

Degree Outcomes Statement 2022

Contents

Degree Outcomes Statement 2022.....	1
Degree Classification Profile.....	1
Covid – 19	2
Assessment and Marking Practices.....	2
Method of Calculating Degree Classifications.....	4
Academic Governance	5
Learning and Teaching Practices	6
Conclusions and Recommendations	7
Addendum to Degree Outcomes Statement 2022	8
Appendix A.....	10

Degree Outcomes Statement 2022

The University of Kent is committed to maintaining robust academic standards and ensuring that student attainment is assessed fairly and consistently in line with relevant sector external reference points, so that our awards hold their value at the point of qualification and over time.

Against the backdrop of rapidly changing public health advice over the summer of 2020 and into the 2020/21 academic session, the University’s approach to learning, teaching and assessment during the course of the pandemic has necessarily been one of strict compliance with public health advice in order to protect the health and safety of students, staff and the public. At the same time, Kent was aware of its obligation to adhere to revised regulatory guidance (OfS, QAA, CMA and PSRB) to ensure that all its students receive an educational experience equivalent to that of the pre-Covid era in which the quality and academic standards of the provision are maintained.

Degree Classification Profile

Undergraduate degree outcomes have largely remained stable at the University of Kent since 2015/16. An increase in the percentage of First class degrees awarded becoming evident in 2019/20 and subsequently in 2020/21. In 2019/20 the University of Kent introduced several ‘no detriment’ measures intended to offset the disruption to student learning experience caused by the Covid-19 pandemic, in particular the implementation of the alternative Safety Net calculation,

Degree Outcomes Statement 2022

This may indicate the source of the increase, and further analysis has been undertaken to see if this particular measure had an effect, but the evidence concluded that this was not the case. Further analysis on other measures still to be undertaken in 2020/21.

The detail of the ‘no detriment’ measures is set out at relevant points in this document.

This increase has occurred at the same time as great reductions have been achieved in many of the targets set by the OfS for reducing the BAME awarding gap. It is important that if we reduce the higher provision of 1st and 2(1)'s, we do so while not losing this beneficial equality work.

Table 1 presents the distribution of degree classifications across the six-year period, showing evidence of some grade inflation, with the percentage of 1st / 2(1) awards increasing to 87% from 79-80% in the previous years (up until 2019/20), and the percentage of 1st class awards increasing to 36% from 26-27% in earlier years (up until 2019/20).

In 2020/21, Kent had a slightly higher rate of awarding 1st/2(1) degrees than the national sector average (87% vs 83%).

Table 1: All awards	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		% trend
	#awards	% of awards											
First Class Honours	1085	26%	1115	26%	1210	27%	1210	27%	1445	31%	1925	36%	
Upper Second Class Honours	2205	53%	2240	53%	2360	53%	2250	51%	2465	53%	2695	51%	
Lower Second Class Honours	695	17%	765	18%	780	17%	795	18%	615	13%	620	12%	
Third Class Honours	140	3%	130	3%	130	3%	145	3%	80	2%	60	1%	
Total awards	4125		4250		4480		4395		4610		5295		
% First / 2(1)	3290	80%	3355	79%	3570	80%	3455	79%	3910	85%	4620	87%	
National average (all HE institutions)		73%		75%		76%		77%		82%		83%	

Degree outcomes at the University of Kent and our partner institutions over the last six years are summarised in Appendix A.

Covid - 19

In 2020/21, the University transitioned to asynchronous teaching with lectures continued to be delivered online and a limited number of learning activities, such as ones requiring special equipment or teaching space, were delivered face-to-face. The University has also expanded its provision on remote study for students who were significantly impacted by the pandemic and could not return to campus.

Kent’s ‘No-detriment’ policy, which was authorised by Senate and became effective as of 14/03/2020, continued to apply in 2020/21. However, a few changes were introduced in terms of intervention to mitigate the impact of the on-going pandemic to ensure quality and standards of Kent degrees.

Assessment and Marking Practices

The University’s academic provision aligns with the [UK Quality Code for Higher Education](#), with processes in place to ensure that assessment and marking practices operate in accordance with the expectations, core practices and other reference points (e.g. [Subject Benchmark Statements](#) and [Degree Classification](#)

Degree Outcomes Statement 2022

[Descriptors](#)) set out in the Code (See: Credit Framework [Annex 6: Marking](#)). In addition, where relevant to the provision we take into account the requirements of Professional, Statutory and Regulatory Bodies (PSRBs) and Apprenticeship Standards.

In 2012/13 Kent adopted a University-wide [categorical marking scale](#) for use with respect to single pieces of work that require a qualitative judgement to be made, such as essays, dissertations, reports, individual examination questions, with a view to providing benchmarked grading points within each class band and thereby encouraging markers to make definitive judgements on the standards achieved. Marking consistency is ensured through standardised moderation or double marking processes, which are managed by the [Chief Examiner](#) in each Division. Assessments are designed to demonstrate that the intended learning outcomes are attained at the appropriate level for the module. Methods of assessment are published in a module specification and held on central university websites. Overall assessment strategies for courses are set out in the approved course specifications.

Assessment and marking practices are reviewed by the [Board of Examiners](#) for each course in consultation with one or more external examiners, who provide informed and impartial assurance of the academic standards achieved, both in comparison to the [FHEQ](#) and those at other universities in the UK. [External examiners](#) are required to comment explicitly on the soundness of assessment and marking practices and on the standards achieved by students in their annual reports. These reports are reviewed by the relevant Divisional Committees, and by the University's Education and Student Experience Board, which ensures that good practice is highlighted and any areas for improvement are addressed.

To ensure all students can demonstrate their true level of academic performance, Kent operates a policy to [mitigate extenuating circumstances](#) that may have negatively affected the student's achievement on particular assessments. In addition, students may [appeal](#) against the recommendations of the Board of Examiners on the grounds of administrative, clerical or procedural error, or with regard to extenuating circumstances there were not made known previously or evidence of prejudice or bias.

All collaborative courses leading to awards of the University are subject to the University's standard [academic regulations](#), [Codes of Practice for Quality Assurance](#) and [Credit Framework](#) conventions, including those for marking and assessment. Boards of Examiners for courses offered by partner providers operate with a Kent academic member of staff as Chair and with one or more University appointed external examiner as a member of the Board. In the way, the University ensures comparability of standards for all courses leading to its awards, regardless of the point of delivery.

Covid-19 notes: All students were assumed to have a case for mitigation due to the impact of Covid-19 on their studies and supporting evidence was not required in such cases. In addition, the University remained sensitive to the fact that some evidence might have been more difficult to obtain even for non-Covid-19

Degree Outcomes Statement 2022

circumstances and so flexibility was retained in regard to providing evidence to support any mitigation claims.

In addition, the 'no detriment' principles allowed for failure or other underperformance in assessment to be recoverable through the provision of non-penalised reattempts at the assessments. The Boards of Examiners, when considering a failed element of assessment in a module for which the student had recorded a pass overall, were authorised to either disregard the failed assessment or offer the student the opportunity to retake the assessment at the next available opportunity. Where there was no material difference resulting in variation of the classification outcome for the stage or final award, neither measures could have been applied.

The University continued to deliver online examinations for the academic year 2020/21 to ensure that students were not disadvantaged in the completion of their examinations. The University's normal practice, policies and regulations in the conduct of examinations have, of course, continued to apply, although in these exceptional circumstances the University's approach was flexible and responsive to the ongoing and changing conditions. The improved accessibility and change in assessment formats (e.g. open book), increased student engagement and supported better outcomes, including those with protected characteristics (e.g. BME and disabled).

Given the continued Tier 4 level lockdown in Kent from November 2021 – April 2022, the University also authorised Divisions to allow a flexible submission period equating to a week's extension for coursework throughout the Spring Term.

Method of Calculating Degree Classifications

The University uses [two methods of classification](#) for its taught degree courses—the 'average' method and the 'preponderance' method—with students awarded the better result achieved under either methodology. Classification under the 'average' method is based on the calculation of a final weighted course average mark, which is used to place student performance in the relevant honours degree classification band. The 'preponderance' method of classification requires the achievement of a final weighted course average mark that falls within 3% of the boundary for a higher class band and for at least 50% of the contributing credits to be achieved in that higher band.

While the 'average' method favours those courses which allow for high numerical achievement in comparatively few modules, the 'preponderance' method rewards more consistent achievement at a higher level across the contributing stages.

Condonement and compensation may be applied to relevant modules up to a maximum cumulative total of 25% of the credit required for the stage, an allowance which reflects the norms of national credit systems.

Degree Outcomes Statement 2022

Students are normally allowed a maximum of two reassessment opportunities where a module has been failed and compensation or condonement are not applied. Component(s) that are reassessed are not capped at the pass mark but the overall module mark is capped.

The University does not operate any zone of consideration for raising a 'borderline' performance to a higher classification band on a discretionary basis. Classification is based on the marks achieved.

Details of these methods are published on the University websites and are available to students. Student's progression/award results are communicated via Kent's Student Data System.

Covid-19 note: in 2019/20, Kent's 'no detriment' policy allowed for the calculation of an alternative average for the Stage based on the marks achieved for assessments completed up to and including 14/03/2020 ('Safety Net Calculation'). Any Safety Net Calculation undertaken in 2019/20 for non-final stage students was considered at the point of classification in 2020/21, where it was relevant to the student and course. This means that where 2019/20 Safety Net Calculation average mark was higher than the actual average mark achieved for the stage, the Safety Net Calculation average was used instead when calculating the final overall average mark for degree classifications. In 2020/21, with national lockdowns taking place in November and January 2021, there were not enough marks already obtained with which to benchmark performance and the Safety Net Calculation was not used for 2020/21.

2019/20 analysis showed that the overall classification uplift resulting from use of the Safety Net Calculation in isolation of the other 'no detriment' measures was lower than 1%. Given a small proportion of impacted students, Kent has decided not to perform a similar analysis for 2020/21 as it is confident that the Safety Net Calculation alone is not a cause for the degree inflation, based on the analysis already undertaken (see above).

Academic Governance

The University's academic governance arrangements operate to ensure that qualifications awarded to students hold their value at the point of qualification and over time, in line with sector recognised standards.

The University's Education and Student Experience Board (ESEB), which includes Divisional representation, analyses five yearly trends in the proportions of 'good degrees' awarded by Divisions, partner providers and campus of delivery at its first meeting in the academic year.

Similarly, the recommendations to the University made by external examiners in their annual reports are considered in detail by ESEB and are again summarised for the benefit of Senate and Council. The awards made by partner providers are subject to these same procedures for quality assurance. In this way the University's governance arrangements function to ensure that the level of student attainment is reviewed appropriately year-on-year and that academic standards are maintained over time.

Degree Outcomes Statement 2022

Learning and Teaching Practices

The University has continued to make a range of enhancements to teaching practices and the student learning environment in 2020-21, many specifically in response to the pandemic.

- The University transitioned to a blend of synchronous and asynchronous teaching. Lectures continued to be delivered online and a limited number of activities, such as ones requiring specialist equipment or practical space, were delivered face-to-face to ensure PSRB requirements were met and students could achieve learning outcomes.
- The University has also expanded its provision of remote study for students, who were significantly impacted by the pandemic and could not return to campus.
- Enhanced our registration, transition and Welcome Week (2020) by offering online activities, as well as on campus sessions for academic and student services
- Optimised the use of our teaching and social spaces in line with Government guidance, plus enhanced our Digital Library provision to support remote access to staff and students. All the main University study hubs remained open with reduced capacity to support the wider learning experience on campus, and spaces not being used for timetabled teaching sessions were made available as additional study spaces for students. Student Services continued to work closely with IT services to enable staff and student access to hardship funds and/or equipment required for remote access to work and study.
- Kept the library open, including late night and 24/7 for exams, with remote access to IT labs with specialist software. Increased study hubs across campus and provided enhanced our digital library provision.
- Continued to enhance our digital pedagogical practices using technology enhanced learning (TEL) developments, specifically to support online teaching and assessment (including exams) from March 2020. Two new Moodle courses (*Digitally Enhanced Education* for staff; *Online Learning at Kent* for students) which were supplemented by regular staff and student webinars.
- Staff have continued to gain fellowships of the Higher Education Academy (Advance HE) through our accredited programmes and CPD provision (delivered online), that acknowledges their professionalism in learning and teaching. The proportion of the University academic staff with Advance HE (AHE) recognition has increased 7% to 85.3% in 2020-21, with a further 12 experienced academic and professional service staff gaining Senior Fellowships for their leadership and support of student learning. This is significantly above the sector average of 53.7%.
- The University's revised promotion guidelines came into effect in 2019-2020, which are intended to recognise a wide range of academic contributions. Senior Fellowship of the HEA is explicitly mentioned as an example of evidence of leadership in teaching or learning support in the Academic Career Map, with the embedding of UKPSF in our institutional practice and promotion policies being highlighted as good practice (Advance HE). Academic staff are successfully achieving promotion to

Degree Outcomes Statement 2022

Senior Lecturer/Reader based on teaching excellence and the CPD route has also recognised staff that support learning and teaching (e.g. e-learning technologists, librarians, tutors).

- Academic and professional services for students have been enhanced during the pandemic, with more services and resources being delivered online, as well as on campus and demand has remained high. The Student Success team have now become part of the Education Directorate, in order to embed good inclusive practices in curriculum development (Diversity Mark) and assessment towards further reducing attainment gaps.

Conclusions and Recommendations

The Education and Student Experience Board notes that UG degree outcomes have remained largely stable until 2019/20 and 2020/21 under review and that the proportion of first class and upper second class honours degrees awarded is broadly in line with the sector average.

Three lines of continued investigation and action are recommended, however:

1. The sizeable attainment gap between White and BAME students;
2. The sizeable difference between 1st/2(1) rates between students from the most deprived localities and those from the least deprived areas.
3. Comparative performance analysis will be required in the future and once the data from BAU years is available, to ascertain whether the influx of good degrees could be attributed to measures to mitigate the effects of the pandemic put in place for that time.

Action 1 & : ESEB, Student Success Project.

Action 3: ESEB via EASC.

DN/MD

Degree Outcomes Statement 2022

Addendum to Degree Outcomes Statement 2022

22 November 2022

Background

1. In July 2022, Universities UK ('UUK') published a statement committing its members in England (including the University of Kent) to return to pre-pandemic classification levels for the award of undergraduate honours degrees. The statement was conceived as a response to growing political interest in the topic and the increasing risk of government intervention should the sector fail to take robust action.

Action

2. UUK is asking HE providers in England to publish revised degree outcomes statements by the end of 2022. These statements should set out how we aim to return to pre-pandemic levels in 2022/23 and explore possible further actions to determine degree outcomes, in order to address any further 'unexplained' grade inflation.

Benchmark

3. In the pre-pandemic benchmark year of 2018/19, the proportion of honours degree awarded by Kent stood at 2% higher than the national average for all HE providers at 79%. This percentage had proven stable over a four-year period going back to 2015/16. In 2019/20, the figure increased to 85%, with 2020/21 seeing a further rise to 87% (See Table 1). It should be noted that, nationally, the trajectory for the percentage of good degrees awarded has also been upwards, reaching a peak of 83% in 2020/21. Kent's performance has therefore been slightly in excess of the national upward trend over this same period.

Table 1: All awards	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		% trend
	#awards	% of awards											
First Class Honours	1085	26%	1115	26%	1210	27%	1210	27%	1445	31%	1925	36%	
Upper Second Class Honours	2205	53%	2240	53%	2360	53%	2250	51%	2465	53%	2695	51%	
Lower Second Class Honours	695	17%	765	18%	780	17%	795	18%	615	13%	620	12%	
Third Class Honours	140	3%	130	3%	130	3%	145	3%	80	2%	60	1%	
Total awards	4125		4250		4480		4395		4610		5295		
% First / 2(1)	3290	80%	3355	79%	3570	80%	3455	79%	3910	85%	4620	87%	
National average (all HE institutions)		73%		75%		76%		77%		82%		83%	

Degree Outcomes Statement 2022

Strategy for Reducing the Proportion of Upper Class Degrees Awarded

4. Kent's approach to reducing to the portion of upper class degrees awarded in 2022/23 has been discussed at EASC, ESEB and at Council. The following steps have been agreed:
 - i. Remove those measures, which, while appropriate and proportionate at the time, were introduced to offset the impact of the pandemic on the ability of students to complete their studies to the same level as demonstrated prior to March 2020. None of these measures will be in place in 2022/23.
 - ii. Permit a return to conducting examinations on campus in person under timed, invigilated conditions, particularly where there is sound pedagogic reason for doing so. Several Divisions have stated their intention to return to in-person examinations in 2022/23.
 - iii. Reinforce the work undertaken to date to map level 6 degree grade criteria for achievement above the threshold against the UG degree classification descriptors now published by the OfS in *Sector Recognised Standards: Part B*.
 - iv. Model the potential impact of removing one or more of the steps for the rounding of assessment marks on modules and courses that were first introduced in 2012/13 to offset the move to a classification system that did not allow for the raising of candidates displaying an overall performance that fell at the borderline to a higher classification band.

Taking steps i and ii above will return assessment conditions to those experienced prior to the pandemic and so should therefore have a dampening effect on high degree outcomes, which will of course be monitored carefully as a result. Step iii will add further confidence that UG degree outcomes map on to national expectations. The implementation of Step iv will be further considered by the University's Education and Student Experience Board in Spring 2023 as the data on modelled outcomes becomes available.

Recommendation

5. That, in order to meet UUK's requirements, Section 4 of this paper should be included as an addendum to the University's Degree Outcomes Statement for 2022 and the statement be republished.

Degree Outcomes Statement 2022

Appendix A

Table 1 presents the distribution of degree classifications across the six-year period, showing evidence of some grade inflation, with the percentage of 1st / 2(1) awards increasing to 87% from 79-80% in the previous years up until 2019/20, and the percentage of 1st class awards increasing to 36% from 26-27% in earlier years (up until 2019/20).

In 2020/21, Kent had a slightly higher rate of awarding 1st/2(1) degrees than the national sector average (87% vs 83%).

Table 1: All awards	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		% trend
	# awards	% of awards											
First Class Honours	1085	26%	1115	26%	1210	27%	1210	27%	1445	31%	1925	36%	
Upper Second Class Honours	2205	53%	2240	53%	2360	53%	2250	51%	2465	53%	2695	51%	
Lower Second Class Honours	695	17%	765	18%	780	17%	795	18%	615	13%	620	12%	
Third Class Honours	140	3%	130	3%	130	3%	145	3%	80	2%	60	1%	
Total awards	4125		4250		4480		4395		4610		5295		
% First / 2(1)	3290	80%	3355	79%	3570	80%	3455	79%	3910	85%	4620	87%	
National average (all HE institutions)		73%		75%		76%		77%		82%		83%	

Overall levels of achievement are highest amongst validated institutions (see tables 2 and 3), based on smaller populations studying towards highly specialised awards.

Table 2: Institution	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		% trend
	# awards	% First / 2(1)											
University of Kent	3770	80%	3980	79%	4155	79%	4070	78%	4170	85%	4240	87%	
Canterbury College	80	65%	40	56%	55	75%	40	79%	35	71%	35	77%	
Mid Kent College	20	[s]	10	[s]	25	100%	20	[s]	10	[s]	5	[s]	
West Kent College	55	65%	25	64%	40	79%	35	94%	35	85%	10	[s]	
Central School of Ballet	35	79%	30	79%	35	85%	35	81%	35	94%	65	94%	
London Academy Music & Dramatic Art	25	100%	30	97%	30	100%	30	100%	35	97%	75	100%	
London Contemporary Dance School	35	100%	40	98%	50	92%	40	92%	35	97%	100	97%	
National Centre for Circus Arts	20	[s]	10	[s]	10	[s]	10	[s]	20	[s]	25	89%	
Northern School of Contemporary Dance	50	100%	45	96%	45	100%	45	100%	55	96%	105	100%	
Pearson College	0	-	0	-	0	-	40	79%	135	76%	550	79%	
Rambert School of Ballet & Contemp Dance	30	84%	40	87%	40	77%	35	88%	40	90%	80	91%	

Table 3: Registered / Validated	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		% trend
	# awards	% First / 2(1)											
Registered	3850	79%	4030	78%	4225	79%	4135	78%	4235	85%	4280	87%	
Validated students	275	85%	220	89%	250	91%	260	91%	370	88%	1015	87%	

Table 4: Division (excluding validated)	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		% trend
	# awards	% First / 2(1)											
Division for the Study of Law, Society, and Social Justice	670	71%	655	72%	725	77%	705	74%	795	80%	765	86%	
Division of Arts and Humanities	1095	89%	1190	88%	1145	86%	1045	86%	1055	91%	940	89%	
Division of Computing, Engineering, and Mathematical Sciences	480	71%	505	74%	535	70%	510	70%	485	82%	545	80%	
Division of Human and Social Sciences	680	84%	650	81%	725	81%	725	81%	765	88%	830	91%	
Division of Natural Sciences	415	75%	460	67%	485	75%	530	71%	510	76%	535	86%	
Kent Business School	385	79%	495	77%	515	77%	535	75%	520	87%	535	91%	
Canterbury College	35	70%	25	61%	35	75%	35	76%	35	71%	0	-	
Mid Kent College	0	-	0	-	0	-	0	-	0	-	0	-	
West Kent College	45	62%	25	64%	40	79%	35	94%	35	85%	0	-	
No division	45	62%	20	[s]	20	[s]	20	[s]	0	-	35	78%	

Table 5: Sex	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		% trend
	# awards	% First / 2(1)											
Female	2305	83%	2255	81%	2460	84%	2290	82%	2365	86%	2825	91%	
Male	1815	76%	1990	77%	2010	74%	1965	73%	1920	83%	2320	83%	
Not known	0	-	5	[s]	5	[s]	140	94%	320	88%	145	74%	

Degree Outcomes Statement 2022

Across demographic splits in the data, female students outperform their male counterparts (see table 5), with a 8% percentage difference 2020/21 and 9% percentage difference in 2019/20. There is a sizeable attainment gap between White and BAME students (see table 7), this is a major focus of activity for the Student Success Project. Students declaring a disability do not appear to be disadvantaged in terms of degree award outcomes, maintaining comparable rates of 1st/2(1) achievement with those with no known disability.

However, the BAME awarding gap has come down dramatically in 2019/20 to 12% from the 19% it has been at for the previous 3 years. The awarding gap has further reduced to 10% in 2020/21. This reduction is also seen amongst the gap between First class degrees awarded. Within this, the Black/White awarding gap remains similar at 15% (16% in 2019/20). However, it is the lowest since 2015/16. The Asian/White gap also remain similar at 9% (7% in 2019/20). Mixed&Other/White awarding gap has also reduced by 3% point.

In short, while there has been an overall increase in awarding of First and 2(I)'s, this has occurred at the same time as great reductions have been achieved in many of the targets set by the OfS. It is important that if we reduce the higher provision of First and 2(I)'s, we do so while not losing this beneficial equality work.

1st/2(1) rates for student coming of areas of low higher education participation have seen a larger increase than the rates for students from areas of high participation (see table 9).

There remains a sizeable difference between 1st/2(1) rates between students from the most deprived localities and those from the least deprived areas (see table 10). However, this difference reduced by 9% points in 2020/21.

Table 6: Age group as at commencement of course	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		% trend
	# awards	% First / 2(1)											
21 years and under	3730	80%	3925	80%	4135	80%	4090	78%	4300	85%	4955	87%	
22-25 years	205	71%	160	75%	180	79%	185	83%	170	89%	205	86%	
26-35 years	95	80%	95	63%	100	80%	60	85%	80	74%	90	86%	
36 years and over	90	77%	70	73%	65	83%	55	80%	55	79%	45	79%	
Not known	5	5%	0	-	0	-	0	-	0	-	0	-	

Table 7: Ethnicity		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		% trend
		# awards	% First / 2(1)											
White		2235	85%	2265	85%	2230	86%	2125	85%	2225	89%	2140	91%	
BAME	Asian	270	74%	305	71%	380	72%	380	69%	380	80%	465	85%	
	Black	395	62%	430	56%	430	57%	495	58%	515	73%	550	76%	
	Other	195	75%	205	77%	250	76%	250	76%	265	81%	315	85%	
BAME Total		860	69%	940	65%	1060	67%	1130	66%	1165	77%	1330	81%	
Not known		1030	78%	1045	79%	1190	80%	1145	80%	1220	85%	1825	87%	

Table 8: Disability		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		% trend
		# awards	% First / 2(1)											
No known disability		3460	80%	3490	79%	3610	80%	3510	79%	3655	85%	4370	87%	
Declared disability	Mental health condition	225	77%	290	74%	345	76%	395	77%	415	85%	420	85%	
	A specific learning difficulty	235	75%	220	81%	235	82%	220	78%	210	83%	230	89%	
	Other disability	205	81%	250	78%	290	79%	275	81%	325	84%	275	88%	
Declared disability Total		665	77%	760	77%	865	78%	885	78%	950	84%	925	87%	

Degree Outcomes Statement 2022

Table 9: POLAR4 quintile of home address at commencement of course	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		% trend
	# awards	% First / 2(1)											
Quintile 1 (lowest participation)	300	78%	330	76%	310	76%	340	78%	360	81%	335	85%	
Quintile 2	480	78%	490	77%	500	80%	510	78%	515	84%	555	87%	
Quintile 3	660	80%	690	78%	660	79%	670	78%	680	86%	715	89%	
Quintile 4	765	81%	795	75%	870	78%	835	77%	845	83%	875	86%	
Quintile 5 (highest participation)	875	81%	905	85%	965	83%	900	81%	995	88%	1010	88%	

Table 10: IMD 2019 (England) quintile of home address at commencement of course	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		% trend
	# awards	% First / 2(1)											
Quintile 1 (most deprived)	360	69%	395	64%	375	68%	420	66%	440	74%	450	82%	
Quintile 2	560	74%	595	71%	685	73%	630	70%	685	81%	700	83%	
Quintile 3	615	80%	645	78%	675	79%	660	81%	650	85%	730	87%	
Quintile 4	665	82%	675	83%	670	82%	695	83%	720	90%	720	89%	
Quintile 5 (least deprived)	850	87%	860	88%	860	88%	815	85%	875	89%	845	92%	

Nb. [s] = suppressed - HESA rounding strategy applied - percentages need at least 22.5 people in the denominator.