

## University of Birmingham Degree Outcomes Statement 2025

The University of Birmingham was established by Royal Charter and granted degree awarding powers in 1900. The University has enjoyed a high level of autonomy for over a century allowing us to challenge and develop great minds, push forward the boundaries of knowledge, and make an impact on regional and global communities. The University is characterised by a tradition of innovative academic research and is recognised globally as an institution of outstanding education. Our degrees carry global currency, as reflected in one of the largest international student communities in the UK with students coming from more than 150 countries.

### Section 1: Institutional degree classification profile

Each year, we monitor and critically review our degree outcomes data as part of our ongoing quality assurance work. At the same time, we make continuous enhancements to all aspects of our teaching and learning support to ensure students can achieve their potential. We are proud of our students' degree outcomes, and we attribute these to each student's individual efforts supported by the University's collective and continuous endeavours to enhance their academic experience.

This statement replaces the University's previous Degree Outcome Statement that was published in April 2024 and provides the undergraduate classification profile relating to the years 2019/20-2023/24.

Table 1 shows the proportion of Good Honours (1<sup>st</sup> and 2:1) and First-Class degree awards for the past five years. Under the University's 'no detriment' policies, 2019/20 and 2020/21 saw an increase in the proportion of Good Honours and First-Class awards. It is important to note that under both 'no detriment' policies in 2019/20 and 2020/21, to ensure that academic standards were maintained, all students were required to demonstrate sufficient evidence of achievement at the degree classification level they were finally awarded, including meeting emergency minimum credit requirements, satisfying any professional body requirements, and meeting the learning outcomes for their programme.

An 'Assessment Framework' for 2021/22 was developed to continue some of the changes made during the previous year where they had benefited student learning, which saw a reduction in both the proportion of Good Honours and First-Class awards, with the proportion of Good Honours returning to pre-pandemic levels, although First-Class awards remained slightly higher. In 2022/23, there was a further reduction in the proportion of Good Honours and First-Class awards.

2023/24 saw a slight reduction in the proportion of Good Honours awarded (by 1.1%pts to 81.4%). The proportion of first First-Class awards also decreased by 4.5%pts to 26.7%pts; however, the proportion of Upper and Lower Second-class awards increased, with slight decreases in the proportion of Third Class and Pass Awards. While normal regulations applied for the majority of students, minor pandemic related mitigations were carried forward for a small number of students (those on four-year undergraduate programmes who had taken a year abroad or had a leave of absence) to take into account any previous disruption, ensuring consistency in the regulations applied and, where appropriate, to ensure that students were not disadvantaged in any way.

*Table 1: % Good Honours attainment over 5-year period (UK, EU, and Non-EU students), with sector comparison (HESA data sector averages in brackets).*

Year	Good Honours	1st	2:1	2:2	3rd
2019/20	92.3	38.5 (35)	53.8 (47)	7.3 (15)	0.4 (3)
2020/21	92.3	45.6 (36)	46.6 (46)	6.8 (14)	0.6 (3)
2021/22	86.7	36.3 (32)	50.4 (47)	11.8 (17)	1.3 (4)
2022/23	82.5	31.2 (30)	51.3 (48)	14.8 (20)	2.0 (3)
2023/24	81.4	26.7	54.7	16.1	1.9

There is variation in Good Honours awards across subject areas and between different student groups, and this is subject to ongoing critical review by senior University Committees (see Section

3) and targeted actions. The University's latest [Access and Participation Plan \(APP\)](#) (approved by the OfS in 2024) covers 2025/26 to 2028/29 and contains data on our awarding gaps compared with students' more advantaged peers (for undergraduate home students only). More detailed awarding gap data can also be found on the [Office for Students Access and Participation Dashboard](#). Our APP reiterates our ambitions regarding access, progress, and success for all students with the potential to succeed at the University of Birmingham. The APP is underpinned by our Birmingham Scholar Framework. This is a lifecycle framework that provides targeted, personalised interventions to support specific groups (including those targeted within the APP) of applicants, students and recent graduates who are likely to face additional challenges throughout their student journey.

Using the most recently published [HESA data \(2022/23\)](#) for comparison against performance in the sector, the University's awards of first class degrees was above the sector from 2019/20-2021/22 but was broadly in line for 2022/23. The proportion of upper second-class honours degrees awarded is above the sector average (with the exception of 2020/21) while the proportion of lower second-class degrees awarded is below the sector average.

## Section 2: Assessment and marking guidance

The University of Birmingham has clear and robust processes and policies in place to safeguard academic standards; there are a range of internal and external mechanisms for ensuring that assessments are effective, valid, and reliable, and that awards are credible. Students' marks, progression and awards are confirmed by Boards of Examiners, who have formal authority to do so on behalf of Senate. External Examiners are members of all Boards of Examiners.

A range of assessment-related legislation and guidance is available to support academic units with developing assessment, marking and moderation practices and the operation of Boards of Examiners. This includes the Code of Practice on Taught Programmes and Module Assessment and Feedback, Assessment Load Guidance, Guidance on Moderation, the Code of Practice on External Examining (Taught Provision), as well as professional development for staff who teach and support student learning. The 'Birmingham Standards for Assessment and Feedback' have been introduced, outlining key principles for assessment and feedback strategy and design. Marking criteria are determined at School/Programme level, using sector-wide Degree Classification Descriptors as a reference point, to ensure that the most appropriate criteria are in place for specific programmes in order to demonstrate that the intended learning outcomes are attained.

The external examiner system provides further assurance and, where relevant, informs the ongoing development of our modules, programmes, and assessments. External examiners review our approach to assessments (i.e., the suitability and standard of examination questions), including marking criteria, and review samples of assessed student work to ensure the marks awarded meet sector standards. External examiner reports are scrutinised by senior academic staff and any themes and issues that arise are considered by relevant committees, including Quality, Enhancement and Standards Committee and Senate, as well as the University's External Advisors on Academic Standards (see below). Issues arising are addressed as part of the School Annual Review Plans, which are considered by both College Quality Assurance and Approval Committees and Quality, Enhancement and Standards Committee. Actions are SMART to ensure they can be achieved and changes to practice made, where necessary, and evaluated.

As recommended by the QAA UK Quality Code external expertise is a key element of the strategic approach to managing quality and standards and the following are in place at the University of Birmingham:

- External experts are engaged to provide impartial and independent scrutiny on programme development and approval; in addition, we have an extensive periodic comprehensive review process for all academic units (Global and Periodic Strategic Review);
- External reference points such as QAA subject benchmark statements, Office for Students Sector Recognised Standards, and Professional, Statutory and Regulatory Bodies (PSRB)

requirements or guidelines are considered as part of the Programme Development and Approval process.

In addition to the above, the University of Birmingham has appointed two External Advisors on Academic Standards (one for undergraduate and one for postgraduate taught provision). The External Advisors contribute to the University's regular review and analysis of student outcomes data, and associated policy and practice, providing an external perspective informed by significant senior experience of academic quality and standards within the HE sector. The External Advisor for Academic Standards for undergraduate provision reviews the Degree Outcomes Statement annually as part of their main duties.

### Section 3: Academic Governance

In accordance with the University Charter, Statutes and Ordinances, matters relating to education, academic quality and standards remain the responsibility of Senate. In common with other leading universities, Senate is supported in this task by a series of sub-committees that scrutinise new programme development activity, quality assurance processes and outcomes, collaborative provision, academic policy and legislation, academic standards, and degree classifications and outcomes, including reports from external examiners (see section 2). This process is overseen by the University Education Committee (UEC), which reports regularly to Senate on the business of each meeting, and a report on each Senate meeting is submitted to Council.

Council, as the University's governing body, has oversight of the degree classifications awarded and trends via an annual report from Senate. University Executive Board (UEB) considers and takes decisions on University strategy, operations and management relating to education and teaching. Academic members of UEB are also members of Senate and, where relevant, its sub-committees, providing an effective link between strategic and academic governance. UEB and Senate regularly consider reports on degree outcomes and student success. Each College has a College Board chaired by the Head of College/Pro-Vice-Chancellor, who is also a member of UEB. College Boards consider a variety of matters in the operation of the College, including those related to education, and they feed into UEB, Senate and its sub-committees. Access, participation, student outcomes, and outreach activity is overseen by Council, Senate, and its sub-committees, and by UEB.

### Section 4: Classification algorithms

The degree algorithm that is used at the University of Birmingham is described, in detail, in [Regulation 7](#) (section 7.3). There is only one algorithm in use across the University to ensure consistency and fairness, with variations in calculations depending on whether the degree is a 3-year bachelor's programme, a year abroad programme, or an undergraduate master's programme. A bachelors programme will be used as an example; for details of the variations for 4 year programmes please see [Regulation 7](#) (section 7.3) and the [Code of Practice on Taught Programme and Module Assessment and Feedback](#) (section 7.2). It should be noted that implementation of the Emergency Framework for Assessment and Progression (2019/20) and the Policy for Fair Assessment and Fair Outcomes (2020/21 in response to the Covid-19 pandemic) required changes to the classification and progression algorithms for 2019/20 and 2020/21. For 2021/22 onwards most progression rules returned closer to normal (such as first year marks which, under normal circumstances, do not count towards the overall weighted mean degree mark, may have been considered as part of the overall picture of a student's potential where they added positive information).

A classified bachelor's degree with honours (360 credit programme) is normally awarded to students who pass at least 320 credits, to include:

*Table 2: Credit requirements for a classified bachelor's degree*

Level/Stage/Year	Credits
Level C (Certificate) / Year 1	At least 100 credits

Level I (Intermediate) / Year 2	At least 200 credits (with at least 100 credits at level H)
Level H (Honours) / Year 3	

A student is required to pass 100 credits in each year to progress to the next year. For any modules that are failed (the pass mark is 40%), students in year 1 or 2 are provided with one opportunity to retake the assessment or repeat the module. Prior to the 2021/22 cohort, students in year 3 could not retake an assessment or repeat a module unless they had extenuating circumstances (for example, if they were unwell). From the 2021/22 cohort onwards, students are permitted an opportunity to retrieve failure in the final year (including for students in the third year of a four-year undergraduate master's degree). Where a module has been passed on resit, a mark of 40% will be used in calculation of the overall average mark.

Year 3 modules contribute more towards final degree classification than the modules in year 2 (25% in year 2 and 75% in year 3 for most programmes of study). Although specific degree algorithms vary across the sector, there is often an emphasis on achievement in the final year(s) of study because this recognises that a student's performance may improve over time. The zero weighting in year 1 allows for students to make the transition into university, although it is a requirement to pass at least 100 credits in order to progress to the year 2.

A student's overall average mark, calculated using an arithmetic mean of all individual module marks and weighted to take account of the module credit weighting and the stage of study, will determine their degree classification, based on the criteria below:

*Table 3: The ranges of weighted mean marks used in determining degree classifications*

Classification	Average Mark
1 <sup>st</sup>	70% or above
2:1	60-69%
2:2	50-59%
3 <sup>rd</sup>	40-49%

The standard process for the consideration of 'borderline' cases is described in the [Code of Practice on Taught Programme and Module Assessment and Feedback](#) (section 7.7).

The average mark (described above) is always the first method used to calculate degree classifications. In the event that a student's average mark falls in one of the pre-determined borderline areas then they can be considered for a higher award. The boundaries for consideration are<sup>1</sup>:

*Table 4: Boundaries for consideration for 'borderline' cases*

Classification	Boundaries
for consideration for a 1st	≥ 68.0 - < 69.5%
for consideration for a 2:1	≥ 58.0 - < 59.5%
for consideration for a 2:2	≥ 48.0 - < 49.5%
for consideration for a 3rd	≥ 38.0 - < 39.5%

Since the Covid pandemic, a simplified profiling system has been in place using the same zone of discretion as the standard process; however, for graduating cohorts on a three-year degree, in order

<sup>1</sup> For 2020-21 only the zone of discretion for degree classification boundary was extended as part of the Policy on Fair Assessment and Fair Outcomes designed to ensure the 2020-21 graduating cohort was not disadvantaged by the Covid-19 pandemic.

to profile up to a First-Class degree, at least 60 credits (50% of the module marks) in the final year must normally be in the first-class category, and the remainder, of at least 40 credits must be in the 2:1 category. For graduating cohorts on a four-year degree, in order to profile up to a First-Class degree, at least 50% of the module marks at Stage 3 (i.e. year 3 and 4) must normally be in the first-class category and the majority of the remainder of the module marks at Stage 3 must be in the 2:1 category. In 2022/23-2023/24, either the standard or simplified approach was applied depending on which was more favourable for the student. The process for future years is under review.

### Section 5: Teaching practices and learning resources

Enhancements made to practice have included:

- For the 2023/24 academic year onwards, a revised academic year calendar, to support students with more developmental and longitudinal study over the academic year;
- An individual feedback tutorial in Week 5 of the Spring term, with direct referral to the Academic Skills Centre for students achieving 2:2 grades or below;
- For the 2024/25 academic year, the introduction of Personalised Learning Profiles (PLPs) – an online tool designed to strengthen personal tutoring and enhance the overall student experience. The initial launch phase has enabled first year undergraduate and foundation students, along with associated academic members of staff, to monitor their progress and identify areas for improvement.

Other areas of support initiated over recent years include:

- At School level, data on the degree classifications awarded are reviewed alongside external examiners' comments, with monitoring and accountability resting with Heads of School. Actions taken by individual Schools include; increased scrutiny of marks before Boards of Examiners consideration; introduction of shorter marking scales; introduction of more detailed grade descriptors; restructuring of exam papers; and work with external examiners to identify and develop actions;
- A strengthened Personal Academic Tutoring System, providing an e-portfolio for all students containing reflective tutorial preparation and information on all student support services (academic and wellbeing) and an online student support and development 'hub,' linking all our student support services to the academic tutorial system.
- Extensive provision of educational support by our Academic Skills Centre and our Student Wellbeing teams, and an extensive programme of workshops focussing on topics such as digital skills, introduction to library resources, transition support (2<sup>nd</sup> to 3<sup>rd</sup> year), preparing for exams and revision, time management, academic writing, and critical analysis;
- Capital investment in learning and teaching spaces;
- Support for staff with inclusive and accessible education through the 'Inclusive Educator' course, co-created by our students with our EDI team, enhancing EDI literacy among both students and staff and stimulating inclusive practices in learning and teaching.
- Guidance for students on using GAI ethically within their studies and an online Canvas course/ led by the Academic Skills Centre, to help students understand GAI within their context of their studies.

### Section 6: Identifying good practice and actions

Recent institution-level actions, and identified good practice, relating to degree classifications include:

- Continued use of Grade Point Average (GPA) certificates, to make more granular outcomes available, help address some employer concerns regarding the current classification system, and make the degree outcomes of our students clearer in an international context;

- As noted in section 3, UEB and Senate monitors and reviews student performance data on an ongoing basis and evaluates the impact of local and central initiatives on degree outcomes;
- The introduction of a Framework for the Birmingham Standard in Assessment and Feedback outlining the key principles regarding assessment and feedback design and strategy as part of an overarching Teaching and Learning Handbook;
- The publication of a Guiding Framework for the Introduction of Generative Artificial Intelligence (GAI) within Teaching, Learning and Assessment, also included as part of the Teaching and Learning Handbook, as well as student guidance on using Generative AI tools ethically for study;
- A training programme to help staff develop familiarity with GAI tools and use these successfully within teaching and learning with an emphasis upon ensuring AI resilient assessment practices;
- The development of a new Education Dashboard to support Schools with easily identifying trends in student outcomes and awarding gaps, with an increased focus on monitoring progress towards Access, Participation, and Inclusion-related actions within the Annual Review process;
- As noted in section 2, the External Advisor for Academic Standards for undergraduate provision reviews the Degree Outcomes Statement annually as part of their main duties. The External Advisor for Academic Standards will, as part of their review, recommend any significant amendments as appropriate to the Degree Outcomes Statement for consideration by UEB and Council;
- As recommended by the UK Standing Committee for Quality Assessment, the common descriptions of degree outcome classifications, developed by the QAA, and tailored to the University of Birmingham, are being referenced in the University's guidance materials for marking and moderation processes, Board of Examiners meetings, and external examiners. These descriptors have been modified to make them more specific to the University and to include aspects that cover GAI and the University of Birmingham Graduate Attributes;
- The introduction of a resit opportunity for final year students for the 2021/22 cohort onwards supported student wellbeing and reduced pressure on students and brought the University in line with most of the sector, without increased Good Honours rates;
- Further analysis of modelling data will be undertaken to review the impact of possible simplification to the University's profiling system while retaining consideration of Stage 2 marks and the final-year project/dissertation mark, including impact on the University's degree outcomes and the proportion of good honours awarded, as well as the impact upon awarding gaps for different groups of students.