Queen Mary University of London

Senate

Paper title	**Degree Outcomes Statement and degree classification**
Outcome requested	The Senate is asked to consider a suite of papers concerning degree outcomes. Specifically: • to **consider** and **endorse** the draft (external-facing) Queen Mary Degree Outcomes Statement 2024-25, making suggestions for amendment prior to consideration by the Council. • to **consider** and discuss in detail the (internal-facing) detailed breakdowns of degree classifications from 2024-25, agreeing action points where appropriate. • to **consider** the report of the External Member of Queen Mary's UG Degree Examination Boards, specifically as it relates to classification (this report has been considered by the EQSB previously). • to **consider** the OfS paper 'Analysis of degree classifications over time: Changes in graduate attainment from 2010-11 to 2023-24' • to **note** the OfS paper 'Bachelors degree classification algorithms'.
Points to note and further information	The Degree Outcomes Statement is an initiative of the UK Standing Committee for Quality Assessment (UKSCQA) introduced in response to discussions in government and the media around alleged grade inflation and increases in the number of so-called 'good honours' (First Class and 2:1) degree outcomes from universities. Each provider must have a Statement, approved by its governing body and published on the Universities UK (UUK) website. It is an external-facing reflective document, considering whether and how quality assurance processes protect standards, including the future value of the degrees awarded to students. By encouraging universities to reflect and act upon their own data, UKSCQA aims to encourage good practice in the sector and avoid direct intervention in marking and classification practices by regulators. **"Good honours" commitment** Since 2021-22 there has been an additional requirement in that the Statement must show how Queen Mary will comply with a commitment made by UUK on behalf of the sector to return to pre-pandemic classification distributions. All Faculties must consider a) whether they will meet that target and b) whether current classification levels are appropriate, irrespective of that target. The Office for Students' Conditions of Registration includes a specific requirement for awards to be "credible" at the point of award, into the future, and with respect to degrees issued in the past (Condition B4 (5)). In 2023-24, Queen Mary's "good honours" met the commitment, though with considerable variation between Faculties and between schools/institutes. In 2024-25, though, there has been an increase in outcomes in nearly all areas of the University and the figure is now once again higher than in 2018-19. The 2018-19 figure was 79.94% and the 2024-25 figure is 82.45%.

Internal analysis and First Class outcomes

Appendices – not intended for publication as part of the external-facing version of the Statement – include Faculty and School level breakdowns and visualisations of the data. Members are asked to interrogate those data in detail and to discuss their findings. In particular, members are asked to consider the proportion of First Class outcomes. The OfS has recently published a paper (using 2023-24 data) in which it showed that the national average percentage of First Class outcomes stood at 28.8% and was on a downward trajectory. The OfS's statistical modelling indicated that that figure should sit at 17.7%. Queen Mary sat at 32.3% in 2023-24, and is now on an upward trajectory with a figure of 35.7% Firsts for 2024-25. This overall figure is an aggregate, covering significant variation between schools and programmes, but it should be noted that in the case of almost every school there has been a net increase over the past year. An image at the end of this cover sheet shows the year-on-year changes in First Class outcomes.

The External Member of the Degree Examination Boards (together with a majority of internal Board members) explicitly raised concerns about the distribution of classifications in 2024-25, and in the case of one school the relevant Board did not approve the proposed results. This was commented on in the External Member's written report and Queen Mary agreed that this was an area for attention, putting in place actions and undertakings which should now be reviewed and added to.

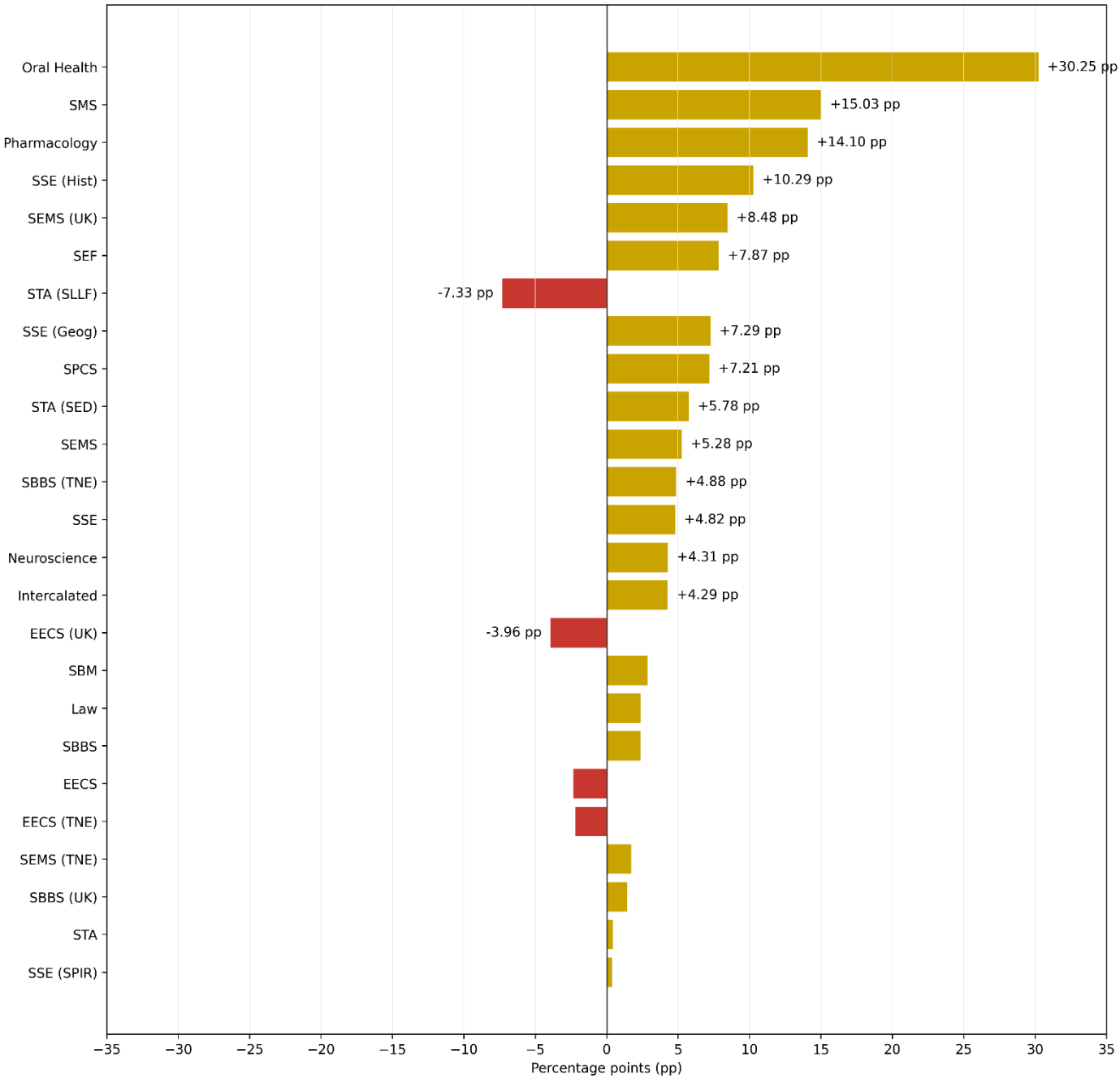
Actions

The Education Quality and Standards Board agreed a range of actions to address these matters. These included, as starting measures:

1. Establishing normal expectations for distributions for each Faculty, School/Institute and programme. While classifications are not norm-references and must always be based on criterion-referencing, this will allow better consideration of whether exceptions are explicable and, if not, will show where action is required in terms of assessment design, marking scheme design, or marking practice.
2. Using the HESA Common Aggregation Hierarchy (CAH) at level 3 to establish a constellation of meaningful subject reference points for each Faculty, School/Institute, and programme. There is significant variation in outcomes between subjects at a national level – while this, in itself, requires explanation, being able to align with it will allow us to make more meaningful comparisons and judgements: https://www.hesa.ac.uk/data-and-analysis/students/outcomes/breakdown
3. Consideration of why there are such significant differences in outcomes between and within schools and institutes. This should include consideration of TNE vs UK based provision in the same school.
4. Establishing markers for why a change might be explicable – this could include student demographic factors, entry criteria, changes to the programme, etc.
5. A requirement for schools/institutes to take greater ownership of these data, especially at the programme level (which can be less easily tracked centrally). This should already form part of Programme Review.
6. Consideration of these same factors at the assessment and module levels, so that outliers can be addressed quickly and – where appropriate – their long-term impact on final classifications can be better mitigated.

	Notes on data The Queen Mary data are taken from PowerBI and follows the Queen Mary awarding year rather than HESA data, which accounts for small differences between the local and national datasets. Additionally, data for FMD have been presented by programme/programme group to provide more meaningful analysis; the majority of FMD UG programmes, including qualifying medical and dental degrees, are not classified, and some of those programmes that are classified have distinct characteristics (notably intercalated programmes) that mean an institute-by-institute comparison would be less meaningful. Postgraduate data are not yet available. PGT programmes are not included in the Degree Outcomes Statement, but the same internal analysis is required. Data from previous years shows similar patterns to UG distributions in many cases, and any actions agreed for UG should also be applied to PGT.
Questions to consider	1. Is the content of the Statement appropriate? Would the Senate recommend any additions, removals, or amendments? 2. Is the proportion of First Class outcomes credible in all cases? What actions could be taken to influence the outcomes? 3. Where there are school or institute level variations (including where good honours rates and/or percentages or First Class awards have fallen) is can these be adequately explained based on student attributes and educational delivery? Should actions be taken? 4. Do the suggested actions seem appropriate? Should there be additional actions? Who should be responsible for each of these, and how will the actions be tracked? 5. Does the Senate have any broader comments on the distribution of classifications (not necessarily for the Degree Outcomes Statement), and on the "credibility" of the proportions of classifications awarded at Queen Mary.
Regulatory/statutory reference points	Directly aligns with OfS Condition of Registration B4 (specifically, credible degree outcomes). Relates to the UUK commitment for all HEIs to publish Degree Outcomes Statements confirming that they would return to pre-pandemic awarding levels.
Strategy and risk	This is an outcomes-based report looking at historical data, but aligns with many aspects of Queen Mary's strategies, including elements of programme, periodic, and curriculum review. The main potential risk is a perception on the part of the OfS that the classification distributions are not credible, which would be a breach of Condition B4 (5) and potentially place our license to operate at risk.
Reporting/ consideration route for the paper	1. Endorsed by Education Quality and Standards Board (February 2026). 2. Senate (for consideration and endorsement). 3. Council (for approval).
Author	Simon Hayter, Head of Academic Quality and Standards
Sponsor	Simon Hayter, Head of Academic Quality and Standards

Change in percentage points of Firsts, 2023–24 to 2024–25
Ordered by magnitude. Increases in gold; decreases in crimson.



Degree Outcomes Statement 2024-25

What is the Degree Outcomes Statement?

1. Degree Outcomes Statements present and reflect upon higher education institutions' classification profiles for undergraduate awards. The UK Standing Committee for Quality Assessment (UKSCQA) has asked providers to publish and act upon Degree Outcome Statements since 2018-19 as part of the higher education sector's commitment to protecting the credibility and value of awards.

2. The regulator for higher education in England, the Office for Students, sets Conditions of Registration for registered providers. Condition B4 requires that "relevant awards granted to students are credible at the point of being granted and when compared to those granted previously. The Degree Outcomes Statement is one tool through which Queen Mary prompts discussion and reflection on classifications.

3. Universities UK (UUK) made additional commitments on the long-term protection of the value of UK degrees, asking institutions to plan a roadmap to return to 2018-19 classification distributions following the disruption of the coronavirus pandemic. This Statement includes consideration of the impact of the pandemic upon outcomes and procedures linked to classification and award.

4. Management of Queen Mary's Degree Outcome Statement is overseen by the Education Quality and Standards Board, which includes representation from academic and professional services staff and our Students' Union. The Statement draws upon input from our examination boards, the reports of external examiners, statistical data, and strategic objectives and projects.

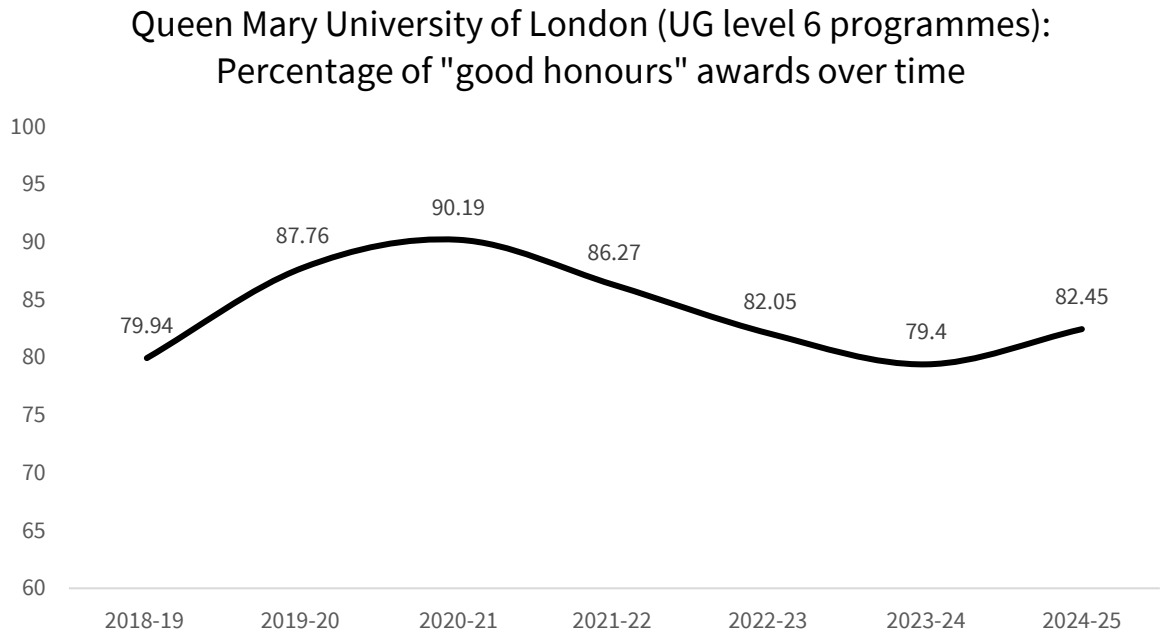
Scope

5. In line with sector expectations, the Degree Outcomes Statement considers undergraduate awards at academic level six classified under the Honours system. It does not cover level seven or unclassified undergraduate provision, or postgraduate taught provision. Queen Mary conducts significant additional analysis and review of its full range of provision as part of internal quality assurance processes.

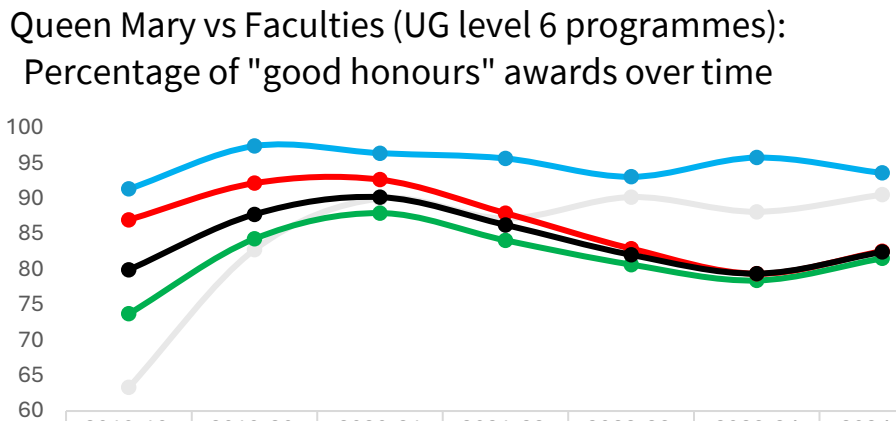
6. Queen Mary's provision is primarily delivered through three academic Faculties. Each Faculty saw a peak in so-called "good honours" outcomes (First Class and Second Class (Upper Division) classifications) during the pandemic, with percentages falling somewhat in the following years. Queen Mary also has a small amount of provision not directly associated with the Faculties.

7. The data used in this Statement is drawn from Queen Mary's Business Intelligence Tool, PowerBI and, relates to the awarding year rather than the HESA reporting year. All historical data used in the Statement has been updated to match the same reporting criteria. Queen Mary believes that this provides a more accurate dataset for the purpose of the Statement as it allows the inclusion of all awards relating to a given year, including any issued after the HESA reporting date each autumn.

“Good honours” outcomes at Queen Mary



8. In 2018-19, 79.94% of Queen Mary awards within the scope of the Degree Outcomes Statement were conferred with so-called “good honours”, or First Class and Second Class (Upper Division) classifications. Queen Mary met the UUK commitment to return to 2018-19 “good honours” levels in 2023-24, with 79.4% of awards in scope conferred with “good honours”; in 2024-25 there was a slight increase to 82.45%. The University is satisfied that this is justified and within the appropriate bounds of tolerance, but continues to closely review both the proportion of “good honours” outcomes and, specifically, the proportion of First Class outcomes awarded.



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Other (ULIP)	63.33	82.76	90	87.18	90.2	88.13	90.54
S&E	73.72	84.3	87.94	84.09	80.67	78.43	81.55
H&SS	87	92.16	92.66	87.93	82.93	79.38	82.56
FMD	91.35	97.4	96.4	95.65	93.06	95.77	93.6
Queen Mary	79.94	87.76	90.19	86.27	82.05	79.4	82.45

9. The figure above breaks down “good honours” awards across Queen Mary’s Faculties. The results show a much greater level of consistency than in 2018-19. The Faculties of Science and Engineering (81.55%) and Humanities and Social Sciences (82.56%) have converged. Those two Faculties account for 95.4% of the 5,346 2024-25 awards within the scope of this Statement.

10. The fact that there is a higher figure for the Medicine and Dentistry is not in itself of concern; the majority of undergraduate awards in the Faculty are for qualifying medical and dental degrees that are not in scope. The 172 awards in scope include a significant proportion of intercalated bachelors degrees, which are normally only open to students who have already completed a minimum two years of study and are already performing at 2:1 or higher level, so the high proportion of “good honours” outcomes is expected.

11. The final category, ‘Other’, refers to awards for programmes that sit outside of the Faculties. All 74 such 2024-25 awards relate to the University of London Institute in Paris. The relatively small cohort means that there is greater scope for natural variation in performance between years, though figures are broadly stable and in line with the Queen Mary averages.

12. A range of factors mean that Queen Mary does not expect all programmes, schools/institutes, and faculties to have identical results, and there can be and have been legitimate and intended improvements in student outcomes in some areas. These include entry tariffs, educational initiatives including resources and support, and targeted interventions to – for example – address attainment gaps. Queen Mary set closing the value-added attainment gap between White and BAME students as an institutional key performance indicator; considering the awards within the scope of the Statement, this gap has narrowed between 2018-19 and 2024-25.

13. Internal quality assurance measures including Programme Review and the work of the Examination Boards reflect annually on outcomes, seeking to understand and explain variations at programme and school/institute level and to take action if this should be required.

14. Queen Mary is satisfied that its outcomes are justified and are on an appropriate trajectory following the impact of the pandemic years and mitigations that applied during that period. It remains committed to ongoing scrutiny and review of its outcomes and is confident in its awarding processes.

Academic governance

15. Queen Mary University of London is an autonomous higher education provider that holds and exercises independent degree awarding powers and establishes its own educational policies and procedures with reference to sector regulation and guidance including the Office for Students’ (OfS’) Conditions of Registration and the Quality Assurance Agency’s (QAA’s) UK Quality Code for Higher Education, Frameworks for Higher Education Qualifications, and subject benchmark statements.

16. The Senate, subject to the overall superintendence of Council, has general responsibility for the academic activity of Queen Mary. The Senate delegates responsibility for the operation of matters relating to academic standards and the quality of the student experience to the Education Quality and Standards Board (EQSB). The EQSB is chaired by the Vice-Principal (Education) and includes representation from academic and professional services colleagues, and student representatives. It is serviced by the same team that services the Degree Examinations Boards, to ensure a strong link between policy and observed practice. The EQSB has established a dedicated Assessment Sub-Board with a range of responsibilities linked to degree outcomes, including assessment design and integrity, ongoing review of our degree algorithms, and reviewing marking practices and grade descriptors.

17. The Degree Examination Boards (DEBs) have authority to approve awards. In most cases there is one undergraduate and one postgraduate taught DEB for each faculty, serviced by the Directorate of Governance and Legal Services for consistency of approach, including consistency of application of regulations and policies. Multiple school/institute-level Subject Examination Boards (SEBs) report to each DEB, each with external examiners. SEBs confirm marking, and progression outcomes. DEBs have a responsibility to ensure consistency and appropriateness of approach within and between the SEBs and review qualitative and quantitative reports on their outputs each year. DEBs and SEBs are chaired by academic staff with considerable experience in assessment. Faculty-level groups comprising the Faculty SEB and DEB Chairs provide for a forum in which to reflect upon results and share good practice outside of the formal DEB meetings.

18. Queen Mary does not engage in franchising and does not accredit degrees on behalf of any other providers. Where we enter a partnership with another provider we conduct bespoke review exercises to establish commonality in standards, including marking criteria. Where appropriate, this includes a mark conversion scheme to draw direct equivalencies between the marks issued at Queen Mary and at the partner institution.

19. Queen Mary degrees at level six are classified using a weighted aggregate mark held to one decimal point (the 'Classification Mark'). All three developmental years count towards this mark, with year one counting for 10%, year two 30%, and year three 60% (1:3:6 weightings). We believe that including the first year marks is important; we have a high proportion of students from non-traditional backgrounds and wish to ensure that they are given the maximum possible incentive to engage fully with their programmes and assessment from the start. This is balanced by the relatively low overall weighting given to the first year, as we also wish to recognise positive exit velocity. Students must take most modules in each developmental year at the corresponding academic level; having the final year count for 60% of the Classification Mark ensures that the degree outcome is properly reflective of material at the level of the award itself.

20. We do not practice discounting (outside of the pandemic contingency measures) – all 360 credits count towards classification. We use a single algorithm for each award rather than a 'best of two' or similar approach as we believe that consistency of approach is important. We amended our regulations for 2015-16 entry, significantly increasing the minimum requirements for award; at the same time, we harmonised the degree algorithms in use to adopt a consistent approach across all Faculties, schools and institutes. The School of Law, for historical reasons, classified LLB awards on profile (how many modules at each grade) rather than a weighted mark until 2020-21 entry but since that time has used the common regulations. A very small number of other programmes have small variations to the award requirements linked to the requirements of Professional, Statutory or Regulatory Bodies (PSRBs) that accredit the awards; in all cases the exceptions result in more stringent rather than more lenient approaches, and concern the minimum requirements to qualify for the award itself, rather than the classification algorithm.

21. Queen Mary operates a borderline classification policy. It is a wholly algorithmic system, but historically included limited scope for discretion where a student had approved extenuating circumstances that could not be taken into account elsewhere (that provision was removed following the publication of the UKSCQA's Principles for Effective Degree Algorithm Design in 2020). Students within 1.5% of a borderline fall into a zone of consideration (except at pass/fail, where there is no borderline consideration). A student in the zone with half or more of their final year credits at or above the level of the higher classification will be raised into the next classification banding. Examination boards and external examiners pay particular attention to borderline cases; in the event of any concerns or unusual patterns of achievement the Degree Examination Board would intervene and, if appropriate, escalate this for consideration.

22. Students at Queen Mary on all programmes within the scope of the Degree Outcomes Statement have two attempts to pass each module, a first attempt and one resit of the assessment (without a repeat of the teaching). On resit, the module mark is capped to the minimum pass mark to reflect the fact that the student did not pass it at the first attempt. Where students have extenuating circumstances, they can be given additional attempts ('first sits') without penalty and without incrementing the attempt number; in rare cases a repeat of the whole module including teaching can be offered (a 'first take').

23. Queen Mary operates a 'fit to sit' policy; if a student attempts an assessment they cannot normally claim for extenuating circumstances against that assessment – this protects the integrity of the assessment as a measure of students' attainment.

24. Queen Mary's degree algorithms and borderline classification policy are available for students and other stakeholders to view in the relevant editions of the Academic Regulations, the Assessment Handbook, and in school/institute student handbooks.

Pandemic mitigation measures

25. The coronavirus pandemic, beginning in 2019-20, necessitated review of our award and classification rules to protect students. We took robust steps to ensure that this was the case while maintaining appropriate standards. Queen Mary reduced the overall credit requirements for award to those we had used prior to our last review (pre-2015-16 regulations) for 2019-20 finalists. For all students we allowed discounting of the lowest scoring modules from 2019-20, recognising that students might be unable to engage with all assessments and/or unable to perform to the level of their ability due to disruption to their educational experience. We discounted the lowest 30 credits of marks from 2019-20 or (at the point of classification) the entire 2019-20 year, whichever gave the more favourable outcome. For 2019-20 *finalists* we excluded 30 credits in all cases, and never the entire year, recognising the importance of content at the academic level of the award and that the final year counted for 60% of the Classification Mark. These changes have largely worked through the system now, with reduced effects each year (as the year that is discounted has a lower percentage weighting for students who were in the first year in 2019-20 versus those who were in the second or third year). We also amended our borderline classification policy for 2019-20 and 2020-21 finalists, raising students who fell within 1.5% of a borderline and who had (a minimum) 15 credits fewer than half of all final year credits at or above the level of the higher classification. Reflecting on these accommodations we remain satisfied that they were academically appropriate in the extraordinary circumstances of those years and in the sector's period of uncertainty over the extent and duration of the impact of the pandemic on education. However, we have now moved away from those measures and would carefully consider our previous experiences and contingency regulations in the event of another emergency situation.

Assessment and marking practices

26. Queen Mary's assessment and marking criteria are designed to ensure compliance with sector reference points, including the OfS' Conditions of Registration, PSRB requirements, and guidance documents such as the QAA's Subject Benchmark Statements and Quality Code for Higher Education; Queen Mary has conducted detailed benchmarking against all of those publications and is satisfied that our processes are fully in line with the recommended and required practices.

27. Assessments are designed to test the specific learning outcomes set out in programme and module specifications. Marking is always criterion- and not norm-referenced – marks are based on an individual student's attainment measured against the marking criteria specific to that assessment. Queen Mary has generic grade categories at institutional level, and detailed marking criteria are set at

school/institute level in accordance with relevant subject benchmarks - these may be generic to a whole school or tailored to individual assessments. Scaling of marks to meet expected 'norms' is prohibited, and scaling is reserved as a repair mechanism for 'broken' assessments, where a problem was discovered. Such scaling is rare and requires the approval of both the Subject and Degree Examination Boards.

28. Staff must be trained to mark and must do so in accordance with Queen Mary's Marking Policy, which underwent a major review in 2023-24. The Policy ensures that at least half of the assessments for each module undergo quality assurance testing beyond the initial marking; this can be double-marking, where a second marker marks all submissions in full and the two markers agree a final mark, or moderation, where the second marker looks at a sample of scripts and determines whether the first marker's marks, as a whole, are appropriate. Samples from across the range of achievement and in sufficient numbers to allow an informed judgement are then sent to external examiners for comment and to ensure that the marking is in line with Queen Mary's expectations and norms for the sector and discipline. Queen Mary has invested in a business intelligence tool, PowerBI, with powerful reporting functions for examination boards that support longitudinal review of assessment and module marks, including showing differences between cohorts on the same module, comparison between the results for the specified module and other modules taken by the same cohort, and isolation of individual students to compare results between modules and years.

29. External examiners attend Subject Examination Boards and submit annual written reports to Queen Mary. These have been positive in relation to marking and assessment, and no issues of institutional concern have been raised. All reports are considered by the Directorate of Governance and Legal Services, which submits an annual report to the Education Quality and Standards Board. An 'External Member' – a senior member of staff with responsibility for academic quality and standards at another university – fulfils a similar role at the Degree Examination Boards, commenting on issues of process and the appropriateness and comparability between institutions of regulations.

30. During the pandemic Queen Mary amended its assessment methods, notably including a move to more assessments that could be delivered remotely. We supported this transition with expert working groups and procedures and retained and continue to develop many aspects of that provision. Like many institutions we faced some initial challenges with student behaviour in online assessments and continue to develop procedures to further increase the robustness and integrity of assessments, including the return to greater synchronicity in assessments, development of guidance specific to online assessments (including guidance on where online assessment may not be appropriate), and a bespoke online training course on academic integrity which it is expected that all students will undertake.

Teaching practices and learning resources

31. We are engaged in continually developing our teaching practices and investing in our learning resources. Much of this work is led by, or draws on the expertise of, the Queen Mary Academy. We have a co-created pedagogic approach, the Active Curriculum for Excellence (ACE). In developing the ACE Approach, we worked with our students to bring together the lessons learned from educational experiences during the Coronavirus pandemic. Our focus was to reintegrate our community back into campus life enabling students to enjoy an active and engaging curriculum. The following elements underpin this pedagogic approach:

i. student-paced learning activities – students can follow these at their own time and pace;
ii. interactive large group sessions – these build on independent learning activities and provide an opportunity to test, progress and stretch students' understanding;
iii. learning-by-doing sessions – these include tutorials, lab work, seminar debates, employability skills training, clinical training, patient treatment, Problem-Based and Team-Based Learning;
iv. small active learning groups – provide an opportunity to both build up a small community of practice, and to enjoy peer-to-peer opportunities;
v. co-curricular activity.

32. We place significant value on having qualified teaching staff. We have continued investment in the recognition, which has led to increases in the number of staff with teaching qualifications and fellowship.

33. We developed and launched the Student Enhanced Engagement and Development (SEED) Award to celebrate and recognise students' contribution to co-creation. Since launching the SEED Award launch, more than 100 students have received this recognition.

34. The funding of innovative educational strategic projects has also aided students in achieving to their full potential. In 2018, we launched the President and Principal's Fund for Educational Excellence, which was established to encourage a culture of educational innovation and exploration at Queen Mary. The Fund was increased in 2023 and awards £120,000 each year to projects across the institution to support the development of innovative and impactful educational projects.

35. To bring together our work to share and promote excellence in education, we annually host the Queen Mary Festival of Education as one of the highlights of the year. It provides an opportunity for our community of educators to come together to share and develop effective practice. Through raising the profile of educational excellence, and disseminating excellent practice throughout the University, we are supporting staff to ensure that students can achieve good degree outcomes.

36. Queen Mary Libraries make major contributions to the strategic ambitions of the University relating to learning, research and reputation. This includes providing a wide range of information resources and services, providing accessible spaces and continuing to develop our unique collections. A recent major redevelopment of the Mile End Library included the addition two floors of study space and the refurbishment of existing reading rooms and other spaces. This made 500 additional study spaces available. There has also been a significant increase in the scope of academic skills and information literacy provision, open to students across all disciplines. In addition to increasing Library Services provision, now including Maths and Statistics support, we also introduced an online tutoring service that provides formative feedback to students on their work. Further, we have recently ring-fenced £80k per year to increase the number of e-textbooks, and increased the collection development budget by £100K per year to widen the range of digital materials, such as primary archival sources, that students are able to access

37. Across the University, we have over 100 areas which are used for student study space. We established a Study Spaces Working Group to promote the availability of these different spaces, to determine common standards for them, and lead on the process of rolling refurbishments in consultation with academic stakeholders. Students at Queen Mary have access to our Mile End, Whitechapel and West Smithfield libraries, and can also access Senate House Library and the Institute of Advanced Legal Studies library.

38. Across our London campuses, we provide a wide range of specialist teaching and learning facilities, including computer laboratories, teaching labs, clinical skills rooms, performance and rehearsal spaces, Bloomberg terminals, and a recently opened haptics suite for dental education. The University has made considerable investment in developing new educational facilities which support interactive, engaging, and collaborative learning.

39. Education is supported by a range of digital learning tools, including our lecture capture system, QReview. Our virtual learning environment (VLE) has benefitted from recent significant investment to improve stability by moving to cloud hosting, and we have also undertaken a refresh of the theme in response to student feedback. We have also deployed Blackboard Ally, which reviews content on the VLE for accessibility. Since 2020, we have made a significant investment in the development of Mixed Mode Education, for which we were shortlisted for an award by UCISA in 2022. Staff delivering Mixed Mode Education can use both MS Teams, providing flexibility in the platform, and have access to training in the effective use of the platform. MME is supplemented by a range of other digital pedagogies, including the use of mixed-reality, to provide students with new ways of experiencing practical activities. Principally this has been through using HoloLens technology in medicine and in chemistry.

Degree Outcomes Statement 2024-25

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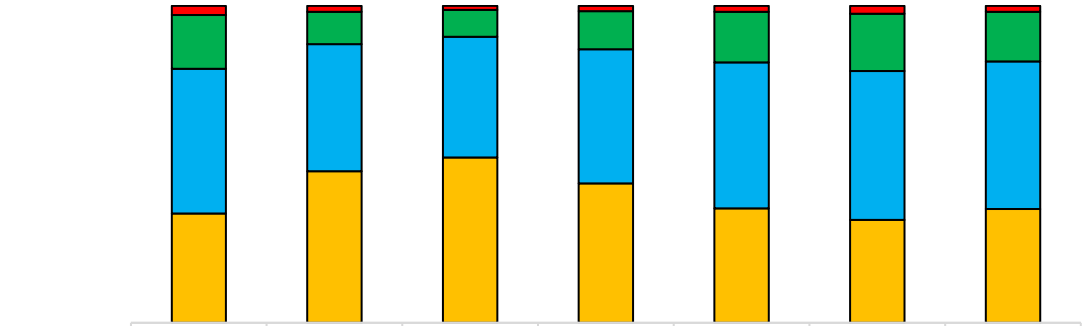
General

Queen Mary University of London

Queen Mary undergraduate (all)

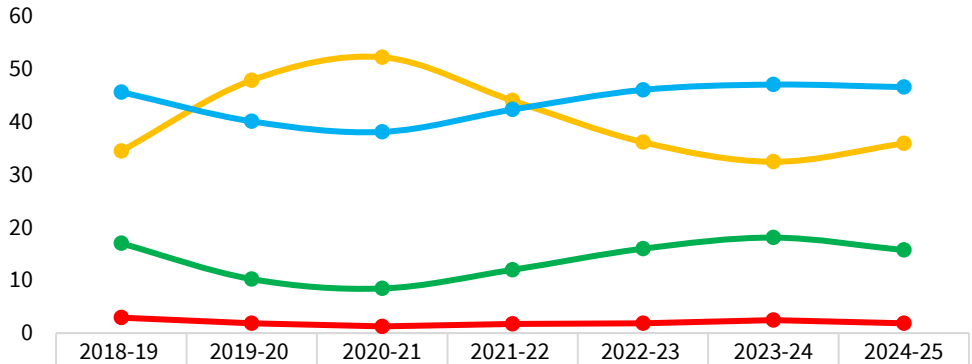
	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	5412	35.90	46.56	15.71	1.83	82.46
2023-24	5837	32.43	47.04	18.07	2.45	79.48
2022-23	5354	36.14	46.04	15.97	1.85	82.18
2021-22	4843	44.00	42.31	11.98	1.71	86.31
2020-21	4977	52.22	38.08	8.44	1.27	90.30
2019-20	4561	47.86	40.08	10.22	1.84	87.94
2018-19	4554	34.48	45.63	16.97	2.92	80.11
Across period	–	+1.43	+0.93	–1.27	–1.09	+2.36

Queen Mary University of London (all UG): classifications over time

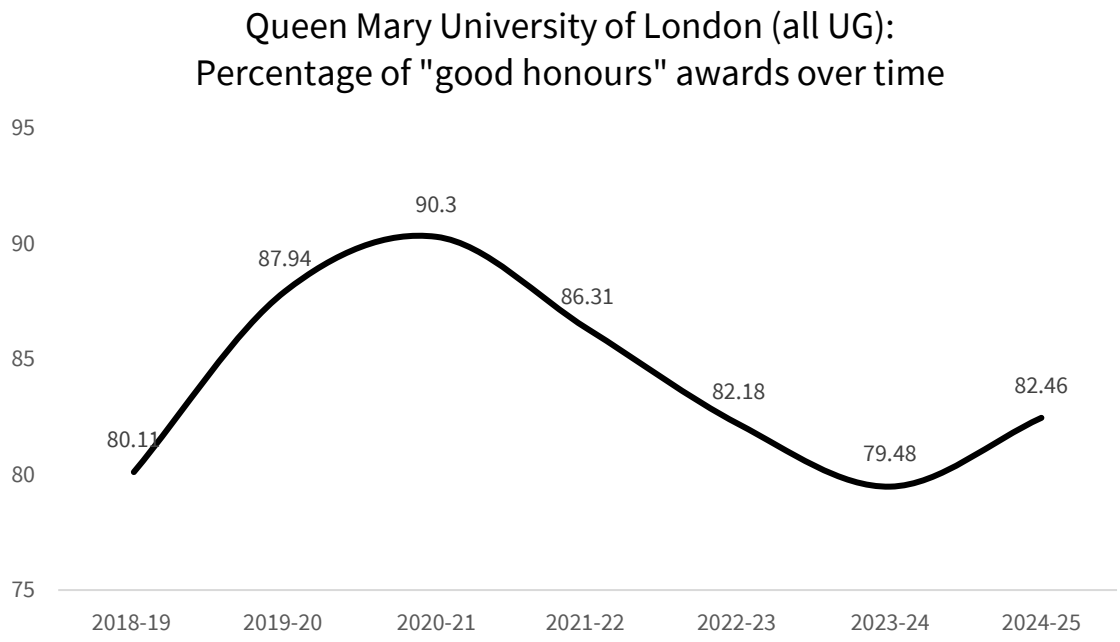


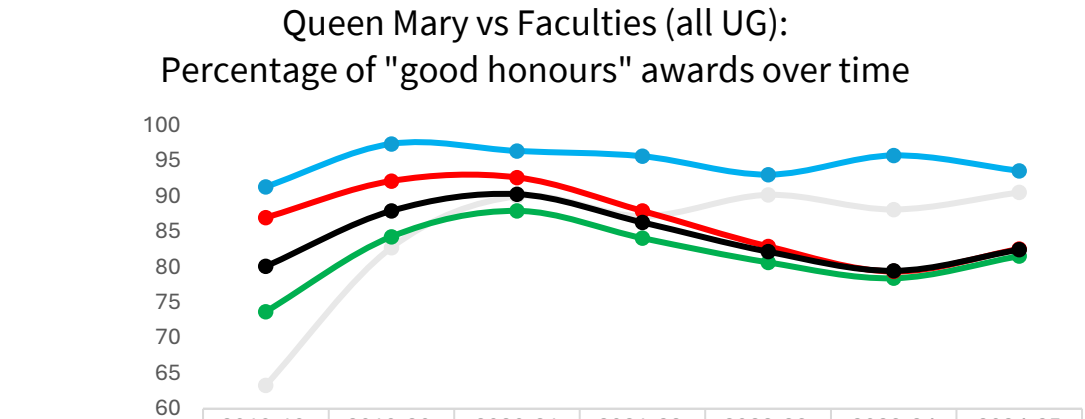
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Third (%)	2.92	1.84	1.27	1.71	1.85	2.45	1.83
2:2 (%)	16.97	10.22	8.44	11.98	15.97	18.07	15.71
2:1 (%)	45.63	40.08	38.08	42.31	46.04	47.04	46.56
First (%)	34.48	47.86	52.22	44	36.14	32.43	35.9

Queen Mary University of London (all UG): classifications over time

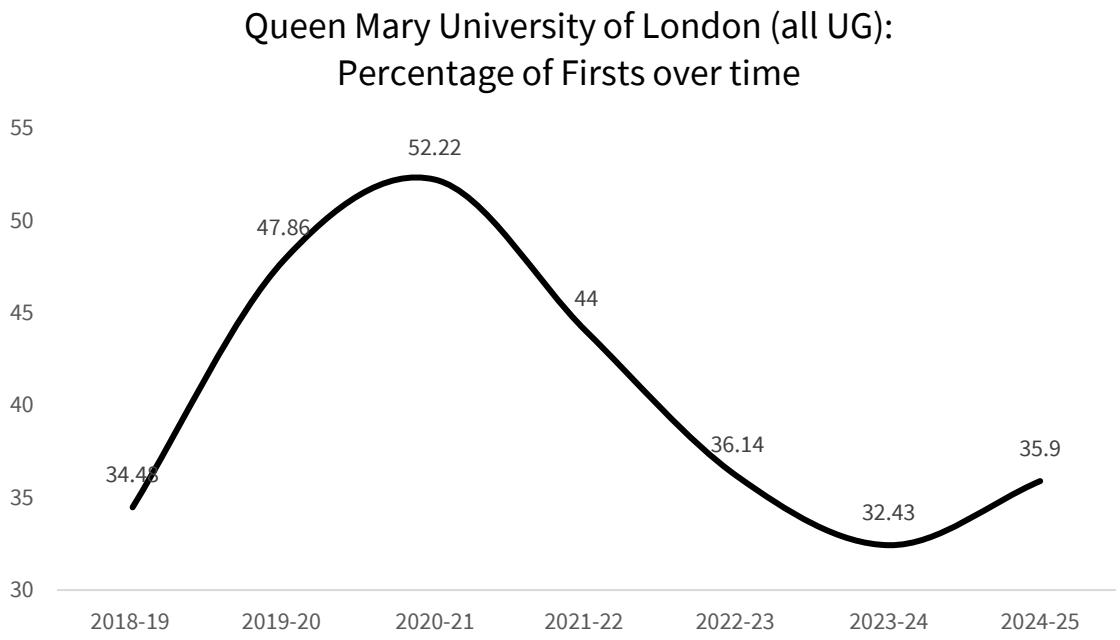


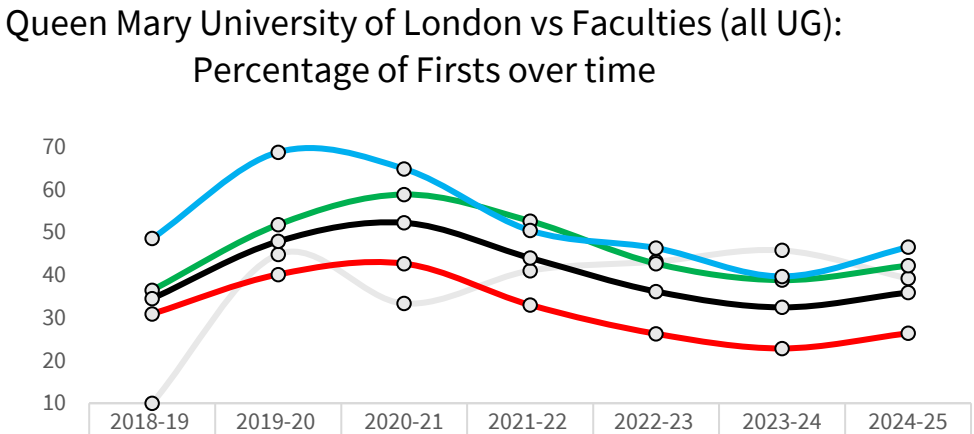
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	34.48	47.86	52.22	44	36.14	32.43	35.9
2:1 (%)	45.63	40.08	38.08	42.31	46.04	47.04	46.56
2:2 (%)	16.97	10.22	8.44	11.98	15.97	18.07	15.71
Third (%)	2.92	1.84	1.27	1.71	1.85	2.45	1.83





	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Other (ULIP)	63.33	82.76	90	87.18	90.2	88.14	90.54
S&E	73.72	84.3	87.94	84.09	80.67	78.43	81.55
H&SS	87	92.16	92.66	87.93	82.93	79.38	82.56
FMD	91.35	97.4	96.4	95.65	93.06	95.77	93.6
Queen Mary	80.11	87.94	90.3	86.31	82.18	79.48	82.46

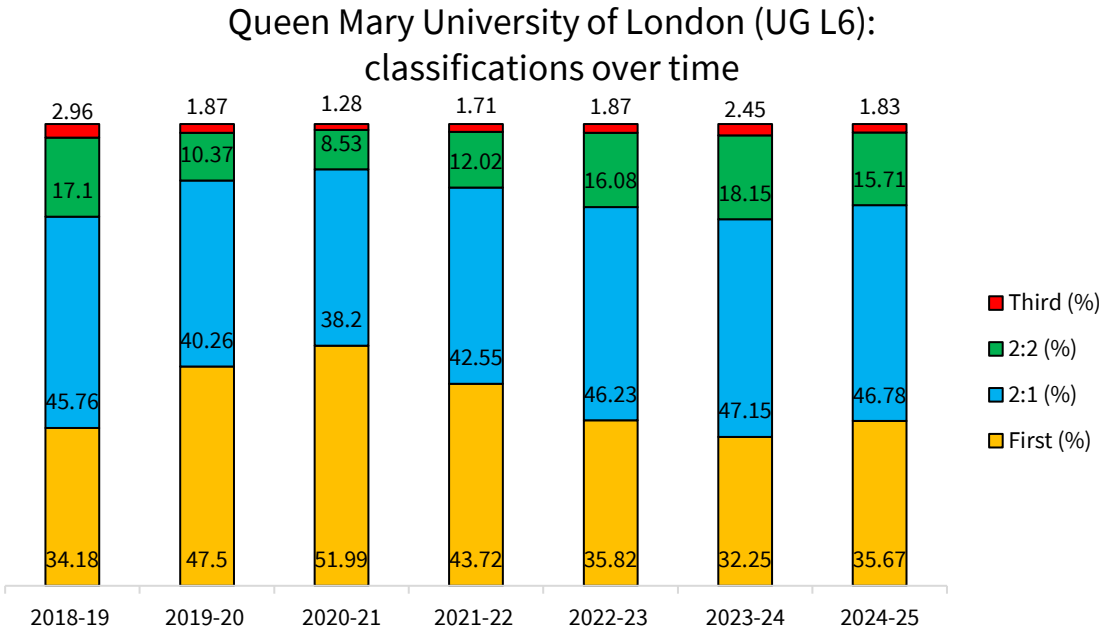


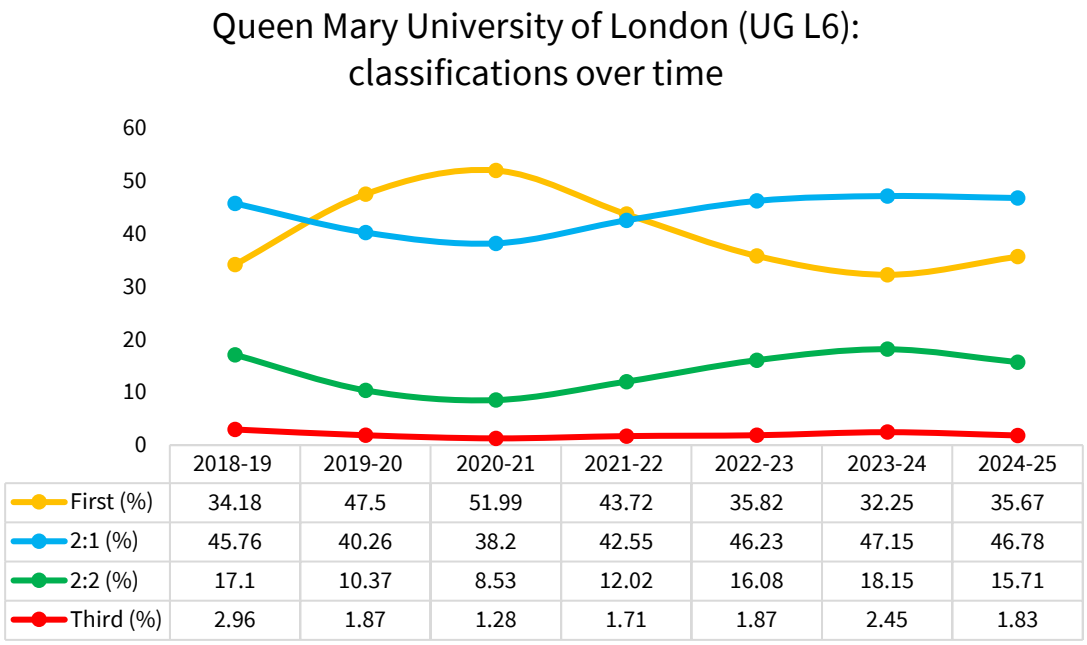


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Other (ULIP)	10	44.83	33.33	41.03	43.14	45.76	39.19
S&E	36.46	51.79	58.84	52.63	42.68	38.8	42.2
H&SS	30.91	40.13	42.66	33	26.25	22.82	26.36
FMD	48.56	68.75	64.86	50.43	46.3	39.68	46.51
Queen Mary	34.48	47.86	52.22	44	36.14	32.43	35.9

Queen Mary undergraduate (level 6 only)

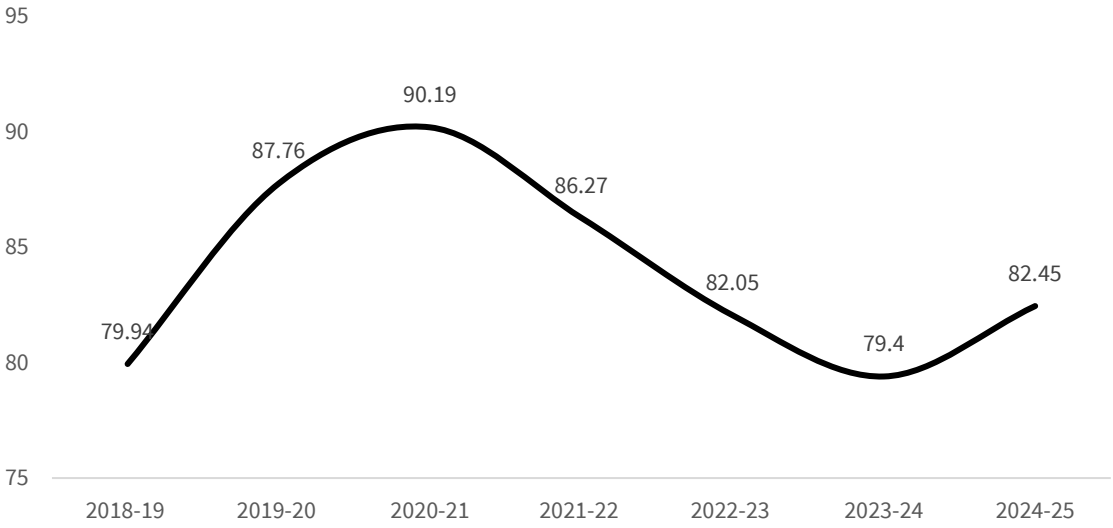
Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	5346	35.67	46.78	15.71	1.83	82.45
2023-24	5807	32.25	47.15	18.15	2.45	79.40
2022-23	5304	35.82	46.23	16.08	1.87	82.05
2021-22	4792	43.72	42.55	12.02	1.71	86.27
2020-21	4914	51.99	38.20	8.53	1.28	90.19
2019-20	4493	47.50	40.26	10.37	1.87	87.76
2018-19	4491	34.18	45.76	17.10	2.96	79.94
Across period	–	+1.49	+1.02	–1.39	–1.13	+2.52



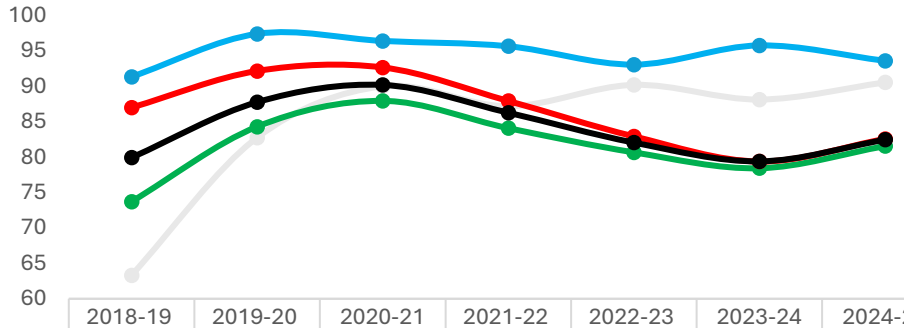


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	34.18	47.5	51.99	43.72	35.82	32.25	35.67
2:1 (%)	45.76	40.26	38.2	42.55	46.23	47.15	46.78
2:2 (%)	17.1	10.37	8.53	12.02	16.08	18.15	15.71
Third (%)	2.96	1.87	1.28	1.71	1.87	2.45	1.83

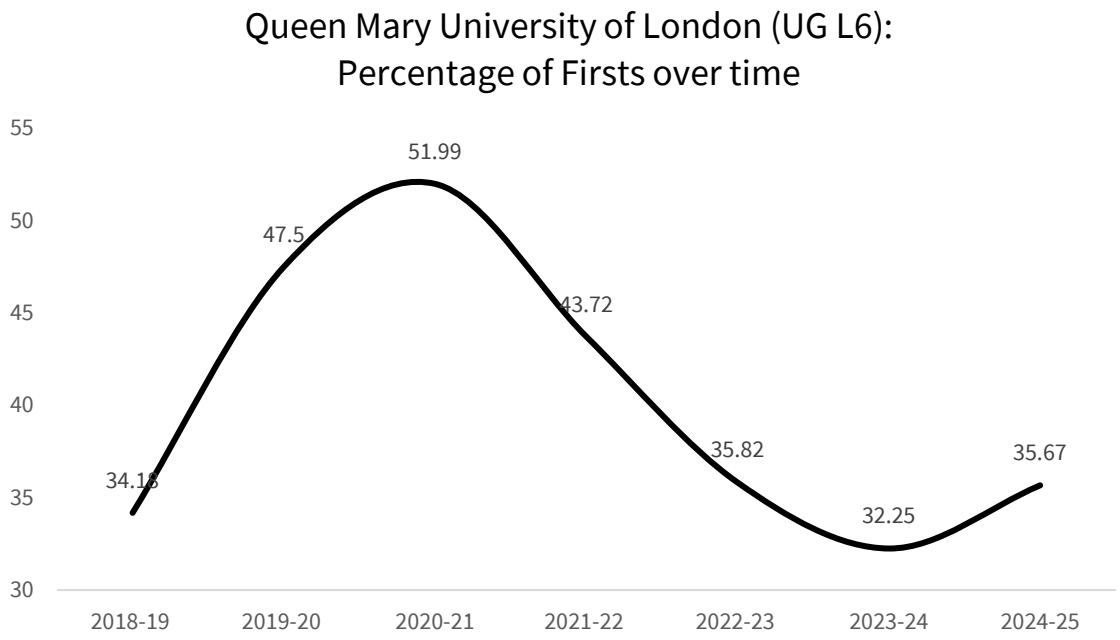
Queen Mary University of London (UG L6): Percentage of "good honours" awards over time

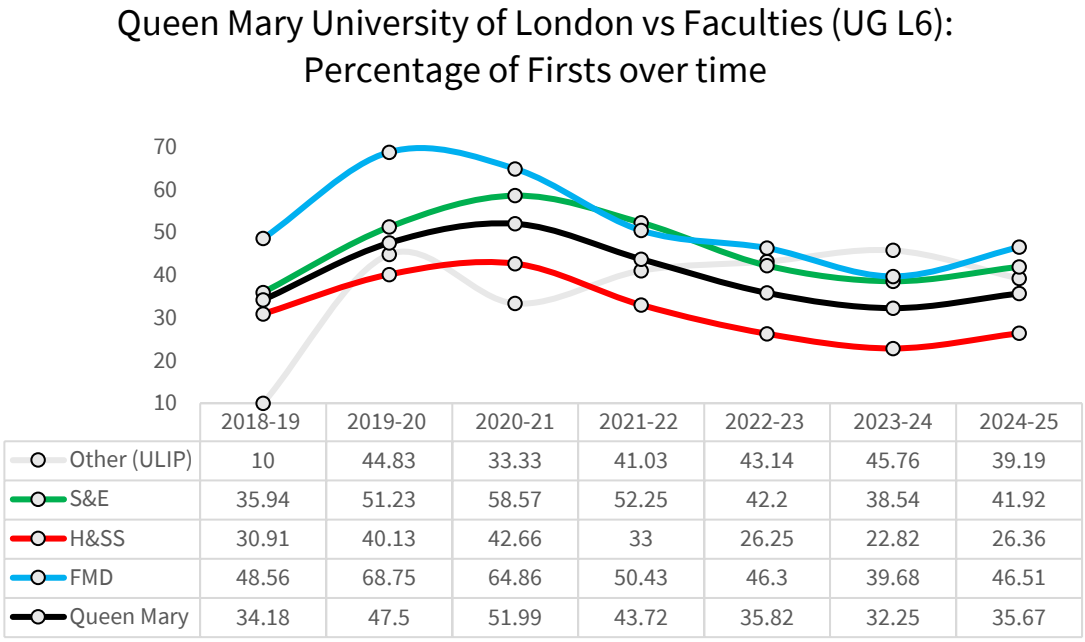


Queen Mary vs Faculties (UG L6): Percentage of "good honours" awards over time



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Other (ULIP)	63.33	82.76	90	87.18	90.2	88.13	90.54
S&E	73.72	84.3	87.94	84.09	80.67	78.43	81.55
H&SS	87	92.16	92.66	87.93	82.93	79.38	82.56
FMD	91.35	97.4	96.4	95.65	93.06	95.77	93.6
Queen Mary	79.94	87.76	90.19	86.27	82.05	79.4	82.45



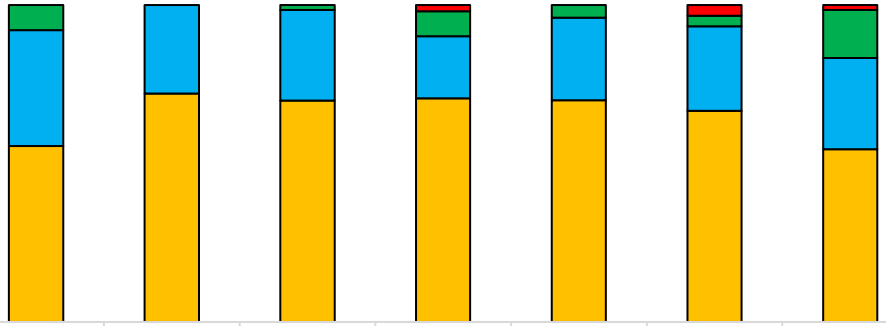


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Other (ULIP)	10	44.83	33.33	41.03	43.14	45.76	39.19
S&E	35.94	51.23	58.57	52.25	42.2	38.54	41.92
H&SS	30.91	40.13	42.66	33	26.25	22.82	26.36
FMD	48.56	68.75	64.86	50.43	46.3	39.68	46.51
Queen Mary	34.18	47.5	51.99	43.72	35.82	32.25	35.67

Queen Mary undergraduate (level 7 only)

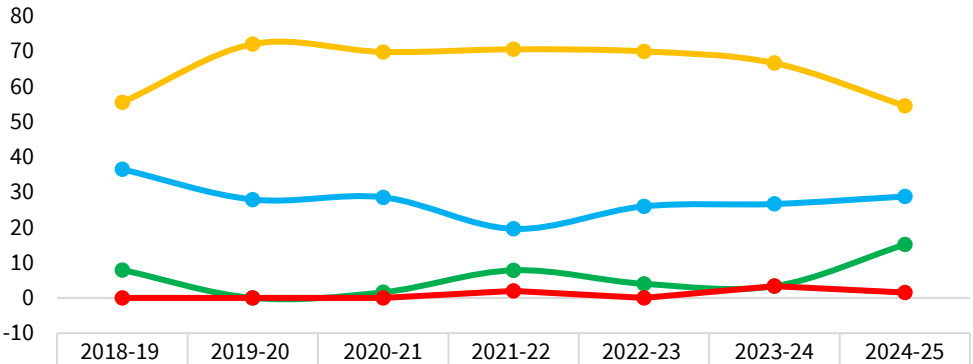
Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	66	54.55	28.79	15.15	1.52	83.33
2023-24	30	66.67	26.67	3.33	3.33	93.33
2022-23	50	70.00	26.00	4.00	0.00	96.00
2021-22	51	70.59	19.61	7.84	1.96	90.20
2020-21	63	69.84	28.57	1.59	0.00	98.41
2019-20	68	72.06	27.94	0.00	0.00	100.00
2018-19	63	55.56	36.51	7.94	0.00	92.06
Across period	–	–1.01	–7.72	+7.22	+1.52	–8.73

Queen Mary University of London (UG L7):
classifications over time (all UG L7 awards are from S&E)

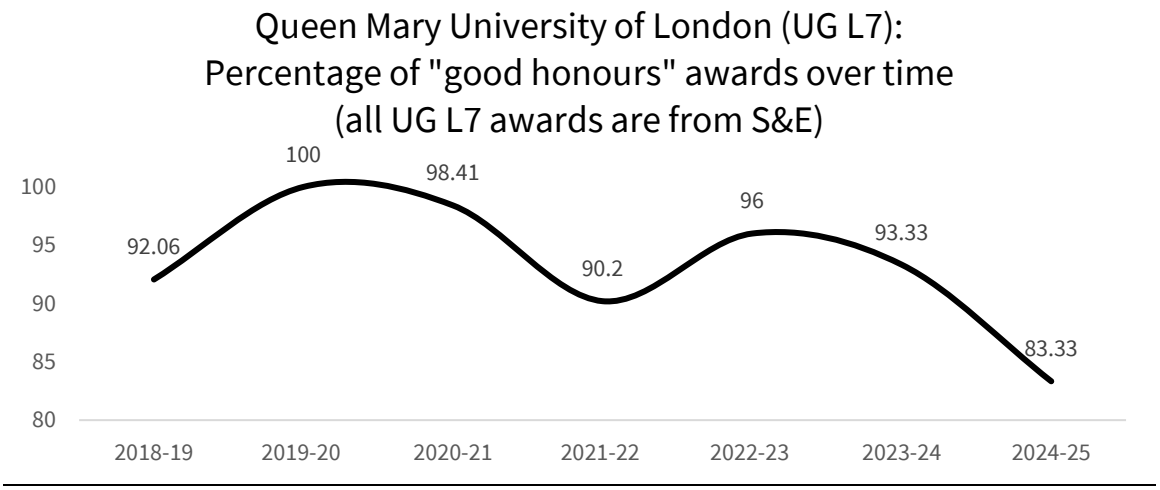


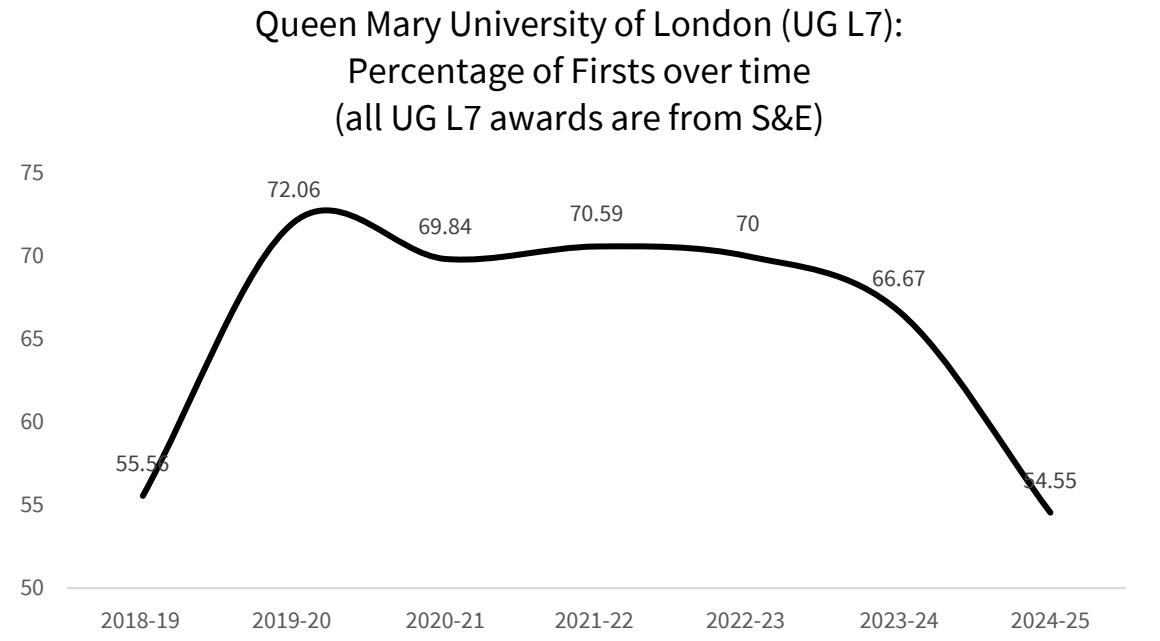
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Third (%)	0	0	0	1.96	0	3.33	1.52
2:2 (%)	7.94	0	1.59	7.84	4	3.33	15.15
2:1 (%)	36.51	27.94	28.57	19.61	26	26.67	28.79
First (%)	55.56	72.06	69.84	70.59	70	66.67	54.55

Queen Mary University of London (UG L7):
classifications over time (all UG L7 awards are from S&E)



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	55.56	72.06	69.84	70.59	70	66.67	54.55
2:1 (%)	36.51	27.94	28.57	19.61	26	26.67	28.79
2:2 (%)	7.94	0	1.59	7.84	4	3.33	15.15
Third (%)	0	0	0	1.96	0	3.33	1.52


Queen Mary University of London (UG L7):
Percentage of "good honours" awards over time
(all UG L7 awards are from S&E)
100
95
90
85
80
92.06
100
98.41
90.2
96
93.33
83.33
2018-19
2019-20
2020-21
2021-22
2022-23
2023-24
2024-25


Queen Mary University of London (UG L7):
Percentage of Firsts over time
(all UG L7 awards are from S&E)
75
70
65
60
55
50
55.56
72.06
69.84
70.59
70
66.67
54.55
2018-19
2019-20
2020-21
2021-22
2022-23
2023-24
2024-25

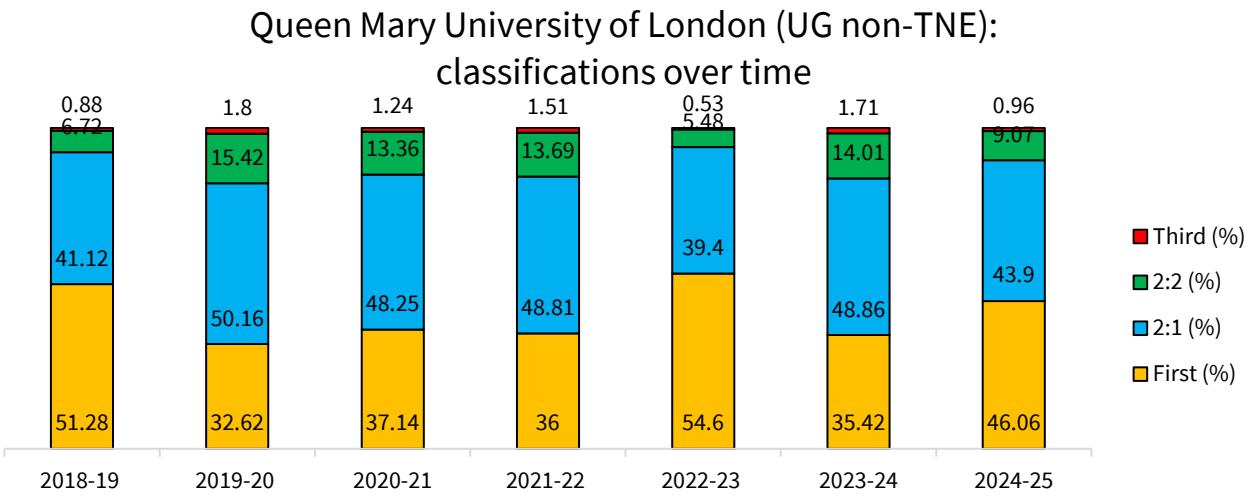
General

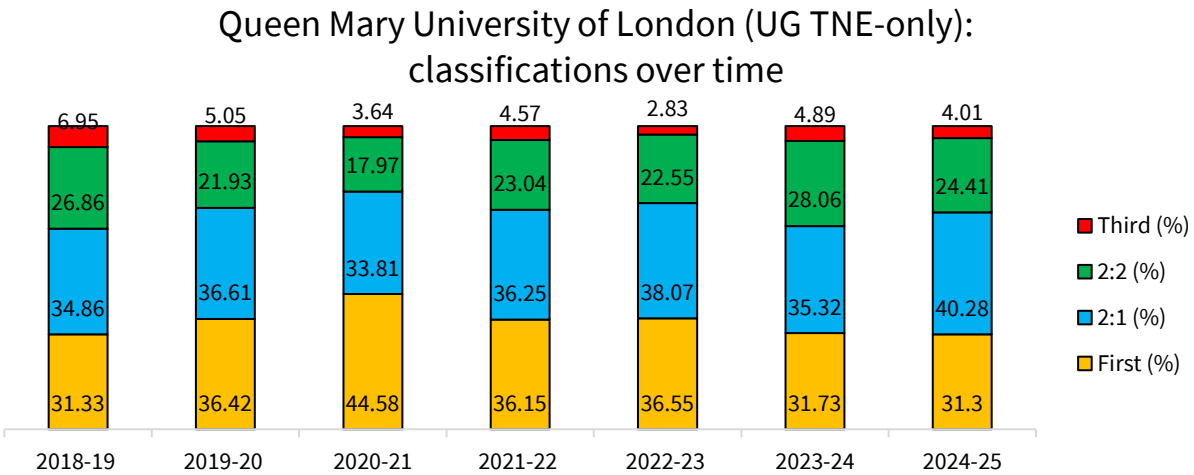
Queen Mary undergraduate (excluding TNE)

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	4,265	37.14	48.25	13.36	1.24	85.39
2023-24	4,611	32.62	50.16	15.42	1.80	82.78
2022-23	3,975	36.00	48.81	13.69	1.51	84.81
2021-22	3,836	46.06	43.90	9.07	0.96	89.96
2020-21	3,797	54.60	39.40	5.48	0.53	94.00
2019-20	3,512	51.28	41.12	6.72	0.88	92.40
2018-19	3,504	35.42	48.86	14.01	1.71	84.28
Across period	–	+1.72	–0.61	–0.65	–0.47	+1.12

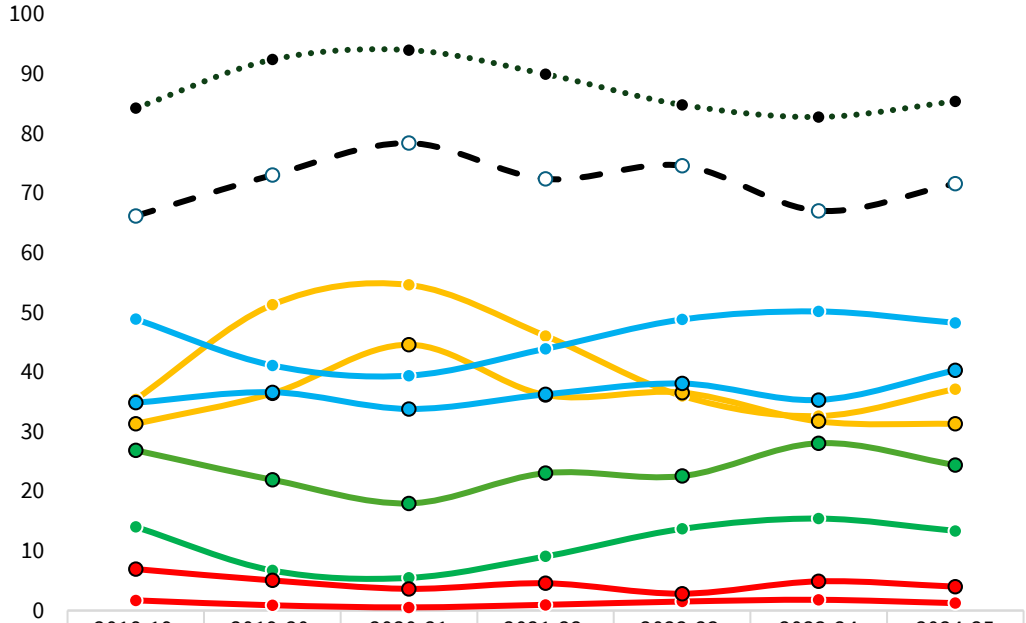
Queen Mary undergraduate (TNE only)

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	1,147	31.30	40.28	24.41	4.01	71.58
2023-24	1,226	31.73	35.32	28.06	4.89	67.05
2022-23	1,379	36.55	38.07	22.55	2.83	74.62
2021-22	1,007	36.15	36.25	23.04	4.57	72.39
2020-21	1,180	44.58	33.81	17.97	3.64	78.39
2019-20	1,049	36.42	36.61	21.93	5.05	73.02
2018-19	1,050	31.33	34.86	26.86	6.95	66.19
Across period	–	–0.03	+5.42	–2.45	–2.94	+5.39





Queen Mary University of London (UG TNE vs non-TNE): 'Good Honours' and classifications over time



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (UK) (%)	35.42	51.28	54.6	46.06	36	32.62	37.14
First (TNE) (%)	31.33	36.42	44.58	36.15	36.55	31.73	31.3
2:1 (UK) (%)	48.86	41.12	39.4	43.9	48.81	50.16	48.25
2:1 (TNE) (%)	34.86	36.61	33.81	36.25	38.07	35.32	40.28
2:2 (UK) (%)	14.01	6.72	5.48	9.07	13.69	15.42	13.36
2:2 (TNE) (%)2	26.86	21.93	17.97	23.04	22.55	28.06	24.41
Third (UK) (%)	1.71	0.88	0.53	0.96	1.51	1.8	1.24
Third (TNE) (%)	6.95	5.05	3.64	4.57	2.83	4.89	4.01
Good Hons (UK) (%)	84.28	92.4	94	89.96	84.81	82.78	85.39
Good Hons (TNE) (%	66.19	73.02	78.39	72.39	74.62	67.05	71.58

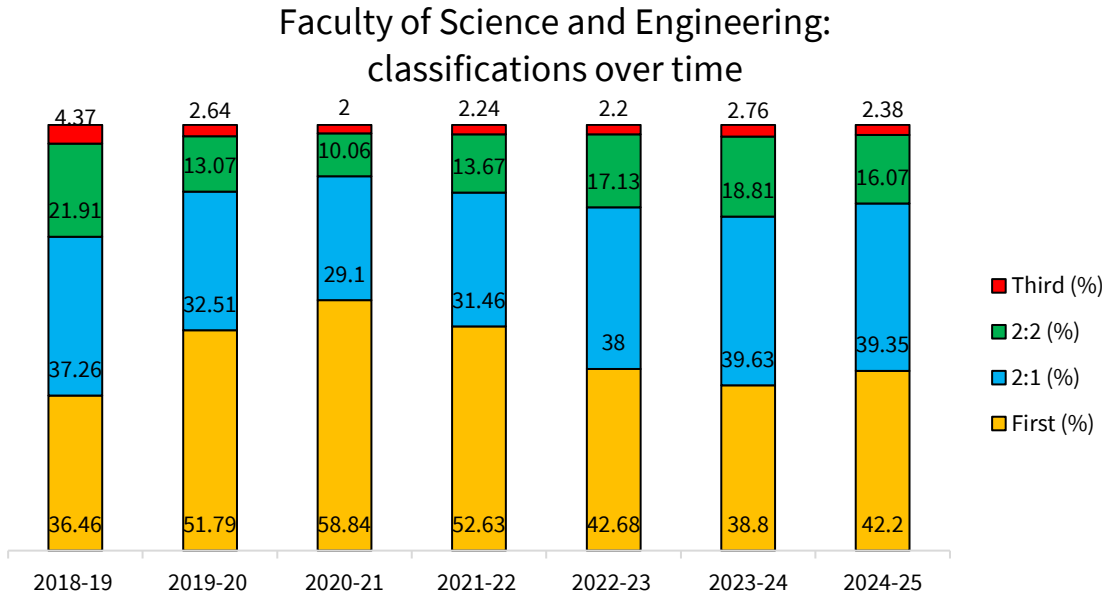
Faculty of Science and Engineering

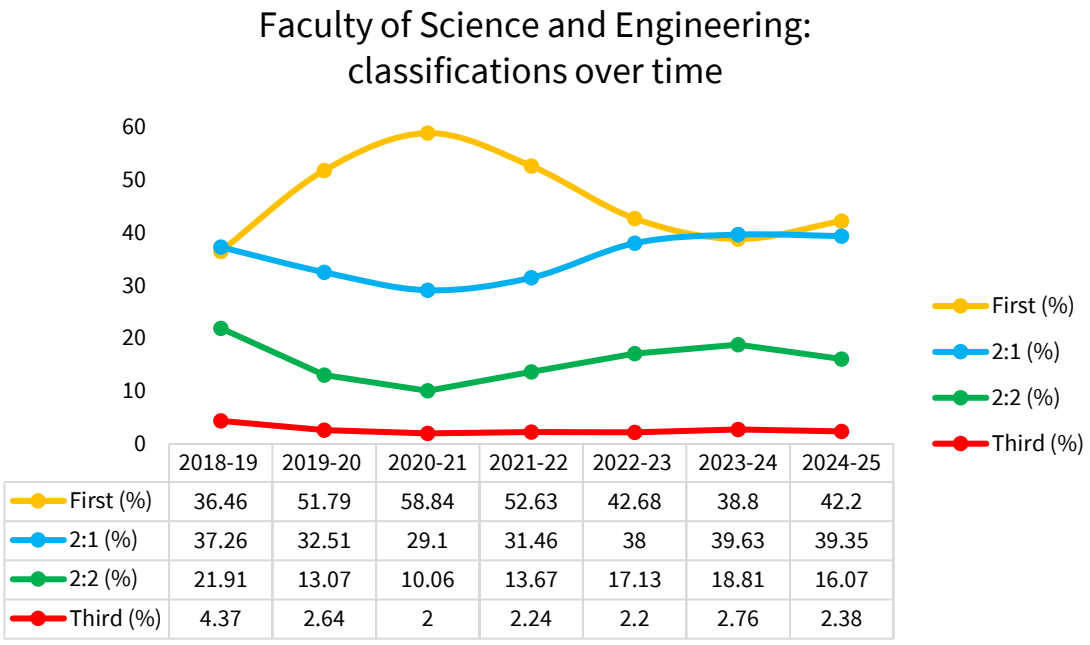
General

Faculty of Science and Engineering (all schools)

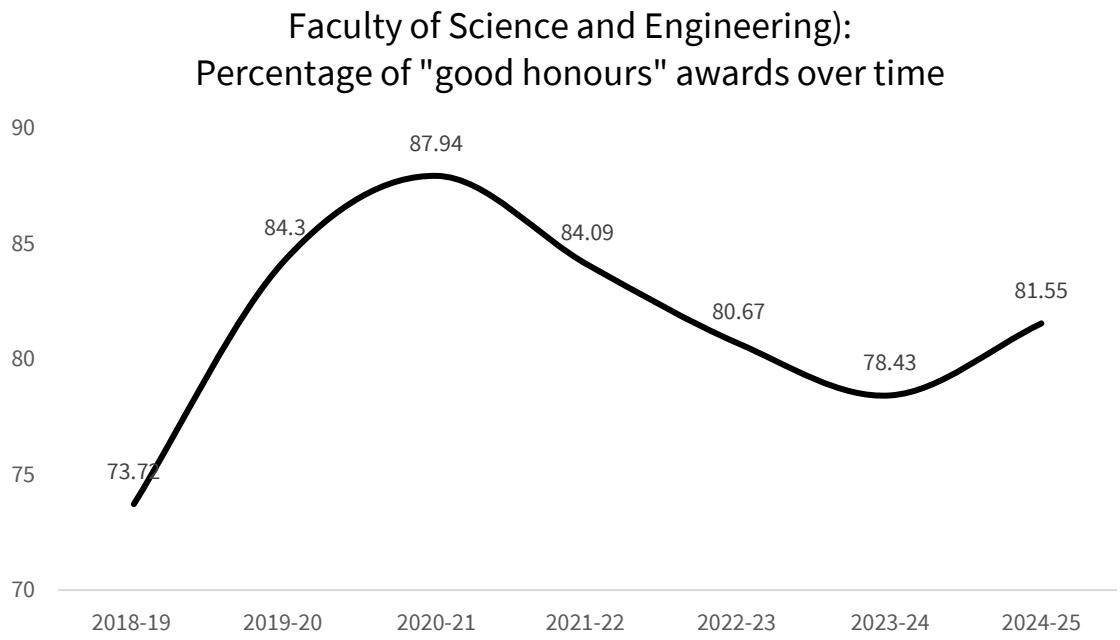
S&E undergraduate (all)

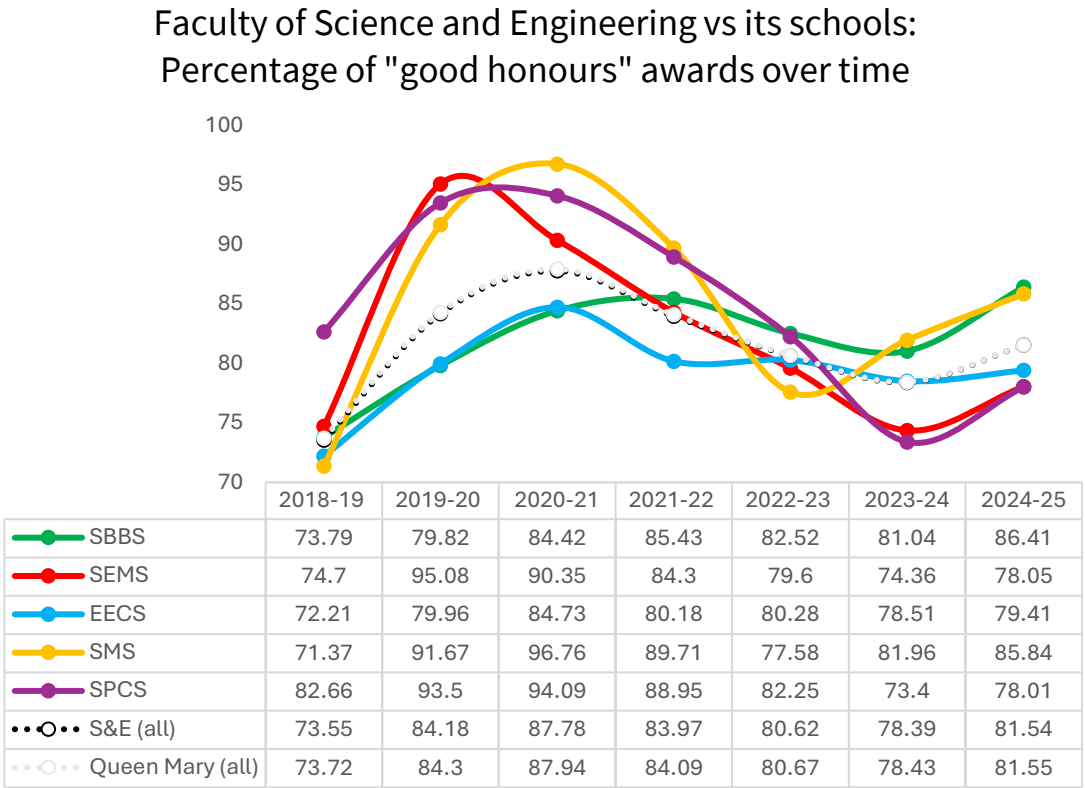
Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	2,981	42.20	39.35	16.07	2.38	81.55
2023-24	3,227	38.80	39.63	18.81	2.76	78.43
2022-23	2,908	42.68	38.00	17.13	2.20	80.67
2021-22	2,495	52.63	31.46	13.67	2.24	84.09
2020-21	2,653	58.84	29.10	10.06	2.00	87.94
2019-20	2,541	51.79	32.51	13.07	2.64	84.30
2018-19	2,378	36.46	37.26	21.91	4.37	73.72
Across period	–	+5.74	+2.09	–5.84	–1.99	+7.83





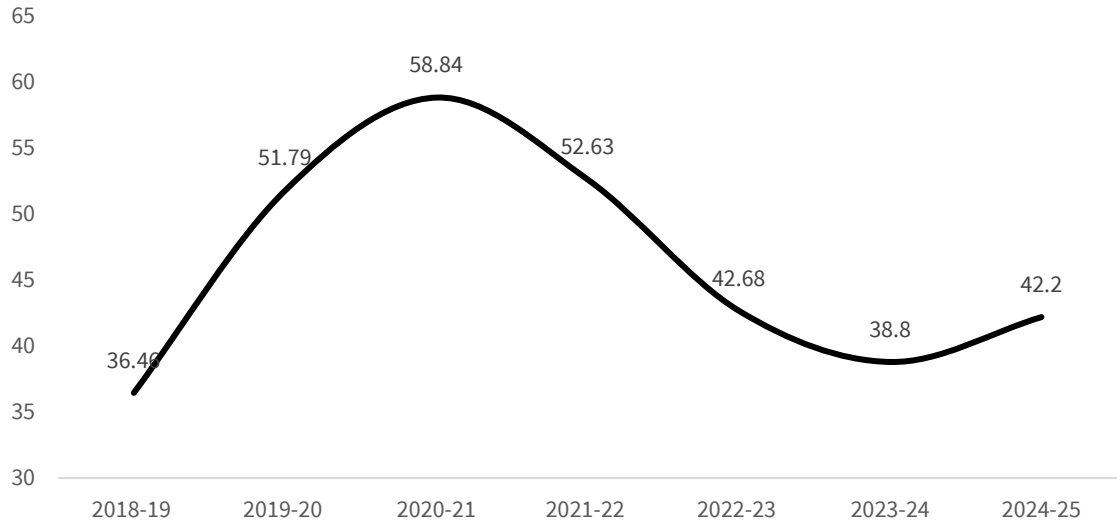
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	36.46	51.79	58.84	52.63	42.68	38.8	42.2
2:1 (%)	37.26	32.51	29.1	31.46	38	39.63	39.35
2:2 (%)	21.91	13.07	10.06	13.67	17.13	18.81	16.07
Third (%)	4.37	2.64	2	2.24	2.2	2.76	2.38



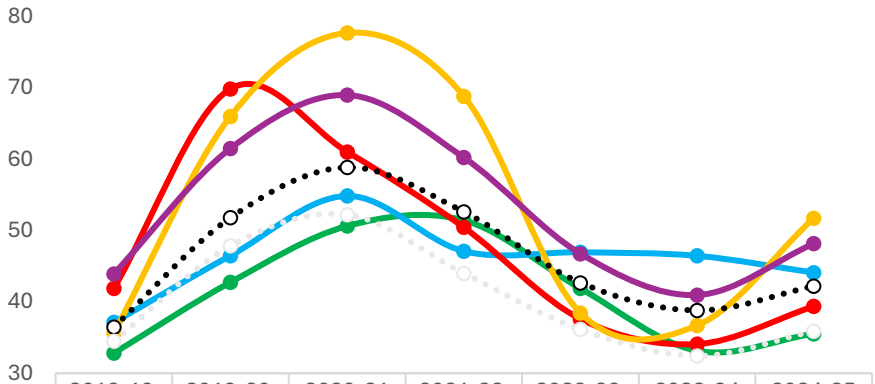


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
SBBS	73.79	79.82	84.42	85.43	82.52	81.04	86.41
SEMS	74.7	95.08	90.35	84.3	79.6	74.36	78.05
EECS	72.21	79.96	84.73	80.18	80.28	78.51	79.41
SMS	71.37	91.67	96.76	89.71	77.58	81.96	85.84
SPCS	82.66	93.5	94.09	88.95	82.25	73.4	78.01
S&E (all)	73.55	84.18	87.78	83.97	80.62	78.39	81.54
Queen Mary (all)	73.72	84.3	87.94	84.09	80.67	78.43	81.55

Faculty of Science and Engineering: Percentage of Firsts over time



Faculty of Science and Engineering vs its schools: Percentage of Firsts over time

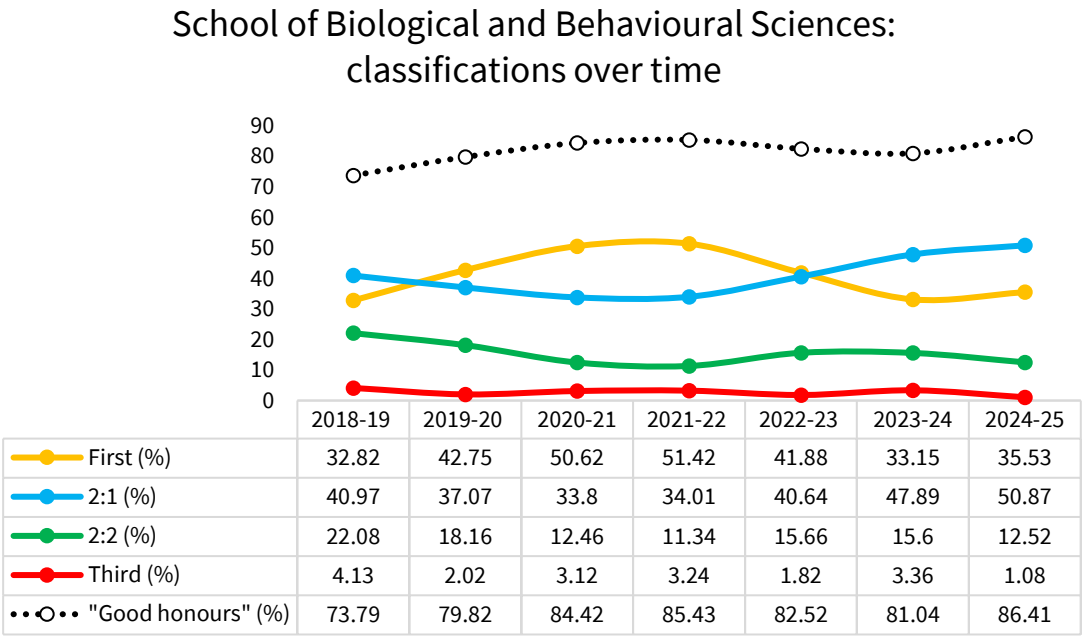


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
SBBS	32.82	42.75	50.62	51.42	41.88	33.15	35.53
EECS	37.13	46.48	54.84	47.1	46.95	46.45	44.1
SEMS	41.9	69.85	61.02	50.44	37.61	34.09	39.37
SMS	35.68	66	77.67	68.82	38.43	36.7	51.73
SPCS	43.93	61.5	68.97	60.22	46.75	40.96	48.17
S&E (all)	36.46	51.79	58.84	52.63	42.68	38.8	42.2
Queen Mary (all)	34.48	47.86	52.22	44	36.14	32.43	35.9

School of Biological and Behavioural Sciences

SBBS undergraduate

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	743	35.53	50.87	12.52	1.08	86.41
2023-24	923	33.15	47.89	15.60	3.36	81.04
2022-23	881	41.88	40.64	15.66	1.82	82.52
2021-22	494	51.42	34.01	11.34	3.24	85.43
2020-21	642	50.62	33.80	12.46	3.12	84.42
2019-20	793	42.75	37.07	18.16	2.02	79.82
2018-19	847	32.82	40.97	22.08	4.13	73.79
Across period	–	+2.71	+9.91	−9.56	−3.06	+12.62



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	32.82	42.75	50.62	51.42	41.88	33.15	35.53
2:1 (%)	40.97	37.07	33.8	34.01	40.64	47.89	50.87
2:2 (%)	22.08	18.16	12.46	11.34	15.66	15.6	12.52
Third (%)	4.13	2.02	3.12	3.24	1.82	3.36	1.08
"Good honours" (%)	73.79	79.82	84.42	85.43	82.52	81.04	86.41

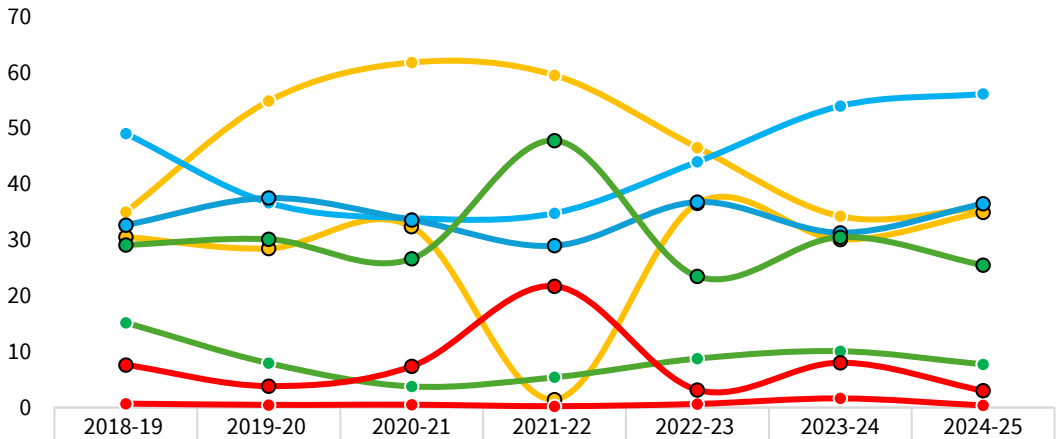
SBBS undergraduate (excluding TNE)

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	543	35.73	56.17	7.73	0.37	91.90
2023-24	674	34.27	54.01	10.09	1.63	88.28
2022-23	468	46.58	44.02	8.76	0.64	90.60
2021-22	425	59.53	34.82	5.41	0.24	94.35
2020-21	398	61.81	33.92	3.77	0.50	95.73
2019-20	428	54.91	36.68	7.94	0.47	91.59
2018-19	428	35.05	49.07	15.19	0.70	84.11
Across period	–	+0.68	+7.10	−7.45	−0.33	+7.78

SBBS undergraduate (TNE only)

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	200	35.00	36.50	25.50	3.00	71.50
2023-24	249	30.12	31.33	30.52	8.03	61.45
2022-23	413	36.56	36.80	23.49	3.15	73.37
2021-22	69	1.45	28.99	47.83	21.74	30.43
2020-21	244	32.38	33.61	26.64	7.38	65.98
2019-20	365	28.49	37.53	30.14	3.84	66.03
2018-19	419	30.55	32.70	29.12	7.64	63.25
Across period	–	+4.45	+3.80	−3.62	−4.64	+8.25

School of Biological and Behavioural Sciences (UG TNE/non-TNE): classifications over time

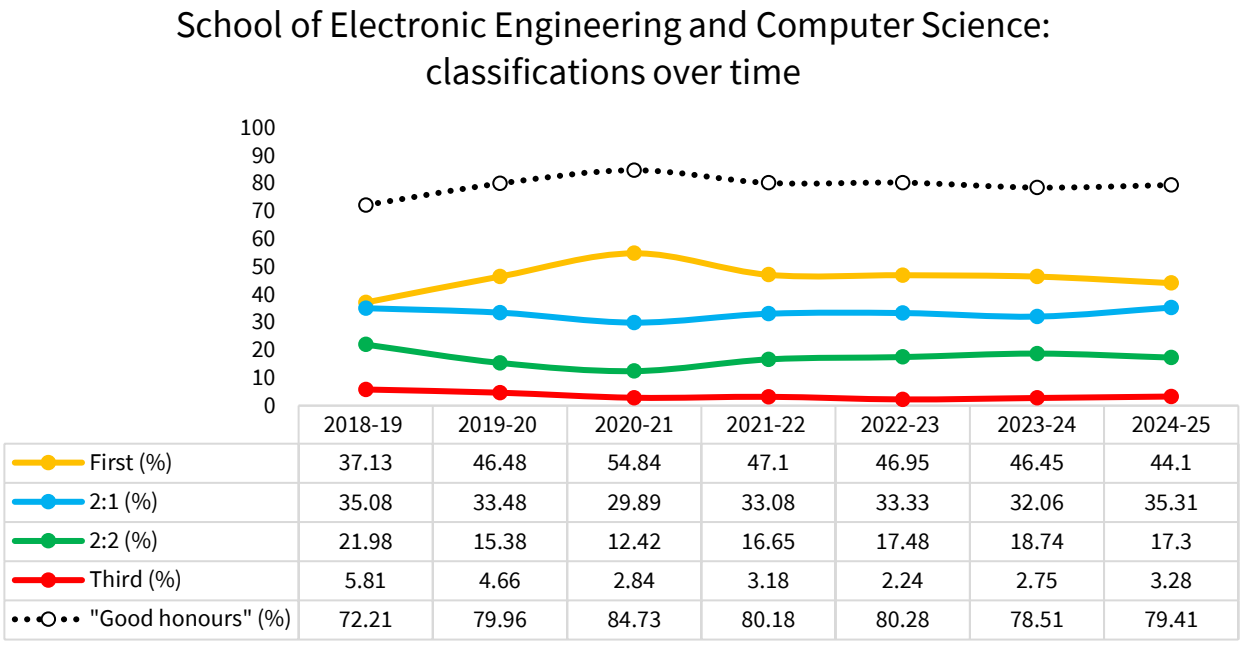


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (UK) (%)	35.05	54.91	61.81	59.53	46.58	34.27	35.73
First (TNE) (%)	30.55	28.49	32.38	1.45	36.56	30.12	35
2:1 (UK) (%)	49.07	36.68	33.92	34.82	44.02	54.01	56.17
2:1 (TNE) (%)	32.7	37.53	33.61	28.99	36.8	31.33	36.5
2:2 (UK) (%)	15.19	7.94	3.77	5.41	8.76	10.09	7.73
2:2 (TNE) (%)	29.12	30.14	26.64	47.83	23.49	30.52	25.5
Third (UK) (%)	0.7	0.47	0.5	0.24	0.64	1.63	0.37
Third (TNE) (%)	7.64	3.84	7.38	21.74	3.15	8.03	3

School of Electronic Engineering and Computer Science

EECS undergraduate

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	1,127	44.10	35.31	17.30	3.28	79.41
2023-24	1,126	46.45	32.06	18.74	2.75	78.51
2022-23	984	46.95	33.33	17.48	2.24	80.28
2021-22	913	47.10	33.08	16.65	3.18	80.18
2020-21	950	54.84	29.89	12.42	2.84	84.73
2019-20	923	46.48	33.48	15.38	4.66	79.96
2018-19	878	37.13	35.08	21.98	5.81	72.21
Across period	–	+6.97	+0.24	−4.68	−2.53	+7.20



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	37.13	46.48	54.84	47.1	46.95	46.45	44.1
2:1 (%)	35.08	33.48	29.89	33.08	33.33	32.06	35.31
2:2 (%)	21.98	15.38	12.42	16.65	17.48	18.74	17.3
Third (%)	5.81	4.66	2.84	3.18	2.24	2.75	3.28
"Good honours" (%)	72.21	79.96	84.73	80.18	80.28	78.51	79.41

General

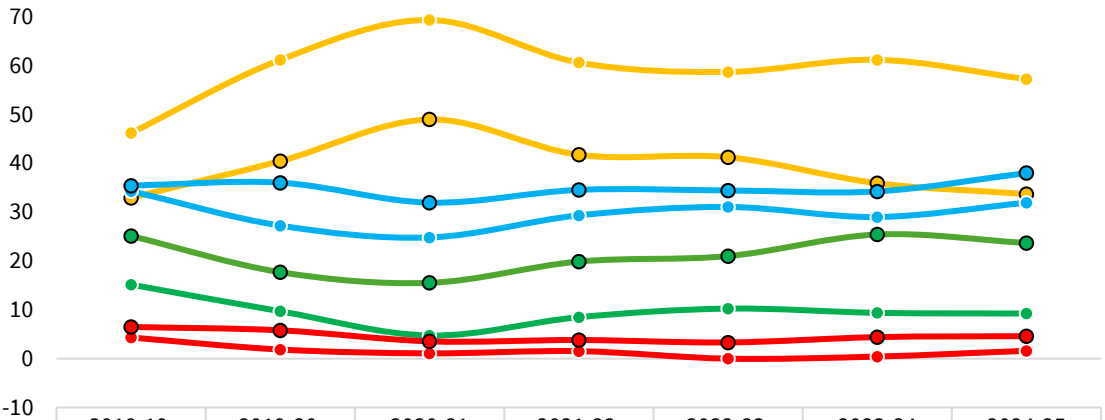
EECS undergraduate (excluding TNE)

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	498	57.23	31.93	9.24	1.61	89.16
2023-24	469	61.19	29.00	9.38	0.43	90.19
2022-23	322	58.70	31.06	10.25	0.00	89.75
2021-22	259	60.62	29.34	8.49	1.54	89.96
2020-21	274	69.34	24.82	4.74	1.09	94.16
2019-20	268	61.19	27.24	9.70	1.87	88.43
2018-19	277	46.21	34.30	15.16	4.33	80.51
Across period	–	+11.02	−2.37	−5.93	−2.73	+8.65

EECS undergraduate (TNE only)

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	629	33.70	38.00	23.69	4.61	71.70
2023-24	657	35.92	34.25	25.42	4.41	70.17
2022-23	662	41.24	34.44	21.00	3.32	75.68
2021-22	654	41.74	34.56	19.88	3.82	76.30
2020-21	676	48.96	31.95	15.53	3.55	80.92
2019-20	655	40.46	36.03	17.71	5.80	76.49
2018-19	601	32.95	35.44	25.12	6.49	68.39
Across period	–	+0.76	+2.56	−1.44	−1.88	+3.32

School of Electronic Engineering and Computer Science (UG TNE/non-TNE): classifications over time

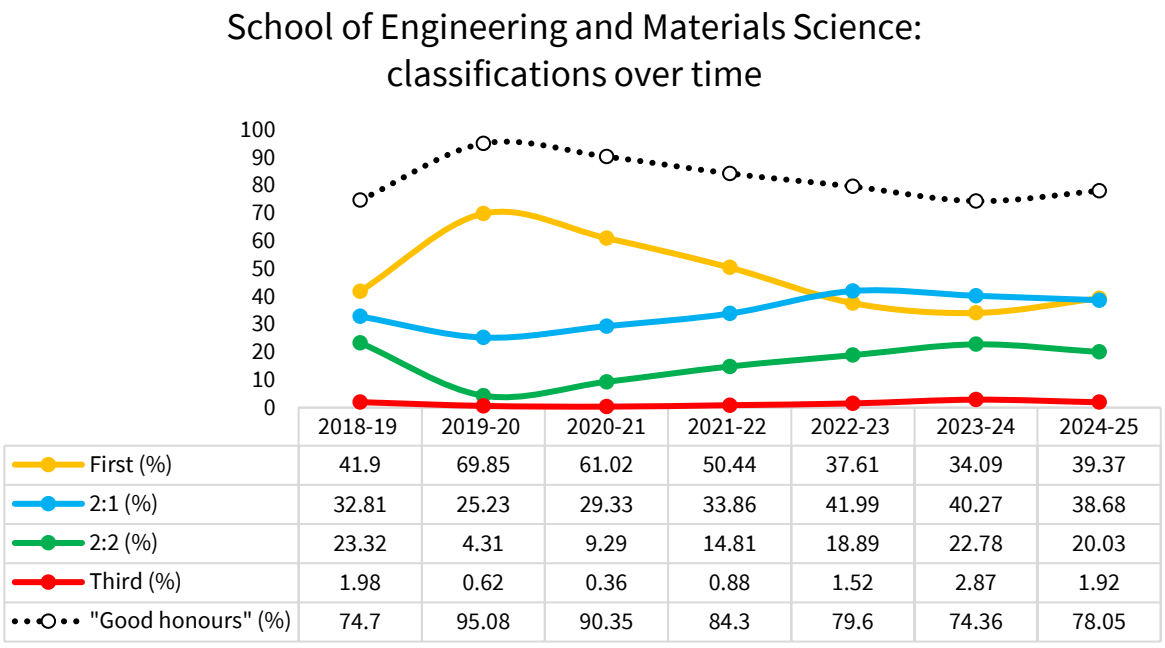


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (UK) (%)	46.21	61.19	69.34	60.62	58.7	61.19	57.23
First (TNE) (%)	32.95	40.46	48.96	41.74	41.24	35.92	33.7
2:1 (UK) (%)	34.3	27.24	24.82	29.34	31.06	29	31.93
2:1 (TNE) (%)	35.44	36.03	31.95	34.56	34.44	34.25	38
2:2 (UK) (%)	15.16	9.7	4.74	8.49	10.25	9.38	9.24
2:2 (TNE) (%)	25.12	17.71	15.53	19.88	21	25.42	23.69
Third (UK) (%)	4.33	1.87	1.09	1.54	0	0.43	1.61
Third (TNE) (%)	6.49	5.8	3.55	3.82	3.32	4.41	4.61

School of Engineering and Materials Science

SEMS undergraduate

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	574	39.37	38.68	20.03	1.92	78.05
2023-24	663	34.09	40.27	22.78	2.87	74.36
2022-23	593	37.61	41.99	18.89	1.52	79.60
2021-22	567	50.44	33.86	14.81	0.88	84.30
2020-21	549	61.02	29.33	9.29	0.36	90.35
2019-20	325	69.85	25.23	4.31	0.62	95.08
2018-19	253	41.90	32.81	23.32	1.98	74.70
Across period	–	–2.52	+5.87	–3.29	–0.06	+3.35



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	41.9	69.85	61.02	50.44	37.61	34.09	39.37
2:1 (%)	32.81	25.23	29.33	33.86	41.99	40.27	38.68
2:2 (%)	23.32	4.31	9.29	14.81	18.89	22.78	20.03
Third (%)	1.98	0.62	0.36	0.88	1.52	2.87	1.92
"Good honours" (%)	74.7	95.08	90.35	84.3	79.6	74.36	78.05

General

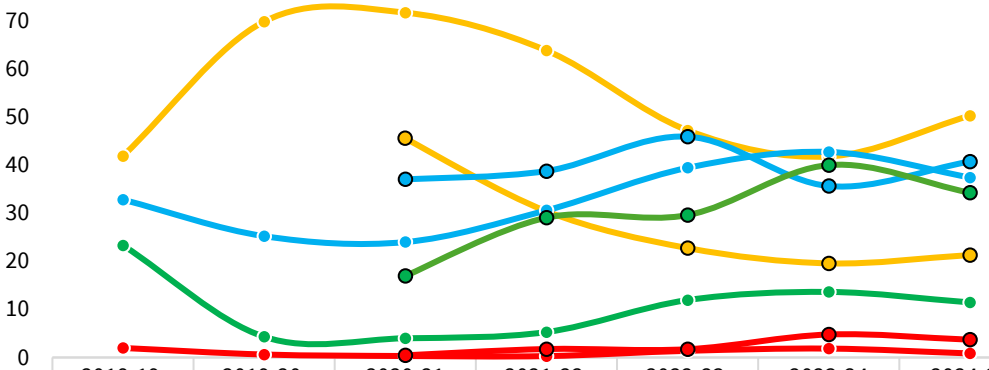
SEMS undergraduate (excluding TNE)

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	358	50.28	37.43	11.45	0.84	87.71
2023-24	433	41.80	42.73	13.63	1.85	84.53
2022-23	360	47.22	39.44	11.94	1.39	86.67
2021-22	340	63.82	30.59	5.29	0.29	94.41
2020-21	325	71.69	24.00	4.00	0.31	95.69
2019-20	325	69.85	25.23	4.31	0.62	95.08
2018-19	253	41.90	32.81	23.32	1.98	74.70
Across period	–	+8.38	+4.62	−11.87	−1.14	+13.01

SEMS undergraduate (TNE only)

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	216	21.30	40.74	34.26	3.70	62.04
2023-24	230	19.57	35.65	40.00	4.78	55.22
2022-23	233	22.75	45.92	29.61	1.72	68.67
2021-22	227	30.40	38.77	29.07	1.76	69.16
2020-21	224	45.54	37.05	16.96	0.45	82.59
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	N/A	N/A	N/A	N/A	N/A	N/A
Across period	–	−24.24	+3.69	+17.29	+3.26	−20.55

School of Engineering and Materials Science (UG TNE/non-TNE): classifications over time

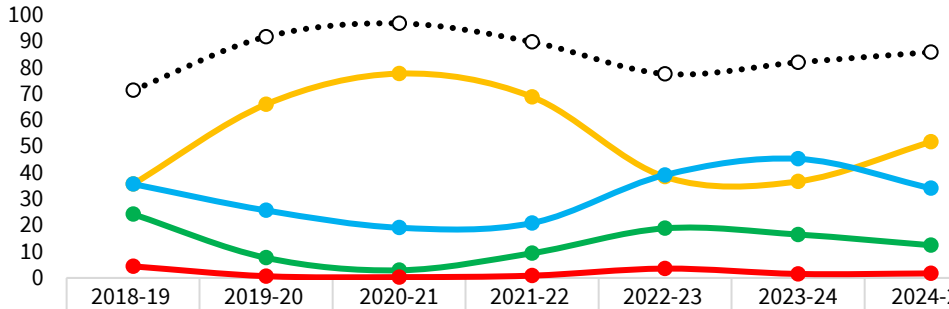


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (UK) (%)	41.9	69.85	71.69	63.82	47.22	41.8	50.28
First (TNE) (%)			45.54	30.4	22.75	19.57	21.3
2:1 (UK) (%)	32.81	25.23	24	30.59	39.44	42.73	37.43
2:1 (TNE) (%)2			37.05	38.77	45.92	35.65	40.74
2:2 (UK) (%)	23.32	4.31	4	5.29	11.94	13.63	11.45
2:2 (TNE) (%)2			16.96	29.07	29.61	40	34.26
Third (UK) (%)	1.98	0.62	0.31	0.29	1.39	1.85	0.84
Third (TNE) (%)2			0.45	1.76	1.72	4.78	3.7

School of Mathematical Sciences

SMS undergraduate

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	346	51.73	34.10	12.43	1.73	85.84
2023-24	327	36.70	45.26	16.51	1.53	81.96
2022-23	281	38.43	39.15	18.86	3.56	77.58
2021-22	340	68.82	20.88	9.41	0.88	89.71
2020-21	309	77.67	19.09	2.91	0.32	96.76
2019-20	300	66.00	25.67	7.67	0.67	91.67
2018-19	227	35.68	35.68	24.23	4.41	71.37
Across period	–	+16.05	−1.58	−11.80	−2.67	+14.47

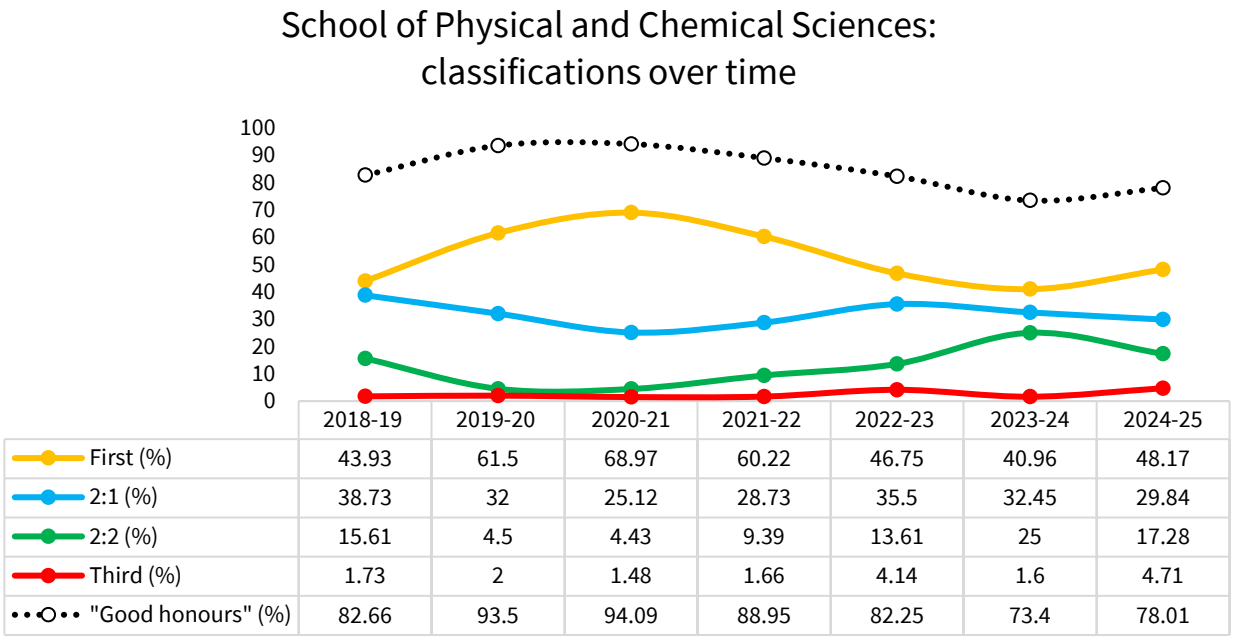


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	35.68	66	77.67	68.82	38.43	36.7	51.73
2:1 (%)	35.68	25.67	19.09	20.88	39.15	45.26	34.1
2:2 (%)	24.23	7.67	2.91	9.41	18.86	16.51	12.43
Third (%)	4.41	0.67	0.32	0.88	3.56	1.53	1.73
"Good honours" (%)	71.37	91.67	96.76	89.71	77.58	81.96	85.84

School of Physical and Chemical Sciences

SPCS undergraduate

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	191	48.17	29.84	17.28	4.71	78.01
2023-24	188	40.96	32.45	25.00	1.60	73.40
2022-23	169	46.75	35.50	13.61	4.14	82.25
2021-22	181	60.22	28.73	9.39	1.66	88.95
2020-21	203	68.97	25.12	4.43	1.48	94.09
2019-20	200	61.50	32.00	4.50	2.00	93.50
2018-19	173	43.93	38.73	15.61	1.73	82.66
Across period	–	+4.24	−8.89	+1.67	+2.98	−4.65



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	43.93	61.5	68.97	60.22	46.75	40.96	48.17
2:1 (%)	38.73	32	25.12	28.73	35.5	32.45	29.84
2:2 (%)	15.61	4.5	4.43	9.39	13.61	25	17.28
Third (%)	1.73	2	1.48	1.66	4.14	1.6	4.71
"Good honours" (%)	82.66	93.5	94.09	88.95	82.25	73.4	78.01

General

Faculty of Humanities and Social Sciences

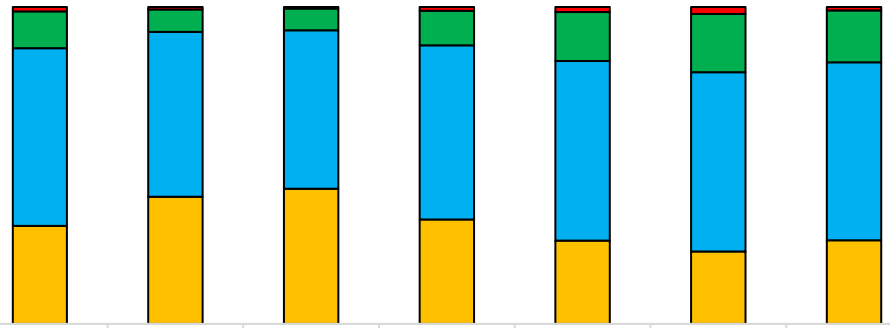
General

Faculty of Humanities and Social Sciences (all schools)

H&SS undergraduate

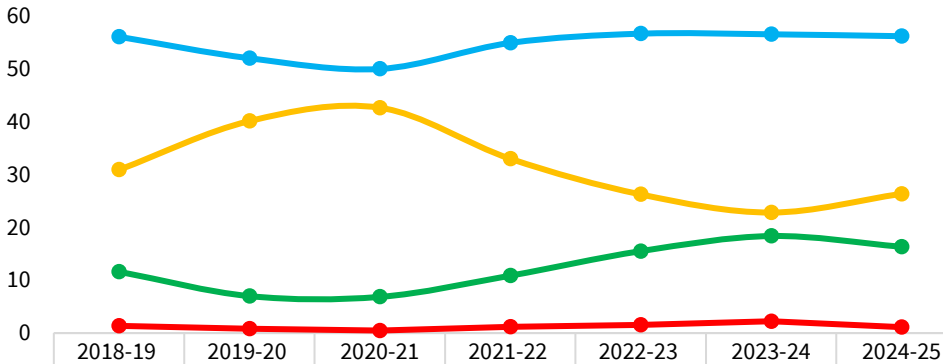
Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2025-26	2,185	26.36	56.20	16.34	1.10	82.56
2023-24	2,362	22.82	56.56	18.37	2.24	79.38
2022-23	2,179	26.25	56.68	15.51	1.56	82.93
2021-22	2,079	33.00	54.93	10.87	1.20	87.93
2020-21	2,072	42.66	50.00	6.85	0.48	92.66
2019-20	1,799	40.13	52.03	7.00	0.83	92.16
2018-19	1,938	30.91	56.09	11.61	1.39	87.00
Across period	2,185	26.36	56.20	16.34	1.10	82.56

Faculty of Humanities and Social Sciences (UG): classifications over time



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Third (%)	1.39	0.83	0.48	1.2	1.56	2.24	1.1
2:2 (%)	11.61	7	6.85	10.87	15.51	18.37	16.34
2:1 (%)	56.09	52.03	50	54.93	56.68	56.56	56.2
First (%)	30.91	40.13	42.66	33	26.25	22.82	26.36

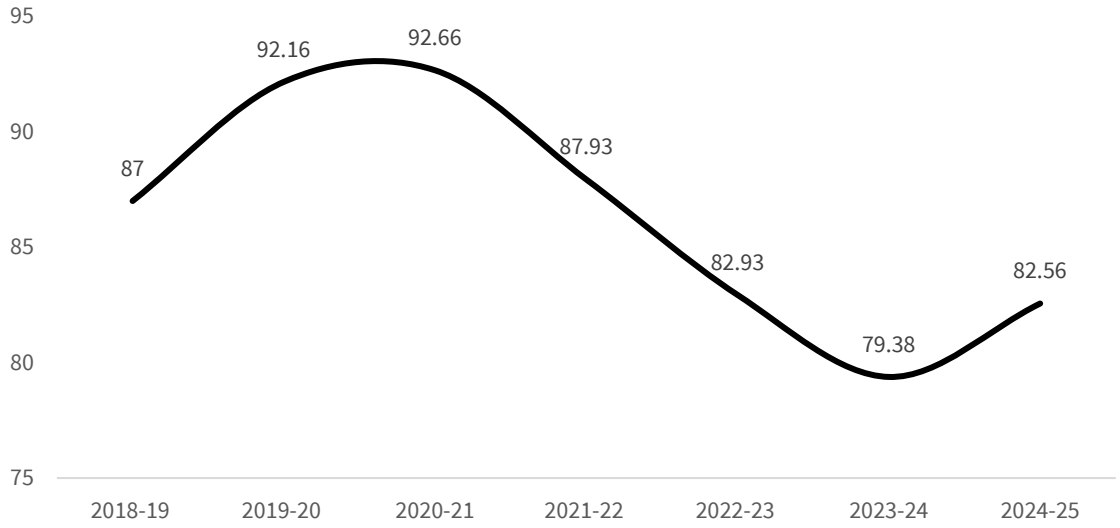
Faculty of Humanities and Social Sciences (UG): classifications over time



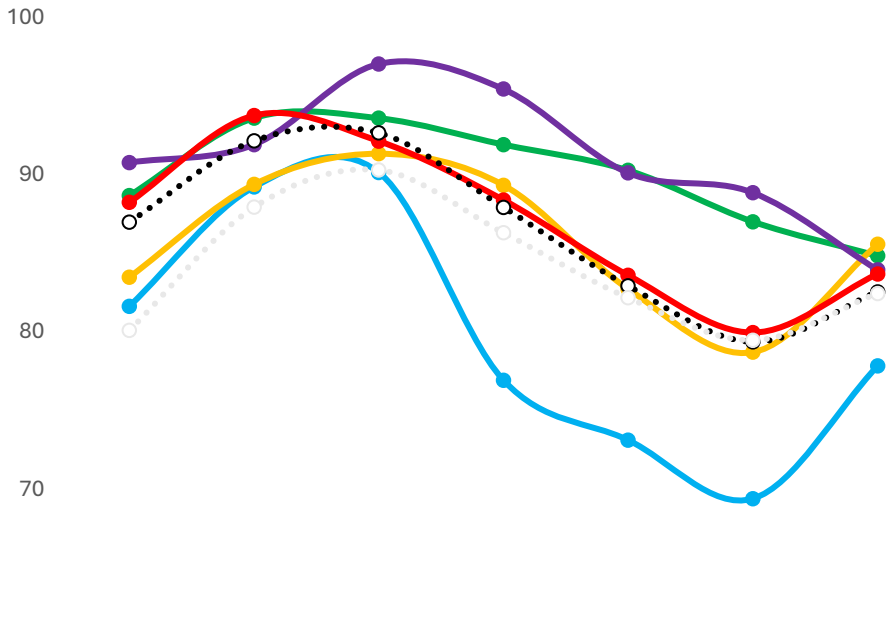
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	30.91	40.13	42.66	33	26.25	22.82	26.36
2:1 (%)	56.09	52.03	50	54.93	56.68	56.56	56.2
2:2 (%)	11.61	7	6.85	10.87	15.51	18.37	16.34
Third (%)	1.39	0.83	0.48	1.2	1.56	2.24	1.1

General

Faculty of Humanities and Social Sciences (UG): Percentage of "good honours" awards over time

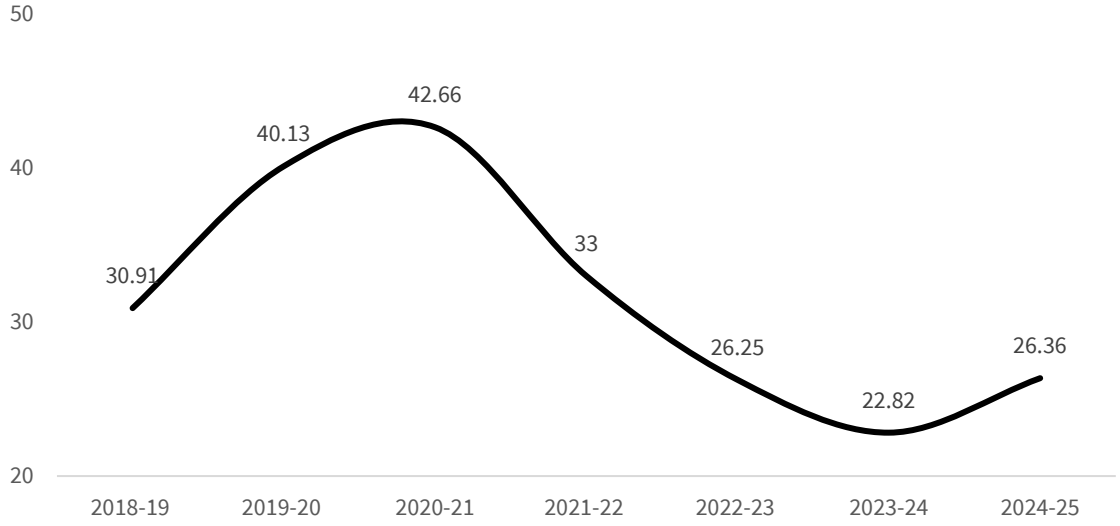


Faculty of Humanities and Social Sciences vs its schools (UG): Percentage of "good honours" awards over time

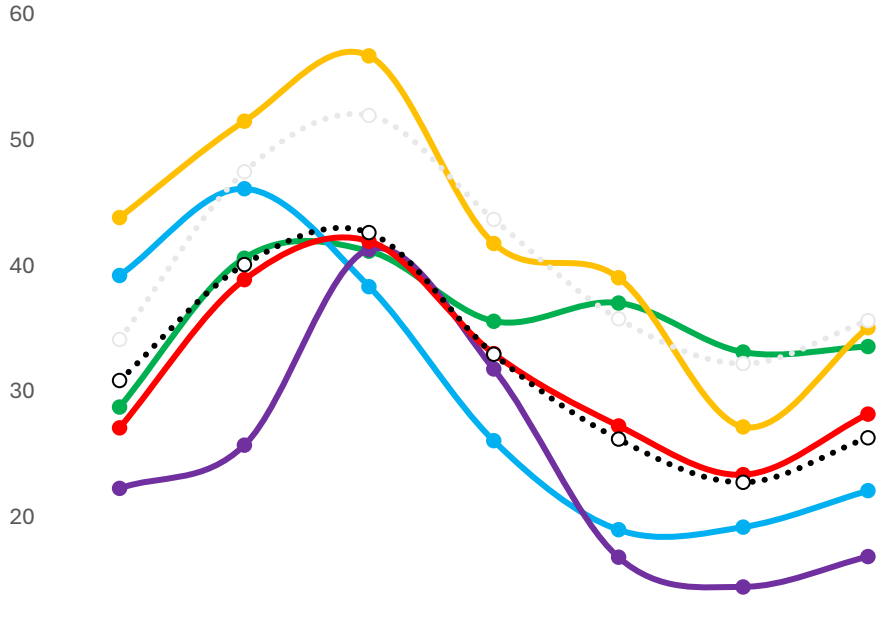


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
STA	88.68	93.61	93.6	91.92	90.28	87.02	84.85
SBM	81.64	89.23	90.15	76.94	73.13	69.41	77.85
SEF	83.49	89.39	91.34	89.34	82.74	78.72	85.58
Law	90.78	91.92	97.05	95.45	90.12	88.86	83.95
SSE	88.25	93.77	92.14	88.4	83.61	79.97	83.7
H&SS (all)	87	92.16	92.66	87.93	82.93	79.38	82.56
Queen Mary (all L6)	80.11	87.94	90.3	86.31	82.18	79.48	82.46

Faculty of Humanities and Social Sciences (UG): Percentage of Firsts over time



Faculty of Humanities and Social Sciences vs its schools (UG): Percentage of Firsts over time



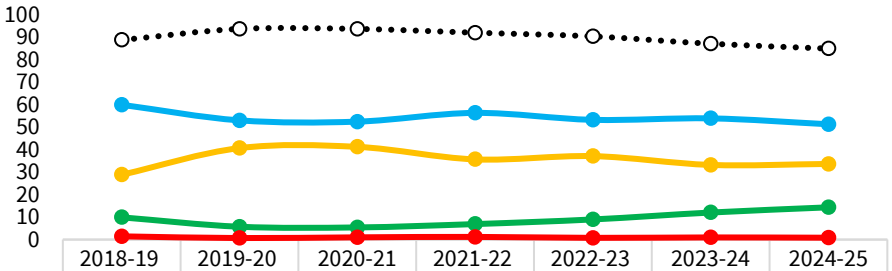
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
STA	28.81	40.64	41.2	35.63	37.08	33.17	33.61
SBM	39.27	46.15	38.38	26.12	19.05	19.26	22.15
SEF	43.87	51.52	56.71	41.8	39.09	27.23	35.1
Law	22.34	25.77	41.33	31.82	16.86	14.51	16.91
SSE	27.15	38.93	41.99	33.04	27.31	23.42	28.24
H&SS (all)	30.91	40.13	42.66	33	26.25	22.82	26.36
Queen Mary (all L6)	34.18	47.5	51.99	43.72	35.82	32.25	35.67

School of the Arts

STA undergraduate

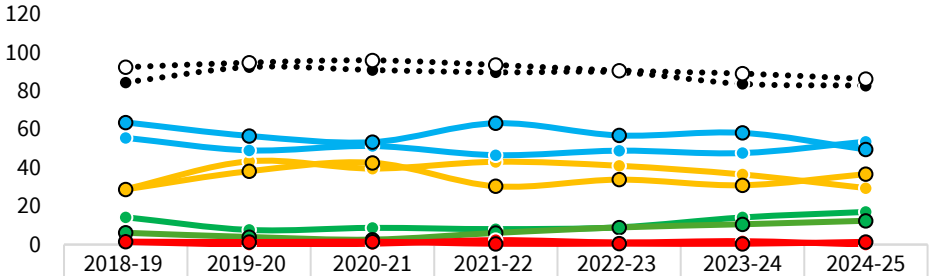
Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	363	33.61	51.24	14.33	0.83	84.85
2023-24	416	33.17	53.85	12.02	0.96	87.02
2022-23	391	37.08	53.20	8.95	0.77	90.28
2021-22	421	35.63	56.29	6.89	1.19	91.92
2020-21	500	41.20	52.40	5.40	1.00	93.60
2019-20	438	40.64	52.97	5.71	0.68	93.61
2018-19	486	28.81	59.88	9.88	1.44	88.68
Across period	–	+4.80	–8.64	+4.45	–0.61	–3.83

School of the Arts (UG): classifications over time



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	28.81	40.64	41.2	35.63	37.08	33.17	33.61
2:1 (%)	59.88	52.97	52.4	56.29	53.2	53.85	51.24
2:2 (%)	9.88	5.71	5.4	6.89	8.95	12.02	14.33
Third (%)	1.44	0.68	1	1.19	0.77	0.96	0.83
"Good honours" (%)	88.68	93.61	93.6	91.92	90.28	87.02	84.85

School of the Arts UG: SLLF vs SED:
classifications and "good honours" over time



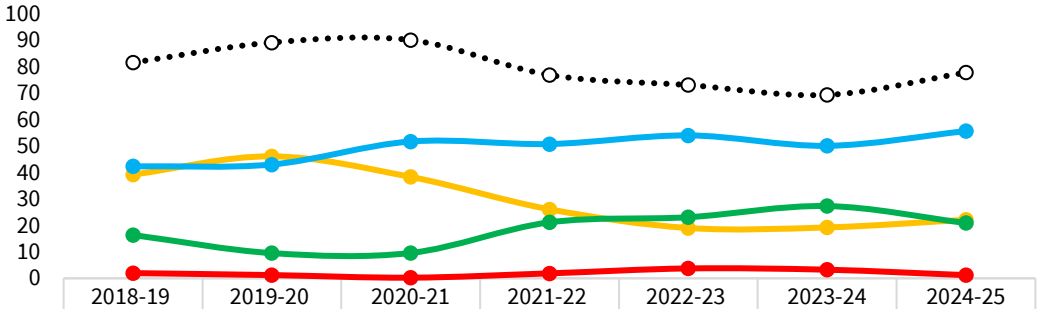
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (SLLF) (%)	28.89	43.33	39.57	43.1	41.01	36.47	29.41
First (SED) (%)	28.74	38.16	42.59	30.36	33.8	30.89	36.67
2:1 (SLLF) (%)	55.56	49.05	51.3	46.55	48.88	47.65	53.59
2:1 (SED) (%)2	63.6	56.58	53.33	63.16	56.81	58.13	49.52
2:2 (SLLF) (%)	14.22	7.62	8.7	8.05	8.99	14.12	16.99
2:2 (SED) (%)	6.13	3.95	2.59	6.07	8.92	10.57	12.38
Third (SLLF) (%)	1.33	0	0.43	2.3	1.12	1.76	0
Third (SED) (%)	1.53	1.32	1.48	0.4	0.47	0.41	1.43
"Good honours" (SLLF) (%)	84.44	92.38	90.87	89.66	89.66	83.64	82.78
"Good honours" (SED) (%)	92.34	94.74	95.93	93.52	90.61	89.02	86.19

School of Business and Management

SBM undergraduate

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	578	22.15	55.71	20.93	1.21	77.85
2023-24	706	19.26	50.14	27.34	3.26	69.41
2022-23	588	19.05	54.08	23.13	3.74	73.13
2021-22	425	26.12	50.82	21.18	1.88	76.94
2020-21	396	38.38	51.77	9.60	0.25	90.15
2019-20	325	46.15	43.08	9.54	1.23	89.23
2018-19	354	39.27	42.37	16.38	1.98	81.64
Across period	–	−17.12	+13.34	+4.55	−0.77	−3.78

School of Business and Management (UG): classifications over time

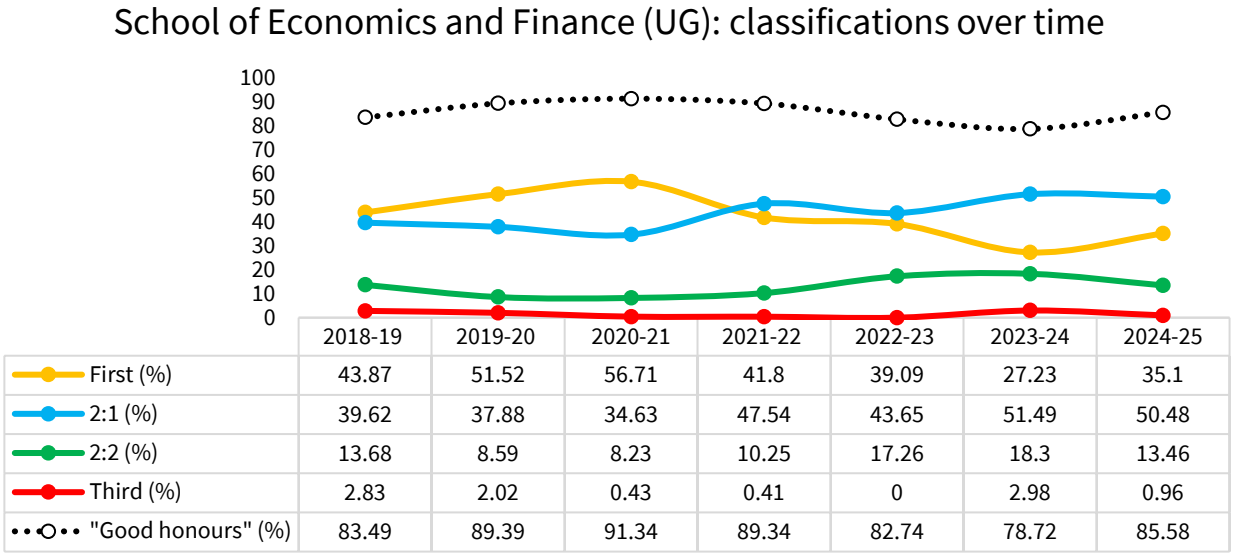


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	39.27	46.15	38.38	26.12	19.05	19.26	22.15
2:1 (%)	42.37	43.08	51.77	50.82	54.08	50.14	55.71
2:2 (%)	16.38	9.54	9.6	21.18	23.13	27.34	20.93
Third (%)	1.98	1.23	0.25	1.88	3.74	3.26	1.21
"Good honours" (%)	81.64	89.23	90.15	76.94	73.13	69.41	77.85

School of Economics and Finance

SEF undergraduate

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	208	35.10	50.48	13.46	0.96	85.58
2023-24	235	27.23	51.49	18.30	2.98	78.72
2022-23	197	39.09	43.65	17.26	0.00	82.74
2021-22	244	41.80	47.54	10.25	0.41	89.34
2020-21	231	56.71	34.63	8.23	0.43	91.34
2019-20	198	51.52	37.88	8.59	2.02	89.39
2018-19	212	43.87	39.62	13.68	2.83	83.49
Across period	–	−8.77	+10.86	−0.22	−1.87	+2.09

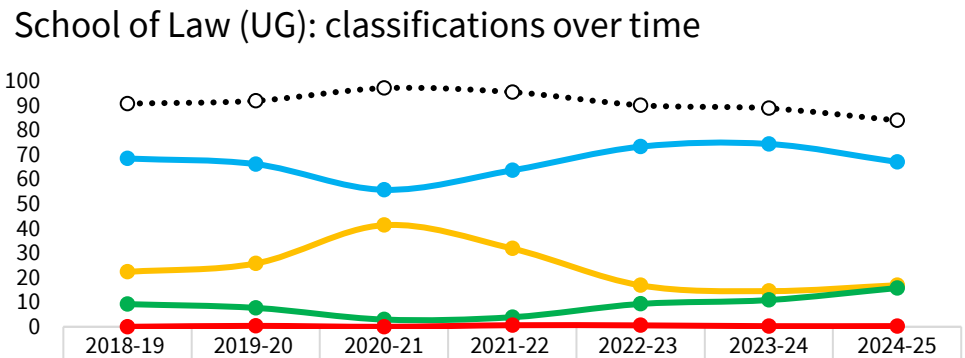


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	43.87	51.52	56.71	41.8	39.09	27.23	35.1
2:1 (%)	39.62	37.88	34.63	47.54	43.65	51.49	50.48
2:2 (%)	13.68	8.59	8.23	10.25	17.26	18.3	13.46
Third (%)	2.83	2.02	0.43	0.41	0	2.98	0.96
"Good honours" (%)	83.49	89.39	91.34	89.34	82.74	78.72	85.58

School of Law

Law undergraduate (Department of Law)

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	‘Good hons’ (%)
2024-25	349	16.91	67.05	15.76	0.29	83.95
2023-24	386	14.51	74.35	10.88	0.26	88.86
2022-23	344	16.86	73.26	9.30	0.58	90.12
2021-22	308	31.82	63.64	3.90	0.65	95.45
2020-21	271	41.33	55.72	2.95	0.00	97.05
2019-20	260	25.77	66.15	7.69	0.38	91.92
2018-19	282	22.34	68.44	9.22	0.00	90.78
Across period	–	−5.43	−1.39	+6.54	+0.29	−6.83

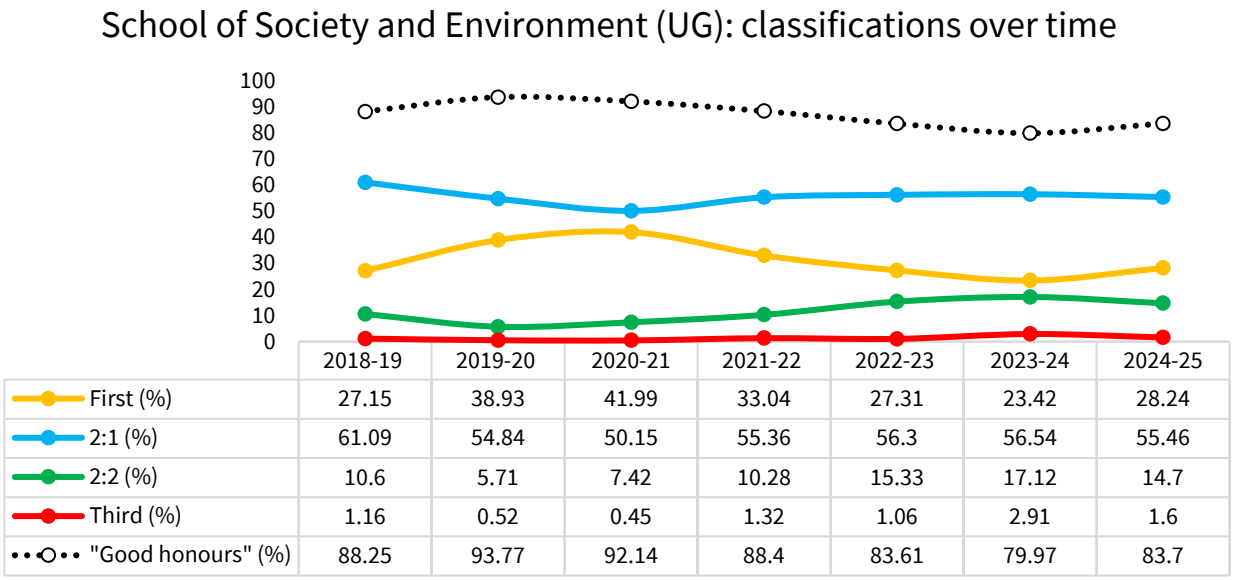


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	22.34	25.77	41.33	31.82	16.86	14.51	16.91
2:1 (%)	68.44	66.15	55.72	63.64	73.26	74.35	67.05
2:2 (%)	9.22	7.69	2.95	3.9	9.3	10.88	15.76
Third (%)	0	0.38	0	0.65	0.58	0.26	0.29
"Good honours" (%)	90.78	91.92	97.05	95.45	90.12	88.86	83.95

School of Society and Environment

SSE undergraduate

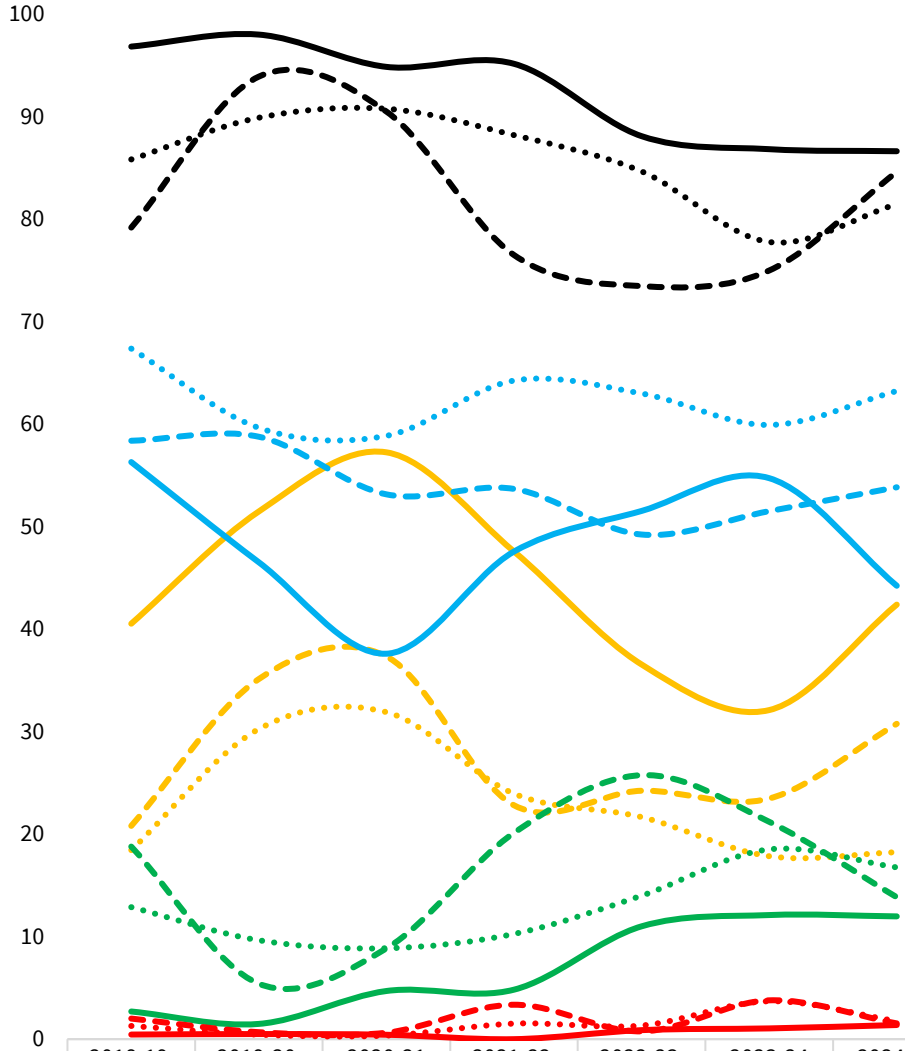
Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	687	28.24	55.46	14.70	1.60	83.70
2023-24	619	23.42	56.54	17.12	2.91	79.97
2022-23	659	27.31	56.30	15.33	1.06	83.61
2021-22	681	33.04	55.36	10.28	1.32	88.40
2020-21	674	41.99	50.15	7.42	0.45	92.14
2019-20	578	38.93	54.84	5.71	0.52	93.77
2018-19	604	27.15	61.09	10.60	1.16	88.25
Across period	–	+1.09	−5.63	+4.11	+0.44	−4.55



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	27.15	38.93	41.99	33.04	27.31	23.42	28.24
2:1 (%)	61.09	54.84	50.15	55.36	56.3	56.54	55.46
2:2 (%)	10.6	5.71	7.42	10.28	15.33	17.12	14.7
Third (%)	1.16	0.52	0.45	1.32	1.06	2.91	1.6
"Good honours" (%)	88.25	93.77	92.14	88.4	83.61	79.97	83.7

General

School of Society and Environment (UG): Geography vs History vs SPIR classifications over time



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (Geography)	20.81	35.14	37.34	22.82	24.24	23.48	30.77
First (History)	40.54	51.49	57.26	47.58	36.56	32.11	42.4
First (SPIR)	18.45	30.26	31.91	23.95	21.67	17.85	18.24
2:1 (Geography)	58.39	58.78	53.16	53.69	49.24	51.52	53.85
2:2 (History)	56.31	46.53	37.61	47.58	51.54	54.74	44.24
2:1 (SPIR)	67.38	59.65	58.87	64.26	63	59.93	63.24
2:2 (Geography)	18.79	5.41	8.86	20.13	25.76	21.21	13.85
2:2 (History)2	2.7	1.49	4.7	4.83	11.01	12.11	11.98
2:2 (SPIR)	12.88	9.65	8.87	10.27	14	18.52	16.76
Third (Geography)	2.01	0.68	0.63	3.36	0.76	3.79	1.54
Third (History)	0.45	0.5	0.43	0	0.88	1.05	1.38
Third (SPIR)	1.29	0.44	0.35	1.52	1.33	3.7	1.76
Good Hons (Geography)	79.19	93.92	90.51	76.51	73.48	75	84.62
Good Hons (History)	96.85	98.02	94.87	95.17	88.11	86.84	86.64
Good Hons (SPIR)	85.84	89.91	90.78	88.21	84.67	77.78	81.47

Faculty of Medicine and Dentistry

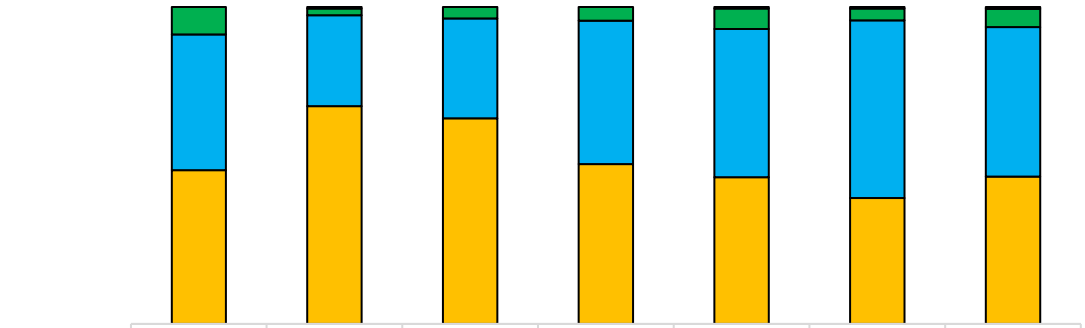
General

Faculty of Medicine and Dentistry (all institutes)

FMD undergraduate

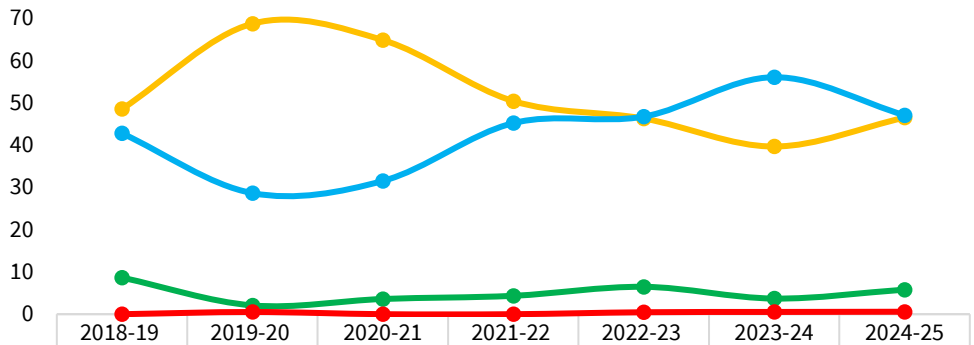
Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	172	46.51	47.09	5.81	0.58	93.60
2023-24	189	39.68	56.08	3.70	0.53	95.77
2022-23	216	46.30	46.76	6.48	0.46	93.06
2021-22	230	50.43	45.22	4.35	0.00	95.65
2020-21	222	64.86	31.53	3.60	0.00	96.40
2019-20	192	68.75	28.65	2.08	0.52	97.40
2018-19	208	48.56	42.79	8.65	0.00	91.35
Across period	–	–2.05	+4.30	–2.84	+0.58	+2.26

Faculty of Medicine and Dentistry (UG): classifications over time



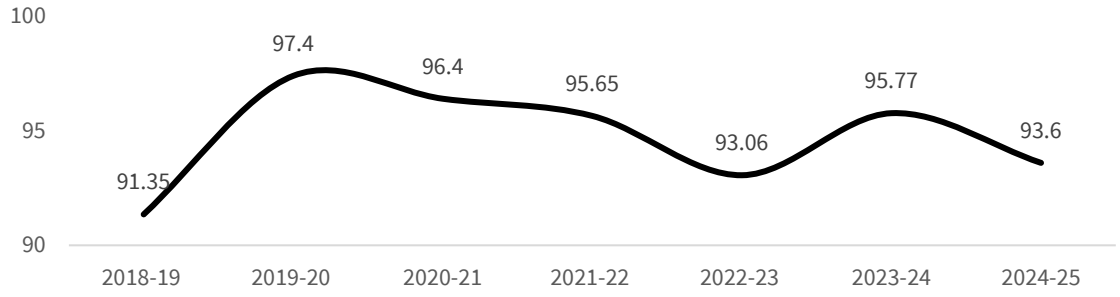
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Third (%)	0	0.52	0	0	0.46	0.53	0.58
2:2 (%)	8.65	2.08	3.6	4.35	6.48	3.7	5.81
2:1 (%)	42.79	28.65	31.53	45.22	46.76	56.08	47.09
First (%)	48.56	68.75	64.86	50.43	46.3	39.68	46.51

Faculty of Medicine and Dentistry (UG): classifications over time

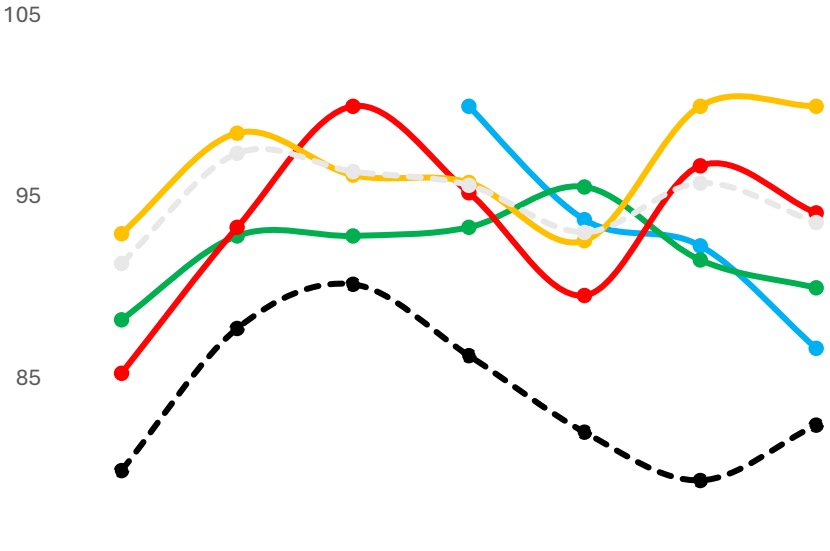


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	48.56	68.75	64.86	50.43	46.3	39.68	46.51
2:1 (%)	42.79	28.65	31.53	45.22	46.76	56.08	47.09
2:2 (%)	8.65	2.08	3.6	4.35	6.48	3.7	5.81
Third (%)	0	0.52	0	0	0.46	0.53	0.58

Faculty of Medicine and Dentistry (UG): Percentage of "good honours" awards over time

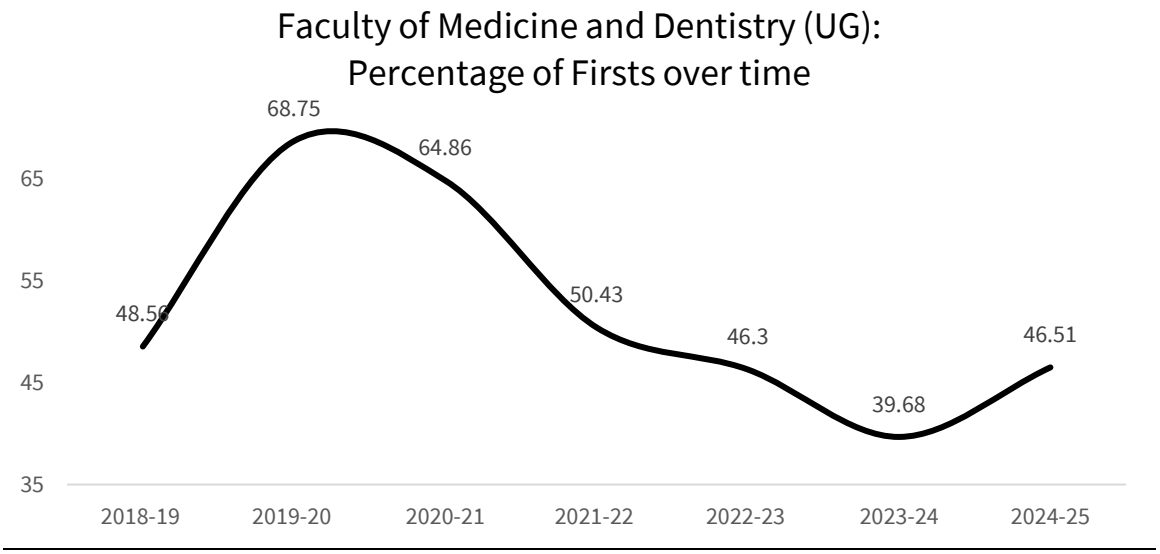


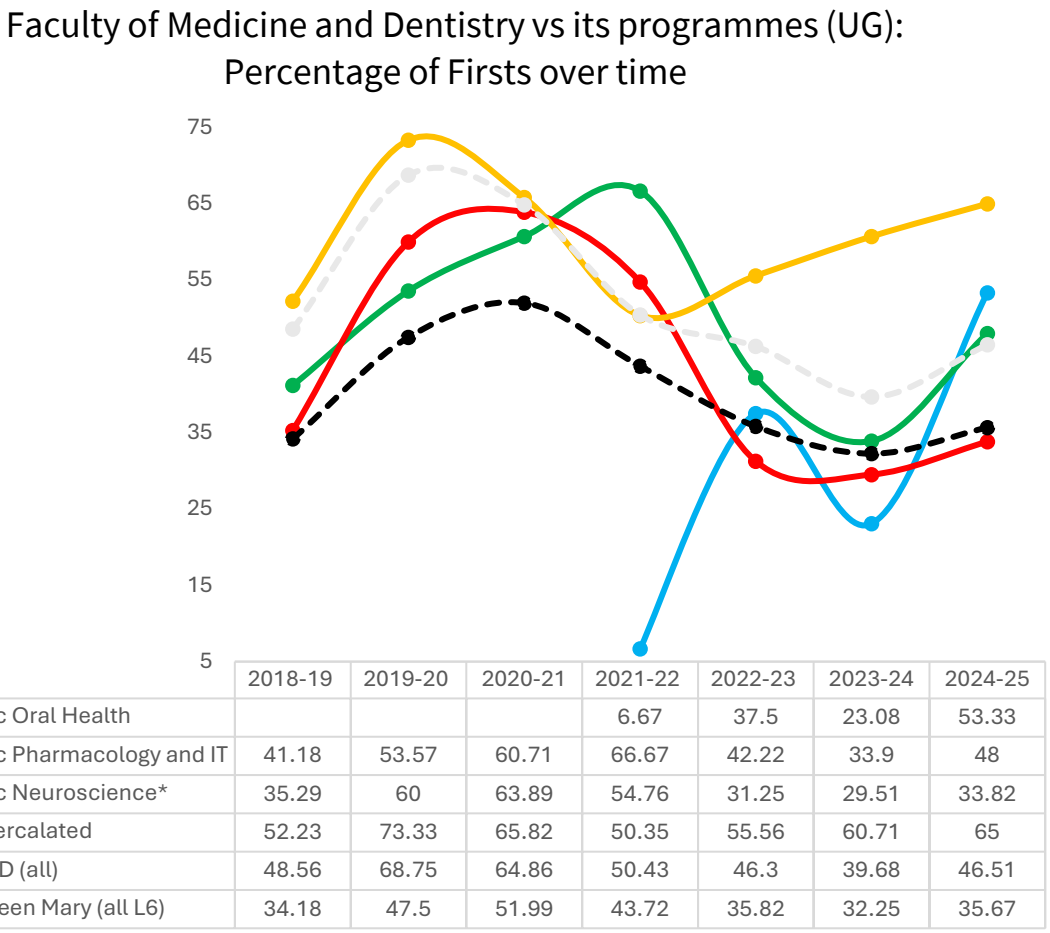
Faculty of Medicine and Dentistry vs its programmes (UG): Percentage of "good honours" awards over time



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
BSc Oral Health				100	93.75	92.31	86.67
BSc Pharmacology and IT	88.24	92.86	92.86	93.33	95.56	91.53	90
BSc Neuroscience*	85.29	93.33	100	95.24	89.58	96.72	94.12
Intercalated	92.99	98.52	96.2	95.8	92.59	100	100
FMD (all)	91.35	97.4	96.4	95.65	93.06	95.77	93.6
Queen Mary (all L6)	79.94	87.76	90.19	86.27	82.05	79.4	82.45

* BSc Neuroscience includes BSc Neuroscience with a Year in Industry





	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
BSc Oral Health				6.67	37.5	23.08	53.33
BSc Pharmacology and IT	41.18	53.57	60.71	66.67	42.22	33.9	48
BSc Neuroscience*	35.29	60	63.89	54.76	31.25	29.51	33.82
Intercalated	52.23	73.33	65.82	50.35	55.56	60.71	65
FMD (all)	48.56	68.75	64.86	50.43	46.3	39.68	46.51
Queen Mary (all L6)	34.18	47.5	51.99	43.72	35.82	32.25	35.67

* BSc Neuroscience includes BSc Neuroscience with a Year in Industry

Combined intercalated programmes

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	40	65.00	35.00	0.00	0.00	100.00
2023-24	56	60.71	39.29	0.00	0.00	100.00
2022-23	108	55.56	37.04	6.48	0.93	92.59
2021-22	143	50.35	45.45	4.20	0.00	95.80
2020-21	158	65.82	30.38	3.80	0.00	96.20
2019-20	135	73.33	25.19	1.48	0.00	98.52
2018-19	157	52.23	40.76	7.01	0.00	92.99
Across period	–	+12.77	–5.76	–7.01	0.00	+7.01

Intercalated BSc Global Health [Wolfson Institute of Population Health]

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	6	33.33	66.67	0.00	0.00	100.00
2023-24	11	45.45	54.55	0.00	0.00	100.00
2022-23	16	62.50	37.50	0.00	0.00	100.00
2021-22	19	47.37	52.63	0.00	0.00	100.00
2020-21	22	72.73	27.27	0.00	0.00	100.00
2019-20	17	94.12	5.88	0.00	0.00	100.00
2018-19	31	74.19	22.58	3.23	0.00	96.77
Across period	–	–40.86	+44.09	–3.23	0.00	+3.23

Intercalated BSc Neuroscience [Blizard Institute]

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	3	66.67	33.33	0.00	0.00	100.00
2023-24	5	80.00	20.00	0.00	0.00	100.00
2022-23	8	62.50	37.50	0.00	0.00	100.00
2021-22	15	73.33	26.67	0.00	0.00	100.00
2020-21	16	100.00	0.00	0.00	0.00	100.00
2019-20	16	87.50	12.50	0.00	0.00	100.00
2018-19	12	66.67	25.00	8.33	0.00	91.67
Across period	–	0.00	+8.33	–8.33	0.00	+8.33

BSc Neuroscience (including BSc Neuroscience with a Year in Industry) [Blizard Institute]

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	68	33.82	60.29	5.88	0.00	94.12
2023-24	61	29.51	67.21	3.28	0.00	96.72
2022-23	48	31.25	58.33	10.42	0.00	89.58
2021-22	42	54.76	40.48	4.76	0.00	95.24
2020-21	36	63.89	36.11	0.00	0.00	100.00
2019-20	30	60.00	33.33	3.33	3.33	93.33
2018-19	34	35.29	50.00	14.71	0.00	85.29
Across period	–	–1.47	+10.29	–8.82	0.00	+8.83

BSc Oral Health [Institute of Dentistry]

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	15	53.33	33.33	13.33	0.00	86.67
2023-24	13	23.08	69.23	7.69	0.00	92.31
2022-23	16	37.50	56.25	6.25	0.00	93.75

2021-22	15	6.67	93.33	0.00	0.00	100.00
2020-21	–	–	–	–	–	–
2019-20	–	–	–	–	–	–
2018-19	–	–	–	–	–	–
Across period	–	+46.67	–60.00	+13.33	0.00	–13.33

BSc Pharmacology and Innovative Therapeutics

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	50	48.00	42.00	8.00	2.00	90.00
2023-24	59	33.90	57.63	6.78	1.69	91.53
2022-23	45	42.22	53.33	2.22	2.22	95.56
2021-22	30	66.67	26.67	6.67	0.00	93.33
2020-21	28	60.71	32.14	7.14	0.00	92.86
2019-20	28	53.57	39.29	3.57	3.57	92.86
2018-19	17	41.18	47.06	11.76	0.00	88.24
Across period	–	+6.82	–5.06	–3.76	+2.00	+1.76

Intercalated BSc Medical Education

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	6	16.67	83.33	0.00	0.00	100.00
2023-24	4	25.00	75.00	0.00	0.00	100.00
2022-23	15	53.33	40.00	6.67	0.00	93.33
2021-22	15	33.33	60.00	6.67	0.00	93.33
2020-21	12	50.00	41.67	8.33	0.00	91.67
2019-20	13	53.85	46.15	0.00	0.00	100.00
2018-19	13	23.08	61.54	15.38	0.00	84.62
Across period	–	–6.41	+21.79	–15.38	0.00	+15.38

Intercalated BSc Pharmacology and Innovative Therapeutics

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	1	0.00	100.00	0.00	0.00	100.00
2023-24	1	0.00	100.00	0.00	0.00	100.00
2022-23	1	100.00	0.00	0.00	0.00	100.00
2021-22	3	100.00	0.00	0.00	0.00	100.00
2020-21	6	100.00	0.00	0.00	0.00	100.00
2019-20	5	100.00	0.00	0.00	0.00	100.00
2018-19	–	–100.00	+100.00	0.00	0.00	0.00
Across period	1	0.00	100.00	0.00	0.00	100.00

Intercalated BSc Pre-Hospital Medicine

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	14	100.00	0.00	0.00	0.00	100.00
2023-24	17	82.35	17.65	0.00	0.00	100.00
2022-23	23	65.22	26.09	8.70	0.00	91.30
2021-22	18	66.67	27.78	5.56	0.00	94.44
2020-21	21	80.95	19.05	0.00	0.00	100.00
2019-20	21	80.95	19.05	0.00	0.00	100.00
2018-19	22	36.36	59.09	4.55	0.00	95.45
Across period	–	+63.64	–59.09	–4.55	0.00	+4.55

Intercalated BSc Sports and Exercise Medicine

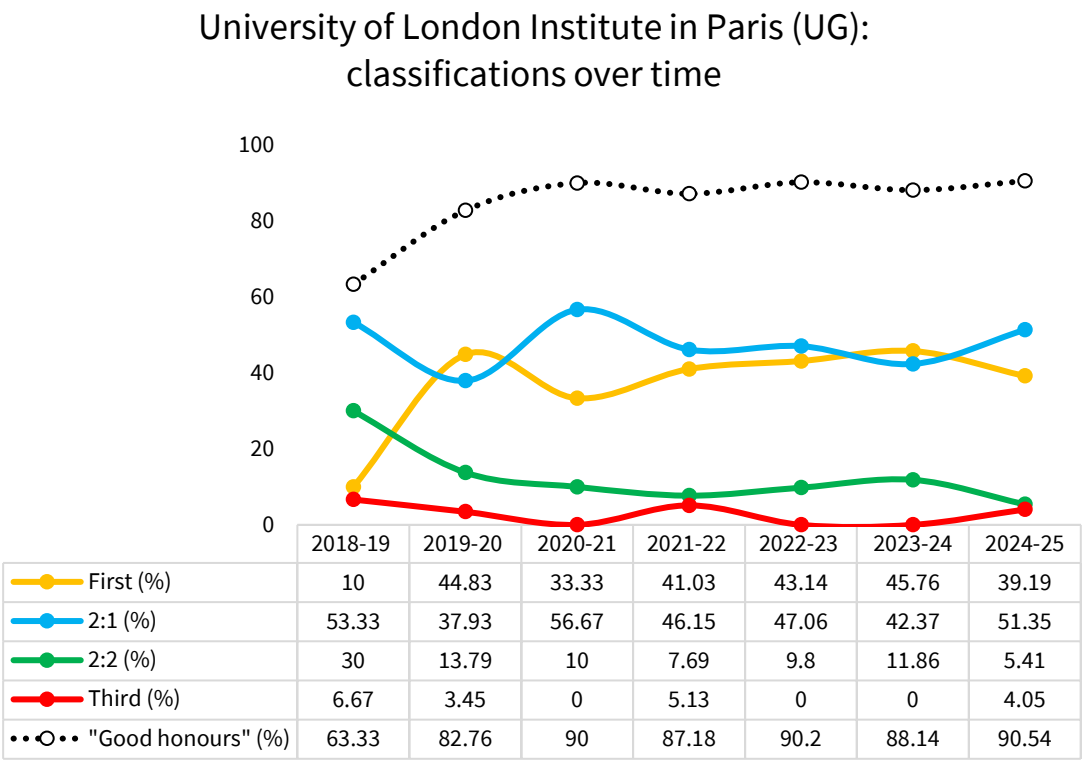
Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	9	55.56	44.44	0.00	0.00	100.00
2023-24	11	45.45	54.55	0.00	0.00	100.00
2022-23	28	32.14	53.57	14.29	0.00	85.71
2021-22	30	36.67	60.00	3.33	0.00	96.67
2020-21	35	65.71	28.57	5.71	0.00	94.29
2019-20	24	79.17	20.83	0.00	0.00	100.00
2018-19	33	57.58	36.36	6.06	0.00	93.94
Across period	–	–2.02	+8.08	–6.06	0.00	+6.06

Non-Faculty Provision

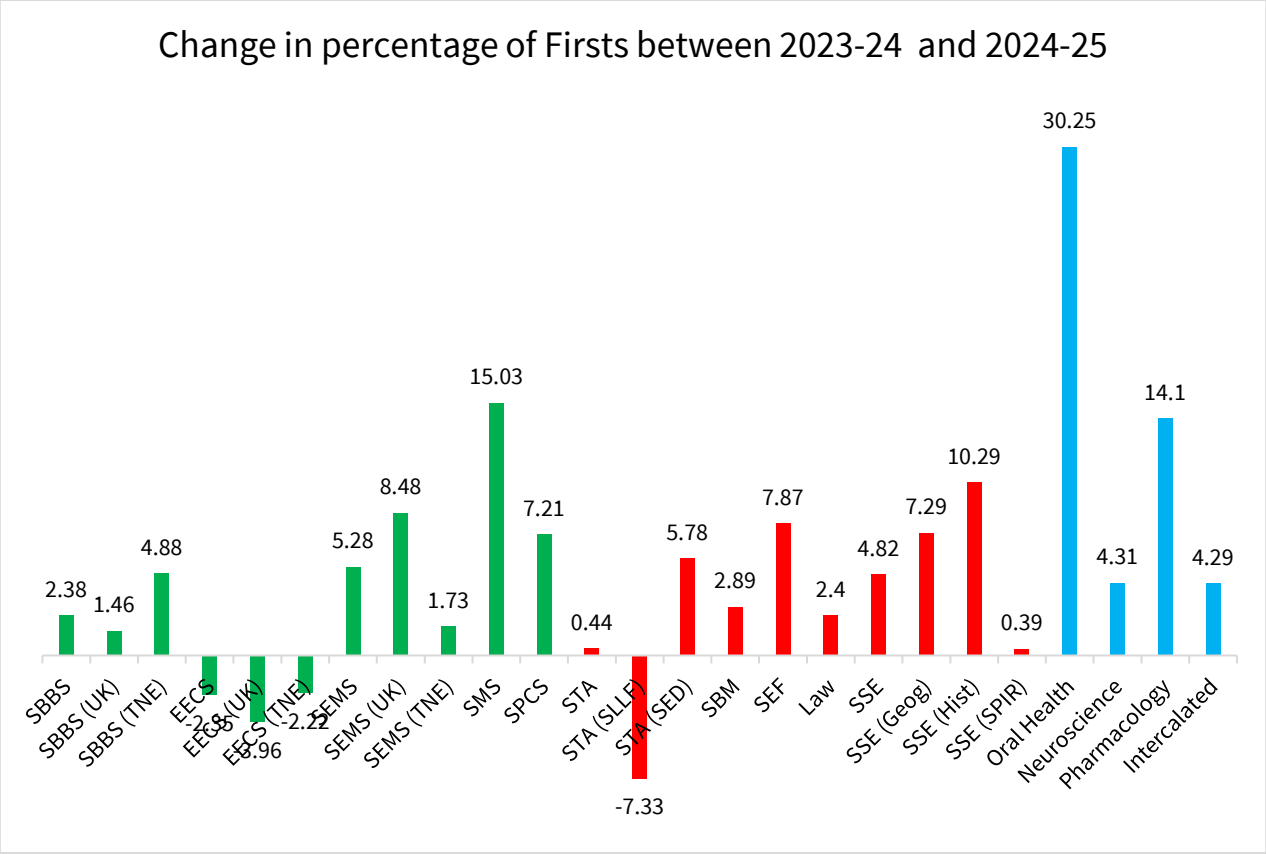
University of Institute in Paris

ULIP undergraduate

Year	Awards	First (%)	2:1 (%)	2:2 (%)	Third (%)	'Good hons' (%)
2024-25	74	39.19	51.35	5.41	4.05	90.54
2023-24	59	45.76	42.37	11.86	0.00	88.14
2022-23	51	43.14	47.06	9.80	0.00	90.20
2021-22	39	41.03	46.15	7.69	5.13	87.18
2020-21	30	33.33	56.67	10.00	0.00	90.00
2019-20	29	44.83	37.93	13.79	3.45	82.76
2018-19	30	10.00	53.33	30.00	6.67	63.33
Across period	–	+29.19	–1.98	–24.59	–2.61	+27.21



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First (%)	10	44.83	33.33	41.03	43.14	45.76	39.19
2:1 (%)	53.33	37.93	56.67	46.15	47.06	42.37	51.35
2:2 (%)	30	13.79	10	7.69	9.8	11.86	5.41
Third (%)	6.67	3.45	0	5.13	0	0	4.05
"Good honours" (%)	63.33	82.76	90	87.18	90.2	88.14	90.54


Change in percentage of Firsts between 2023-24 and 2024-25
2.38
1.46
4.88
-2.28
-5.96
-2.22
5.28
8.48
1.73
15.03
7.21
0.44
-7.33
5.78
2.89
7.87
2.4
4.82
7.29
10.29
0.39
30.25
4.31
14.1
4.29
SBBS
SBBS (UK)
SBBS (TNE)
EECS
EECS (UK)
EECS (TNE)
SEMS
SEMS (UK)
SEMS (TNE)
SMS
SPCS
STA
STA (SLLE)
STA (SED)
SBM
SEF
Law
SSE
SSE (Geog)
SSE (Hist)
SSE (SPIR)
Oral Health
Neuroscience
Pharmacology
Intercalated

Report of the External Member of the Degree Examination Boards 2024-25

Name:	Roscoe Hastings
Institution:	University of Exeter
DEBs attended:	Humanities & Social Sciences DEB, 02 July 2025 Science & Engineering DEB, 02 July 2025

Please submit your report to Alice de Havillan, Academic Quality and Standards Officer, at qualityandstandards@qmul.ac.uk within 30 days of the last Degree Examination Board meeting.

Your report is intended for internal use only and will contribute towards aspects of Queen Mary's annual reporting procedures. Your report may be made available to students; please do not include personal information, or identify any individual students.

If you would like to raise any issues of a sensitive nature directly with the Principal, please feel free to do so. The address is Principal, Queen Mary University of London, Mile End Road, London E1 4NS.

1. The award process

1.1 In your view, are the processes for the determination of progression and awards sound and fairly conducted and in line with national standards and expectations?

YES / **NO** *(if 'no', please state the reasons they fall short)*

Overall, yes. However, please see separate notes regarding Electronic Engineering and Computer Sciences (EECS) where I do believe that there are fundamental questions about awarding and progression which need to be considered.

1.2 Reflecting on OfS Condition B4 concerning the credibility of awards, please also comment on:

- particular strengths and weaknesses in the progression and award process;
- the scheme for progression and for the classification of the award;
- the use of discretion, within the permitted scope of Queen Mary's policy;
- the interpretation of regulations.

Overall, QMUL has a sound approach to its awarding process and the scheme for progression and classification of the award is in line with sector-recognised approaches. In addition, it is clear that there are effective processes in place for most academic units in considering the interpretation of the regulations and in using appropriate discretion, particularly around borderline cases. I found the results books that were provided to be clear and intuitive in supporting decision making and for providing particular focus to cases where further scrutiny or consideration may be required by the DEB. I reviewed the proposals around changes to the Regulations and Assessment Handbook and believe that these are all in line with sector best practice.

2. Examination Board arrangements

2.1 Were you satisfied with the arrangements for, and conduct of, the Degree Examination Board meeting?

YES / **NO** *(if 'no', please state the reasons they fall short)*

A challenge for the Boards this year arose due to issues with the Exam Reports being available in order to prepare the information for the Boards. The issues were outlined including ownership of the reports being with IT, an update to SITS taking place during the mark entry period and a major IT incident occurring. It is clear that there needs to be a review of the procedures around these business critical arrangements with QMUL's IT department and to ensure that business critical processes like SEBs/DEBs are factored into prioritisation for support and resolution, that upgrades take place outside of these times etc.

2.2 Were you satisfied with the decisions and recommendations of the Degree Examination Board meeting?

YES / **NO** *(if 'no', please state the reasons they fall short)*

For the Humanities and Social Sciences DEB, yes. It was unfortunate that the Science and Engineering DEB was not able to approve the full results. However, the discussion about how to approach the awarding and classification for the EECS results outside of the meeting was both pragmatic and in line with a similar approach that I would have recommended at my institution if this scenario had occurred. I was kept updated following the meeting on the approach and decisions and was satisfied that the Chair's Action was appropriate.

2.3 Please also comment on:

- particular strengths and weaknesses in the examination board arrangements;
- the suitability of the examination board documentation;
- the opportunities provided to you to participate fully in the Degree Examination Board meeting.

The documentation that was provided was of an excellent quality and the meetings were well organised and chaired and I am grateful to Simon Hayter for the care in which the papers were prepared and shared despite some of the challenges arising due to IT issues in advance of the Boards. I was able to fully participate in the discussions. It was encouraging to see this year improvement in how the DEB is meeting the particular scope of its remit concerning "matters of consistency across programmes leading to the same awards". Both Boards that I attended included excellent discussions on the classification distributions, completion rates and other data in relation to each Faculty. These discussions certainly highlighted some areas for further consideration within each Faculty. It would be helpful to consider how the DEBs will provide feedback from this discussion and consideration to the respective SEBs and, where appropriate, with appropriate institutional governance groups for further consideration and discussion.

3 Standard of student achievement

3.1 Reflecting on OfS condition B5 concerning recognised standards and awards, in your view, are the patterns of student achievement by degree classifications, comparable with similar programmes or subjects in other UK higher education institutions with which you are familiar.

YES / **NO** *(if 'no', please state the reasons they fall short)*

Overall, yes, with the exception of EECS where the Science and Engineering DEB was unable to approve the awards and classifications for the students at its meeting. The high number of First Class awards within this Department I would suggest is not similar with programmes or subjects

at other higher education institutions. During the meeting I provided the insight from an analogous Department at my own institution where the number of Firsts awarded was around 40% fewer than EECS.

3.2 Are there any other points on patterns of student achievement that you wish to direct to the attention of Queen Mary?

Overall, the standard of student achievement at QMUL is high as would be expected of an institution that is recruiting and admitting some of the most academically able students. However, there were a number of issues I wish to draw attention to.

A significant concern, which continues from my 2024 report, concerns the high number of First Class award classifications made within EECS with a Good Honours rate of 96% and First Class awards at 69%. This does feel to be out of step across the rest of the Science and Engineering DEB but also with others in the sector. This issue was raised in my report last year along with a suggestion that the Department review and develop an appropriate action plan and response to how it may address these concerns. It was suggested in the DEB that the Department had turned down an offer to secure an external reviewer to come in and support with this action plan. The University must now take action in order to ensure that assessments for the 2025/26 academic year are fit for purpose and are robust in challenging students performance. Longer term, there probably needs to be a fundamental review of the curriculum and assessment design within the School. I should note there was also no SEB report included in the pack of papers.

Within the Science and Engineering DEB I also made reference to the high number of 1st class/distinctions awarded to students on Foundation Programmes. I would recommend the University look at performance of students who progress to undergraduate programmes at QMUL across the UG programme to ensure that these students are not being set up to fail. It would be helpful to see consideration of this discussed at the DEB in July 2026.

It was encouraging to see fewer students leaving with an exit award or no award. I noted in my comments to the Board that the recent Immigration White Paper and the potential changes to continuation and completion targets for international students will need to continue to be kept under review. I am sure that QMUL is comfortably within the proposed changes but ensuring student success is critical for individual students, the financial sustainability of the institution and to the maintenance of the Tier 4 Licence.

A final point that I raised at both DEBs was a concern around students undertaking a Year Abroad or Intercollegiate units. There were a not insignificant number of students participating in one of these options where there award decision was not possible, or they were at risk of having to take an alternative award e.g., for YA students to not have their YA recognised which could be very challenging. QMUL may want to consider its approach in how to deal with these incidents, especially where control over another institution is not possible.

4 Issues of procedure

If applicable, how did procedures/arrangements compare this year with previous years? Were suggestions made by you last year acted upon? If not applicable, please go to question 5.

No issues of procedure/arrangements. My suggestion around an increased focus on degree classifications data for consideration around consistency across Departments had been acted upon and improved the conversation.

5 General comments

5.1 Are there any other further points that you wish to draw to the attention of Queen Mary? In particular, we would welcome your comments on any aspects of good practices that can be shared and disseminated internally.

Name : R. Hastie

Date: 29/08/2025

Thank you for completing this report and for your contribution to assuring standards and quality at Queen Mary University of London. Please return your report to the Directorate of Governance and Legal Services - qualityandstandards@qmul.ac.uk. You will receive acknowledgement of the receipt, and a response will be made by the Head of Quality.