benefit from external expertise during the programme approval and review process through the appointment of external advisors to engage in discussions with the programme team about programme and assessment design, and to review relevant documentation as part of confirming that sector reference points will be /continue to be met.
- 2.2 The University's Assessment Framework sets out the policies and principles which must be followed in designing and managing assessment. The Framework for Taught Programmes sets the University's guiding principles and requirements for the academic design of programmes leading to its awards, and provides advice and guidance. The Academic Quality and Standards Subcommittee regularly reviews these frameworks and policies on behalf of Education and Student Experience Committee, to ensure they remain in line with sector practice. The Double-Blind Marking and Moderation policy sets out expectations for the marking of assessment tasks and the University's moderation process, which is carried out for all summative assessed work.
- 2.3 Pre-Board meetings of the Board of Examiners consider the outcome of moderation and are required to confirm that the marking and moderation has taken place in accordance with University policy.

- 2.4 External examiners are appointed for all programmes of the University. Approval for appointments rests with the Senate and is delegated to the School Programmes Committees (SPCs). External examiners' role and responsibilities are set out in the [External Examiner Procedures](#). If additional external expertise is required to support external examiners in a specific subject area, an adviser to the external examiner will be appointed to work alongside them.
- 2.5 From 2025-2026, when any programme is delivered across multiple locations/modes of delivery, a chief external examiner will be appointed, in addition to the programme external examiner(s), to take an overview of outcomes across all instances of a programme. Appointees to this role will be experienced external examiners with the expertise to assure standards of awards and the quality of provision across multiple delivery locations/modes.
- 2.6 The University's Regulations for Academic Appeals have been developed in accordance with the Good Practice Framework from the Office of the Independent Adjudicator. Training and support for academic appeal reviewers and administrators is provided annually through the newly-formed central Casework Team, to enable consistency in decision-making and benchmarking of decisions across the institution. Marks cannot be changed because of special consideration decisions or as the result of an appeal.

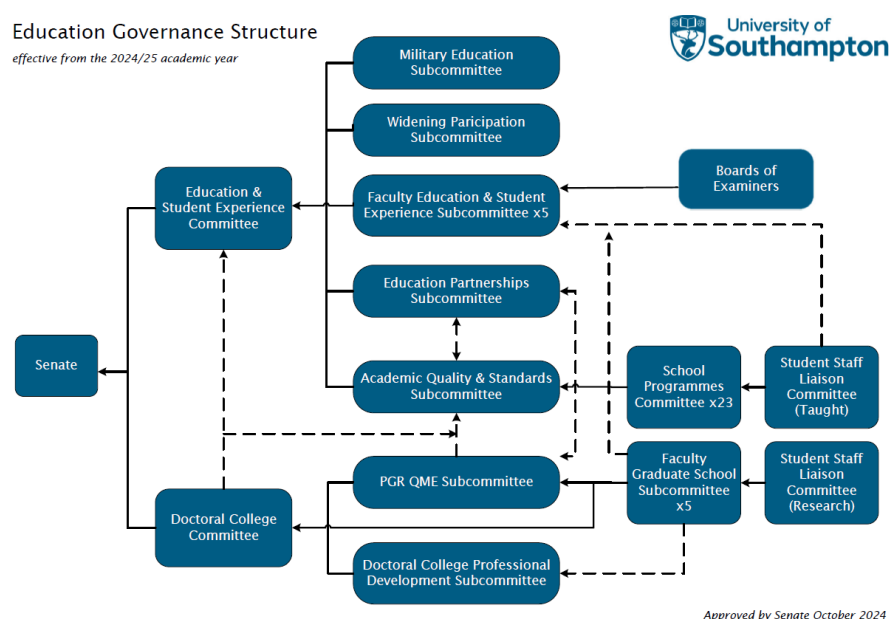
3. Academic Governance

- 3.1 The University has a system of academic governance that recognises the Senate's role in awarding degrees. The Senate delegates powers to committees and individual roles within the University to manage its framework for assuring the quality of awards.
- 3.2 A review and refresh of education governance took place in 2023, to ensure clarity about how, where, and by whom key decisions concerning education and students are made. The education governance organogram, terms of reference and constitution for the Education and Student Experience Committee (ESEC) were revised to better reflect its role as the senior committee responsible for matters concerning education and the student experience. ESEC has delegated responsibility from Senate to oversee the provision of all education delivered under the name of the University of Southampton and the development, implementation and evaluation of the University strategy as it applies to the education and student experience. The academic quality and standards work formerly covered by Academic Quality and Standards Committee has been allocated to a subcommittee of ESEC, Academic Quality and Standards Subcommittee (AQSS), to ensure there is close working across ESEC and its subcommittees on matters of:
- o education quality management
 - o education review and regulation
 - o quality improvement
 - o identification and monitoring of emerging important institutional and national education and student matters

- o monitoring of strategic education initiatives and key metrics
- o ensuring Senate has a holistic understanding of key issues impacting our students and their education.

3.3 The Vice-President, Education and Student Experience and the Academic Registrar review education governance on an annual basis, to ensure its continuing effectiveness for managing development, implementation and evaluation of the University's Education and Student Experience Strategic Plans and academic quality and standards.

3.4 The education governance organogram is below:



3.5 School Programmes Committees report to the AQSS on issues related to the quality and standards of programmes in their disciplines.

3.6 Boards of Examiners are responsible for consideration and final determination of module results for all taught programmes of study under their remit, for ensuring that the standards of awards are maintained, that all the assessment requirements that contribute to the gaining of an academic award are fulfilled, and that progression and classification recommendations are in accordance with the Regulations. Faculty Education and Student Experience Subcommittees make recommendations to the Senate for the award of taught and doctoral degrees, diplomas and certificates.

3.7 Boards of Examiners review distributions of awards in their disciplines against those for previous years and the AQSS reviews the overall distribution of awards by degree class on an annual basis.

4. Classification Algorithms

4.1 The regulations for determining the final classification of undergraduate awards are listed in the University's Regulations for the [Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes](#). AQSS considers requests for variation and exemption to these harmonised Regulations where required by PSRBs; where approved, these are set out in specific programme

regulations.

- 4.2 In line with sector practice, the Regulations provide students with an opportunity to re-sit assessments (Referral and/or Repeat) a limited number of times, but cap the marks achieved on subsequent assessments in the calculation of degree classification at the module pass mark. The Regulations do not allow students to re-sit to improve their module marks. A student passing all core modules and achieving at least the University standard average mark for the Part, but who fails to achieve the pass mark on modules which are not core and total at most 15 ECTS, may compensate their performance (i.e. progress to the next Part of the programme or to a final award) provided none the marks for the failed modules are lower than the University qualifying mark.
- 4.3 The University uses one degree classification algorithm, with a zone of consideration to recognise the effects of statistical variations in calculation of the average mark near to grade boundaries. The class awarded as standard is that within which the Final Average Mark (FAM) rounded to the nearest integer falls. Where a FAM is not more than 2 percentage points below a class boundary, an award in the class above that boundary is made if at least 50% of the credit weighted by Part, is derived from module marks above the class boundary. This is in line with the recommended practice set out in the [Principles for Effective Degree Algorithm Design](#).
- 4.4 No significant changes to these Regulations (including the degree classification algorithm) have been made since 2012. The 2022-23 Degree Outcomes Statement referred to an ongoing review of the Regulations for the Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes. This has now been subsumed within the Advancing Assessment Strategic Major Project (see para 5.2).

5. Enhancements in Teaching Practice and Learning Resources

- 5.1 The University's approach to enhancements in teaching and learning is grounded in our Education and Student Experience Strategic Plans, overseen by ESEC. Much attention is focused on areas identified through the National Student Survey, and on career readiness/graduate outcomes. Final degree outcome has not been an area of focus (and nor would it be used at institutional level as a measure of institutional success), but the University would expect improvements in curriculum design, content and education practices, approaches to assessment and employability, and our increased focus on student belonging and wellbeing, to be evidenced in the performance and achievement of our students.
- 5.2 The University has in train a number of institution-wide Strategic Major Projects, which support the delivery of the [University Strategy](#). Aligned to the Education and Student Experience Strategic Plans, the Advancing Assessment Strategic Major Project aims to transform assessment thinking and practice. Its aim is to build on existing effective assessment practices and initiate enhancement activity through professional

development, the creation of guidance and resources and the procurement of appropriate integrated technology solutions across the institution.

- 5.3 As part of this Strategic Major Project, the Assessment Consultancy has been established, as a new team within the University's [Centre for Higher Education Practice](#) (CHEP) providing collaborative support to improve assessment and feedback for students and staff. The team assists with both specific challenges and broader discussions about assessment ideas. Workshops and weekly drop-in hubs are available for academic staff to address questions or challenges related to assessment and feedback.
- 5.4 Alongside the Assessment Consultancy, staff continue to be supported to design appropriate, authentic and relevant assessment through specific continuing professional development activity offered by the CHEP.
- 5.5 The CHEP promotes academic professional learning for academic staff in all areas of academic activity and at every stage of their career and leads practice in specific initiatives which impact on student learning and achievement. In 2024-2025 the Teaching Qualifications Policy was revised, formalising the expectations of staff with teaching and/or assessment responsibilities to be appropriately qualified to a nationally recognised standard as set out in the AdvanceHE Professional Standards Framework for Learning and Teaching in HE (2023). The CHEP supports the delivery of the University's Postgraduate Certificate in Academic Practice, a part-time, work-based programme for newly-appointed academic staff members which aims to develop knowledge and skills in learning and teaching in line with the AdvanceHE Framework as well as a portfolio-based route for reaching an equivalent level of recognition for more experienced staff.

6. Identifying Good Practice and Actions

- 6.1 As part of a wider Student Experience Process Transformation Project, the University worked in partnership with its students to redesign processes for requesting special consideration and extensions to deadlines. This led to amendment of the Regulations and refreshed guidance including clarification of the codes used for classification of special consideration outcomes to promote consistency of application and parity of outcome.
- 6.2 The University is engaging in two significant initiatives aimed at improving the student experience around assessment. The first is the Southampton Transformative Assessment Redesign with Students (STARS) an evidence-informed methodology, which incorporates student co-design enabling the student voice to identify areas of enhancement across programme assessment and feedback practices. The approach involves student questionnaires/focus groups and visualisation of assessment information such as distribution, timing, weighting and type on modules and programmes, culminating in feedback for programme teams to utilise to create actions for enhancement driven by strong student voice. The main themes from the STARS programmes are also analysed to identify institutional wide enhancements, including the Transparency in Learning and Teaching (TILT) adoption. This methodology improves the communication of assessment requirements in providing

a structure for academic colleagues to develop guidance through the assessment briefs and in discussion with students. This ensures students have a clear and transparent understanding of what is required from the assessment and how this connects onwards to other module and industry knowledge and skills development.

7. Risks and Challenges

- 7.1 The University is aware that Generative AI (GenAI) offers great potential in education but also carries associated risks, including risks to academic standards and the integrity of awards. A GenAI working group (a sub-group of the Digital Education Advisory Group) was established in July 2023, and this group has been effective in generating learning and coordinating actions across the institution in relation to GenAI. Through the work of this Group a University position on the permitted use of GenAI in education, co-designed by staff and students, has been agreed and clearly stated, including on an [external webpage](#). Academic Integrity Regulations have been reviewed, updated and in consultation with students, re-titled '[Academic Responsibility and Conduct](#)'. The University continues to give the wide-ranging and rapidly-changing environment around the use and mis-use of AI sustained consideration, to maximise opportunities while maintaining robust and appropriate teaching and assessment approaches that safeguard the integrity of our awards.

Appendix 1: Breakdown of institutional degree profile (Level 6)
Proportion of each years' qualifiers in a degree classification group: by domicile group

Channel Islands and Isle of Man				
2020/21	46.2%	53.8%	0.0%	0.0%
2021/22	suppr	suppr	suppr	suppr
2022/23	suppr	suppr	suppr	suppr
2023/24	suppr	suppr	suppr	suppr
2024/25	suppr	suppr	suppr	suppr
EU	% 1st	% 2:1	% 2:2	% 3rd/Pass
2020/21	33.7%	48.5%	15.8%	1.0%
2021/22	30.3%	52.2%	15.7%	
2022/23	28.5%	44.0%	22.8%	4.7%
2023/24	30.0%	48.0%	18.0%	3.0%
2024/25	28.6%	48.8%	20.2%	2.4%
OS	% 1st	% 2:1	% 2:2	% 3rd/Pass
2020/21	35.6%	37.3%	22.5%	4.6%
2021/22	28.8%	48.3%	19.7%	
2022/23	20.9%	46.9%	30.2%	2.1%
2023/24	18.4%	44.1%	33.2%	4.3%
2024/25	18.3%	50.9%	28.1%	2.7%
UK	% 1st	% 2:1	% 2:2	% 3rd/Pass
2020/21	38.1%	53.4%	7.8%	0.5%
2021/22	35.0%	51.8%	11.6%	
2022/23	29.9%	55.0%	14.2%	0.9%
2023/24	26.2%	58.0%	14.9%	0.9%
2024/25	27.0%	57.6%	14.4%	1.1%

Proportion of each years' qualifiers in a degree classification group: by CAH category

(CAH01) medicine & dentistry	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	50.0%	43.3%	6.7%	0.0%
2021/22	36.4%	45.5%	18.2%	
2022/23	25.0%	62.5%	12.5%	0.0%
2023/24	27.8%	33.3%	38.9%	0.0%
2024/25	63.6%	36.4%	0.0%	0.0%
(CAH02) subjects allied to medicine	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	51.0%	40.4%	8.3%	0.0%
2021/22	36.9%	39.4%	18.6%	
2022/23	39.8%	39.4%	17.6%	3.1%
2023/24	35.5%	46.4%	15.1%	3.0%
2024/25	29.1%	50.0%	18.0%	2.9%
(CAH03) biological & sport sciences	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	49.2%	46.1%	3.4%	1.3%
2021/22	42.3%	48.5%	8.6%	
2022/23	28.8%	57.4%	13.2%	0.6%
2023/24	27.9%	50.3%	21.5%	0.3%
2024/25	26.8%	59.1%	13.5%	0.5%

**Proportion of each years' qualifiers in a degree classification group: by CAH category
(continued)**

(CAH04) psychology	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	37.9%	56.0%	6.1%	0.0%
2021/22	21.9%	72.6%	5.4%	
2022/23	19.7%	74.8%	5.4%	0.0%
2023/24	16.1%	76.4%	7.4%	0.0%
2024/25	16.7%	77.1%	6.2%	0.0%
(CAH07) physical sciences	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	53.3%	35.8%	10.6%	0.2%
2021/22	40.1%	39.6%	17.8%	
2022/23	36.5%	38.9%	21.1%	3.5%
2023/24	34.7%	42.5%	17.2%	5.5%
2024/25	33.1%	37.8%	26.2%	2.8%
(CAH09) mathematical sciences	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	44.9%	43.9%	9.0%	2.3%
2021/22	52.9%	35.7%	9.4%	
2022/23	50.3%	35.3%	14.3%	0.0%
2023/24	44.3%	34.6%	20.6%	0.5%
2024/25	47.0%	33.7%	17.3%	2.0%
(CAH10) engineering & technology	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	48.4%	43.7%	7.0%	0.7%
2021/22	41.0%	40.9%	15.7%	
2022/23	37.9%	44.3%	16.7%	1.2%
2023/24	37.8%	43.1%	17.5%	1.6%
2024/25	35.4%	50.2%	13.5%	0.9%
(CAH11) computing	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	56.1%	35.0%	7.5%	0.0%
2021/22	53.8%	36.9%	7.7%	
2022/23	52.1%	35.1%	11.7%	1.1%
2023/24	54.4%	34.1%	10.5%	0.9%
2024/25	48.9%	39.9%	10.7%	0.5%
(CAH15) social sciences	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	38.0%	54.3%	7.7%	0.0%
2021/22	37.6%	49.1%	12.2%	
2022/23	30.1%	56.7%	12.4%	0.8%
2023/24	20.4%	64.5%	14.4%	0.7%
2024/25	21.7%	65.1%	12.0%	1.1%
(CAH16) law	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	14.3%	67.4%	17.6%	0.6%
2021/22	14.1%	72.1%	13.0%	
2022/23	13.6%	64.7%	21.0%	0.7%
2023/24	7.0%	74.9%	17.6%	0.5%
2024/25	7.7%	74.8%	16.9%	0.6%

**Proportion of each years' qualifiers in a degree classification group: by CAH category
(continued)**

(CAH17) business & management	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	38.5%	44.3%	14.2%	3.0%
2021/22	36.5%	48.6%	14.0%	
2022/23	33.1%	45.4%	20.4%	1.1%
2023/24	29.8%	49.9%	18.6%	1.7%
2024/25	24.7%	53.4%	20.7%	1.2%
(CAH19) language & area studies	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	32.0%	63.6%	4.4%	0.0%
2021/22	43.7%	50.6%	5.7%	
2022/23	26.1%	68.2%	5.1%	0.6%
2023/24	32.3%	61.1%	6.6%	0.0%
2024/25	26.3%	65.7%	8.0%	0.0%
(CAH20) historical, philosophical & religious studies	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	31.3%	62.0%	6.7%	0.0%
2021/22	29.3%	63.5%	6.8%	
2022/23	20.9%	70.0%	9.1%	0.0%
2023/24	17.8%	69.0%	12.8%	0.5%
2024/25	21.1%	67.8%	10.8%	0.4%
(CAH22) education & teaching	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	41.67%	44.44%	13.89%	0.00%
2021/22	30.00%	36.67%	33.33%	
2022/23	25.93%	46.30%	24.07%	3.70%
2023/24	8.11%	64.86%	24.32%	2.70%
2024/25	20.48%	44.58%	34.94%	0.00%
(CAH24) media, journalism & communications	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	25.7%	61.0%	10.5%	2.9%
2021/22	36.0%	55.8%	8.1%	
2022/23	27.7%	63.9%	8.4%	0.0%
2023/24	27.5%	55.0%	16.3%	1.3%
2024/25	32.7%	54.1%	11.2%	2.0%
(CAH25) design, & creative & performing arts	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	33.4%	47.9%	15.9%	2.9%
2021/22	34.1%	49.1%	15.9%	
2022/23	27.9%	49.6%	20.7%	1.8%
2023/24	26.9%	45.9%	21.7%	5.5%
2024/25	22.2%	48.6%	25.5%	3.7%
(CAH26) geography, earth and environmental studies	% 1st	% 2:1	% 2:2	% 3rd/pass
2020/21	41.6%	52.5%	4.0%	0.5%
2021/22	37.2%	59.0%	3.8%	
2022/23	37.1%	52.3%	10.6%	0.0%
2023/24	33.2%	58.5%	7.4%	1.0%
2024/25	29.2%	60.5%	10.2%	0.0%

Proportion of each year's qualifiers in a degree classification group: by demographic characteristics

	2020/21				2021/22			2022/23				2023/24				2024/25			
	Year 1 % 1st	Year 1 % 2.1	Year 1 % 2.2	Year 1 % 3rd/Pass	Year 2 % 1st	Year 2 % 2.1	Year 2 % 2.2	Year 3 % 1st	Year 3 % 2.1	Year 3 % 2.2	Year 3 % 3rd/Pass	Year 4 % 1st	Year 4 % 2.1	Year 4 % 2.2	Year 4 % 3rd/Pass	Year 5 % 1st	Year 5 % 2.1	Year 5 % 2.2	Year 5 % 3rd/Pass
Female	40.8%	50.9%	7.5%	0.7%	35.3%	52.8%	10.8%	28.8%	55.6%	14.9%	0.7%	26.2%	58.4%	14.6%	0.7%	24.4%	59.0%	15.6%	1.0%
Male	32.8%	52.4%	13.2%	1.3%	32.1%	49.2%	15.9%	27.7%	49.5%	20.4%	2.3%	23.6%	51.2%	22.5%	2.6%	25.6%	51.8%	20.5%	2.1%
GAP	-8.0%	1.5%	5.7%	0.6%	-3.1%	-3.6%	5.1%	-1.1%	-6.1%	5.6%	1.6%	-2.6%	-7.2%	7.9%	1.9%	1.2%	-7.2%	5.0%	1.1%

	2020/21				2021/22			2022/23				2023/24				2024/25			
	Year 1 % 1st	Year 1 % 2.1	Year 1 % 2.2	Year 1 % 3rd/Pass	Year 2 % 1st	Year 2 % 2.1	Year 2 % 2.2	Year 3 % 1st	Year 3 % 2.1	Year 3 % 2.2	Year 3 % 3rd/Pass	Year 4 % 1st	Year 4 % 2.1	Year 4 % 2.2	Year 4 % 3rd/Pass	Year 5 % 1st	Year 5 % 2.1	Year 5 % 2.2	Year 5 % 3rd/Pass
Unknown	37.8%	34.0%	19.9%	6.4%	28.4%	48.4%	18.6%	21.9%	46.5%	28.4%	3.1%	21.3%	45.7%	29.2%	3.8%	19.9%	50.3%	27.2%	2.6%
BAME	30.2%	51.9%	16.1%	1.7%	30.4%	49.4%	18.1%	24.9%	57.2%	16.7%	1.2%	17.7%	59.2%	22.0%	1.1%	22.1%	57.3%	19.4%	1.1%
White	40.3%	52.7%	6.7%	0.3%	37.2%	53.0%	9.1%	32.8%	55.4%	11.3%	0.5%	29.0%	57.9%	12.3%	0.8%	28.8%	58.2%	12.1%	1.0%
GAP	10.2%	0.7%	-9.4%	-1.4%	6.8%	3.5%	-9.0%	8.0%	-1.9%	-5.3%	-0.8%	11.3%	-1.3%	-9.7%	-0.3%	6.6%	0.8%	-7.3%	-0.1%

Academic year	2020/21				2021/22			2022/23				2023/24				2024/25						
	Year 1 % 1st	Year 1 % 2.1	Year 1 % 2.2	Year 1 % 3rd/Pass	Year 2 % 1st	Year 2 % 2.1	Year 2 % 2.2	Year 3 % 1st/2:1	Year 3 % 1st	Year 3 % 2.1	Year 3 % 2.2	Year 3 % 3rd/Pass	Year 4 % 1st/2:1	Year 4 % 1st	Year 4 % 2.1	Year 4 % 2.2	Year 4 % 3rd/Pass	Year 5 % 1st/2:1	Year 5 % 1st	Year 5 % 2.1	Year 5 % 2.2	Year 5 % 3rd/Pass
Mature	44.1%	41.7%	13.1%	1.0%	30.7%	42.0%	21.0%	75.0%	28.7%	46.3%	21.8%	3.2%	79.7%	33.5%	46.2%	18.7%	1.6%	69.4%	24.7%	44.7%	28.3%	2.3%
Young	36.9%	52.6%	9.4%	0.9%	34.2%	52.1%	12.2%	82.1%	28.4%	53.7%	16.7%	1.2%	80.4%	24.5%	55.9%	18.1%	1.6%	81.6%	25.0%	56.6%	17.0%	1.4%
GAP	-7.2%	10.8%	-3.7%	-0.1%	3.5%	10.2%	-8.8%	7.1%	-0.3%	7.4%	-5.0%	-2.0%	0.7%	-9.0%	9.7%	-0.6%	-0.1%	12.2%	0.4%	11.8%	-11.3%	-0.9%

Academic year	2020/21				2021/22			2022/23				2023/24				2024/25			
	Year 1 % 1st	Year 1 % 2.1	Year 1 % 2.2	Year 1 % 3rd/Pass	Year 2 % 1st	Year 2 % 2.1	Year 2 % 2.2	Year 3 % 1st	Year 3 % 2.1	Year 3 % 2.2	Year 3 % 3rd/Pass	Year 4 % 1st	Year 4 % 2.1	Year 4 % 2.2	Year 4 % 3rd/Pass	Year 5 % 1st	Year 5 % 2.1	Year 5 % 2.2	Year 5 % 3rd/Pass
Disability reported	34.5%	54.7%	10.0%	0.6%	32.0%	53.2%	14.3%	28.4%	56.8%	14.4%	0.4%	27.2%	57.0%	15.0%	0.9%	23.6%	58.5%	15.9%	2.0%
No disability reported	38.3%	50.8%	9.8%	1.0%	34.3%	50.9%	12.7%	28.4%	52.1%	17.8%	1.6%	24.5%	54.8%	18.9%	1.7%	25.4%	55.0%	18.3%	1.3%
GAP	3.7%	-3.8%	-0.2%	0.4%	2.3%	-2.3%	-1.7%	0.0%	-4.7%	3.4%	1.2%	-2.6%	-2.1%	3.9%	0.8%	1.8%	-3.5%	2.4%	-0.7%

Academic year	2020/21				2021/22			2022/23				2023/24				2024/25			
	Year 1 % 1st	Year 1 % 2.1	Year 1 % 2.2	Year 1 % 3rd/Pass	Year 2 % 1st	Year 2 % 2.1	Year 2 % 2.2	Year 3 % 1st	Year 3 % 2.1	Year 3 % 2.2	Year 3 % 3rd/Pass	Year 4 % 1st	Year 4 % 2.1	Year 4 % 2.2	Year 4 % 3rd/Pass	Year 5 % 1st	Year 5 % 2.1	Year 5 % 2.2	Year 5 % 3rd/Pass
Parental Higher education																			
Yes	40.2%	49.5%	9.4%	0.7%	35.7%	51.1%	11.4%	31.5%	52.0%	15.1%	1.4%	27.2%	56.4%	15.4%	1.0%	28.6%	56.9%	13.6%	0.9%
No	33.9%	56.5%	8.6%	0.9%	31.4%	52.5%	14.2%	25.8%	58.5%	14.2%	1.4%	25.1%	59.6%	14.3%	1.0%	24.1%	59.2%	15.3%	1.4%
Unknown/No response	34.7%	46.5%	15.9%	2.6%	31.5%	49.5%	17.4%	23.5%	48.2%	27.1%	1.2%	20.7%	48.5%	27.6%	3.2%	20.1%	51.4%	25.9%	2.5%
GAP YES:NO	-6.3%	7.0%	-0.8%	0.1%	-4.3%	1.5%	2.9%	-5.6%	6.5%	-0.8%	0.0%	-2.0%	3.3%	-1.1%	-0.1%	-4.5%	2.3%	1.7%	0.5%

Proportion of each year's qualifiers in a degree classification group: by measure of disadvantage

	2020/21				2021/22			2022/23				2023/24				2024/25				
EIMD2019 quintile	Year 1 % 1st	Year 1 % 2.1	Year 1 % 2.2	Year 1 % 3rd/Pass	Year 2 % 1st	Year 2 % 2.1	Year 2 % 2.2	Year 3 % 1st	Year 3 % 2.1	Year 3 % 2.2	Year 3 % 3rd/Pass	Year 4 % 1st	Year 4 % 2.1	Year 4 % 2.2	Year 4 % 3rd/Pass	Year 5 % 1st/2.1	Year 5 % 1st	Year 5 % 2.1	Year 5 % 2.2	Year 5 % 3rd/Pass
1	30.0%	52.1%	17.1%	0.7%	26.2%	49.2%	20.5%	15.8%	59.4%	23.3%	1.5%	17.8%	59.3%	22.2%	0.7%	79.9%	16.9%	63.0%	20.1%	0.0%
2	34.9%	52.9%	11.5%	0.3%	27.2%	52.4%	17.9%	26.8%	55.5%	16.5%	1.2%	21.7%	58.9%	17.9%	1.5%	81.3%	26.6%	54.7%	16.5%	2.2%
3	37.5%	53.7%	7.4%	1.2%	35.8%	51.7%	10.7%	26.8%	57.1%	15.3%	0.8%	22.7%	62.3%	14.4%	0.5%	82.3%	28.4%	53.9%	16.2%	1.4%
4	40.4%	50.4%	8.5%	0.5%	39.2%	49.2%	9.5%	31.5%	52.7%	14.7%	1.1%	27.1%	54.8%	17.3%	0.8%	84.7%	25.7%	59.0%	14.3%	1.0%
5	39.6%	54.6%	5.5%	0.2%	37.0%	52.4%	9.8%	34.7%	54.3%	10.5%	0.5%	30.0%	57.1%	11.8%	1.0%	87.7%	28.7%	59.0%	11.4%	0.9%
None	33.3%	66.7%	0.0%	0.0%	22.2%	65.1%	11.1%	22.1%	57.1%	18.2%	2.6%	25.5%	61.8%	12.7%	0.0%	77.3%	28.0%	49.3%	22.7%	0.0%
GAP Q5:Q1	9.6%	2.5%	-11.7%	-0.5%	10.8%	3.2%	-10.7%	18.9%	-5.1%	-12.8%	-1.0%	12.2%	-2.1%	-10.4%	0.3%	7.8%	11.8%	-3.9%	-8.7%	0.9%

Academic year	2020/21				2021/22			2022/23				2023/24				2024/25			
POLAR4 quintile (groups)	Year 1 % 1st	Year 1 % 2.1	Year 1 % 2.2	Year 1 % 3rd/Pass	Year 2 % 1st	Year 2 % 2.1	Year 2 % 2.2	Year 3 % 1st	Year 3 % 2.1	Year 3 % 2.2	Year 3 % 3rd/Pass	Year 4 % 1st	Year 4 % 2.1	Year 4 % 2.2	Year 4 % 3rd/Pass	Year 5 % 1st	Year 5 % 2.1	Year 5 % 2.2	Year 5 % 3rd/Pass
Low Participation Neighbourhood	37.7%	50.7%	10.7%	0.9%	36.5%	44.4%	14.0%	26.2%	53.5%	18.2%	2.1%	27.1%	57.6%	14.7%	0.6%	21.9%	58.2%	19.4%	0.5%
Other Neighbourhoods	38.2%	53.7%	7.5%	0.5%	34.8%	52.6%	11.3%	30.3%	55.1%	13.8%	0.8%	26.2%	58.0%	14.9%	0.9%	27.4%	57.6%	13.8%	1.1%
Unknown/Not Applicable	suppr	suppr	suppr	suppr	suppr	suppr	suppr	suppr	suppr	suppr	suppr	25.0%	58.3%	8.3%	8.3%	suppr	suppr	suppr	suppr
GAP OTHER:LPN	0.5%	3.0%	-3.2%	-0.5%	-1.7%	8.2%	-2.8%	4.1%	1.6%	-4.4%	-1.3%	-0.9%	0.4%	0.2%	0.3%	5.5%	-0.6%	-5.6%	0.6%

Proportion of each year's qualifiers in a degree classification group: by entry qualification

	2020/21				2021/22			2022/23				2023/24				2024/25			
Highest qualification on entry (High Level)	Year 1 % 1st	Year 1 % 2.1	Year 1 % 2.2	Year 1 % 3rd/Pass	Year 2 % 1st	Year 2 % 2.1	Year 2 % 2.2	Year 3 % 1st	Year 3 % 2.1	Year 3 % 2.2	Year 3 % 3rd/Pass	Year 4 % 1st	Year 4 % 2.1	Year 4 % 2.2	Year 4 % 3rd/Pass	Year 5 % 1st	Year 5 % 2.1	Year 5 % 2.2	Year 5 % 3rd/Pass
Level 3 Qualification	37.7%	52.5%	8.9%	0.7%	34.1%	51.8%	12.6%	29.0%	54.0%	15.8%	1.2%	25.3%	56.8%	16.8%	1.1%	25.8%	57.2%	15.6%	1.4%
Other Qualifications or not known	36.9%	40.6%	18.9%	3.2%	32.1%	47.0%	15.7%	24.0%	46.3%	26.8%	2.9%	22.7%	42.7%	29.4%	5.2%	20.0%	46.9%	30.8%	2.2%
GAP	-0.7%	-11.9%	9.9%	2.5%	-2.0%	-4.8%	3.0%	-5.1%	-7.7%	11.0%	1.7%	-2.7%	-14.0%	12.7%	4.1%	-5.7%	-10.3%	15.2%	0.8%