

# UNIVERSITY OF OXFORD DEGREE OUTCOMES STATEMENT 2024

## 1. Institutional degree classification profile

The University publishes information annually on the outcomes of all undergraduate degrees in the University [Gazette](#). The published information includes those who are granted a Level 6 FHEQ award, as well as those on integrated Masters programmes who are granted a Level 7 FHEQ, classified using a standard undergraduate system. It reports separately those on an integrated Masters who gain a Level 7 FHEQ award graded using the standard taught postgraduate classification system. This information is presented by academic division, course, sex, ethnicity, and disability.

In addition, the University annually reviews undergraduate and integrated Masters outcomes, with specific reference to Access and Participation Plan and Strategic Plan targets around ethnicity, disability and sex awarding gaps.

The table below provides information on the degree outcomes for all students at Bachelors level (Level 6 programmes). It does not include information on the degree outcomes for students on integrated Masters programmes who exit with a Level 7 award.

	2019	2020	2021	2022	2023	2024	6-year Average
First Class	34%	45%	38%	35%	33%	32%	36%
Upper Second Class	62%	51%	59%	60%	61%	62%	59%
Lower Second Class	3%	2%	3%	5%	5%	5%	4%
Third & Other Pass	1%	2%	1%	1%	1%	1%	1%

Information on degree outcome trends for all students at Bachelors level 2019 to 2024 by division, sex, ethnicity and disability is provided separately.<sup>1</sup>

## 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<sup>2</sup> in accordance with sector standards. Where relevant, departments work with [Professional, Statutory and Regulatory Bodies \(PSRBs\)](#) to ensure external regulatory requirements are reflected within assessment criteria and that courses are accredited.

<sup>1</sup> [degreeoutcomesstatementstatisticalinfopdf](#)

<sup>2</sup> 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](#)

### **3. Academic governance**

As set out in the University's [quality assurance governance framework](#)<sup>3</sup>, 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.

### **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, usually the following academic year.

The University periodically reviews its approach to degree classification algorithms.

### **5. Teaching practices and learning resources**

The Centre for Teaching and Learning provides a hub for learning and teaching enhancement activity across Oxford. It promotes flexible and inclusive educational approaches and initiates, supports and evaluates educational enhancement initiatives that address inequalities in academic participation and performance.

Recent projects have led to the development of two inclusive teaching toolkits: one supporting staff in collaborating with students on teaching and learning activities and the other guiding staff in effectively integrating digital tools to enhance their teaching practice.

The Centre also supports staff in gaining recognition for their teaching and learning support roles through role-specific teaching programmes. This includes the new Oxford Teaching, Learning, and Educational Leadership Recognition Scheme, enabling staff who teach and support learning to achieve the Higher Education Academy fellowships.

Additionally, the Centre is leading the Academic Skills Development Project, equipping educators with resources to support students in building core academic skills essential for success at Oxford. It also collaborates with departments and course teams to redesign summative assessments, fostering a more diverse and inclusive approach that better meets the needs of students and academics. The Centre also supports different educational

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<sup>3</sup> <https://academic.web.ox.ac.uk/quality-assurance-governance>

communities that enable staff to share practices related to inclusive teaching, academic skills and digital education.

## **6. Identifying good practice and actions**

As part of the review of our admissions, teaching, assessment processes, and student outcomes in preparation of our [Access and Participation Plan 2025-26 to 2028-29](#), the University identify a number of areas of risk to equality of opportunity and has proposed a range of interventions to support students over their journey at Oxford. These include:

- Improved transition to higher education study, and a broad academic skills offer – to prepare all students from the outset. The evaluation mechanisms will enable the University to share best practice across the whole collegiate University.
- A strategy to anticipate students' varied learning needs and proactively make suitable adjustments in advance to give each student the best possible outcome for them.

## **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.

It should be noted that, 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 2020 and 2021, which show an increase in the proportion of First awards granted during that time.